



Application Preliminary Evaluation Packet

For each section, please rate the response then explain your rating by specifying strengths and weaknesses in the space provided. Where applicable, you should elaborate on concerns by specifying additional information you would request or follow-up questions that you have.

- § Pass: The response demonstrates an understanding of key issues and the ability to start a charter school successfully although minimal clarification may be needed in places. It addresses the topic with clear, specific and accurate information that reflects thorough preparation. The application meets minimum components as evidenced by the check boxes of the rubric.
- § Fail: The response either fails to entirely address the selection criteria or addresses some of the criteria. The responses lack adequate detail and/or raise substantial concerns about the applicant's preparation for and ability to start or operate a charter school successfully. The application fails to address all of the minimum components as evidenced by the check boxes of the rubric.

Subcommittee Members:

Glenn Allen
Tracy Kelley
Deanna Townsend-Smith
Steven Walker
Kenneth Tucker
Buffy Fowler
Anthony Helton
Avril Smart
Phyllis Gibbs
Robert McOuat
Sherry Reeves
Tammi Sutton
Kevin Piacenza

Date of Review:

09/30/2016



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Global Achievers School

Public charter schools opening the fall of 2018

Due by 5:00 pm, September 19, 2016

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
2016 Application Process
To open a charter school in the 2018-2019 school year

APPLICATION DUE DATE/TIME

September 19, 2016 A complete *online* application package, in the Office of Charter Schools **by 5:00 pm EST.**

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

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

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline September 19, 2016 at 5:00 pm EST. **All applications must be submitted using the online portal** and applicants are to use the following specifications:

1. All required Appendices should be clearly titled, include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...), and submitted in the appropriate places within the application.
2. **Any** answer given within the application which is not original to the applicant, the applicant must provide a citation to the source of the answer.
3. Review all elements of your application for completeness before submitting.
4. **Any** document attached to the application or within the online system **must be** in PDF format.
5. Late submissions **will not** be accepted. No exceptions.

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: *Global Achievers School*

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

Name of non-profit organization under which charter will be organized or operated: *Global Achievers School*

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: *Quiletta Dunston*

Title/Relationship to nonprofit: *Board Chair*

Mailing address: 1520 Aragon Dr 301
Knightdale NC 27545

Primary telephone: 919-295-2027 Alternative telephone: 252-557-9040

E-Mail address: *qdunston.gaschool@gmail.com*

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

County: *NASH*

LEA: *640-Nash-Rocky Mount Schools*

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

No:

Yes:

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

No:

Yes:

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

No:

Yes:

Global Achievers School - Global Achievers School enhances the quality of education through project-based learning as we prepare all students within the communities we serve for a global society.

Acceleration

Yes:

No:

To be considered for acceleration applicants must meet four specific criteria. Provide supporting evidences of the following:

**Demonstrate a clear and compelling need for the accelerated planning year*

Partner with a two of four year institution of higher education in North Carolina

*Attach Appendix A from the four year institution of higher education in NC to demonstrate a partnership
Verify the absence of a charter school in the proposed county of location*

Yes:

No:

Agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award.

Yes:

No:

What is the name of the nonprofit organization that governs this charter school? Global Achievers School

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2018 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (5

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K,01,02,03	240
Second Year	K,01,02,03,04	300
Third Year	K,01,02,03,04,05	360
Fourth Year	K,01,02,03,04,05,06	420
Fifth Year	K,01,02,03,04,05,06,07	480

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

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

nashcocharter
Signature

board chair
Title

nashcocharter
Printed Name

09/19/2016
Date

Section I: Application Contact Information Concerns and Additional Questions	<u>Reviewer</u>	<u>Page Reference</u>
<u>Applicant should be asked to provide a rationale for opening with such a large student population given lack of experience and it is not realistic that 2nd and 3rd graders will enroll bc they are not natural transition grades.</u>	Tracy Kelley	<u>Grade Levels</u>
<u>Modified year round schedule.</u>	Sherry Reeves	<u>Grade Levels</u>

<u>Reviewer</u>	<u>Score</u>
<u>Glenn Allen</u>	
<u>Tracy Kelley</u>	<u>Pass</u>
<u>Deanna Townsend-Smith</u>	
<u>Steven Walker</u>	<u>Pass</u>
<u>Kenneth Tucker</u>	<u>Pass</u>
<u>Buffy Fowler</u>	<u>Pass</u>
<u>Anthony Helton</u>	<u>Pass</u>
<u>Avril Smart</u>	
<u>Phyllis Gibbs</u>	
<u>Robert McQuat</u>	
<u>Sherry Reeves</u>	<u>Pass</u>
<u>Tammi Sutton</u>	
<u>Kevin Piacenza</u>	<u>Pass</u>

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

Global Achievers School enhances the quality of education through project-based learning as we prepare all students within the communities we serve for a global society.

Clearly describe the mission of the proposed charter school:

Global Achievers School will use a project-based learning model of instruction to develop critical thinkers that are self-motivated. Learners will be able to apply ideas to real world situations and strengthen both understanding and problem-solving skills. Our academic program will be based on data-driven decisions, the needs and interests of the students, and the support of the community, state and world. Students will develop habits that are needed for success in college, careers and life.

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.*

Global Achievers will recruit an ethnically and socio-economic diverse population that is reflective of the southern Nash County area schools. The school will be open to all students that are eligible to attend public schools in North Carolina.

The following information was derived from the 2015-16 NCDPI Grade, Race, Sex 2015-16 report for the three elementary and one middle school in the southern Nash County area: Hispanic 31.8%, Black 23.2%, White 41.8%, Asian .2%, American Indian .1%, and Multi-racial 3%.

The board chose the southern Nash County area because there is a lack of school choice in the area. There is one charter school located in northern Nash county, approximately 37 miles from the proposed location of the school. Additionally, there are clear achievement gaps in the southern Nash County schools.

For southern Nash county students in grades 3-8 the average proficiency for all students was 39.9% with the state average being 55.7%.

The average proficiency for each subgroup in 2014-15 was as follows:

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Hispanic 33.7%,
Black 27.2%,
White 50.3%,
Asian 72.9%,
Multi-racial 35.6%,
Academically Gifted 92.5%
Economically Disadvantaged 34.1%, and
Limited English Proficiency 16.3%

(www.ncreportcards.org/src)

The rationale for selecting this location is our desire to provide a quality school that caters to all learners, regardless of socioeconomic or racial background. Global Achievers School recognizes that each student has his or her own unique methods of learning and their levels of skills and curiosity vary. Project-based learning will allow students to delve deeply into the curriculum as they connect new knowledge with what they already know.

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

Global Achievers School plans to open with kindergarten through third grade (K-3) with a 2018-19 enrollment of 240 students. Enrollment will increase by adding one grade each year to reach a total enrollment of 540 students. Based on the 2015-16 ADM for grades K-8, this is 4.94% of the total enrollment. Total enrollment of 540 will be obtained during the 2023-24 school year.

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

Global Achievers School and Nash-Rocky Mount Schools will be similar in that we will both utilize the Common Core and Essential Standards. We will also use data to drive our instruction, but our school will utilize individual student data notebooks to keep abreast of their academics. The data notebooks will be a tool used by students to set and help achieve academic and personal goals.

Global Achievers will offer an extended school day which will provide students an opportunity to receive either one-on-one or small group tutoring and engage in afterschool clubs such as 4H, Girls Scouts, Boys Scouts and sports.

Global Achievers will offer a researched-based, project-based instructional model for all learners. According to School Improvement Plans located on the Nash-Rocky Mount Schools website, there are no schools in the southern Nash county area that is utilizing this instructional model. (<http://www.nrms.k12.nc.us/domain/72>)

Professional development will be a major focus at Global Achievers. Prior to the beginning of each school year, all teachers will engage in teacher orientation. Throughout the school year, all teaching staff will receive a minimum of two weekly classroom walkthroughs, followed by coaching, co-teaching or modeled lessons.

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Global Achievers will foster a data-driven culture in which all students set goals and monitor their achievement through individual data notebooks. All staff members will receive ongoing training in making data-driven decisions.

Additionally, instead of using traditional parent-teacher conferences, Global Achievers School will implement Academic Parent Teacher Collaboration (APTC). Teachers will coach parents to become engaged, knowledgeable members of the academic team during three classroom APTC meetings and one individual parent-teacher-student session. APTC will provide teachers and families a time and place to share student performance data and set achievable and measurable, student-centered academic goals. During each APTC session, parents will receive hands-on lessons and materials to take home to help their child.

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

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

The Six Legislative Purposes of a Charter School are:

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

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

Global Achievers School will increase learning opportunities for all students with a special emphasis on at-risk students. The project-based learning approach will encourage students to collaborate, use creativity to problem-solve and participate in experiences that will enhance their academic and personal lives. Our differentiated focus in all subject areas will meet the learning needs of all students as they are able to connect what they are learning to their world. According to Dorio (2009), Project Based Learning imparts the skills students need to be successful in the workplace today. In order for students to have the ability to manage the demands of changing information, technology, jobs, and social conditions, they must be taught how to learn. Studies have shown a positive impact on

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learning when students participate in lessons that requires them to construct and organize knowledge, consider alternatives, engage in detailed research, inquiry, writing, and to communicate effectively to audiences. Project-based learning allows each student to learn at his or her own pace as they self-select projects and topics that are of interest to them. A lead teacher will provide support to students who performing below their peers and will offer additional support to teachers during data-team meetings and one-on-one meetings to identify effective teaching strategies. Additionally, our extended day will allow for remediation or enrichment in language arts and math through one-on-one or small group. Finally, we will offer a modified-year round schedule which will help reduce "summer loss". Based on academic data, students who need additional academic support will be offered remediation during the first week of the school's two week intercession.

Goals for the Proposed Charter School:

1. *Provide specific and measurable **goals** for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.*

Operations

Global Achievers School will retain its teaching staff and have less than 10% attrition each school year.

-Staff satisfaction data will be gathered through the NC Teacher Working Conditions Survey and quarterly feedback sessions and/or surveys.

Each school year, 90% of Global Achievers families will attend at least two of three quarterly Academic Parent Teacher Collaboration (APTC) meetings.

-Attendance at each APTC session will be taken. All staff and board members will be assigned a group of families that they will contact prior to each meeting.

Each school year, 90% of Global Achiever's families will report that Global Achievers school meets or exceeds their expectations.

-Surveys will be available on-line and/or distributed at each APTC meeting. For those not in attendance, the survey will be sent home and parents will be able to access it online.

Each year, Global Achievers will average a student attendance rate at or above 95%.

- Data will be gathered through the Principals Monthly Report. This report will be a part of the principal's monthly data report to the Board of Directors.

Academics

Each school year, Global Achievers School will meet or exceed growth as measured by NC EOG data.

- Testing results will be discussed at board meetings as soon as they are available.

In grades K-2, students will score at or above grade level in reading and math as measured by the NC K-2 reading and math assessments.

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- Assessment results will be shared with the board. All data will be housed in the online Data Warehouse and board members will have access to view the data.

In grades 3-8, students will participate in MAP- NWEA testing (Northwest Evaluation Association Measure of Academic Progress Testing). Students will take the test three times per school year.

-Testing results will be discussed at board meetings as soon as they are available.

Finance

Each year, Global Achievers School will meet the yearly budget projections ensuring a growing surplus and clean audits.

-The board will receive monthly financial reports to ensure that the school has a healthy financial status.

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

Each board meeting will begin with the recitation of the school's mission. The mission will also be included on each monthly board meeting agenda. All decisions and discussions will be centered around the school's mission.

At each monthly board meeting, the principal of the school will provide a detailed data report to the board. Students and staff may also be present at the meeting to provide additional information pertaining to how they are adhering to the school's mission and reaching the board's goals. Board members will also have access to each grade level's data warehouse in which data pertaining to attendance, behavior and academics will be housed.

*In accordance with FERPA, student names will be not included in the data warehouse.

Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
Explain more about what is meant by preparing students for a global society.	Buffy Fowler	Mission Stat
Can the mission statement itself be revised so that it makes a stronger and more compelling statement about the school's approach to learning and expected outcomes. Can "enhances the quality..." be revised with a stronger phrase?	Kevin Piacenza	Mission Stat
What does the school mean when they say "as we prepare all students within the communities we serve for a global society?"	Kenneth Tucker	Mission Stat
Attached for review purposes is a map outlining the current charter schools. Additionally, the map provides an overview of the general placement of proposed charter schools for the 2018 school year: http://www.dpi.state.nc.us/charterschools/schools/map .	Deanna Townsend-Smith	Educational
Explain what is included in a data notebook. How is a data notebook different from a student portfolio? What other information, besides the school improvement plan, was collected to determine that no other schools within the LEA uses this instructional model? Is the APTC meetings one on one or whole class or whole school meetings? How many surveys were completed. The percentage does not state the number of surveys, therefore the true need from a parent perspective is unclear. What evidence do you have that this method of learning works best with your targeted population.	Buffy Fowler	Educational
How many people responded to the survey? Need more data to determine if the applicant provided substantial evidence of need/desire for school.	Sherry Reeves	Educational
Can the applicant clarify the data provided in Appendix A1 related to educational need? How many survey respondents were there? Have any public meetings been held?	Kevin Piacenza	Educational
Appendix A-1 states that "board members reached out to members in the Nash county community to distribute surveys," but doesn't provide information on the number of surveys completed, thus making it difficult to measure interest. Also, what kind of outreach methods were utilized (i.e. community meetings, door-to-door, newsletters, etc.)?	Kenneth Tucker	Educational
The school provides detailed information on project-based learning, but how will the PBL strategies be modified for at-risk students specifically? The applicant cites research about the connection between PBL and workplace needs. Is this related to the mission of preparing students for a global society?	Kenneth Tucker	Purposes of
Purpose 5 - increase learning opportunities for all students (stated in Mission) with special emphasis on at-risk or gifted students. Does research demonstrate that project-based learning works well with at-risk students?	Sherry Reeves	Purposes of
How does the Global society fit with the purpose? Since there is only one purpose stated, what other information can be given about how you will ensure that at-risk students are the targeted population other than the location of the school?	Buffy Fowler	Purposes of
applicant should be asked to explain the plan for for extended year and day. The applicant does not provide sufficient details regarding how it will meet the legislative purpose for at risk students. There is no discussion of how interventions will be structured in the dat, specific assessments that will be used to progress monitor student achievement, or what specifically the school will do differently than the LEA.	Tracy Kelley	Purposes of
In addition to school-wide growth goals, can the applicant establish specific performance goals related to % of students proficient using existing LEA data as a baseline?	Kevin Piacenza	Goals for th
All students will score at or above grade level in reading and math? Is that an	Steven Walker	Goals for th

attainable/realistic goal?		
The applicant has a focus on working with at-risk students and utilizing a project-based learning approach, but neither focus is specifically addressed in the goals.	Kenneth Tucker	Goals for th
Goals are not sufficiently detailed or focused on improving the quality of teaching as the goal should be to retain the highest percentage of highly effective teachers year over year not just to retain all teachers. The applicant does not provide goals specific to PBL model.	Tracy Kelley	Goals for th
Academic goals only state that GAS will meet/exceed growth. What are goals for proficiency?	Sherry Reeves	Goals for th
Explain the online Data Warehouse. "In grades K-2, students will score at or above grade level in reading and math as measured by the NC K-2 reading and math assessments." What percentage, by when? "In grades 3-8, students will participate in MAP- NWEA testing " What will be done with this data? What is the goal in collecting this data? Explain more about how a board will determine whether or not a school is in a healthy financial status. What goals will you attempt to achieve with the governance of your school?	Buffy Fowler	Goals for th
While 100% scoring at or above grade level is a great goal, it will prove impossible on a yearly basis. Is there a more realistic goal?	Anthony Helton	Goals for th

Reviewer	Score
Glenn Allen	
Tracy Kelley	Pass
Deanna Townsend-Smith	
Steven Walker	Pass
Kenneth Tucker	Pass
Buffy Fowler	Pass
Kevin Piacenza	Pass
Anthony Helton	Pass
Tammi Sutton	
Sherry Reeves	Pass
Robert McOuat	
Phyllis Gibbs	
Avril Smart	

III. EDUCATION PLAN

(No more than ten total pages in this section)

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

Instructional Program:

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

Global Achievers School's mission is to enhance the quality of education through project-based learning as we prepare all students within the communities we serve for a global society. Projects will be real world and emanate from a problem that has a personal or social value to students. The projects will result in a product or performance that has personal or social connections to the students' lives. The single most important idea in project-based learning will be to solve problems and accomplish tasks that build on students previous work. Infrequent use of textbooks will allow teachers to create situations and lessons which students can relate to.

Typical projects present

A problem to solve: (How can we reduce the pollution in our town park?);

A phenomenon to investigate (Why do you stay put on a roller coaster ride?);

A model to design (Create a scale model of your perfect bedroom); or,

A decision to make (Should all students have to wear uniforms?).

At Global Achievers School, students will receive substantial instruction and practice in how to function in a team environment. Collaboration within the group is an element that is necessary to accomplish tasks. The type of intended collaboration in the small group includes resource identification, peer support, acknowledgement and continued reinforcement of existing knowledge, and assistance and assurance in integrating and synthesizing new information (Lambros, 2002).

Instructional strategies at Global Achievers School will include:

Integrated units of study: The use of integrated units of study will allow students to focus on the processes of learning more so than the products of learning. Learning will be extended across the curriculum and across the day. A child-centered curriculum will be provided that is tailored to the interest, needs and abilities of students who are encouraged to make their own decisions.

Reading and Writing Workshops: Conducted in a small-group settings, the teacher will provide differentiated lessons to students. Reading and Writing Workshop lessons will be based on Lucy Calkins "Units of Study". Teachers will use the units as a guide as they plan for cross-curricular

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units of study.

Math Workshop: Conducted in small-group settings, the teacher will provide differentiated real-world, math instruction to students. Students will solve problems independently and collaboratively.

Assessment:

Global Achievers School will administer all state-required assessments. Beginning in the third grade, students will also take the NWEA-MAP test three times per school year. Additionally, we will focus on learning-focused assessments through the use of rubrics. Students' written work, teacher observations, projects, performances, traditional classroom tests and performances will all be assessed through teacher-created rubrics. Teachers will accurately design projects that target the North Carolina standards. Assessment will occur continually throughout projects to ensure students are getting the content knowledge and skills that they need to complete the project.

Meeting the Target Population Needs

Project-based learning fits into the movement for higher standards and greater achievement because it asks students to demonstrate an understanding of materials. Research and teachers' experiences have demonstrated that active instructional techniques like project-based learning can motivate and build critical thinking and reasoning skills (Delisle, 1997).

Curriculum and Instructional Design:

Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.

At Global Achievers School, teachers will be required to present the NC Standard Course of Study in a variety of ways. Additionally, teachers will use these standards as a baseline as they as they will be encouraged to go beyond the standards in order to provide our students with 21st Century learning. The instruction will be authentic and it will address real-world concerns, target defined areas of the curriculum and reflect the real world. The role of the instructor will change from the "director" to "co-learner" to "guide on the side" as he/she facilitates thinking skills and problem solving. The changing role of the instructor will depend on the needs of the students. Students will analyze instead of recall, justify instead of define and formulate instead of list (Marshall & Horton, 2011).

Although project-based learning will be the basis for instruction, daily lessons will include instructional strategies that will include both whole and small group teacher-directed, as well as, small group teacher-facilitated lessons. The teacher will incorporate real-world, hands-on learning inside the classroom, around the school grounds, and within the community. Students will take physical and virtual field trips to various places such as the North Carolina Museum of Natural Sciences, The Country Doctor Museum and local businesses.

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The workshop model will be used to teach and reinforce literacy. So that writing is authentic and meaningful, teachers will utilize "Units of Study", by Lucy Calkins, to guide their instruction.

The workshop model will be used to teach and reinforce math skills.

After projects, students will exercise their speaking skills as they present to a variety of audiences such as their classmates, parents, and the community.

The elementary curriculum will focus on guiding our students as they gain confidence in reading, writing, mathematics, social studies, and science. Students will develop the foundational skills for critical thinking and listening, comprehension, and research. The arts, global studies and physical education will be integrated.

The middle school curriculum will offer creative opportunities in an active learning environment. Building on the critical-thinking skills developed in elementary school, Global Achievers' students will examine and understand complex concepts, investigate and build evidence, and present findings.

All classrooms at Global Achievers school will have a student to teacher ratio of 20:1.

Provide a synopsis of the planned curriculum, including:

1. *One sample curriculum outline (in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*
2. *If you are proposing a high school, as Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.*
3. *Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

Global Achiever School's mission is to enhance the quality of education for all of our students. The language arts curriculum that is provided is based upon Lucy Calkins Units of Study. This aligns with the Common-Core curriculum, as well as, the end of grade (EOG) assessments. Additionally, teachers will utilize resources provided by NCDPI. The curriculum will be used to develop and refine strategies for reading and writing across the curriculum while supporting greater independence and fluency through a variety of opportunities. Students higher-order and critical thinking skills will be enhanced as they receive explicit instruction as they write the kind of texts that they see in the real world. The curriculum also is based on the workshop model, which is one of the major instructional strategies that will be used at Global Achievers. This individualized and small group approach aligns with the hands-on, real world approach to learning that is appropriate and effective for all learners.

4. *Describe the primary instructional strategies that the school will expect teachers to master and*

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explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.

Global Achievers teaching staff will be expected to be able to:

effectively employ project-based learning,

effectively integrate the curriculum,

utilize SIOP,

facilitate the workshop model,

and make data-driven decisions.

All of these instructional strategies will focus on the teacher meeting the students where they are. Through the use of these instructional strategies, students will have consistent opportunities to exercise critical thinking skills, be able to analyze information, and make choice about their learning. Students individual academic needs will be addressed as the learning environment lends itself to everyone being successful.

5. Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.

As stated earlier, we will use the North Carolina Standard Course of Study as a framework for our instructional program. This will allow students to meet and exceed the measures in the state's Accountability Growth Model.

NWEA-MAP benchmark testing in grades 3-8 will be used to inform student readiness from grade to grade. The data from the testing will provide information for each individual student that will allow for more intense instruction.

Rubrics used to assess student achievement will be used to inform student readiness. The rubrics will provide diagnostic information to teachers and formative feedback to students and parents.

6. If you are proposing a high school, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours and how grade-point averages will be calculated?

7. Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).

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

The calendar consists of 187 instructional days and we will be using a modified year-round schedule. Students tend to experience "summer loss" when school is not in session for 2-3 months during the summer. It is Global Achievers desire to reduce summer loss by offering a shorter time away from school. In addition, remediation will be offered during the first week of each intercession throughout the school year and summer. The school day will be extended so that tutoring and enrichment activities can be afforded to our students.

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The first year of the school, teachers will receive 2 weeks of induction prior to the opening of school. This will include time to prepare classrooms, focusing on knowing and understanding the mission of the school, grade-level planning, and professional development.

This calendar consists of 9 weeks of instruction with a 2 week intercession. The last day of each 2 week intercession will include professional development days for teachers. In addition, there will be one and a half professional development days each month.

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.*

Global Achievers School will use the Multi-Tiered Support System (MTSS) model to ensure that students who are not performing at expected level progress and have academic growth. MTSS is a multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices. It employs a systems approach using data-driven problem solving to maximize growth for all (mtss.ncdpi.wikispaces.net).

In Tier I, teachers will differentiate instruction to meet student needs. A variety of data points, such as NWEA-MAP test results and rubrics will be used to determine if students are progressing. This data will be housed in the school's Data Warehouse and will be discussed in data team meetings. If a student is not performing at expected levels, his/her personalized education plan will be enhanced and include more specific goals to target any deficits. In Tier II, the teacher will implement evidence-based instructional interventions for students. These interventions will be implemented during workshop and tutoring. Regular progress monitoring to assess the effects of intervention will inform whether academic modification will need to be made. Tier III is the third layer of student support and the focus will be on the individual student who needs intensive support. At this level, concerns are not similar to "like-peers" and a significant gap is apparent. Pulls-outs by the lead teacher and intensive instruction in the classroom and after school will be implemented to help meet these students academic needs.

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

Our method for identifying ELL students will begin at initial enrollment when every family fills out a Home Language Survey (HLS). If the HLS indicates that a student's home language is something other than English, the student will be identified as a potential ELL student. The student will then be given the W-APT screening assessment (currently used by NC) to determine his or her proficiency in English. If student has attended another school within North Carolina or attended a WIDA supporting state

school prior to coming to our school, the student's cumulative file will be checked to see if he or she was tested for ELL and if so, the level of proficiency in English and services given. If the student scores at a low level that designates a need for ESL services, the student will be classified as an EL student and placed appropriately in our program.

Our instructional program will implement a two-part program. Sheltered Instruction Observation Protocol (SIOP) will be used in the general classroom to help EL students access the core grade-level content. The ESL teacher will use English language development acquisition instruction to help students develop English language skills in reading, writing, listening, and speaking English. Each student will have a Language Acquisition Plan (LAP) that contains goals for both social and academic proficiency in English, and the classroom modifications that must be implemented in the classroom and the accommodations that must be implemented in the classroom and on standardized assessments.

ELL students will be monitored and evaluated within the general classroom every nine weeks by teachers filling out a monitoring form that indicates the progress the EL student has made in core subjects and the classroom modifications and accommodations that were used to help EL students progress. The ESL teacher will give both formative and summative assessments throughout the students time in English acquisition classes to measure growth in reading, writing, listening, and speaking English. Each spring, every EL students will be tested using the ACCESS test (currently used by NC) to determine how much progress the student has made in one year. An EL student may exit the program if he or she scores at the state-approved level for exiting the ACCESS exam. The exited students will be closely monitored for two years to ensure that he or she can succeed in the general classroom without English language support. If findings show that the exiting students may need English language support, the student may be re-tested and re-enter the ESL program if scores indicate so.

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.*

Our mission is to enhance the quality of education through project-based learning as we prepare all students within the communities we serve for a global society. Project-based learning is ideal for gifted students because of the focus on student choice, and opportunities for differentiation. Students will be motivated and challenged through the use of real world and authentic problems. The projects will challenge students based on their ability level and interest.

Data from K-2 assessments, NWEA-MAP testing, and rubrics will be used to identify and monitor students who are performing well-above their grade level. Teachers will use Project-Based Learning for Gifted Students: A Handbook for the 21st Century Classroom" by Todd Stanley as a guide to help ensure that these students needs are met. In addition, teachers will discuss strategies during bi-weekly data team meetings.

Exceptional Children

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

Identification and Records

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

Identification:

Exceptional children will be identified upon entry to our school by either an active Individualized Education Plan (IEP) or through the Child Find process. If parents state that their child had previously received EC services or had an IEP or Section 504 Plan, we will ask the parent for any documentation. We will also initiate a records request from the student's prior school. Staff will also review all students' files for evidence of enrollment in an EC program at the previous school; if so, we will immediately ask that school for relevant records. We will implement the student's existing IEP or Section 504 Plan or IEP, the EC specialist (along with school administrators) will be responsible for reviewing, revising, and/or implementing the existing plan.

If the student has gone through Tier III of the MTSS process and has not demonstrated the necessary progress, the student will be referred to the EC specialist for evaluation. Parental notice and consent will be requested before testing.

If there is a student who has not previously been evaluated but who is believed to have an EC need, s/he will be evaluated. Also, the parent of the student can request, in writing, to the school that the child be evaluated.

If a student is referred for evaluation, the Global Achievers School will utilize the services of a licensed School Psychologist. The team will determine whether psycho-educational or other testing is needed to determine if the student meets eligibility requirements in accordance with state policies. The School Psychologist will issue a written report on the evaluation. If the report indicates that the student meets EC service requirements then the IEP team will be responsible for holding an IEP meeting, identifying the student's needs, developing an IEP to address these needs, and implementing the IEP to ensure compliance. The IEP team will include an EC teacher, a parent, a general education teacher of the child,

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an appropriate LEA representative, and anyone else with relevant knowledge of the child.

However, if a student is evaluated and does not qualify for EC services the student will be referred to the intervention team.

Parents can also request in writing to have a child receive accommodations under section 504. School staff will meet with parents to write a 504 plan if appropriate documentation of a medical condition is provided.

Staff members will also be responsible for ensuring confidentiality of all EC and 504 records. These records will be maintained in files in a locked closet to which the EC specialist and administrators will have the key. Staff will also maintain a sign-in/sign-out process for all records to maintain confidentiality and the records 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.*

As described earlier, Global Achievers School has designed an educational plan that helps to ensure that ALL children will grow and learn. Global Achievers School will provide the full range of EC services as appropriate for each student. This same standard is applied to ensure that students with disabilities get a Free and Appropriate Public Education (FAPE). The Global Achievers School will employ the proper personnel to manage the administrative responsibilities and compliance associated with providing services for exceptional children. A member of the school leadership team will be designated to oversee the entire EC program. The principal will serve as the school's Section 504 compliance official, ensuring that the school adheres to all applicable provisions of federal and state law related to exceptional children and ensuring that all students qualifying under Section 504 and IDEA receive a free and appropriate public education.

We believe it is important to provide students with disabilities the least restrictive environment. This will be done through an inclusion model that includes differentiated instruction which will already be embedded in the Workshop Model and PBL. We will offer exceptional children individualized services and tailored instruction that provides access to, and promotes progress in, the general education curriculum. We will serve all children according to their individualized academic, functional, social, and emotional needs. As required by federal law, we are committed to serving students in the least restrictive environment (LRE), while providing the full continuum of educational placements as appropriate for each student. These placements may include, but are not limited to, the general education setting, individualized one-to-one instruction, and small-group instruction with both disabled and non-disabled peers as appropriate. We will prepare and execute individualized strategies for our full range of students,

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realizing that the Least Restrictive Environment for some students may be in a more supportive alternative environment.

Students requiring specially designed instruction will have their services delivered in the general education classroom or separate setting based on individual needs and a decision by the IEP Team, considering that services are to be provided in the LRE.

Just as with other students at Global Achievers School, EC students will receive culturally-relevant, data-driven, differentiated instruction in all their classrooms. Throughout the core instruction EC teachers will constantly monitor EC students' IEPs and will alter the classroom instruction and assignments in order to be in compliance with their IEPs.

An important part of the work will be the connections between the school, the student and the parents to ensure all parties are communicating and working together. If related services are needed the IEP team will convene. The referring adult will bring the appropriate documentation of the need. The team will review this documentation and IEP team will review options for the services. The Global Achievers School will contract additional personnel as needed to provide the appropriate levels of service.

Student Performance Standards

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

Each school year, Global Achievers School will meet or exceed growth as measured by NC EOG data.

In grades K-2, students will score at or above grade level in reading and math as measured by the K-2 reading and math assessments.

In grades 3-8, students will participate in MAP- NWEA testing (Northwest Evaluation Association Measure of Academic Progress Testing) to benchmark language arts and reading. Students will take the test three times per school year. These assessments also will be used as a tool to improve instruction, allowing teachers and school leaders to gauge student progress, change instruction where necessary, and measure the effectiveness of those changes. Students will have a number of artifacts and opportunities to demonstrate what they know. The MAP Test will: 1) guide teachers in what instructional strategies will be used for each student and 2) to inform the academic achievement of students. Students will be made aware of their progress and will record the results of each assessment in their data notebook.

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Global Achievers will use a variety of data points concerning student promotion and retention. Ongoing communication will be established with parents regarding their child's academic performance. At the end of the first quarter and every 4 1/2 weeks afterwards, parents of students who are performing below expectations will receive formal notification that their child will begin to receive Tier 2 or Tier 3 interventions.

The follow data points will be considered:

performance on state mandated testing,

grades based on classroom performance,

teacher input, and

student attendance.

The aforementioned expectations will be the same for students with special needs. However, IEP goals will be reviewed and input from the Exceptional Children's teacher will be gathered for students who receive EC services.

Students who graduate from Global Achievers School will be well-rounded, critical-thinkers who are globally aware and civic-minded. They will be prepared for college, careers, and life as they would have met or exceeded state testing goals.

Student Conduct:

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

Provide a draft copy of the student handbook specific to the proposed charter school within the appendices (Appendix D).

Be sure to include:

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

Global Achievers focus will be on enhancing the quality of education of every student. We will seek to instill a love of learning, a sense of responsibility, self-discipline, and respect for others in each student. Students will be expected to make positive behavior choices that promote a productive learning environment. In the classroom, teachers and classmates will "energize" students for adhering to expectations. "Energizing" is a component of the Nurtured Heart Approach that was created by Dr. Howard Glasser. This is a framework designed to help educators remember how to nurture children at a level that they are craving and it inspires children who typically misbehave to transform.

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The Nurtured Heart Approach (NHA) highlights the positives and greatness of each student, avoiding negativity, and being consistent. The NHA will increase positive interactions as a way of supporting self-esteem development. Appropriate behaviors will be nurtured as student develop a positive self-concept of inner wealth.

In order to show respect, maintain safety, and focus on learning, students will be expected to:

1. Follow directions the first time.
2. Keep hands, feet, and objects to themselves.
3. Take care of school property and personal belongings.
4. Be attentive when being spoken to (peers and adults).

Discipline Plan

Level 1: Reset: Child is told to "reset" which signals that he/she needs to stop their current behavior.

Level 2: Classroom isolation: Student who refuses to "reset" or has been reset a few times will be sent to an isolated place in the classroom. The teacher, nor students, will give energy to this student.

Level 3: Buddy Room or Time-Out Room: Students will move to another location to "reset" and complete his/her work. This will not be a time for discussion because negative energy does not need to apart escalate the situation.

Level 4: Referral to administrator (See the actions listed below).

*Physically harming someone

*Possession of an illegal substance such as narcotics and alcohol

*Possession of a weapon such as knife or gun

*Bullying

*Theft

*Use of inappropriate language

*Academic dishonesty

If a parent would like to appeal their child's suspension or expulsion, the parent may file a grievance with the Global Achievers Board of Directors. This grievance can be filed electronically through email or the parent may deliver a sealed written appeal to the school's administrative assistant. In closed session, the Board of Directors will hear the matter and make a decision. The decision of the Board of Directors will be final.

Unless a student's IEP specifically provides goals for discipline, all students will expected to adhere to the school rules. A student with

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disabilities may be moved to an alternative educational setting for up to 45 school days if he/she is suspended over 10 days (cumulative or consecutive). Homebound, day treatment, or alternative school may be alternative options as EC services must still be provided to the student.

Section III: Education Plan Concerns and Additional Questions		
Why were the proposed curricular approaches (i.e. PBL, Lucy Calkins Units of Study) selected for the target population and how they will be tailored to meet the specific needs of at-risk students?	Kenneth Tucker	Instructiona
Will all subjects be taught using project-based learning and small groups? With this approach is there any whole group teaching/learning?	Sherry Reeves	Instructiona
The applicant describes that integrated units of studies will be used. The reading and writing instruction is described as using the Lucy Calkins materials and that the math workshop will include small groups solving problems. Please describe how teachers will integrate subjects within these models. Overall more detail is needed.	Buffy Fowler	Instructiona
Can the applicant provide evidence that the proposed instructional model (PBL)(integrated units) has been effective with the target population? Are there other schools in NC that have produced positive results using PBL as the primary instructional mode?	Kevin Piacenza	Instructiona
During the intercessions will staff be required to work the first week and have the second week off? How will you determine which students attend the remediation week?	Sherry Reeves	Curriculum a
Will teachers collaborate, especially at middle school level, to share content/subject expertise in developing integrated units? How will classroom space be designed to facilitate PBL groups/workshops. etc.? Will middle school students be with same teacher all day 20:1? How will the schedule be designed to accommodate a PBL approach? Can the applicant clarify the math program? Will math be taught as a discreet subject or as part of the integrated unit? Will a specific math model/text series be used? How will math be handled in middle school?	Kevin Piacenza	Curriculum a
Applicant states that MTSS will be used. Tiers are listed but specific strategies at each level need to be explained. Will AIG students be served in the regular classroom and will they have pull-out with an AIG-certified teacher?	Sherry Reeves	Special Prog
Applicant does not provide enough information regarding how the curriculum will be differentiated to met the needs of every child; stating that teachers will differentiate is not enough how will tis be done? Example, small groups heterogeneous or homogeneous? Will school provide struggling tier 1 students with small individualized small group instruction during the school day? If so how that be structured and monitored for effectiveness?	Tracy Kelley	Special Prog
Note/clarification: A 90 day timeline does begin once a written referral/request comes from a parent. The Psychologist does not determine if a child meets eligibility requirements but rather the team.	Glenn Allen	Exceptional
What percentage of k-2 students will score at or above grade level, by when? What will the goal be of student results of the MAP testing?	Buffy Fowler	Student Perf
As a point of clarification, since no specific percentage is provided, is it to be assumed that 100% of K-2 students will score at or above grade level in reading and math?	Kenneth Tucker	Student Perf
Applicant does not include 21st century learning standards which is a centerpiece of PBL. Applicant does not provide measurable standards (i.e. NWEA RIT scores for growth). NCEOG goal is not specific or measurable --exceed by how much?	Tracy Kelley	Student Perf
Can the applicant clarify student performance goals by making them more specific with respect to percentage of students proficient and growth using LEA data as a baseline?	Kevin Piacenza	Student Perf
Applicant needs SMART goals with relation to student proficiency.	Sherry Reeves	Student Perf
I would encourage the school to review Policies Governing Services for Students with Disabilities regarding discipline and suspension. There is no mention of the provision services or change of placement once a child reaches 10 days. There appears to be some understanding.	Glenn Allen	Student Cond
Related to the grievance process, how will parents be made aware of the process?	Kenneth Tucker	Student Cond
A student with disabilities may be moved to an alternative educational setting for up to	Sherry Reeves	Student Cond

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45 school days if he/she is suspended over 10 days (cumulative or consecutive). Explain a scenario when this action would be necessary.		
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Reviewer	Score
Buffy Fowler	Pass
Kenneth Tucker	Pass
Steven Walker	Pass
Deanna Townsend-Smith	
Tracy Kelley	Pass
Glenn Allen	Fail
Anthony Helton	Pass
Sherry Reeves	Pass
Robert McOuat	
Phyllis Gibbs	
Avril Smart	
Kevin Piacenza	Pass
Tammi Sutton	

IV. GOVERNANCE and CAPACITY

(No more than ten total pages in this section)

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

Governance:

Private Nonprofit Corporation:

*The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

Name of Private Nonprofit: Global Achievers School

Mailing Address: 4504 Joe Cotton Drive

City/State/Zip: Knightdale NC 27545

Street Address:

Phone: 252-557-9040

Fax:

Name of registered agent and address: Global Achievers School
4504 Joe Cotton Drive
Knightdale, NC 27545

FEDERAL TAX ID: 81-3686905

Tax-Exempt Status 501 (c)(3)

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

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

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

Governance and Organizational Structure of 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 initial members of the nonprofit organization.

Board Member Name	Board Title	County/State of Residence	Current Occupation	Past or Present Professional Licenses(s) Held	Has any disciplinary action been taken against any of these professional licenses?

Quilett a Dunston	Chair	WAKE	Principal		
Renee Stevens -Mills	Vice- Chair	NASH	Administra tive Assistant		
Thelma Richard son	Secret ary	NASH	Workforce Specialist		
Frankie Stutzma n	Board Member	WILSON	Retired Educator		
Marisol Calvos	Board Member	NASH	Health Disability Service Coordinato r		
Lisa Swinson	Board Member	WAKE	Graduate Research Assistant (Student)		

Please provide the following in this location of the APPLICATION:

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

Global Achievers School will be governed by a Board of Trustees and chaired by a Board Chair. The primary function of the Board of Directors will be to focus on implementing the schools vision through policy making and assuring a system of accountability. The board will not manage the day-to-day operations of the school. The board will conduct long term planning, monitoring programs and services, facilitate communication with the community, financial manage and select and hire the school director. The board will also work to ensure that the school stays in compliance with all state, local and federal laws. All of the of the board's decisions will be based upon the mission of the school. The board will have a chair, vice-chair and secretary. These positions will rotate every three years.

Throughout the school year, the board will use the school's operational and academic goals to guide their supervision of the lead administrator. Additionally, the board will evaluate the lead administrator using the NC Principal Evaluation or whatever tool is provided by NCDPI.

The board has identified a school leader who has been involved with the planning of Global Achievers School from the beginning. This school leader has had a variety of educational experiences in the classroom, as a charter administrator, at the state level and the college level. This person has been an effective teacher, administrator and NC State Assistance Team member at Title I schools in NC. This educator is national trainer for The Nurtured Heart Approach to Discipline.

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 number of persons constituting the Board of Directors who have voting authority shall be no less than five (5) and nor more than nine (9) excluding ex-officio members of the board of directors. The success of the school leader will be assessed by receiving monthly updates in regards to the progress of the school goals. Additionally, the results of the staff and parent surveys will be additional data that the board will use to merit the success of the school leader.

The Chair shall be the person charged with supervising, organizing and managing the business of the Board and shall have the responsibility of conducting Board meetings. The president shall perform such other duties as are assigned by the Board. He or she shall preside all the meetings of the board of directors and shall establish the agenda for all meetings.

At the request of the Chair, or in the absence or disability of the Chair, the Vice Chair shall perform the duties of the Chair and when so acting shall have all the powers of, and be subject to all the restrictions upon the Chair.

The Secretary shall keep the minutes of the meetings of the Board and shall see that all notices are given in accordance with the provisions of the by-laws or as required by law. The Secretary shall also be the custodian of the statements, books, records, reports, certificates, and other documents of the Corporation. The Secretary shall perform all duties and possess all authority incidental to the office of the Secretary, and shall perform such other duties and have such other authority as may be assigned by the Board.

In order to ensure that our Board is highly trained, the Board of Directors will participate in training through the NC Office of Charter Schools online modules, as well as, the Ready to Open board trainings. The Board is currently composed of individuals who currently reside, work, or were raised in the southern Nash County area. They bring expertise in K-12 LEA and charter education, community engagement, workforce, migrant families and non-profit board governance. The board will be recruiting board members with business expertise. The board currently has been seeking the advice of someone with business and financial experience who has been guiding the board until additionally board members are recruited. Additionally, once the school is operating, the board will recruit one parent to serve on the board.

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

The founding board members were recruited based on their desire to offer school choice for students residing in the southern Nash county area. A member of the community contacted Lisa Swinson with the idea of offering a school-of-choice for the area. Seeking a diverse set of skills and viewpoints, Ms. Swinson focused on reaching out to residents and/or former residents of the southern Nash county area who had a passion for education

and who understood the educational needs of their community.

If a position is vacant, board members will review resumes and interview potential candidates within one (1) month of the board vacancy.

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

The board of directors will meet monthly a minimum of 10 times per school year.

- 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.*

Immediately after becoming elected, new board members will receive training on all of the components of the school's SBE approved charter application with a focus on the school's current goals.

The board will schedule a minimum of three to four hours of governance training each school year. The topics of the training will be based upon the results of the board members' self-assessment and the needs of the governing body.

Members of the board will also attend national and local workshops or conferences that focus on charter school board governance.

During each annual retreat, board members will review the by-laws, board processes and procedures, open meeting laws, and receive updates to charter school laws.

- 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.*

There are no existing relationships that could pose actual or perceived conflicts of interest. If any member of the Board faces a conflict of interest in a matter pending before the Board, such member shall make full disclosure to the Board of the nature of the conflict. Upon full disclosure, the Board may approve the transaction only by the majority vote of Board members having no conflict of interest. However, no such transaction may be approved if it would constitute self-dealing. In addition, all members of the Board shall, at least annually, complete and execute a Conflict of Interest Disclosure Statement in which they acknowledge their familiarity, and commitment to comply with the board's policy.

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

Except as otherwise expressly provided by statute, or by the by-laws, the action of a majority of the Directors present at a meeting in which there is a quorum shall be the action of the Board of Directors.

- 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.*

At this time, the board does not intend to establish any advisory bodies, councils, or associations. There are none listed in the organizational chart. However, we do intend to have a parent organization that will support the school and have a parent representative to serve on the school's board.

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

The first step in the grievance process is for staff members to first raise the complaint with their direct supervisor, who will attempt to resolve the issue quickly. If the issue is not resolved to the satisfaction of the staff member, the complaint may be taken to the principal and the final step is the board of directors. If the complaint is concerning the principal, the staff member may then escalate the complaint to the Global Achievers School board of directors.

Parents should first raise a complaint with their child's teacher, then the principal, and then if still not satisfied they may take their complaint to the Global Achievers Board. All complaints must be submitted in writing to the board. The board will respond to the parent within 10 days of receiving the complaint.

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

Include in the Appendices:

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

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

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

X Not Applicable

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

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

X Not Applicable

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

X Not Applicable

Projected Staff:

Outline below, 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, course offerings and align with the proposed budget.

Principal

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Assistant Principal (year 3)
Social Worker/Parent Liaison
Lead Teacher
Teacher
ESL Teacher
EC Teacher
Teaching assistants
Administrative Assistant
Specials Teacher (year 2)
Cashier
Registrar

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

Global Achievers will utilize the online resource that the state of North Carolina provides for charters and LEAs for posting job vacancies. We will also post all openings on our school's website. Members from the board and the administration team will also attend job fairs at local universities such as East Carolina University, Barton College, and Wesleyan College.

The strategy for retaining high performing teachers is the belief in providing our teachers with the resources and support that they need to be successful educators, creating and maintaining a professional learning environment and always making mission-driven decisions. Staff members at Global Achievers will receive continuous feedback regarding their performance and will receive continuous support through walkthroughs, formal and informal observations and student data.

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

The Board of Directors will be responsible for approving the new hire recommendations of the principal. The principal will evaluate and supervise teachers. Teachers, as well as, students will be invited to board meetings to share evidences of how the school is meeting its mission and goals.

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

Global Achievers School will follow Nash-Rocky Mount Public Schools criminal background check for all hires. Additionally, a minimum of 3 reference checks will be conducted before a candidate is hired.

The administrative staff will review the candidate's application and make decisions about who they would like to invite in for a teaching candidate day. The candidate will spend a full day at the school to observe Global Achievers teachers teach lessons and complete a face-to-face interview with members of the teaching staff. All candidates will be offered an at-will contract that can be terminated by either party.

Because Global Achievers staff members will be provided with continuous support and feedback, those who do not perform at expectation after documented feedback and support has been provided, will be terminated.

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

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Principal: \$78,000
Teachers \$40,000
Teacher Assistants \$20,000
Administrative Assistant \$25,000
Registrar (part-time) \$13,000
Social Worker/Parent Liaison \$46,000
Bus Drivers (part-time) \$13,000
Cashier (part-time) \$9,000

All full-time employees will be offered the NC State Health Plan and will participate in the NC State Retirement Plan.

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

The first step in the grievance process is for staff members to first raise the complaint with their direct supervisor, who will attempt to resolve the issue quickly. If the issue is not resolved to the satisfaction of the staff member, the complaint may be taken to the principal and the final step is the board of directors. If the complaint is concerning the principal, the staff member may then escalate the complaint to the Global Achievers School board of directors. The board will contact the staff member within 10 days of the submission of the complaint. The board's decision will be the final decision regarding the complaint.

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

At this time, the board is not aware of any dual responsibilities of any positions.

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

For our first year of operation, Global Achievers Charter school will hire a licensed special education teacher to serve as EC coordinator and teacher of all our students receiving special education services. We will hire a licensed ESL teacher to serve as ESL coordinator and teacher of all our ELL students. More qualified EC and ESL teachers will be added as needed. In addition, all classroom teachers will receive staff development to differentiate lessons to meet the needs of all students within their classroom.

9. 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).

Principal- A minimum of Master's degree in K-12 School Administration
Oversee all curriculum and school programming - Develop long/short term strategic goals and present monthly updates to board of directors - Recruit and retain staff highly effective staff- Comply with all NC charter and public school laws and requirements

Assistant Principal (year 3)- A minimum of a Master's degree in Education
Assist principal with recruiting and retaining highly effective staff - Assist principal with overseeing curriculum and school programming -Comply with all NC charter and public school laws and requirements

Social Worker/Parent Liaison- Licensed Social Worker, Psychologist or Guidance Counselor
Oversees quarterly APTC meetings -Communicate with parents, teachers and administrators to communicate student or family needs - Provide counseling

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or treatment plans for students

Lead Teacher/Title I Teacher- A minimum of a Bachelors degree, licensed, prefers at least 4 years teaching experience
Oversees all data teams -Provides pull-out services for lowest 5% that are not identified EC -Oversees Beginning Teacher Program

Teacher- A minimum of a Bachelors degree, licensed and/or highly qualified in their teaching area, prefers at least 2 years teaching experience
Analyzes student data collaboratively with grade-level team and lead teacher
-Facilitates learning in small group, whole group and one-on-one to meet the needs of all learners

Teaching assistants- Must have a high school diploma and prefers at least 2 years experience working with children
Assist in classroom instruction -Provides tutoring during extended day

Office Manager- Prefers at least 2 years experience as an administrative assistant or office manager
First line of communication with all stakeholders - Oversee and maintain inventory of necessary supplies and place orders - Maintains the front office

Registrar- Must have at least an associates degree in records management or equivalent
Maintain student cumulative records -Oversees daily attendance for the school and for state reporting

Cashier- Must have a high school diploma
Responsible for taking payments for meals in the school cafeteria and recording meal counts. This requires excellent basic arithmetic skills and meticulous attention to detail.

Staff Evaluation and Professional Development

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

The teacher will be responsible for maintaining their licensure. Global Achievers will assist the teacher in making sure that they are in compliance with their 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.*

The principal, assistant principal and lead teacher will provide mentoring to the teaching staff. Continuous monitoring will occur through classroom walkthroughs, formal and informal classroom observations and conversations with staff. Immediate feedback and coaching, when necessary, will occur after each monitoring session.

Teachers whose license reflects 3 years or less, will be assigned a mentor. The mentor will meet with the beginning teacher (BT) at least once per week. In addition, monthly BT meetings will be held to cover topics such as strategies for teaching using the workshop model, how to plan and conduct a field trip, classroom management and lesson planning. Mentors may also

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observe, model lessons and/or co-teach lessons in an effort to provide support to the BT.

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

Professional development will be offered during the first two weeks of school and follow-up sessions will occur once per month. The topics for professional development will be:

1. Project-based learning
2. Teaching math and language arts using the workshop model
3. Nurtured Heart Approach to Discipline
4. Data-Driven Decisions

Included in Appendix O is a tentative list of topics for "Data-Driven Decisions" professional development during the school's first year of operation. These professional development topics will be offered internally.

At their request, teachers will be given the opportunity to attend professional development outside of the school. Teachers will be encouraged to attend NCCAT and NCDPI professional development offerings.

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.*

Prior to the students first day of school, teachers will be engaged in 2 weeks of professional development. This will include a PBL field trip to a business in the community, data-driven professional development, understanding the school's mission, SIOP and the Nurtured Hear Approach to Discipline. These will be the core components of professional development throughout the school year.

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

Global Achievers School will have professional development days 1.5 times per month. Additionally, grade-level data teams will meet bi-weekly to discuss student data.

Enrollment and Marketing:

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

Marketing Plan

Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflects the racial/ethnic and demographic composition of the district in which the charter school will be located

or of the special population the school seeks to serve: (G.S.115C-218.45(e)).

Global Achievers School will aim the majority of our marketing efforts in southern Nash County. It is our goal to market our school to all potential parents and students in an effort to reach full capacity with a student body that mirrors the demographics of other schools in Nash County. Our marketing campaign will inform the community that Global Achievers School is dedicated to providing quality education that will prepare our students for a global society.

Current Marketing Efforts:

- We have generated and distributed surveys to gauge the interest and acceptance of a charter school in the community. Each board member has administered surveys at various venues; including community events, church functions and sporting events. The surveys are also available on the schools website.
- A school website has been created: weareglobalachievers.weebly.com.
- A Facebook page had been established:
- A telephone number has been assigned: (252) 557-9040

September 2016-December 2016

- Contact community leaders and local government officials in order to foster support for Global Achievers School and establish relationships between the school and community.
- Join other social media platforms to extend the reach of the school (Twitter, Instagram).
- Work with a professional graphic designer to create school branding (logo, colors, and style).
- Print flyers and handbills that include the schools contact information and website. Post and distribute flyers in the community.
- Send press releases to the following area publications including but not limited to: Spring Hope Enterprise, Nashville Graphic, Rocky Mount Telegram, Wilson Daily Times, and News & Observer.
- Advertise on various local radio stations.

January 2017-June 2017

- Evaluate traffic on social media sites to determine effectiveness and interest. Continue to update Facebook, Instagram and Twitter.
- Attend community events to distribute flyers and handbills (seek out high attendance events such as: recreational events, church functions and town festivals such as Spring Hopes Pumpkin Festival).
- Host a community information session that highlights Global Achievers School and allows potential parents and students to meet School Administration and Board Members, ask questions, and discover the advantages of enrolling at Global Achievers School. This will also allow school representatives to clarify programs and methods that differentiate this school from others; and communicate an initiative to give back to the community by extending after school programs to children who are not enrolled.

July 2017-December 2017

- Begin a direct mail campaign.
- Develop marketing materials that will also appeal to K-3 children.
- Produce a short video that will be uploaded to the website and social media that announces the school and highlights the advantages of enrollment.

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- Partner with celebrities and professional athletes who have ties to Nash County to bring awareness to the school. Schedule a community event in which the celebrity will endorse the school.
- Host a second community information session.

January 2018-June 2018

- Update website to include detailed curriculum information, enrollment information, school construction progress, and employment information.
- Host a community event (block party or festival) that includes community leaders, local government officials, celebrities, music, food and local businesses.
- Campus tours. This will allow potential students and parents to visit the facility and ask questions.

July 2018-August 2018

- Ribbon-cutting ceremony at Global Achievers School. Invite key school supporters, local government and the media.
- Orientation for students and parents.

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.*

Global Achievers School believes that communication between the school and families from the very beginning is key. We will engage effective communication through the school's website, emails, social media, and interpersonal contact.

Global Achievers School recognizes that parent involvement is different for every school. For this reason, Global Achievers School will not have traditional parent involvement expectations. Academic Parent Teacher Collaboration (APTC) is a research and evidence-based system that is unique and authentic and is an intentional, systematic means of increasing student academic achievement by improving the quality and quantity of parent-teacher communication and interaction (Dunlop, 2013). Teachers coach parents to become engaged, knowledgeable members of the academic team in three classroom APTC meetings and one individual parent-teacher session. APTC provides teachers and families a time and place to share student performance data and set achievable and measurable, student-centered academic goals. Through a survey, parents will be asked to indicate what time of day and day of the week would work best for them to attend meetings at school. Moreover, child care will be provided so that parents can fully focus on the parent development during APTC.

The program replaces the traditional parent-teacher conference with three group meetings throughout the year, where teachers meet at once with all parents in their classroom. Each parent is provided with a folder of their child's performance indicators. Teachers then provide an in-depth coaching

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session on how to interpret this data based on overall classroom performance, school benchmarks, and state standards. Parents are provided with strategies and tools to help support learning at home. Together, parents and teachers set goals for their students. During team meetings, the teachers provide data on aggregate classroom performance.

Each parent will receive a folder containing his or her child's academic data and will be able to understand the child's performance in relation to the rest of the class on standards for reading and math. Over the course of the year the data also depict how a child is progressing in relation to these standards. Teachers present the data in creative and concrete ways. For example, some teachers make a linear achievement line designating where the "average" child might score at different points in the year and ask parents to chart where their own child falls. Other teachers have parents color bar graphs to represent areas their child has mastered. The teacher then helps parents set 60-day goals for their child based on his or her academic scores. After families set goals for their children, the teacher models different ways parents can support their child's learning at home. Team meetings end with an opportunity for parents to network and socialize with other parents and families.

One-on-one parent teacher meetings will be held once a year, or more regularly if requested, to also give parents a formal opportunity to meet with teachers on an individual basis. At the 30-minute individual conference, parents and teachers create an action plan to optimize learning. Additional conferences may be arranged if needed. Because many of the parents may speak only Spanish, the translators will be provided for team meetings, and materials will be made available in the parents home language. Global Scholars will have a social worker, who will serve as the parent liaison, who will promote family engagement. The parent liaison will be present at the APTC meetings to support the teacher in outreach and making sure attendance is high.

Global Achievers School recognizes that parent involvement is critical to growth and success. The more parents are involved with the school's mission and their child's education, the more success will be able to be achieved.

Admissions Policy

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

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

Per General Statute 115C-218.45, Any child who is qualified under the laws of this State for admission to a public school is qualified for admission to a charter school. Global Achievers School will not discriminate against any

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student and will not limit admission based on ethnicity, gender, religion, national origin, or creed.

Global Achievers School's application period will be from the second Monday in January to the first Friday in April by 5:00 pm EST. All applicants may apply online or through a paper application. Both the online and paper application will be available in both English and Spanish. Applicants must reside in North Carolina at the time of application. Any application submitted after the first Friday in April will be added to the end of the waitlist according to the date/time submitted. Completed applications will be verified for a valid NC address and a unique number will be assigned. Once a student is enrolled at Global Achievers School, families will not have to reenroll each year.

If the number of applications exceed available seats, a public lottery will be held the third Monday in April. All applicants will be placed in a lottery by surname using a unique identifier. One unique identifier or surname with children's names will be used to represent all applicants from that same immediate family. Siblings of current students, children of board members, and children of current full-time staff members will be given priority admittance to any open spots for the grade level in which the student is applying. Priority placement for board and staff member children may account for no more than 15%. If there are more siblings applying than spots available, a lottery will be held among the siblings to determine admittance. The term "siblings" includes any of the following who reside in the same household: half siblings, stepsiblings, and children residing in a family foster home.

All students accepted through the lottery will be mailed an acceptance letter, along with, an enrollment packet. The packet must be completed, signed, and returned within 10 days. If the packet is not returned by the specific date, the next student on the waitlist will be contacted.

A charter school may refuse admission to any student who has been expelled or suspended from the public school under G.S. 115C-390.5 through G.S. 115C-390.11 until the period of suspension or expulsion has expired.

If there are no seats available, families who choose to withdraw their child(ren) will be placed on the waitlist if he/she decides to re-enroll.

Weighted Lottery

Does your school plan to use a weighted lottery?

Yes:

No:

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

- 1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.*
- 2. A lottery process may not be based upon geographic boundaries, such as zip code or current*

public school attendance zones.

- 3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically and legally sound practices, protocol and research.*

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

- 1. A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery.*
- 2. A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.*
- 3. The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.*

PROJECTED ENROLLMENT

2018-19 through 2022-2023

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Nash-Rocky Mount Schools
 LEA #2
 LEA #3

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

	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	LEA 640	LEA 000	LEA 000	LEA 640	LEA 000	LEA 000	LEA 640	LEA 000	LEA 000	LEA 640	LEA 000	LEA 000	LEA 640	LEA 000	LEA 000
Kindergarten	60	0	0	60	0	0	40	0	0	60	0	0	60	0	0
Grade 01	60	0	0	60	0	0	60	0	0	60	0	0	60	0	0
Grade 02	60	0	0	60	0	0	60	0	0	60	0	0	60	0	0
Grade 03	60	0	0	60	0	0	60	0	0	60	0	0	60	0	0
Grade 04	0	0	0	60	0	0	60	0	0	60	0	0	60	0	0
Grade 05	0	0	0	0	0	0	60	0	0	60	0	0	60	0	0
Grade 06	0	0	0	0	0	0	0	0	0	60	0	0	60	0	0
Grade 07	0	0	0	0	0	0	0	0	0	0	0	0	60	0	0
	240			300			340			420			480		

Section IV: Governance and Capacity Concerns and Additional Questions	Reviewer	Page Reference
Current board should seek members with financial expertise.	Sherry Reeves	Governance a
The Board lacks the essential skill sets in order to be effective and sustainable.	Tracy Kelley	Governance a
"The board has identified a school leader who has been involved with the planning of Global Achievers School from the beginning"- Can the applicant clarify this statement and describe the selection process, the selected school leader's relationship to the BOD and their role in designing this application? Does the founding BOD see the need for recruiting any other prospective members with skills and knowledge beyond the educational and public service experience represented.	Kevin Piacenza	Governance a
Since PBL is a primary focus of the school, is the applicant planning to recruit and hire teachers with experience in project-based learning? If not, this will have implications for the school's professional development plan. Applicant did not provide qualifications, responsibilities and appropriate license information for bus drivers.	Kenneth Tucker	Staffing Pla
Will the "lead teacher" lead all teachers k-8? What is the lead teacher's role?	Kevin Piacenza	Staffing Pla
The applicant does not highlight a desire to hire teachers familiar with PBL model.	Tracy Kelley	Staffing Pla
Can the applicant clarify who is mentoring beginning teachers? Is it just the admin and lead teacher, or will there be peer mentoring? What evaluation instrument will be used for teachers? How will it be applied so that it addresses and compliments the PBL/workshop model?	Kevin Piacenza	Staff Evalua
Is there sufficient interest in Nash County to meet projected student enrollment?	Sherry Reeves	Marketing Pl
What is the course of action if all parents are unable to attend the 3 required APTC meetings? Is it wise to discuss the data of all students in a classroom in a group meeting?	Sherry Reeves	Parent and C
"child's performance in relation to the rest of the class on standards for reading and math" What are other ways the information could be presented so that students or parents at the bottom or top of the class would not be put in situations that makes them or their child feel inferior or superior to the other students. What if their child was compared to the expectation at that point in the year for their child?	Buffy Fowler	Parent and C
Is enrollment # of 40 for kindergarten a typo?	Sherry Reeves	Projected St
Why did the applicant list only one LEA from which students will be drawn, especially considering members of the board are coming from other areas (Wake and Wilson)? The enrollment projection numbers look consistent over the first 5 years, with the exception of the kindergarten cohort in 2020-21. Why a reduced number that year?	Kenneth Tucker	Projected St
What is the reason behind only enrolling 40 kindergartners in 2020-2021?	Buffy Fowler	Projected St
Why does the applicant not expect any students to be enrolled from other LEA's?	Kevin Piacenza	Projected St

Reviewer	Score
Buffy Fowler	Pass
Kenneth Tucker	Pass
Steven Walker	Pass
Deanna Townsend-Smith	
Tracy Kelley	Pass
Glenn Allen	
Kevin Piacenza	Pass
Avril Smart	
Phyllis Gibbs	
Robert McOuat	
Sherry Reeves	Pass
Tammi Sutton	
Anthony Helton	Pass

V. OPERATIONS

Transportation Plan:

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

In accordance with state law, transportation will not be a barrier to any child attending Global Achievers School. We will offer bus transportation to students who live within a 15 mile radius of the school. The bus will establish various drop-off/pick-up locations throughout the community that align with the addresses of the students who desire bus transportation. Global Achievers will also provide families with information regarding car pooling and will assist parents with their car pooling needs.

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.

Global Achievers School will participate in the National School Lunch Program, as well as, the School Breakfast program. We will contract these services with a local vendor. The vendor will set-up, serve, and take-down each day. The school will provide a cashier.

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

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		\$1,437.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$4,380.00
Property Insurance	\$250,000		\$450.00
Motor Vehicle Liability	\$1,000,000		\$2,300.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$1,000,000		\$2,387.00
Total Cost			\$11,286.00

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

Health and Safety Requirements:

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

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

nashcocharter 09/19/2016

(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.

The board is currently working with a local real estate agent to find commercial property to lease in the southern Nash county area. We will then search for land to build a permanent location after year 6.

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

We will plan to allocate approximately 65 square feet per student and will seek a location with 20,000 ft. Normally, a schools space will be divided into 2/3 classrooms, and 1/3 office and support areas.

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.*

There are several churches in the area that we could potentially lease space from. Additionally, we could also purchase or lease modular buildings. The contingency plan would not have an impact on any of our programs.

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
Will students who live outside of the 15-mile radius be able to access bus transportation by being picked up/dropped off at a central bus stop? Transportation plan does not discuss transporting students with IEPs.	Sherry Reeves	Transportati

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How will you provide transportation to students who have transportation as a related service on their IEP?	Glenn Allen	Transportati
Was Health and Safety statement signed by board chair?	Sherry Reeves	Healthy and
Will the proposed facility @ 20k ft. be adequate for 540 students, and staff offices, etc.?	Kevin Piacenza	Facility and
Is there a cost per sq.ft breakdown available for the area?		
I would like to hear a little more about the type of property the school is looking for, especially considering the space that may be needed for some of the projects.	Steven Walker	Facility and
Explain how the cost is projected for the budget.	Buffy Fowler	Facility and
More information on the church space(s) mentioned in the contingency plan would be helpful in determining if the space would be adequate in the event it would need to be occupied. Did not provide a cost per square foot for the proposed 20,000 sq ft. facility or how the cost would compare to other commercial and educational spaces in the local area. Has the applicant researched actual costs associated with purchasing/leasing modular buildings?	Kenneth Tucker	Facility and
20,000 sq ft. seems very low for 520 students, staff areas and the project based learning needs.	Anthony Helton	Facility and
There is not enough information provided in this section Facility/contingency plan needs more details. What are the anticipated costs for the facility?	Sherry Reeves	Facility and

Reviewer	Score
Buffy Fowler	Pass
Kenneth Tucker	Pass
Anthony Helton	Pass
Tammi Sutton	
Sherry Reeves	Pass
Robert McOuat	
Phyllis Gibbs	
Avril Smart	
Kevin Piacenza	Pass
Glenn Allen	
Tracy Kelley	Pass
Deanna Townsend-Smith	
Steven Walker	Pass

VI. FINANCIAL PLAN

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

Budget: Revenue Projections from each LEA 2018-19

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

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

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

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

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

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1640 - Nash-Rocky Mount Schools

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	\$5,341.84	240	\$1,282,041.60
Local Funds	\$1,368.00	240	\$328,320.00
Federal EC Funds	\$3,366.32	39	\$131,286.48
Totals			\$1,741,648.08

Total Budget: Revenue Projections 2018-19 through 2022-2023

INCOME: REVENUE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
-State ADM Funds	\$1,282,042	\$1,602,552	\$1,923,062	\$2,243,573	\$2,564,083
-Local Per Pupil Funds	\$328,320	\$410,400	\$492,480	\$574,560	\$656,640
-Exceptional Children Federal Funds	\$131,286	\$138,019	\$144,752	\$151,482	\$158,217
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$1,741,648	\$2,150,971	\$2,560,294	\$2,969,615	\$3,378,940

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

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

Personnel Budget: Expenditure Projections 2018-19 through 2022-2023

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

BUDGET EXPENDITURE PROJECTIONS Personnel	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Lead Administrator	1	\$78,000	\$78,000	1	\$79,500	\$79,500	1	\$81,000	\$81,000	1	\$82,500	\$82,500	1	\$84,000	\$84,000
Assistant Administrator	0	\$0	\$0	0	\$0	\$0	1	\$55,000	\$55,000	1	\$56,500	\$56,500	1	\$53,000	\$53,000
Food Service Staff	1	\$8,000	\$8,000	1	\$8,400	\$8,400	1	\$8,800	\$8,800	1	\$9,200	\$9,200	1	\$9,600	\$9,600
Transportation Staff	3	\$13,000	\$39,000	3	\$14,000	\$42,000	4	\$14,500	\$58,000	4	\$14,500	\$58,000	4	\$15,000	\$60,000
Social Worker	1	\$46,000	\$46,000	1	\$46,500	\$46,500	0	\$48,000	\$0	1	\$49,500	\$49,500	1	\$51,000	\$51,000
Registrar	1	\$10,000	\$10,000	1	\$10,400	\$10,400	1	\$10,800	\$10,800	1	\$11,200	\$11,200	1	\$11,600	\$11,600
Office Manager	1	\$28,000	\$28,000	1	\$29,000	\$29,000	1	\$30,000	\$30,000	1	\$31,000	\$31,000	1	\$32,000	\$32,000
A - Total Admin and Support:	8		\$209,000	8		\$215,800	9		\$243,600	10		\$297,900	10		\$301,200
Instructional Personnel:															
Core Content Teacher(s)	13	\$40,000	\$520,000	16	\$41,500	\$664,000	19	\$43,000	\$817,000	22	\$44,500	\$979,000	25	\$46,000	\$1,150,000
Electives/Specialty Teacher(s)	0	\$0	\$0	2	\$41,500	\$83,000	2	\$43,000	\$86,000	2	\$44,500	\$89,000	2	\$46,000	\$92,000
Exceptional Children Teacher(s)	1	\$40,000	\$40,000	1	\$41,500	\$41,500	2	\$43,000	\$86,000	2	\$44,500	\$89,000	2	\$4,600	\$9,200
Teacher Assistants	2	\$25,000	\$50,000	3	\$25,500	\$76,500	3	\$27,000	\$81,000	3	\$27,500	\$82,500	3	\$28,000	\$84,000
Esl Instructor	1	\$40,000	\$40,000	1	\$41,500	\$41,500	2	\$43,000	\$86,000	2	\$44,500	\$89,000	2	\$46,000	\$92,000
B - Total Instructional	17		\$650,000	23		\$906,500	28		\$1,156,000	31		\$1,328,500	34		\$1,427,200

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Personnel:															
A+B = C - Total Admin, Support and Instructional Personnel:	25		\$859,000	31		\$1,122,300	37		\$1,399,600	41		\$1,626,400	44	\$1,728,400	
Administrative & Support Benefits															
Health Insurance	3	\$5,520	\$16,560	3	\$5,520	\$16,560	4	\$5,520	\$22,080	4	\$5,520	\$22,080	4	\$5,520	\$22,080
Retirement Plan--NC State	3	\$6,680	\$20,040	3	\$6,931	\$20,793	4	\$7,181	\$28,724	4	\$7,431	\$29,724	3	\$7,682	\$23,046
Medicare	3	\$580	\$1,740	3	\$602	\$1,806	4	\$624	\$2,496	4	\$645	\$2,580	4	\$667	\$2,668
Social Security	3	\$2,480	\$7,440	3	\$2,573	\$7,719	4	\$2,667	\$10,668	4	\$2,759	\$11,036	4	\$2,852	\$11,408
D - Total Admin and Support Benefits:	12		\$45,780	12		\$46,878	16		\$63,968	16		\$65,420	15	\$59,202	
Instructional Personnel Benefits:															
Health Insurance	17	\$5,520	\$93,840	23	\$5,520	\$126,960	28	\$5,520	\$154,560	31	\$5,520	\$171,120	34	\$5,520	\$187,680
Retirement Plan--NC State	17	\$6,680	\$113,560	23	\$6,931	\$159,413	28	\$7,181	\$201,068	31	\$7,431	\$230,361	34	\$7,682	\$261,188
Social Security	17	\$2,480	\$42,160	23	\$2,573	\$59,179	28	\$624	\$17,472	31	\$645	\$19,995	34	\$667	\$22,678
Medicare	17	\$580	\$9,860	23	\$602	\$13,846	28	\$2,667	\$74,676	31	\$2,759	\$85,529	34	\$2,852	\$96,968
E - Total Instructional Personnel Benefits:	68		\$259,420	92		\$359,398	112		\$447,776	124		\$507,005	136	\$568,514	
D+E = F - Total Personnel Benefits	80		\$305,200	104		\$406,276	128		\$511,744	140		\$572,425	151	\$627,716	
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	20		\$254,780	20		\$262,678	25		\$307,568	26		\$363,320	25	\$360,402	
B+E = H - Total Instructional Personnel (Salary & Benefits)	85		\$909,420	115		\$1,265,898	140		\$1,603,776	155		\$1,835,505	170	\$1,995,714	
G+H = J - TOTAL PERSONNEL	105		\$1,164,200	135		\$1,528,576	165		\$1,911,344	181		\$2,198,825	195	\$2,356,116	

Operations Budget: Expenditure Projections
2018-19 through 2022-2023

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	Administrative & Support:					
Office:	Office Supplies	\$4,000	\$6,000	\$8,000	\$9,000	\$10,000
	Paper	\$1,500	\$1,700	\$1,900	\$2,100	\$2,300
	Computers & Software	\$10,000	\$5,000	\$5,000	\$5,000	\$5,000
	Communications & Telephone	\$1,700	\$1,900	\$2,100	\$2,300	\$2,500
	Copier leases	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Professional Contract	Legal Counsel	\$6,000	\$8,000	\$8,000	\$8,000	\$8,000
	Financial	\$20,000	\$22,000	\$24,000	\$26,000	\$28,000
Facilities	Facility Lease/Mortgage	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000
	Maintenance	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Custodial Supplies	\$7,000	\$8,000	\$90,000	\$10,000	\$10,000
	Custodial Contract	\$20,000	\$20,000	\$20,000	\$25,000	\$25,000
	Insurance (pg19)	\$11,286	\$11,286	\$11,286	\$11,286	\$11,286
Utilities	Electric	\$15,000	\$17,000	\$19,000	\$24,000	\$26,000
	Water/Sewer	\$4,000	\$4,500	\$5,500	\$6,500	\$7,500
	Trash	\$1,500	\$2,500	\$3,000	\$3,500	\$4,000
Transportation	Buses	\$12,000	\$0	\$6,000	\$6,000	\$0
	Gas	\$11,000	\$16,000	\$16,000	\$22,000	\$25,000
	Oil/Tires & Maintenance	\$9,000	\$9,000	\$15,000	\$20,000	\$20,000
Other	Marketing	\$5,000	\$5,000	\$2,000	\$2,000	\$2,000
	Child nutrition	\$65,000	\$81,000	\$97,560	\$113,820	\$130,000
	Field Trips	\$2,400	\$3,000	\$3,600	\$4,200	\$4,800
	Travel	\$2,000	\$3,000	\$4,500	\$6,000	\$7,500
Professional Contract	Ot, Pt, Speech	\$20,000	\$25,000	\$30,000	\$35,000	\$40,000
	K - TOTAL Administrative & Support Operations	\$303,386	\$324,886	\$447,446	\$416,706	\$443,886
	Instructional:					
Classroom Technology	Computers	\$20,000	\$5,000	\$5,000	\$5,000	\$5,000
	Software	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Instructional Technology	\$2,000	\$2,500	\$3,000	\$3,500	\$4,000
	Other	\$0	\$0	\$0	\$0	\$0
Instructional Contract	Staff Development	\$4,000	\$5,500	\$7,000	\$9,500	\$11,000
Books and Supplies	Curriculum/Texts	\$4,000	\$6,000	\$8,000	\$10,000	\$12,000

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	Copy Paper	\$5,000	\$5,000	\$7,000	\$9,000	\$11,000
	Testing Supplies	\$1,840	\$2,680	\$3,520	\$4,360	\$5,200
	L - TOTAL Instructional Operations	\$41,840	\$31,680	\$38,520	\$46,360	\$53,200
	K+L = M - TOTAL OPERATIONS	\$345,226	\$356,566	\$485,966	\$463,066	\$497,086

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
J - TOTAL PERSONNEL	\$1,164,200	\$1,528,576	\$1,911,344	\$2,198,825	\$2,356,116
M - TOTAL OPERATIONS	\$345,226	\$356,566	\$485,966	\$463,066	\$497,086
J+ M =N TOTAL EXPENDITURES	\$1,509,426	\$1,885,142	\$2,397,310	\$2,661,891	\$2,853,202
Z - TOTAL REVENUE	\$1,741,648	\$2,150,971	\$2,560,294	\$2,969,615	\$3,378,940
Z - N = SURPLUS / (DEFICIT)	\$232,222	\$265,829	\$162,984	\$307,724	\$525,738

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

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

1. *How was the student enrollment number projected?*

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

Provide the break-even point of student enrollment.

The projected student enrollment was based on an analysis of the student enrollment at the 4 local public schools in the LEA that are located in the southern Nash county area. There are 3 elementary and 1 junior high school in this area. Through informal conversations, board members noted that some parents desire a closer school option for their children. With there only being one junior high school located in the area, Global Achievers Board also feels that there will be a demand for middle school students to attend the school

Given the expenditure and revenue projections, the break-even point of student enrollment is 204.

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

In the case that our anticipated revenues are not received or are lower than estimated, we will make the following adjustments to our operational budget:

1. Reduce the number of homeroom teachers to align with actual student enrollment numbers.

2. Create more dual-role positions such as registrar/bus driver and cashier/teacher assistant.

3. Reduce the budget for instructional materials.

Does the budget rely on sources of funds other than state, county, and federal (e.g. loans, donations etc.)? If so, please provide the source and amount. Be sure that the appropriate assurances documentation is provided in the appendices

The budget does not rely on sources of funds other than state, county and federal.

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

20:1

2. *Does the school intend to contract for services such as student accounting and financial*

services, exceptional children instructional support, custodial etc. Describe the criteria and procedures for the selection of contractors and large purchases.

The school plans to contract speech, physical therapy and occupational therapy. We also plan to contract food services, legal counsel, custodial and finances.

When choosing these vendors, the board will consider competitive pricing and their business reputation with schools. We are more likely to choose vendors who have worked with other charter schools and that can provide references for their services. Additionally, background checks and liability insurance must be provided. Bids will be taken and the board will make a comparative decision based on the aforementioned criteria.

The principal may approve purchases up to \$5,000. The board will approve all other purchases.

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

The follow items in the budget aligns with the school's mission

1) Global Achievers School would like to attract high quality teachers by offering them a salary that is above the State Salary Schedule. In addition, staff will receive benefits through the North Carolina Health Program and Retirement Program.

2) Global Achievers will have a social worker/parent liaison that will focus on the needs of our parents, as well as, lead the schools Academic Parent Teacher Collaboration (APTC) program. We will try to ensure that there are no barriers to parents attending meetings or being able to meet the needs of their children.

3) Transportation and meals will not be a barrier to any student at Global Achievers School. We will contract services with a local vendor who will ensure that all students receive healthy meals. We will also purchase buses so that we can provide transportation to students who live within a 15 mile radius of the school.

4) Global Achievers will be taking students out into the community and other field trips throughout the school year. \$100 per student has been allocated for field trips per school year so that finances will not be a barrier for any student to attend field trips.

5) In addition to the support of the school administrators, teachers will also be guided by a lead teacher who will support teachers in data team and curriculum meetings and pull students with academic needs.

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

Describe how the school will develop the fund balance.

The board's goal is to have a general fund balance of 15% each school year. After creating and approving a budget each school year, the board will review expenditure line items monthly. This review will include comparing the budget to the actual statements. Each month, the board will discuss possible revisions to budget to ensure the 15% fund balance goal is met.

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

The board has no plans to obtain loans from banks or any other institutions to purchase a permanent facility within the first five years of operations. We will seek low-cost leasing options that will be paid using allotted funds.

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

Currently, the school does not have assets from other sources.

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

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

Global Achievers School will contract services with an accountant who will oversee all financial record-keeping and prepare monthly reports for the principal and board of directors. The accountant will pay the school's bills, oversee the school's bank accounts, provide payroll services, and complete tax reporting.

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

There are no known or possible related part transactions.

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

Hilda Watson and Associates
2913 Forest Hills Rd SW
Wilson, NC 27893
(252)237-1137 (office)
(252) 243-4571 (fax)

Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
Explain the proposed schedule of the exceptional children's teacher. Is one teacher enough for 39 students identified with an IEP as listed on the revenue? Will the EC teacher also serve as the EC coordinator? Project based learning requires a lot of small group and one on one support, how will the teaching assistants be used across the 12 classrooms?	Buffy Fowler	Personnel Bu
Is registrar a part-time position? What are the job responsibilities? Data manager/PowerSchool? No elective teacher in year 1. Who will teach electives? Board anticipates 39 EC students in year 1. Can 1 EC teacher handle this student load, along with managing required paperwork/reporting?	Sherry Reeves	Personnel Bu
It will be difficult for only one EC Teacher to serve 4 grade levels.	Glenn Allen	Personnel Bu
Why does the assistant administrator's salary decrease in 2022-23? How does the applicant plan to structure the work of the one EC teacher listed in the budget to serve a projected 39 students across multiple grade levels?	Kenneth Tucker	Personnel Bu
Is \$60k for a minimum of 20k sq. ft. an adequate projection for facility lease? (\$3/sq. ft.)	Kevin Piacenza	Operations B
I have the a related question to space. Is the amount to lease a space enough to cover the requirements?	Anthony Helton	Operations B
Very low/concerning projections for the following: paper, communications, facility lease, buses (\$0 in years 2 & 5), curriculum/textbooks, instructional technology. Will buses be contracted or purchased? Why \$90,000 for custodial supplies in year 3? (Typo-\$9000?)	Sherry Reeves	Operations B
The facility lease/mortgage allocation seems a little low considering the size of the desired facility (20,000 sq. ft.).	Kenneth Tucker	Operations B
What evidence helped determine that \$3 per square was a reason figure?	Buffy Fowler	Operations B
Facility cost seems low.	Steven Walker	Operations B
The applicant has budgeted \$20k for financial services (accounting, payroll, accounts payable, etc.). Is this an adequate estimate given the enrollment projection of 240 and 20 full-time staff?	Kevin Piacenza	Financial Au
Applicant needs to develop internal controls policy and prioritize this beyond an accountant for audits.	Tracy Kelley	Financial Au

Reviewer	Score
Buffy Fowler	Pass
Tammi Sutton	
Sherry Reeves	Pass
Robert McOuat	
Phyllis Gibbs	
Avril Smart	
Anthony Helton	Pass
Glenn Allen	
Tracy Kelley	Pass
Deanna Townsend-Smith	
Steven Walker	Pass
Kenneth Tucker	Pass
Kevin Piacenza	Pass

VII AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the September 19, 2016 5:00 pm EST deadline. Payments will be accepted in the form of a check or credit card. The Credit card Form is found on the Office of Charter Schools website. Cash is not accepted.

**Application Note: The applicant must mail the check or credit card form along with a letter indicating the name of the proposed charter school, contact information, and the enclosed payment amount to be received before or on the due date of September 19, 2016 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

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

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

I understand the requirements pursuant to G.S. 115C-218.1(c).
nashcocharter Date: 09/19/2016

Applicant Signature:

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

Print/Type Name: nashcocharter

Board Position: board chair

Signature: _____

Date: 09/19/2016

Sworn to and subscribed before me this
_____ day of _____, 20____.

Notary Public

Official Seal

Global Achievers School - Global Achievers School enhances the quality of education through project-based learning as we prepare all students within the communities we serve for a global society.

My commission expires: _____, 20_____.

OVERALL ASSESSMENT

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

<u>Total External Evaluator Votes</u>	
No	Yes

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

<u>Total Subcommittee Votes</u>	
No	Yes

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

<u>CSAB Votes</u>	
No	Yes
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Summary comments are to be provided in the appropriate section detailing the findings and/or concerns of the Public Charter School Advisory Council subcommittee.

Initial Screening

Mission, Purposes, and Goals	- theltoncsab
Education Plan	- theltoncsab
Governance and Capacity	- theltoncsab
Operations	- theltoncsab
Financial Plan	- theltoncsab
OVERALL	- dtsmith840 - kelleytracy - buffy_fowler

External Evaluator

Mission, Purposes, and Goals	<p><u>Mission Statement</u> Can the mission statement itself be revised so that it makes a stronger and more compelling statement about the school's approach to learning and expected outcomes. Can "enhances the quality..." be revised with a stronger phrase? - kpiacenza</p> <p><u>Mission Statement</u> Explain more about what is meant by preparing students for a global society. - buffy_fowler</p> <p><u>Mission Statement</u> What does the school mean when they say "as we prepare all students within the communities we serve for a global society?" - craig_tucker</p> <p><u>Educational Need and Targeted Student Population</u> Can the applicant clarify the data provided in Appendix A1 related to educational need? How many survey respondents were there? Have any public meetings been held? - kpiacenza</p> <p><u>Educational Need and Targeted Student Population</u> Explain what is included in a data notebook. How is a data notebook different from a student portfolio?</p> <p>What other information, besides the school improvement plan, was collected to determine that no other schools within the LEA uses this instructional model?</p> <p>Is the APTC meetings one on one or whole class or whole school meetings?</p> <p>How many surveys were completed. The percentage does not state the number of surveys, therefore the true need from a parent perspective is unclear.</p> <p>What evidence do you have that this method of learning works best with your targeted</p>
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	<p>population. - buffy_fowler</p> <p><u>Educational Need and Targeted Student Population</u> Attached for review purposes is a map outlining the current charter schools. Additionally, the map provides an overview of the general placement of proposed charter schools for the 2018 school year: http://www.dpi.state.nc.us/charterschools/schools/map. - dtsmith840</p> <p><u>Educational Need and Targeted Student Population</u> Appendix A-1 states that "board members reached out to members in the Nash county community to distribute surveys," but doesn't provide information on the number of surveys completed, thus making it difficult to measure interest. Also, what kind of outreach methods were utilized (i.e. community meetings, door-to-door, newsletters, etc.)? - craig_tucker</p> <p><u>Educational Need and Targeted Student Population</u> How many people responded to the survey? Need more data to determine if the applicant provided substantial evidence of need/desire for school. - sherryreeves</p> <p><u>Purposes of Proposed Charter School</u> How does the Global society fit with the purpose?</p> <p>Since there is only one purpose stated, what other information can be given about how you will ensure that at-risk students are the targeted population other than the location of the school? - buffy_fowler</p> <p><u>Purposes of Proposed Charter School</u> applicant should be asked to explain the plan for for extended year and day. The applicant does not provide sufficient details regarding how it will meet the legislative purpose for at risk students. There is no discussion of how interventions will be structured in the dat, specific assessments that will be used to progress monitor student achievement, or what specifically the school will do differently than the LEA. - kellytracy</p> <p><u>Purposes of Proposed Charter School</u> The school provides detailed information on project-based learning, but how will the PBL strategies be modified for at-risk students specifically? The applicant cites research about the connection between PBL and workplace needs. Is this related to the mission of preparing students for a global society? - craig_tucker</p> <p><u>Purposes of Proposed Charter School</u> Purpose 5 - increase learning opportunities for all students (stated in Mission) with special emphasis on at-risk or gifted students. Does research demonstrate that project-based learning works well with at-risk students? - sherryreeves</p> <p><u>Goals for the Proposed Charter School</u> In addition to school-wide growth goals, can the applicant establish specific performance goals related to % of students proficient using existing LEA data as a baseline? - kpiacenza</p> <p><u>Goals for the Proposed Charter School</u> Explain the online Data Warehouse.</p> <p>"In grades K-2, students will score at or above grade level in reading and math as measured by the NC K-2 reading and math assessments." What percentage, by when?</p>
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	<p>"In grades 3-8, students will participate in MAP- NWEA testing " What will be done with this data? What is the goal in collecting this data?</p> <p>Explain more about how a board will determine whether or not a school is in a healthy financial status.</p> <p>What goals will you attempt to achieve with the governance of your school? - buffy_fowler</p> <p><u>Goals for the Proposed Charter School</u> Goals are not sufficiently detailed or focused on improving the quality of teaching as the goal should be to retain the highest percentage of highly effective teachers year over year not just to retain all teachers. The applicant does not provide goals specific to PBL model. - kelleytracy</p> <p><u>Goals for the Proposed Charter School</u> The applicant has a focus on working with at-risk students and utilizing a project-based learning approach, but neither focus is specifically addressed in the goals. - craig_tucker</p> <p><u>Goals for the Proposed Charter School</u> Academic goals only state that GAS will meet/exceed growth. What are goals for proficiency? - sherryreeves</p> <p><u>Goals for the Proposed Charter School</u> All students will score at or above grade level in reading and math? Is that an attainable/realistic goal? - dswalker</p> <p><u>Goals for the Proposed Charter School</u> While 100% scoring at or above grade level is a great goal, it will prove impossible on a yearly basis. Is there a more realistic goal? - theltoncsab</p>
<p>Education Plan</p>	<p><u>Instructional Program</u> Can the applicant provide evidence that the proposed instructional model (PBL)(integrated units) has been effective with the target population? Are there other schools in NC that have produced positive results using PBL as the primary instructional mode? - kpiacenza</p> <p><u>Instructional Program</u> The applicant describes that integrated units of studies will be used. The reading and writing instruction is described as using the Lucy Calkins materials and that the math workshop will include small groups solving problems. Please describe how teachers will integrate subjects within these models. Overall more detail is needed. - buffy_fowler</p> <p><u>Instructional Program</u> Why were the proposed curricular approaches (i.e. PBL, Lucy Calkins Units of Study) selected for the target population and how they will be tailored to meet the specific needs of at-risk students? - craig_tucker</p> <p><u>Instructional Program</u> Will all subjects be taught using project-based learning and small groups? With this approach is there any whole group teaching/learning? - sherryreeves</p> <p><u>Curriculum and Instructional Design</u></p>

<p>Will teachers collaborate, especially at middle school level, to share content/subject expertise in developing integrated units?</p> <p>How will classroom space be designed to facilitate PBL groups/workshops. etc.? Will middle school students be with same teacher all day 20:1? How will the schedule be designed to accommodate a PBL approach?</p> <p>Can the applicant clarify the math program? Will math be taught as a discreet subject or as part of the integrated unit? Will a specific math model/text series be used? How will math be handled in middle school? - kpiacenza</p> <p><u>Curriculum and Instructional Design</u> During the intercessions will staff be required to work the first week and have the second week off? How will you determine which students attend the remediation week? - sherryreeves</p> <p><u>Special Programs and "At-Risk" Students</u> Applicant does not provide enough information regarding how the curriculum will be differentiated to met the needs of every child; stating that teachers will differentiate is not enough how will tis be done? Example, small groups heterogeneous or homogeneous? Will school provide struggling tier 1 students with small individualized small group instruction during the school day? If so how that be structured and monitored for effectiveness? - kellelytracy</p> <p><u>Special Programs and "At-Risk" Students</u> Applicant states that MTSS will be used. Tiers are listed but specific strategies at each level need to be explained. Will AIG students be served in the regular classroom and will they have pull-out with an AIG-certified teacher? - sherryreeves</p> <p><u>Exceptional Children – Identification and Records</u> Note/clarification: A 90 day timeline does begin once a written referral/request comes from a parent. The Psychologist does not determine if a child meets eligibility requirements but rather the team. - kevin_allen</p> <p><u>Student Performance Standards</u> Can the applicant clarify student performance goals by making them more specific with respect to percentage of students proficient and growth using LEA data as a baseline? - kpiacenza</p> <p><u>Student Performance Standards</u> What percentage of k-2 students will score at or above grade level, by when? What will the goal be of student results of the MAP testing? - buffy_fowler</p> <p><u>Student Performance Standards</u> Applicant does not include 21st century learning standards which is a centerpiece of PBL. Applicant does not provide measurable standards (i.e. NWEA RIT scores for growth). NCEOG goal is not specific or measurable --exceed by how much? - kellelytracy</p> <p><u>Student Performance Standards</u> As a point of clarification, since no specific percentage is provided, is it to be assumed that 100% of K-2 students will score at or above grade level in reading and math? - craig_tucker</p>
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	<p><u>Student Performance Standards</u> Applicant needs SMART goals with relation to student proficiency. - sherryreeves</p> <p><u>Student Conduct and Discipline</u> I would encourage the school to review Policies Governing Services for Students with Disabilities regarding discipline and suspension. There is no mention of the provision services or change of placement once a child reaches 10 days. There appears to be some understanding. - kevin_allen</p> <p><u>Student Conduct and Discipline</u> Related to the grievance process, how will parents be made aware of the process? - craig_tucker</p> <p><u>Student Conduct and Discipline</u> A student with disabilities may be moved to an alternative educational setting for up to 45 school days if he/she is suspended over 10 days (cumulative or consecutive). Explain a scenario when this action would be necessary. - sherryreeves</p>
<p>Governance and Capacity</p>	<p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> "The board has identified a school leader who has been involved with the planning of Global Achievers School from the beginning" - Can the applicant clarify this statement and describe the selection process, the selected school leader's relationship to the BOD and their role in designing this application?</p> <p>Does the founding BOD see the need for recruiting any other prospective members with skills and knowledge beyond the educational and public service experience represented. - kpiacenza</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> The Board lacks the essential skill sets in order to be effective and sustainable. - kelleytracy</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Current board should seek members with financial expertise. - sherryreeves</p> <p><u>Staffing Plans, Hiring, and Management</u> Will the "lead teacher" lead all teachers k-8? What is the lead teacher's role? - kpiacenza</p> <p><u>Staffing Plans, Hiring, and Management</u> The applicant does not highlight a desire to hire teachers familiar with PBL model. - kelleytracy</p> <p><u>Staffing Plans, Hiring, and Management</u> Since PBL is a primary focus of the school, is the applicant planning to recruit and hire teachers with experience in project-based learning? If not, this will have implications for the school's professional development plan. Applicant did not provide qualifications, responsibilities and appropriate license information for bus drivers. - craig_tucker</p> <p><u>Staff Evaluation and Professional Development</u> Can the applicant clarify who is mentoring beginning teachers? Is it just the admin and lead teacher, or will there be peer mentoring?</p> <p>What evaluation instrument will be used for teachers? How will it be applied so that it</p>

	<p>addresses and compliments the PBL/workshop model? - kpiacenza</p> <p><u>Marketing Plan</u> Is there sufficient interest in Nash County to meet projected student enrollment? - sherryreeves</p> <p><u>Parent and Community Involvement</u> "child's performance in relation to the rest of the class on standards for reading and math" What are other ways the information could be presented so that students or parents at the bottom or top of the class would not be put in situations that makes them or their child feel inferior or superior to the other students. What if their child was compared to the expectation at that point in the year for their child? - buffy_fowler</p> <p><u>Parent and Community Involvement</u> What is the course of action if all parents are unable to attend the 3 required APTC meetings? Is it wise to discuss the data of all students in a classroom in a group meeting? - sherryreeves</p> <p><u>Projected Student Enrollment (Table)</u> Why does the applicant not expect any students to be enrolled from other LEA's? - kpiacenza</p> <p><u>Projected Student Enrollment (Table)</u> What is the reason behind only enrolling 40 kindergartners in 2020-2021? - buffy_fowler</p> <p><u>Projected Student Enrollment (Table)</u> Why did the applicant list only one LEA from which students will be drawn, especially considering members of the board are coming from other areas (Wake and Wilson)? The enrollment projection numbers look consistent over the first 5 years, with the exception of the kindergarten cohort in 2020-21. Why a reduced number that year? - craig_tucker</p> <p><u>Projected Student Enrollment (Table)</u> Is enrollment # of 40 for kindergarten a typo? - sherryreeves</p>
<p>Operations</p>	<p><u>Transportation Plan</u> How will you provide transportation to students who have transportation as a related service on their IEP? - kevin_allen</p> <p><u>Transportation Plan</u> Will students who live outside of the 15-mile radius be able to access bus transportation by being picked up/dropped off at a central bus stop? Transportation plan does not discuss transporting students with IEPs. - sherryreeves</p> <p><u>Healthy and Safety Requirements</u> Was Health and Safety statement signed by board chair? - sherryreeves</p> <p><u>Facility and Facility Contingency Plan</u> Will the proposed facility @ 20k ft. be adequate for 540 students, and staff offices, etc.? Is there a cost per sq.ft breakdown available for the area? - kpiacenza</p> <p><u>Facility and Facility Contingency Plan</u> Explain how the cost is projected for the budget. - buffy_fowler</p> <p><u>Facility and Facility Contingency Plan</u></p>

	<p>More information on the church space(s) mentioned in the contingency plan would be helpful in determining if the space would be adequate in the event it would need to be occupied. Did not provide a cost per square foot for the proposed 20,000 sq ft. facility or how the cost would compare to other commercial and educational spaces in the local area. Has the applicant researched actual costs associated with purchasing/leasing modular buildings? - craig_tucker</p> <p><u>Facility and Facility Contingency Plan</u> I would like to hear a little more about the type of property the school is looking for, especially considering the space that may be needed for some of the projects. - dswalker</p> <p><u>Facility and Facility Contingency Plan</u> There is not enough information provided in this section Facility/contingency plan needs more details. What are the anticipated costs for the facility? - sherryreeves</p> <p><u>Facility and Facility Contingency Plan</u> 20,000 sq ft. seems very low for 520 students, staff areas and the project based learning needs. - theltoncsab</p>
<p>Financial Plan</p>	<p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> It will be difficult for only one EC Teacher to serve 4 grade levels. - kevin_allen</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Explain the proposed schedule of the exceptional children's teacher. Is one teacher enough for 39 students identified with an IEP as listed on the revenue? Will the EC teacher also serve as the EC coordinator?</p> <p>Project based learning requires a lot of small group and one on one support, how will the teaching assistants be used across the 12 classrooms? - buffy_fowler</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Why does the assistant administrator's salary decrease in 2022-23? How does the applicant plan to structure the work of the one EC teacher listed in the budget to serve a projected 39 students across multiple grade levels? - craig_tucker</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Is registrar a part-time position? What are the job responsibilities? Data manager/PowerSchool? No elective teacher in year 1. Who will teach electives? Board anticipates 39 EC students in year 1. Can 1 EC teacher handle this student load, along with managing required paperwork/reporting? - sherryreeves</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Is \$60k for a minimum of 20k sq. ft. an adequate projection for facility lease? (\$3/sq. ft.) - kpiacenza</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> What evidence helped determine that \$3 per square was a reason figure? - buffy_fowler</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> The facility lease/mortgage allocation seems a little low considering the size of the desired facility (20,000 sq. ft.). - craig_tucker</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u></p>

	<p>Facility cost seems low. - dswalker</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Very low/concerning projections for the following: paper, communications, facility lease, buses (\$0 in years 2 & 5), curriculum/textbooks, instructional technology. Will buses be contracted or purchased? Why \$90,000 for custodial supplies in year 3? (Typo-\$9000?) - sherryreeves</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> I have the a related question to space. Is the amount to lease a space enough to cover the requirements? - theltoncsab</p> <p><u>Financial Audits</u> The applicant has budgeted \$20k for financial services (accounting, payroll, accounts payable, etc.). Is this an adequate estimate given the enrollment projection of 240 and 20 full-time staff? - kpiacenza</p> <p><u>Financial Audits</u> Applicant needs to develop internal controls policy and prioritize this beyond an accountant for audits. - kelleltracy</p>
OVERALL	<p><u>Grade Levels Served and Total Student Enrollment:</u> Applicant should be asked to provide a rationale for opening with such a large student population given lack of experience and it is not realistic that 2nd and 3rd graders will enroll bc they are not natural transition grades. - kelleltracy</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Modified year round schedule. - sherryreeves</p>

<u>Charter School Advisory Board Subcommittee</u>	
Mission, Purposes, and Goals	<p>Mr. Walker led the interview and reviewed each section of the application. Mr. Maimone asked question on how the school would be unique. Ms. Reeves had specific questions around the goals outlined in the charter application. Ms. Parlr had specific questions about the school being fianacially sound. Mr. Helton pointed to the fail in the application related specifically to the exceptional children considerations outlined in the application.</p> <p>Ms. Gibbs inquired about the lack of gender diversity of the board followed by Ms. Reeves on who would oversee the financials of the school since the majority of the board had educational backgrounds. Ms. Parlr wanted specifics on the exact proposed location the school would situate itself.</p> <p>Ms. Parlr asked questions related to the transportation plan outlined. Ms. Reeves commented on the facility plan outlined in the application along with Mr. Mamone. The CSAB referenced the revised budget supplied prior to the interview.</p>
Education Plan	<p>A board member responded to Mr. Maimones questions on how the school would offer something different since global education was a new buzz word. The board member responding outlined the website the school had created and the community buzz surrounding the school. Also she detailed the events planned to market to its proposed targeted population. One proposed member outlined how the school would be different as</p>

	<p>it would offer an ACPT model and project based learning where the parents will interact with the curriculum. A full time social worker would reach out to each parent to help with consistent two way communication.</p> <p>Ms. Swinson, proposed administrator for the school, elaborated on the student project based portfolios which would detail the goals and student progress. Also, Ms. Swinson outlined the school would be responsible for obtaining materials for the projects, but would request every day products/supplies from parents such as (toilet paper rolls, etc). The school would also offer an extended day program which would help it be different from the schools in its proposed LEA.</p> <p>The board chair outlined its revised goals and outlined that the school planned to be 80% proficient in grades K-2 as measured by the NC K 2 assessments. Other goals were outlined for students in other grades the school was proposing to serve. Mr. Maimone commended the school for its rigorous goals and hopes that they would meet the proposed goals.</p> <p>Mr. Helton asked questions on the EC plan to determine the groups capacity to meet the needs of the EC population it would serve.</p>
<p>Governance and Capacity</p>	<p>The board chair spoke to its gender diversity and a new board member added which was submitted to the online portal prior to the meeting. That individual would also help the board ensure its financial responsibilities. Ms. Reeves asked direct questions on who would help the board oversee financials on a day-to-day basis. Ms. Swinson provided some details to who would be responsible for overseeing the finances. She additionally replied to the transportation plan questions about the reasons the board outlined the mile radius for transporting students. Another board member explained the rural area to justify its proposed transportation plan.</p>
<p>Operations</p>	<p>Mr. Maimone wanted to know if the budgeted facility amount was sufficient. A board member outlined the proposed facility plan and that it had potentially secured 2 locations for the proposed school. Ms. Swinson quoted the amounts from the landlord and outlined he would be responsible for the renovations. Mr. Maimone questioned Ms. Swinson on what he thought would be the greatest challenge for the charter school as the future leader and former employee in OCS. Ms. Swinson outlined she thought the challenges would be similar as all other charter and felt that communication would be key. Additionally, Ms. Swinson outlined the proposed school would be approximately 20 25 miles between Rocky Mount Prep and East Wake Academy.</p> <p>Mr. Hawkes wanted information on the exact role of the registrar for the proposed school as the school may want to rethink its proposed salary given the role a registrar serves for a school and it is a critical role. Ms. Swinson responded the board would consider revisiting the budget for the registrar.</p>
<p>Financial Plan</p>	
<p>OVERALL</p>	<p>Mr. Helton outlined the application was clear and overall well written. Mr. Helton made a motion that the school move forward for approval. Mr. Maimone seconded the motion. Mr. Hawkes outlined he would vote for the school and was placing a lot of faith in the relationship with Ms. Swinson. The motion passed unanimously.</p>

Overall Summary

<p>Initial Screening 09/30/2016</p>	<p>The Office of Charter Schools deemed this application complete on September 30,2016. No further information is needed to begin the evaluation of this application.</p>
<p>Application Review</p>	<p>OCS provided a brief overview of the proposed application including the enrollment over five (5) years, proposed county, and mission of the proposed school. Four (4) board members were present for the clarification/review opportunity. A new member joined the board in November and submitted information in the system the morning of the clarification/review opportunity.</p> <p>Mr. Walker led the interview and questioned if the school had selected its leader. Ms. Lisa Swinson, proposed board member, would ultimately become the leader at the school.</p> <p>Ms. Reeves asked questions about the conferences outlined in the application and how the school would work around the requirement if a parent was not able to attend.</p> <p>Mr. Helton drilled the square footage outlined in the application and if it was appropriate as proposed. Mr. Walker outlined the facility piece needs to be further explained during the clarification opportunity. Ms. Reeves had concerns about the breakeven number projected in the application.</p> <p>Ms. Swinson outlined the board was correct and large classroom sizes are needed for project based learning. A realtor was looking at different properties for the group to lease in the Middlesex area. Mr. Walker provided information/advice that the board should give consideration to improving its proposed budget by including Wake County students in its projections. Ms. Swinson outlined there is documentation available to support success provided by its relator.</p> <p>Ms. Reeves asked about the transportation plan and if the school would purchase or lease its buses. Ms. Swinson responded about the APCT model research completed and her passion for its use in the proposed school.</p> <p>Mr. Helton made a committee motion to recommend an interview for Global Achievers School. Ms. Reeves seconded. The motion passed unanimously.</p> <p>Mr. Walker made a motion to the full CSAB to allow an interview for Global Achievers School. Mr. Helton seconded. Mr. Hawkes communicated his pleasure with the clarity of the organizational chart outlined in the application. The motion passed unanimously.</p>
<p>Application Interview</p>	<p>The Office of Charter Schools provided a brief update on the proposed school. 1 board member was not present. 5 proposed board members and the proposed Lead Administrator members introduced themselves to the CSAB and provided a brief professional history and explained their respective role for Global Achievers School.</p>
<p>OVERALL</p>	<p>Mr. Helton outlined the application was clear and overall well written. Mr. Helton made a motion that the school move forward for approval. Mr. Maimone seconded the motion. Mr. Hawkes outlined he would vote for the school and was placing a lot of faith in the relationship with Ms. Swinson. The motion passed unanimously.</p>