



PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction

North Carolina Charter School Application

THE SOARING EAGLE ACADEMY

Opening in the 2021 -2022 School Year

Table of Contents

Application Instructions	5
Application Contact Information	6
Certify.....	8
Charter Application Special Requests	9
Acceleration	9
Conversion	11
Replication	13
Alternative	17
Proposed Management Organization (EMO or CMO).....	19
Section 1 Mission, Purposes, and Goals.....	21
1.1 Mission and Vision.....	21
1.2 Purposes of the Proposed Charter School	24
1.3 Goals for the Proposed Charter School.....	26
Section 2 Education Plan.....	32
2.1 Instructional Program	32
Curriculum and Instructional Design	32
High School Graduation and Postsecondary Readiness (High Schools Only)	40
2.2 Special Populations and “At-Risk” Students	41
2.3 Exceptional Children	45
Identification and Records.....	45
Exceptional Children’s Programming.....	47
2.4 Student Performance Standards.....	49
2.5 School Culture and Discipline	51
Certify.....	53
Section 3 Governance and Capacity	54
3.1 School Governing Body	54
3.2 Governance.....	54
3.4 Staffing Plans, Hiring, and Management	61
Projected Staff	61
Staffing Plans, Hiring, and Management	61
3.5 Staff Evaluations and Professional Development.....	64

3.6 Marketing, Recruitment, and Enrollment.....	66
Marketing Plan.....	66
3.7 Parent and Community Involvement.....	68
3.8 Admissions Policy.....	68
Weighted Lottery	70
Certify.....	71
Section 4 Operations.....	71
4.1 Transportation Plan	71
4.2 School Lunch Plan	72
4.3 Civil Liability and Insurance.....	72
4.4 Health and Safety Requirements	73
Start-Up Plan.....	73
4.5 Facility	74
Certify.....	76
Section 5 Financial Plan.....	77
5.1 Charter School Budget	77
5.2 Budget Narrative.....	77
5.3 Financial Compliance	79
Certify.....	79
Application Fee	80
Signature Page	81
Appendices.....	Error! Bookmark not defined.
Appendix A1 – Acceleration Evidences.....	Error! Bookmark not defined.
Appendix A2.1 – Public Conversion Evidences	Error! Bookmark not defined.
Appendix A2.2 – Private Conversion Evidences.....	Error! Bookmark not defined.
Appendix A3.1 – Replication Educational Outcomes.....	Error! Bookmark not defined.
Appendix A3.2 – Replication Financial Records (IRS 990).....	Error! Bookmark not defined.
Appendix A4.1 – Executed CMO/EMO Contract (if contracting with an EMO or CMO)**	Error! Bookmark not defined.
Appendix A4.2 – EMO/CMO Facility Buyout Agreement**	Error! Bookmark not defined.
Appendix A4.3 – EMO/CMO Financial History (Bank Statements)**	Error! Bookmark not defined.
Appendix A4.4 – IRS Form 990**	Error! Bookmark not defined.
Appendix A – Evidence of Parent/Community Support*	Error! Bookmark not defined.

Appendix B – Curriculum Outline for Each Grade Band the School Will Ultimately Serve* **Error! Bookmark not defined.**

Appendix C – 9-12 Core Content Electives..... **Error! Bookmark not defined.**

Appendix D – Yearly Academic Calendar* **Error! Bookmark not defined.**

Appendix E – Daily and Weekly Schedule for Each Grade Band the School Will Ultimately Serve* **Error! Bookmark not defined.**

Appendix F – Federal Documentation of Tax-Exempt Status **Error! Bookmark not defined.**

Appendix G – Organizational Chart* **Error! Bookmark not defined.**

Appendix H – Charter School Board Member Response and Resume* **Error! Bookmark not defined.**

Appendix I – Board Member Background Certification Statement and Completed Background Check* **Error! Bookmark not defined.**

Appendix J – Proposed By-Laws of the School’s Board of Directors* **Error! Bookmark not defined.**

Appendix K – Articles of Incorporation or Municipal Charter* **Error! Bookmark not defined.**

Appendix L – Insurance Quotes* **Error! Bookmark not defined.**

Appendix M – Revenue Assurances and/or Working Capital Report** **Error! Bookmark not defined.**

Appendix N – Proposed School Budget for Year 1 through Year 5* **Error! Bookmark not defined.**

Appendix O – Additional Appendices Provided by Applicant **Error! Bookmark not defined.**

Appendix P – Required Signed and Notarized Documents* **Error! Bookmark not defined.**

Application Instructions

APPLICATION AND APPLICATION FEE DUE DATE/TIME	
Fast-Track and Acceleration Applicants (2020 Opening)	5:00pm EST on July 29, 2019
Traditional Timeline Applicants (2021 Opening)	5:00pm EST on August 26, 2019

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline. **All applications must be submitted using the online portal.** Applicants are to use the following specifications:

1. All applications must be submitted using the online platform. Applications submitted outside of this platform will not be accepted.
2. All submitted applications must be from a nonprofit group approved by the NC Secretary of State, unless being submitted by a municipality.
3. Each major section (Mission, Purposes and Goals, Education Plan, Governance and Capacity, Operations, and Financial Plan) must be located within the designated section, as indicated in the online document.
4. If a particular question does not apply to your team or proposal, respond "Not Applicable," AND state the reason this question is not applicable to your team or proposal.
5. Each required Appendix must include a title page with the title of the Appendix and the Proposed School Name.
6. Any answer given within the application that is not original to the applicant must include a citation to the source of the answer.
7. Review all elements of the application for completeness before submitting.
8. The full application (including the narrative and all appendices) must be submitted as one PDF document.
9. The budget spreadsheet must also be submitted separately as an excel file.
10. The application narrative, without appendices, may not exceed 100 pages. Applicants submitting special requests are given an additional 5-page allowance, per special request.
11. Each section of the application should be clearly labeled according to the table of contents.
12. Late submissions **will not** be accepted. **No exceptions.**
13. Applicants must turn in the application fee and fee payment form by the stipulated timeline.

Application Contact Information

1. Name of Proposed Charter School: The Soaring Eagle Academy
2. Organization Type: Municipality Nonprofit Corporation
3. Name of non-profit organization under which charter will be organized or operated: The Soaring Eagle Academy
4. Has the organization applied for 501(c)(3) non-profit status? Yes No N/A (Municipal)

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

Name of Contact Person: Dr. Melissa B. Grimes

Title/Relationship to Non-Profit: Board Chair

Mailing Address: 3006 Phillips Road

City/State/Zip: Greenville, North Carolina 27834

Primary Telephone:252-916-8159

Alternate Telephone:252-717-9841

6. Name of county and local education agency (LEA) in which charter school will reside: Pitt County (Pitt County Schools)

Geographic County: Pitt

LEA/District Name: Pitt County Schools

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

Yes

No

Give the name of the third-party person or group: None

Fees provided to the third-party person or group? None

8. Provide a full detailed response of the assistance provided by the third-party person or group while preparing this application and when the assistance will end: No assistance provided by a third party.

9. Is this application a conversion from a traditional public school or private school?

Yes. Complete the Conversion Special Request Section.

No.

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

Yes. Complete the Replication Special Request Section.

No.

Do you want your replication application to be considered for Fast-Track?

Yes. Complete the Fast-Track Special Request Section.

No

11. Do you want your application to be considered for acceleration?

Yes. Complete the Acceleration Special Request Section.

No.

12. Do you want your application to be considered for an Alternative Charter School?

Yes. Complete the Alternative Charter School Special Request Section.

No.

13. Grade Levels Served and Total Student Enrollment

Projected School Opening Year: 2021-2022 Month: August

14. Will this school operate on a year-round schedule? Yes No

15. Enrollment Summary. Complete the following table, graying out (or leaving blank) any rows for grades the school will not serve.

Number of Students						
Grade Level	Year 1 2021-2022	Year 2 2022-2023	Year 3 2023-2024	Year 4 2024-2025	Year 5 2025-2026	At Capacity 2025-2026
K	40	40	40	40	40	40
1	40	40	40	40	40	40
2	40	40	40	40	40	40
3	20	40	40	40	40	40
4	20	20	40	40	40	40
5	20	20	20	40	40	40
6	0	20	20	20	40	40
7	0	0	20	20	40	40
8	0	0	0	20	20	20
9	0	0	0	0	0	0
10	0	0	0	0	0	0

11						
12						
Totals	180	220	260	300	340	340

16. Complete the following table, providing projected enrollment for each of the following demographic groups.

Anticipated Racial/Ethnic Demographics (%)	% of Economically Disadvantaged Students	% of Students with Disabilities	% of English Language Learners
85%	90%	14%	2%

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

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

Certify

18. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application. I certify I do not certify

Explanation (optional):

Click or tap here to enter text.

Charter Application Special Requests

Acceleration

Do you want your application to be considered for acceleration?

Yes. Answer questions A1-5.

No. Stop. Do not complete this section.

A. Per State Board of Education policy [CHTR-013](#), the State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high-quality charter schools. In considering whether to accelerate the planning year, the applicant must meet the following requirements:

1. Demonstrate a clear and compelling need for the accelerated planning year.

Currently, there is no charter school in the Farmville Community, and smaller community should have the opportunity to participate in school choice.

2. Demonstrate an exceptional need for the charter school in the proposed location.

Click or tap here to enter text.

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

Yes

No

4. Is a facility identified by the applicant that is feasible for opening on an accelerated schedule?

Yes

No

5. Demonstrate that the facility identified by the applicant is feasible for opening on an accelerated schedule.

Click or tap here to enter text.

Attach Appendix A1 Acceleration Evidences to demonstrate that you have a facility secured for opening on an accelerated schedule.

B. Once evidence for the requirements has been verified, the State Board will also consider the presence or absence of the following factors in making its determination:

- 1) Unique mission and educational program.

- 2) Local, state, and national nonprofit partnerships committed to assisting the school.
 - 3) Potential for economic and educational development of the region.
 - 4) Mentoring by a successful organization that has experience in creating public schools.
 - 5) Obstacles to educational reform efforts that leave chartering as an available option.
 - 6) Commitment to work with a successful charter school board as a guiding mentor.
 - 7) The length of time the board of directors has existed.
 - 8) Whether the proposed board has previously operated or currently operates a successful public charter school.
- C. The above list is not exclusive or controlling and is intended to guide the exercise of the State Board's discretion. An applicant requesting acceleration must submit the request to the State Board of Education prior to the application due date for consideration.

Conversion

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

Yes. Go to Question #2.

No. Stop. Do not complete this section.

2. Is the Conversion Public or Private? Public. Complete Question #3 below.

Private. Complete Questions #4 and 5 below.

3. Public Conversion Information

*Give the name and six-digit identifier of the school being converted: [Click or tap here to enter text.](#)

If application is for a public conversion, submit Appendix A2.1: Public Conversion Evidences

Conversion evidences must include:

- 1) Statement of Support signed by the majority of the teachers and instructional support personnel currently employed at the school
- 2) Last payroll outlining current staff receiving compensation from the traditional public school
- 3) Current school enrollment
- 4) Parent support of the conversion

4. Financial History

Outline the 3-year financial history of the proposed converted charter school in the chart below as evidenced in either financial statements or the IRS Form 990. Supporting documentation will be attached as Appendix A2.

Financial History 3 Years Prior	Financial History 2 Years Prior	Financial History 1 Year Prior

5. Private Conversion Information

Name of the private school being converted: [Click or tap here to enter text.](#)

City and state where private school is located: [Click or tap here to enter text.](#)

- 1) Describe the rationale for converting from a private entity to a public school. Include information regarding how the proposed charter school will be nonsectarian in nature and will be open for all students (not just those currently attending the private school).

Click or tap here to enter text.

- 2) Provide a detailed description of the existing private school's financial status, including the process in which these financial assets or deficits will be transferred to the non-profit organization.

Click or tap here to enter text.

Provide a copy of the organization's IRS Form 990 for the last three years as Appendix A2.2 Private Conversion Evidences. If the current organization does not have a Form 990, tax information for the last three years along with financial statements must be included as Appendix A2.2 Private Conversion Evidences.

- 3) Depict and analyze the current enrollment trends and student demographics of the private school over the past three academic years.

Click or tap here to enter text.

- 4) Document and expound upon evidence that the existing private school is successful in student achievement. Base this explanation upon academic data available through state and national summative assessments.

Click or tap here to enter text.

- 5) Explain the process by which the current private school staff will be considered for teaching at the proposed charter school staff. What is the projected turnover due to the statutory requirements for teacher licensure and highly-qualified status?

Click or tap here to enter text.

Replication

Per SBE policy [CHTR-016](#), the State Board of Education (SBE) may, in certain well-defined instances, grant permission for a non-profit corporation board of directors (board) to replicate either its own successful model, or to employ an educational management company (EMO) or a charter management organization (CMO) to replicate a successful model currently being operated under the management of the EMO or CMO. The SBE may also, in certain well-defined instances, grant permission for a non-profit corporation board to “fast track” such a replication by foregoing the planning year normally required for newly-approved charter applicants.

1. Is this application being submitted as a replication of a current charter school model?
 Yes. Go to Question #2. **No. Do not complete this section.**

2. If yes, please provide the name of the charter school and the state that the charter school has been authorized to operate in.
[Click or tap here to enter text.](#)

3. Are you a board of directors currently operating a charter school in NC and applying to replicate its currently existing model?
 Yes. Answer questions #4-6. No. Go to Question #7.

4. A board of directors that currently operates a charter school in NC is eligible to apply to replicate its currently existing model only if the board’s current school or schools demonstrate a consistent record of academic, financial, and operational success. If the board operates more than one school, each school must meet this standard. To meet this standard, the board must meet each of the following conditions:
 - A) Each school operated by the board must have academic outcomes at least comparable to those of the students enrolled in the LEAs in which they are located. In addition, each school operated by the board must meet or exceed student growth consistent with State standards, for three years immediately preceding the application, and maintain that growth throughout the application period.
 - B) Each school operated by the board must have unqualified audits for the three years immediately preceding the application, and must maintain that fiscal standard throughout the application period.
 - C) Each school operated by the board must have resolved any noncompliance issues cited by NCDPI during the three years immediately preceding the application and must maintain this standard throughout the application period.
 - D) A majority of the board and 50% or greater of the board’s officers must be North Carolina residents.

Does your board meet the each of criteria listed above? Yes No

Attach as Appendix A3.1 Replication Educational Outcomes - for the replicated school for the last three academic years.

5. Describe which academic qualifications the non-profit board has met that qualify them for replication. [Click or tap here to enter text.](#)

6. Outline the 3-year financial history of the proposed replicated charter school in the chart listed below as evidenced in financial statements or IRS Form 990. Attach the related documents as Appendix A3.2 Replication Financial Evidences.

Financial History 3 Years Prior	Financial History 2 Years Prior	Financial History 1 Year Prior

7. Are you a board of directors that does not currently operate a school but is partnering to replicate an existing model operated by an EMO/CMO?

Yes. Answer questions #8-10 below.

No. Go to Question #11.

8. Eligibility Criteria

- A) A board of directors partnering to replicate an existing model operated by an EMO/CMO must demonstrate that each of the schools being managed by the EMO/CMO in North Carolina

1) have an academic proficiency comparable to the LEAs in which the current schools are located; or

2) meet or exceed growth for the three years immediately preceding the application at issue.

If the EMO/CMO does not manage any schools in NC or the schools it manages in NC do not yet have the data listed above, the board must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for academic performance. The EMO/CMO must continue to meet these standards throughout the application period.

- B) The board must demonstrate that each of the schools in North Carolina managed by the EMO/CMO have unqualified audits without fiscal compliance issues for three years immediately preceding the application.

If the EMO/CMO does not currently manage any schools in NC or the schools in NC it manages do not yet have the data listed above, the board of directors must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for financial performance. The board of directors must maintain this standard through the application period.

Does the EMO/CMO partnering with the board meet the criteria listed above? Yes
No

Attach as Appendix A3.1 Replication Educational Outcomes - for the replicated school for the last three academic years.

9. Describe which academic qualifications schools managed by the EMO/CMO have met that make them suitable for replication. [Click or tap here to enter text.](#)

10. Outline the 3-year financial history of the proposed replicated charter school in the chart listed below as evidenced in financial statements or IRS Form 990. Attach the related documents as Appendix A3.2 Replication Financial Evidences.

Financial History 3 Years Prior	Financial History 2 Years Prior	Financial History 1 Year Prior

11. Fast Track Replication

Do you want your application to be considered for Fast-Track Replication?

Yes. Complete the Fast Track Eligibility Criteria below.

No. You have completed the Replication Special Request section. Please attach the required appendices **3.1 Education Outcomes** for the replicated school(s) for the last three academic years, and **3.2 Replication Financial Evidences IRS Form 990**, bank statements for the replicated school(s) for the prior three years.

Fast Track Replication Eligibility Criteria

Per State Board of Education policy [CHTR-016](#), a non-profit corporation board that does not currently operate a charter school in NC is eligible to apply to replicate through fast-track replication an existing model operated by an EMO/CMO. The non-profit corporation board is

eligible to apply only if the schools operated by the EMO/CMO have a consistent track record of academic, financial, and operational success. The non-profit corporation is eligible to replicate an existing model operated by the EMO/CMO only if the non-profit corporation board meets each of the following conditions:

1. The non-profit corporation board must demonstrate that each of the schools being managed by the EMO/CMO in North Carolina (1) have an academic proficiency comparable to the LEAs in which the current schools are located; or (2) meet or exceed growth for the three years immediately preceding the application at issue. If the EMO/CMO does not manage any schools in NC or the schools it manages in NC do not yet have the data listed above, the non-profit corporation board must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for academic performance. The EMO/CMO must continue to meet these standards throughout the application period.

The non-profit corporation board meets at least one of the qualifications above. Yes No

*Attach as Appendix A3.1 Replication Educational Outcomes - for the replicated school for the last three academic years. Describe which academic qualifications the non-profit board has met that qualify them for replication.

2. The non-profit corporation board must demonstrate that each of the schools in North Carolina managed by the EMO/CMO have unqualified audits without fiscal compliance issues for three years immediately preceding the application. If the EMO/CMO does not currently manage any schools in NC or the schools it manages in NC do not yet have the data listed above, the non-profit corporation board must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for financial performance. The non-profit corporation board must maintain this standard through the application period.

The non-profit corporation board meets at least one of the qualifications above. Yes No

3. Each school operated by the non-profit corporation must have resolved any noncompliance issues cited by NCDPI during the three years immediately preceding the application and must maintain this standard throughout the application period.

The non-profit corporation board meets at least one of the qualifications above. Yes No

4. A majority of the non-profit corporation board members and 50% or greater of the board officers must be North Carolina residents.

The non-profit corporation board meets at least one of the qualifications above. Yes No

Alternative

Do you want your application to be considered for an Alternative Charter School?

Yes. Continue to the next section.

No. Stop. Do not complete this section.

In order to qualify for designation as an “alternative school” for purposes of accountability under this policy (CHTR-020), the charter school must demonstrate that it serves a student population as follows:

1. The school must include grades 9-12.
2. At least 75% of the school’s population in grades 9-12 must be at-risk of academic failure as defined in [DROP-001.I.B.](#), and must also meet one or more of the following:
 - a. The student must either be recently released from a juvenile justice facility, or otherwise be subject to and participating in the juvenile justice court process;
 - b. The student must be currently served by a treatment facility licensed pursuant to Chapter 122C of the General Statutes, or have recently been discharged from such a facility;
 - c. The student must be currently under long-term suspension from a public or private school; or
 - d. The student must be a high-school dropout as defined in GCS-Q-001 (linked above); or be imminently as risk of dropping out as demonstrated by adequate documentation in the charter school’s application for designation under this policy.

Does your proposed school meet the minimum criteria?

Yes. No.

*A charter school meeting the eligibility criteria set forth in this policy and seeking designation as an “alternative school” must submit an application to the Office of Charter Schools describing in detail the school’s mission as it relates to the request for the designation; the criteria the school plans to use that will meet the eligibility requirements set forth above, including the documentation the school will use to support its admissions process; how the school intends to serve the select population, educationally and otherwise; and the goals the school is setting for academic achievement for this population. The application must also include an admission plan that is well-defined and specifically limited to serving at-risk student as described in the application. A plan that is not well-defined will not be approved.

*The school must, in its application, designation which of the alternative accountability options it is requesting under [ACCT-038](#). The option selected, if approved, cannot be changed except at the time of renewal (as outlined in [CHTR-020.III](#)).

Proposed Management Organization (EMO or CMO)

1. Does the Charter School plan to contract for services with an “educational management organization” or “charter management organization”?

Yes No. **Stop do not complete this section.**

2. Name of the Company:

Mailing Address:

City/State/Zip:

Phone Number:

Contact Person:

Email Address:

Website:

3. Explain how the contract with the specified EMO or CMO will be in the best educational and financial interest of the charter school.

Click or tap here to enter text.

Attach Appendix A4.1: Executed Management Contract

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

9. Is the facility provided by the EMO/CMO? Yes No

Attach Appendix A4.2 Facility Buyout Agreement, if applicable

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

Click or tap here to enter text.

Attach Appendix A4.3: EMO/CMO Financial History

Provide as Appendix A4.3 the financial history and statements of the EMO/CMO over the last three years. Specifically, if contracting with an EMO, provide confirmation that the EMO is in good standing by providing bank statements from the prior three years.

Attach Appendix A4.4: IRS Form 990

Provide as Appendix A4.4 the IRS Form 990 (or equivalent documents if the organization does not file a 990) for the prior three years.

Section 1 Mission, Purposes, and Goals

1.1 Mission and Vision. State the mission and vision of the proposed charter school. The mission statement defines the organization’s purpose and primary objectives, describing why it exists. The mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree. The vision statement outlines how the school will operate and what it will achieve in the long term. The vision statement should describe what the school will look like when it is achieving its mission. The mission and vision statement provide the foundation for the entire proposal.

The mission and vision statements, taken together, should:

- Identify the students and community to be served;
- Illustrate what success will look like; and
- Align with the purposes of the NC Charter School Law.

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

The mission is to empower students to become inter-active learners and creative thinkers through rigorous academics, offered by a challenging curriculum that builds confident scholars ready for the 21st Century.

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

The vision is to provide an outstanding academic program while making educational choice available to all students. (Outstanding is defined as yearly academic growth, character development and community engagement.

When the school is achieving its’ mission, the students will realize at least one year or more of growth by mastering challenging curriculum, become active in the community by completing a service project each year, and build confidence developing good character.

Educational Need and Targeted Student Population of the Proposed Charter School

3. Provide a description of Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Additionally, how it will reflect the socioeconomic status of the LEA, SWD population, and ELL population of the district?

[See G.S. 115C-218.45\(e\).](#)

The Soaring Eagle Academy will serve at-risk students in grades K – 5 in the first year and will increase one grade level each year to incorporate K – 8 students by year five. The proposed location for the school is the Farmville community; however, the school

will serve students in the entire Pitt County area and surrounding counties. This population was chosen to serve because of student needs. Pitt County is divided into six attendance areas for students. The System has approximately 23,470 students according to the most recent released membership report. The demographics of the district is as follows: American Indian 0.2%, Asian 1.6%, Black 46.4%, Hispanic 11.7%, White 35.6%, HI 0.4% and Multi 4.1%. The Soaring Eagle Academy will serve students as they apply and as space is available; therefore, the school looks to mirror the district demographically. The Soaring Eagle Academy will reflect the Pitt County district.

Students attending Pitt County School's experience significant disparities in student achievement and short-term suspensions. According to the most recent released breakdown (2017-2018), PCS At-Risk populations perform lower on EOG testing Black - 69% below proficiency; Hispanic - 49% below proficiency; EDS - 64% below proficiency and Two or More - 45% below proficiency when compared to White - 27% below proficiency.

The school plans to serve no more than 10-12% of students SWD, and ELL students, however, the final numbers will depend on the actual student enrollment and attendance once the school is open.

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

The Soaring Eagle Academy seeks to enroll a diverse student population that demographically mirrors the diversity in the general population. The Farmville attendance area includes four feeder elementary schools and one middle school. All information and statistics are from 2017-2018:

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

3. **Falkland Elementary School, a K – 5th grade school with approximately 333 students. This school’s demographics are: AMIN – 0.3%, Asian – 1.2%, Hispanic – 93.2%, Black – 75.1%, Hi – 0.3%, White – 10.5% and Multi – 3.3%. When drilled down for these students, the academic performance outcomes in Reading for all students are as follows: Black – 74.8%, Hispanic – 81.3%, White – 63.2%, EDS – 75.2% and SWD – 87.2% of students scored below level three.**
4. **Farmville Middle School, a 6th – 8th grade middle school with approximately 647 students. The demographic information for this school is as follows: ANIN – 0.3%, Asian – 1.4%, Hispanic – 9.0%, Black – 55.5%, HI – 0.0%, White – 30.6% and Multi – 3.2%. The student academic performance in Math for this school is as follows: 69.7% of Black students scored below level three, 85.2% of Two or More Race students scored below level three, 77.2% of Hispanic students scored below level three, as compared to 33.8% of White students scored below level three. As the data continues, 72.4% of EDS students, 79.3% of ELL students and 82.9% of Students with Disabilities scored below level three.**

The educational model utilized by The Soaring Eagle Academy is the North Carolina Standard Course of Study and the A+ Model. The elements of the educational model that will meet the needs of the students in the target population by integrating the Arts across the curriculum and in the classroom setting to help students understand the standards being taught and how to apply them in the coursework.

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

The total projected enrollment at The Soaring Eagle Academy by year 5 is approximately will be approximately _____% of the Average Daily Membership (ADM) of students in grades Kindergarten through 8th grade as of the 5th year of operation.

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

The Soaring Eagle Academy will focus on the Ecological Model. According to the Ecological Model, student learning is based on the home and the school environment and when/and if there is a breakdown in either of these two environments, students are at risk for educational failure. (Lippert, Titsworth and Hunt, 2005). The Soaring Eagle Academy plans to work with both areas for student success. Teachers and school officials will have school sessions and make personal visits to the student’s home (as needed) and work with family members (and extended family members) training them in how to help students academic progress.

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

The Farmville Community has been very receptive, even eager to the prospect of a proposed charter school coming to the area. There was a community input session advertised in the Farmville Enterprise, the local newspaper, for July 18, 2019 at 6:30 p.m. at the Farmville Community Center, to give community members the opportunity to learn about the proposed school, fill out surveys and ask questions. The local newspaper covered the information session and wrote a very good article of the event that was featured on the front page. Dr. Grimes also visited local churches in the Farmville community and spoke with people about the school and The groups were very glad to fill out surveys.

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

The Board recruited local officials in the hopes of making sure to connect with key stakeholders. Mrs. Carrie Baker is a life time resident of Farmville and in 2018 she was the first African American to be named Citizen of the Year in the Farmville community. Mrs. Baker is the Founder and CEO of The Lost Sheep Foundation, a local non-profit dedicated to the advancement of the people and the Farmville Community. She was also appointed by the Mayor of Farmville to serve on community boards and she has her finger on the pulse of the area. Ms. Judy Gidley also serves on the board for the proposed school and was the also served on the Board of the Farmville Arts Council and worked as the Director of the Farmville Chamber of Commerce for more than five years. Ms. Gidley is a beloved retired teacher that loves her community and continue to find ways to give back to students. The Mayor was approached about support for the proposed school ns was very happy to write a letter of support.

SURVEY RESULTS: Parents showed great interest in their students having the opportunity to attend a charter school. More than 125 surveys were returned through the website, visiting churches and the community meetings. Of the surveys returned approximately 104 were very interested in the school being in their community.

Attach Appendix A: Evidence of Community/Parent Support. Provide evidence that demonstrates parents and guardians have committed to enrolling their children in your school. You must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).

1.2 Purposes of the Proposed Charter School

The Six Legislative Purposes of a Charter School are:

1. Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.
 2. Hold schools accountable for meeting measurable student achievement results.
 3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system.
 4. Improving student learning.
 5. Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.
 6. Encourage the use of different and innovative teaching methods.
1. In one page or less, describe how the proposed charter school will achieve one or more of the six legislative purposes, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations.

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

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

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

1.3 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.

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

YEAR ONE:

Operations – The following goals will apply to this area:

1. **Buses – the school plans to have 4 buses for the first year. Each driver will be required to maintain daily logs and turn them in at the end of each month. The buses will be inspected daily by each driver using the walk-around method, examining the bus. Any problems will be reported to administration. No bus will move unless it is safe for staff and students. Each bus will be inspected by a licensed mechanic at least twice each year (sooner if needed).**
2. **Cafeteria – The school plans to provide breakfast and lunch to each student. The school plans to partner with the local school system or a local child care facility. The goal is to cook onsite.**
3. **Building – the school is renting the facility. There will be 2 - 3 inspections of the building per year. The school will have monthly fire drills, lock down drills at least 4 times per year and tornado/bad weather drills at least 2 times each year. The surrounding grass and grounds will be maintained by The Soaring Eagle Academy and monthly reports will be turned in to administration.**

Academics – The following goals are set for the school:

- **50-60% certified teachers**
- **80% of students enrolled in grades 3 – 5 will realize at least one year of academic growth on the EOG's and in-house assessments.**
- **80% of students enrolled in grades K1 – 2 will realize at least one year of growth on K-2 assessments in-house and through NCDPI.**
- **100% of students in grades K-5 grade will participate in and complete at least one community service project each year.**
- **100% of the student population in grades K-5 will begin and maintain portfolios. of original work and community project.**
- **The school proposes to maintain average student attendance rates of 90% or higher each year.**

- Parent will be expected to donate at least 10 hours each year of volunteer services to their child's school in various ways. A volunteer report will be maintained each month by the school secretary and information will be presented to the board and community at the monthly board meetings.

Finance – The school will hire an on-site financial manager that will be directly responsible for meeting all financial deadlines to DPI. Monthly financial reports will be turned in to administration and presented to the board at the monthly board meetings. The 1st year the school plans to have a surplus of \$13,332.03.

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

YEAR TWO:

Operations – The following goals will apply to this area:

1. **Buses** – the school plans to have 4 buses for each of the five years, recognizing that many students will walk to school, and parents will transport some students. Each driver will be required to maintain daily logs and turn them in at the end of each month. The buses will be inspected daily by each driver using the walk-around method, examining the bus. Any problems will be reported to administration. No bus will move unless it is safe for staff and students. Each bus will be inspected by a licensed mechanic at least twice each year (sooner if needed).
2. **Cafeteria** – The school plans to provide breakfast and lunch to each student. The school plans to partner with the local school system or a local child care facility. The goal is to cook onsite.
3. **Building** – the school is renting the facility. There will be 2 - 3 inspections of the building per year. The school will have monthly fire drills, lock down drills at least 3 times per year and tornado/bad weather drills at least 2 times each year. The surrounding grass and grounds will be maintained by The Soaring Eagle Academy and monthly reports will be turned in to administration.

Academics – The following goals are set for the school:

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

- **100% of the student population in grades K-5 will begin and maintain portfolios of original work and community project.**
- **The school proposes to maintain average student attendance rates of 92% or higher each year.**
- **Parent will be expected to donate at least 10 hours each year of volunteer services hours to their child's school in various ways. A volunteer report will be maintained each month by the school secretary and information will be presented to the board and community at the monthly board meetings.**

Finance – The school will hire an on-site financial manager that will be directly responsible for meeting all financial deadlines to DPI. Monthly financial reports will be turned in to administration and presented to the board at the monthly board meetings. The 2nd year the school plans to have a surplus of \$228,507.04.

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

YEAR THREE:

Operations – The following goals will apply to this area:

- 1. Buses – the school plans to have 4 buses for each of the five years, recognizing that many students will walk to school, and parents will transport some students. Each driver will be required to maintain daily logs and turn them in at the end of each month. The buses will be inspected daily by each driver using the walk-around method, examining the bus. Any problems will be reported to administration. No bus will move unless it is safe for staff and students. Each bus will be inspected by a licensed mechanic at least twice each year (sooner if needed).**
- 2. Cafeteria – The school plans to provide breakfast and lunch to each student. The school plans to partner with the local school system or a local child care facility. The goal is to cook onsite.**
- 3. Building – the school is renting the facility. There will be 2 - 3 inspections of the building per year. The school will have monthly fire drills, lock down drills at least 4 times per year and tornado/bad weather drills at least 2 times each year. The surrounding grass and grounds will be maintained by The Soaring Eagle Academy and monthly reports will be turned in to administration.**

Academics – The following goals are set for the school:

- **60-70% certified teachers**

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

Finance – The school will hire an on-site financial manager that will be directly responsible for meeting all financial deadlines to DPI. Monthly financial reports will be turned in to administration and presented to the board at the monthly board meetings. The 1st year the school plans to have a surplus of \$307,877.08.

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

YEAR FOUR

Operations – The following goals will apply to this area:

1. **Buses –** the school plans to have 4 buses for the each of the five years, recognizing that many students will walk to school, and parents will transport some students. Each driver will be required to maintain daily logs and turn them in at the end of each month. The buses will be inspected daily by each driver using the walk-around method, examining the bus. Any problems will be reported to administration. No bus will move unless it is safe for staff and students. Each bus will be inspected by a licensed mechanic at least twice each year (sooner if needed).
2. **Cafeteria –** The school plans to provide breakfast and lunch to each student. The school plans to partner with the local school system or a local child care facility. The goal is to cook onsite.
3. **Building –** the school is renting the facility. There will be 2 - 3 inspections of the building per year. The school will have monthly fire drills, lock down drills at least 4 times per year and tornado/bad weather drills at least 2 times each year. The

surrounding grass and grounds will be maintained by The Soaring Eagle Academy and monthly reports will be turned in to administration.

Academics – The following goals are set for the school:

- 65-75% certified teachers
- 90% of students enrolled in grades 3 – 5 will realize at least one year of academic growth on the EOG's and in-house assessments.
- 90% of students enrolled in grades KI – 2 will realize at least one year of growth on K-2 assessments in-house and through NCDPI.
- 100% of students in grades K-5 grade will participate in and complete at least one community service project each year.
- 100% of the student population in grades K-5 will begin and maintain portfolios. of original work and community project.
- The school proposes to maintain average student attendance rates of 95% or higher each year.
- Parent will be expected to donate at least 10 hours each year of volunteer services to their child's school in various ways. Aa volunteer report will be maintained each month by the school secretary and information will be presented to the board and community at the monthly board meetings.

Finance – The school will hire an on-site financial manager that will be directly responsible for meeting all financial deadlines to DPI. Monthly financial reports will be turned in to administration and presented to the board at the monthly board meetings. The 1st year the school plans to have a surplus of \$369,357.94.

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

YEAR FIVE:

Operations – The following goals will apply to this area:

1. Buses – the school plans to have 4 buses for the first year. Each driver will be required to maintain daily logs and turn them in at the end of each month. The buses will be inspected daily by each driver using the walk-around method, examining the bus. Any problems will be reported to administration. No bus will move unless it is safe for staff and students. Each bus will be inspected by a licensed mechanic at least twice each year (sooner if needed).

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

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

Academics – The following goals are set for the school:

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

Finance – The school will hire an on-site financial manager that will be directly responsible for meeting all financial deadlines to DPI. Monthly financial reports will be turned in to administration and presented to the board at the monthly board meetings. The 1st year the school plans to have a surplus of \$477,913.80.

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

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

The governing Board of The Soaring Eagle Academy will know that the school is working toward attaining it's mission by monthly presentations at the board meetings. There will be presentations from each area of the school that will give a

verbal and written presentation. This way the Board members can study the information and bring any questions to the CEO/Principal.

Section 2 Education Plan

2.1 Instructional Program

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

The overall instructional program for The Soaring Eagle Academy will be based on the North Carolina Standard Course of Study (NCSCOS) and the A+ Arts program. NCSCOS will provide the specific and appropriate content standards and proficiency level for all grades. By following these standards, an outline is provided for what students know, should know and will demonstrate their ability to do such. The A+ Arts curriculum will provide the guidelines which will be integrated with art content and cross-curriculum with the other core content curriculum. Each student will participate in a rigorous academic and vigorous arts program demonstrated throughout all content classes. This incorporation will support and strengthen both disciplines while teaching academic material, art techniques and exposure and appreciation to cultural understanding.

Students will develop critical thinking and problem-solving skills while participating in kinesthetic, collaborative and reflective activities utilizing diverse learning styles. In conjunction with the NCSCOS and A+ Arts will map the development of curricula and instructional support materials related to the arts to include visual arts, dance, theater, singing/voice and music; however, the message is integration.

The disciplines and practices that guide close reading, critical analysis, rigorous observation provide a means of creative expression. The arts hone the skills children need to meet the expectations of both programs and develops the intellectual and creative proficiencies necessary to thrive in all environments.

Curriculum and Instructional Design

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

The Learning Environment and Structure for each classroom will be structured as a direct-instruction model, led by the teacher. Each classroom will have approximately 20 - 22 students in all grade levels. High teacher expectation and practices will drive

instruction which will include the following features: one-on-one work with students, regular teacher-student conferences for feedback and guidance on how to achieve desired goals and classroom centers to differentiate learning in the classroom.

Teachers will be coached on various instructional approaches such as modeling and think-alouds, etc. and observed for form and execution. Teachers will work with students the first year to develop an understanding of E-Colors in Education and how to apply it personally, in the classroom setting, in the larger school community and interacting with all adults at home and in the community. E-Colors in Education applied in the classroom and school-wide environment will work toward eliminating bullying, teacher redirection of students, and many distractions that take students away from teacher instruction.

Teachers will be expected to stay away from the lecture method of instruction and incorporate other instructional methods such as peer collaboration, Socratic Method of instruction and intentional planning to produce classrooms that in line with the A+ Model. Teachers will be expected to work with students in encouraging them to take responsibility for displays, projects, and writings as well as personal responsibility for their actions, daily. Students will have the opportunity to learn and practice social and academic skills to develop leaders within the classroom setting and make referrals for the E-Colors Champions - a Leadership group developed within the classroom setting and moved forward to the full school community, to become school ambassadors for learning and leadership development. The classroom will be equipped with technology opportunities, such as smart board, ipads, individual computers for students, to aide in the learning process. These devices will be used to allow students to become facilitators in the classroom to explain materials, to interact with peers and grow leadership and research skills. Technology will also be used as a home to school connection, with teachers interacting with parents to keep them informed of student progress and to keep parents informed of the classroom strategies being worked on and student progress in each of these areas.

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

A study by the National Endowment for the Arts, The Arts and Achievement in At-Risk Youth: Findings from four Longitudinal Studies (Catterall; Dumais & Hampden-Thompson), states "When it comes to participating in extracurricular activities, high-arts students are 2-3 times more likely to take part in intramural and interscholastic sports than low-arts students." Also, students who participate in the arts are three

times (17% verses 5%) more likely to earn a bachelor's degree than students who do not participate in the Arts. The Soaring Eagle Academy will integrate the Arts across the curriculum for student success.

Studying works of arts in close observation across the arts disciplines and preparing students to create and perform in the arts helps them also in other subject areas according to the A+ mantra. The NCSCOS standards describe reading as the product of sustained observation and attention to detail, especially when encountering complex art or reading the level of complex text students will need to be ready for high school and beyond.

Students will need to learn to re-examine and observe closely. The arts rewards sustained inquiry and provide a perfect opportunity for students to practice the discipline of close observation whether looking at a painting or performing an original work, watching a drama or a dance, or attending a music recital. In both the arts and reading, attention to the specifics can be complex. However; the process of analyzing the work is a slow, gradual process, one that requires practice.

As per The Soaring Eagle Academy's mission statement we pledge to empower students to become inter-active learners and creative thinkers through rigorous academics. Arts and Arts integration of performing arts (including writing) will challenge students to become leaders in their school and community as well as training students to become critical thinkers that will build self-confidence and develop students and preparing them for a global world.

4. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.

The instructional strategies that teachers and all staff will be expected to master are:

Culturally Responsive Teaching – According to Dr. G. Gay (22000) the key anchors of the program are simultaneous cultivation of the academic success and cultural identity of diverse students. The features serve as benchmarks for organizing and assessing the quality of teaching ideas, programs, and actions.

Socratic Method – This strategy will result in increased academic achievement because many students tend to personalize relationships, which makes the attitude of the teacher instrumental in ensuring affirmative participation from students. The Socratic Method is one of the oldest and most powerful approaches to teaching and developing critical thinking skills. By removing pretenses of certainty, the method

aims to provide a deeper understanding of any subject matter. The student must learn to question everything; leave no possibility untouched.

Cooperative Learning Structures (Kagan) – Cooperative Learning is a teaching arrangement that refers to small heterogeneous groups of students working together to achieve a common goal. Students work together to learn and are responsible for their teammates learning as well as their own. The basic elements are: Positive Interdependence, Individual Accountability, Equal Participation and Simultaneous Interaction.

Professional Learning Communities (PLC) – PLCs accept learning as the main purpose of school and therefore are willing to examine all practices in light of their impact on learning.

The Soaring Eagle Academy expects all teachers to be life-long learners who will participate in Personal development to grow their knowledge and abilities. All teachers will be expected to teach and model how appreciation for all students and will be required to model tolerance of differences (especially in learning styles) and any initial confusion or uncertainty can be overcome by staying with it until skill is developed.

Engaging in a deep study of works of art across arts disciplines and core classes (reading, math, science, social studies, etc.) after being trained through A+ on how to integrate music, beats, photography, writing, etc.) in these subjects and preparing students to develop arts literacy and develop their own original works.

Studying the social, political, cultural and economic contexts of works of art while maintaining an in-depth focus on each work, as well as developing their own works to demonstrate understanding, will allow students deeper understanding of the works of art that includes their connections with other areas of knowledge that students encounter each day and even in their environment.

Developing a lifelong curiosity about the arts and understanding that art transcends time. Teaching will include proven, research-based instructional strategies embedded within daily lesson plans and implemented during daily instruction; because effective learning requires that teachers shift the cognitive load to students. Teachers will develop students' knowledge, understanding, and skill incrementally through sequenced lessons and units of instruction.

Assessment Strategies: Assessments will be administered to all students schoolwide three times each year in house. Teachers will use exit ticket and visual assessment as they walk around the classroom observing students, multiple times throughout the school day or weekly (teacher choice) assessments in the individual classroom setting. NWEA Maps and iREADY will be used as a purposeful formative assessment that gives teachers immediate diagnostic measures of student learning and allows comparison student to student and class to class. Released NCDPI test will be uses to assess students. And teacher made test will be utilized.

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.

The curriculum of The Soaring Eagle Academy aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model in the following ways:

A. Empowering students to become active learners by producing original work and studying intricately other works and literature and questioning the validity of the results to stimulate excitement and growth.

B. Offering rigorous arts and leadership offerings (with student input) to develop a well-rounded, student, and teacher sanctioned curriculum that challenge students to be excellent learners and responsible for their finished product.

C. According to several experts (Dr. Gay (2000), Kagan (2013) and Professor Wheller (2011)) At-Risk learners need various types of learning environments.

D. Develop rigorous academics as students challenge and verify current written materials as well as adding to the body of written material by producing their own original work. Students will also begin to ask for different courses that they want to study and once verified, the courses can be added to the courses for student learning, as possible.

E. Encouraging students to become life-long learners by perfecting the Socratic Method, becoming published writers, song writers, musicians, singers, proficient public speakers, community organizers, financial planners, etc. and integrating these skills with writing songs, poems, etc., about math, and science and ELA stories to demonstrate student understanding.

This method aligns with the mission of The Soaring Eagle Academy's targeted student population, with the NCSCOS and A+ Arts for student learning. The school will also use subject integration and teacher collaboration to advance student learning. A minimum of two discipline areas (maybe more) will collaborate to teach students, making sure to adhere to the NCSCOS for the grade level taught. An example includes: Collaboration Areas: Language Arts and Social Studies and Voice/Singing training will collaborate and Writing student works in an Informative writing that can be shared with the class using song, spoken work or acting.

1. Students will be expected to write songs, poems, short stories, monologue, etc., and added to their portfolio.

2. Teachers will evaluate the student offerings, making the necessary corrections and adding to the student writing to make sure it is complex and challenging, and then returned to the student and the student will make the final corrections for the finished product and it shall be graded.

3. Once the student offering is complete and graded the Voice/Singing Teacher will work with students to put music to the original students work.

The finished product may be shared at an assembly, placed in the students' portfolio to be assessed for continued student growth. This example can also include Theater, Drama, Public Speaking, Debate, Social Studies, etc.

4. The Soaring Eagle Academy will also use NC Check-In's testing (assessments) 3 times each year, in the areas of Language Arts, Mathematics (or whatever area is available) as a tool to stay abreast of student learning and growth. This program is aligned with the Ready End-of Grade tests and can show teachers how their students are progressing toward meeting the NCSCOS Standards. This methodology aligns with the schools' mission in the following ways:

A. Empower students to take part in and to become responsible for their learning.

B. Create active learners as they incorporate the Socratic method of questioning everything and interaction with the teacher, peers and community members.

C. Create creative thinkers that will be comfortable to push the envelope when it comes to learning because students will bring to the classroom various methods of learning (culturally responsive education).

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

The academic calendar for The Soaring Eagle Academy coincides with the tenet of the school's proposed mission and education plan because it has extended hours in each day to allow teachers to spend more time with students actively modeling, differentiating and deploy the education content to students. By having 90 minutes

per each core class, it allows more time for teacher collaboration across the curriculum and time for student to demonstrate learning and teacher assessing the higher learning skills.

7. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning.

Throughout the school year The Soaring Eagle Academy will have mini staff development sessions each week at the staff meetings after school. The school schedule and start times will be structured to accommodate this method. The school will have at least one (1) full staff development day each month. Staff development will begin at approximately 8:30 a.m. and end approximately 2:30 p.m. with lunch provided. Teachers and groups will be allowed to work together to disseminate information and plan strategies for student learning from 2:30 pm to 4:00 p.m. on staff development days. The calendar is designed to reflect at least one staff development day each month. 10 staff development days before school starts each year and other offerings will be aligned with this calendar.

The instructional hours will be at least 1025 hours per academic year. However; extra days will be built into the calendar to account for possible bad weather and any other incidents that may come up per academic year. Students in Kindergarten through second grade will observe more of a flexible schedule and teachers will be allowed set their own schedules considering the guidelines of classes should be 45 to 50 minutes each. Students in grades three through five will observe a schedule of at least 90 minutes per each core class (reading, math, science and social studies) and 60 minutes per each extracurricular class.

The daily schedule and staffing structure allow time for work with students in the morning during eagle pride. The elementary and middle school schedule is as follows:

CORE SCHEDULE

- **7:00 – Arrival**
- **7:00 – 7:20 – Breakfast**
- **7:20 – 7:45 – Morning Meeting**
- **7:45 – 9:15 – ELA/Reading**
- **9:15 – 10:15 – Mathematics**
- **10:15 – 11:15 – Foreign Language**
- **11:15 – 11:45 – Physical Education**

- 11:45 – 12:15 – Lunch
- 12:15 – 12:45 – Recess
- 12:45 – 1:45 – Science
- 1:45 – 2:45 – Social Studies
- 2:45 – 3:30 – Technology
- 3:35 - 3:45) - Dismissal (all grades will follow in two to five-minute intervals)
- 3:45 – 6:00 – After School Enrichment

3:45 – 6:00 -

8. Describe a typical day for a teacher and a student in the school's first year of operation. **A typical day for teachers and students will be dependent on what day of the week it is and what arts option is being taught in elementary grades. As well as teachers will each have a different planning period. The daily schedule and staffing structure allow time for work with students in the morning during early bird and in the afternoon during flex/special options period. The elementary and middle school schedule is as follows:**

Throughout the school year The Soaring Eagle Academy will have mini staff development sessions each week at the staff meetings after school. The school schedule and start times will be structured to accommodate this method. The school will have at least one (1) full staff development day each month. Staff development will begin at approximately 8:30 a.m. and end approximately 2:30 p.m. with lunch provided. Teachers and groups will be allowed to work together to disseminate information and plan strategies for student learning from 2:30 pm to 4:00 p.m. on staff development days. The calendar is designed to reflect at least one staff development day each month. 10 staff development days before school starts each year and other offerings will be aligned with this calendar.

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The daily schedule and staffing structure allow time for work with students in the morning during eagle pride. The elementary and middle school schedule is as follows:

ELEMENTARY SCHEDULE

CORE SCHEDULE

- 7:00 – Arrival
- 7:00 – 7:20 – Breakfast
- 7:20 – 7:45 – Morning Meeting
- 7:45 – 9:15 – ELA/Reading
- 9:15 – 10:15 – Mathematics
- 10:15 – 11:15 – Foreign Language
- 11:15 – 11:45 – Physical Education
- 11:45 – 12:15 – Lunch
- 12:15 – 12:45 – Recess
- 12:45 – 1:45 – Science
- 1:45 – 2:45 – Social Studies
- 2:45 – 3:30 – Technology
- 3:35 - 3:45) - Dismissal (all grades will follow in two to five-minute intervals)
- 3:45 – 6:00 – After School Enrichment

High School Graduation and Postsecondary Readiness (High Schools Only)

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

This section is not applicable because The Soaring Eagle Academy will not have high school.

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

This section is not applicable because The Soaring Eagle Academy will not have high school.

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

This section is not applicable because The Soaring Eagle Academy will not have high school.

Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve). One sample curriculum outline (in graph form) in the Appendices for one

core subject (specific to the school's purpose) for each grade span the school would ultimately serve.

Attach Appendix C: 9-12 Core Content Electives. Provide a visual description of what courses (both core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.

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

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

2.2 Special Populations and "At-Risk" Students

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

All special populations of SEA will be taught and monitored by professional outsourced personnel to provide quality education to each students defined needs. Students entering SEA will be expected to bring to the school all educational records, including report cards, all test scores and IEP or 504 plans (as appropriate) and will be given the PDI (Personal Diversity Indicator) through E-Colors in Education to help them better understand themselves and how they learn according to their natural personality. EColors is a personality-based communication program that allows students to know themselves and how they learn best, as well as learning others and how they learn best. Students will also be given an assessment using NWEA (Map) to establish a baseline for student learning. These two programs along with the student records will give teachers and administration needed information on the students to better serve and educate them. The school will also establish a three step prevention program:

STEP ONE: Working with the outsourced personnel , SEA's classroom teachers will respond to student learning needs as a part of the regular instruction. All students will be given an initial assessment using NWEA at the beginning of the school year, which will provide needed information for planning effectively. Teachers will also use NWEA assessments as a part of daily/weekly instruction to check for student understanding of materials taught. Any student needing further instruction in the classroom will receive support through re-teaching, cooperative learning, differentiated instructional for the needed student(s) and special learning sessions.

STEP TWO: Any student who does not master the content using the strategies in step one will be referred by the teacher for more in-depth help. Teachers will have to report on what things have been done and the results of the interventions. More intensive learning sessions (small group) will be scheduled for students and the progress will be closely monitored to ensure the effectiveness of the interventions.

STEP THREE: If the data shows that a student is not making adequate progress after step one and step two, the student will be referred for Step Three intervention. Every strategy and the results will be reviewed by the teacher and administration and at this time the student(s) will be scheduled for one-on-one tutoring sessions. If these session do not produce the desired results, the student will be referred to the IEP team for further testing. IEPs may be scheduled at any time to enhance students success. SEA considers part of their mission is to empower students to become active learners and creative thinkers through rigorous academics, performing arts, and leadership training that will build self-confidence, develop students cognitively, socially, and emotionally, thereby: preparing them for a global world.

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

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

All special populations of The Soaring Eagle Academy will receive the special services they qualify for by professionals' personnel companies to provide quality services to each students and help the school in identifying and serving the students according to their defined needs.

3. Explain how the instructional plan and curriculum will meet the needs of English Learners (EL), including the following:

- a. Methods for identifying EL students (and avoiding misidentification).
- b. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for EL students.
- c. Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.
- d. Means for providing qualified staffing for EL students.

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

a. METHOD FOR IDENTIFYING ELL STUDENTS

Parents/Guardians of students enrolling in The Soaring Eagle Academy will fill out an application for enrolment. A part of the enrollment application is an English/Language Survey form. This form asks questions about the students first language (the language the student speaks at home). Any student that fills out this form with a language other than English as their first language will be automatically made a part of the ELL program. Students will also be given the WIDA test within the first 30 days of school to see how much they know of English. Students taking the WIDA test will automatically be enrolled to take the ACCESS test in February/March of each year to establish how much students have grown in English. The school will be hiring a bilingual teacher in Spanish and English to facilitate with parents/teacher/school conferences and to monitor incoming students for possible entrance into the ELL program based on previous placement, IEP's and test scores.

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

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

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

Students who qualify for ELL services (through the Home Language Survey) and

WIDA testing will also have to take the Access test later in the school year. They will have to take this test each year no matter what school they attend. These students can only exit from receiving these services through ACCESS testing, they have to “test out” of the program.

Additionally, any student failing a course will conference with the teaching team and strategies will be discussed and implemented for student success. The student will be given a POP (Personal Education Plan) to allow all teachers working with the student to have access to the most current student data.

d. Qualified staff for EL students will be hired.

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

Click or tap here to enter text.

a. SPECIFIC INSTRUCTIONAL PROGRAMS, PRACTICES, AND OPPORTUNITIES FOR INTELLECTUALLY GIFTED STUDENTS

Our SEA academic and arts programs are designed to challenge all students at the highest level, while also challenging students at the level they perform. The student schedule will be structured each day to include academic enrichment for academically gifted students (Special Options Period). Gifted students will have a 2nd portfolio of higher-level work and offerings that they will complete through the school year. The students will have leadership opportunities such as mentoring other students (especially students in middle school working with the elementary students), participating in enrichment opportunities, and also participation in other events such as: Local, Regional, & National Spelling Bee; Local, Regional, and National Math Competitions, Special programs formed with colleges and universities where students take part in. Bringing in Singers, dancers, theater performers, etc., for students to work with.

b. PLANS FOR MONITORING AND EVALUATION INTELLECTUALLY GIFTED STUDENTS PROGRESS AND SUCCESS

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

2.3 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 education teachers 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.

The Soaring Eagle Academy will not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. All special populations will be taught and monitored by trained professional personnel in conjunction with the licensed company that specialize in services such as Speech, OT, PT, etc., for the respective area to provide quality education to each student according to the needs. There will also be an Exceptional Children's teacher/Coordinator that will be the contact person working with the company.

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

- **IDENTIFICATION OF STUDENTS ELIGIBLE FOR SPECIAL EDUCATION SERVICES:**

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

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

PROCESS FOR IDENTIFYING STUDENTS: Students will be given a pre-assessment using NWEA Map testing along with teacher observation, and student portfolio. The records check of past report cards, end-of-grade test scores, previous assessments, and teacher notes will be helpful for teachers working with potential students. Teacher referral coupled with MAP testing will offer a solid baseline for students who may need further testing. Also, parent request will be honored. Once these indicators are done a student will then be referred for psychological testing (all documentation must be in order).

The Soaring Eagle Academy will avoid misidentification of special education students by having them tested and following the results of the testing.

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

PLAN DETAILING MANAGEMENT OF 504 AND STUDENTS WITH DISABILITIES:

All special education records will be kept in a locked fire proof file cabinet, and the key will be kept in the administrative offices. If anyone needs to see the records for any reason, they must ask the secretary/administrative assistant, sign the records log, date it, and put the student's name who records they are checking out at the time.

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

B. Record Confidentiality (on site): The PowerSchool data manager will request records of all students requesting attendance at the school. All records will be received by the data manager, checked in and documented in a records notebook. The log will have the date received, school received from, special issues, and missing items from the records. The data manager will follow-up as needed, documenting the date and time of the follow-up in the notebook. All EC records will be passed to the EC teacher/coordinator for housing in a separate location under lock and key in the fire proof file cabinet. The key will be kept in the administrative offices.

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

Exceptional Children's Programming

4. Explain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.

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

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

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

EDUCATIONAL PROGRAM, STRATEGIES, & ADDITIONAL SUPPORT:

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

- **Modification of Instruction** - students will be given fewer math problems or fewer spelling words as appropriate. Students will also use the same accommodations in the classroom that they qualify for on their IEP or 504 plans.
 - **Inclusion** - teacher will going into the student's regular classroom and work with the student in the regular setting, making corrections, explaining and giving guidance as needed.
 - **Leveled Instruction** - small group instruction or one-on-one instruction as needed.
 - **Computer technology** - programs such as Study Island or Accelerated Reading and Math will allow the students to work at their own pace on the computer.
 - **The mission of The Soaring Eagle Academy** is to become inter-active learners and creative thinkers through rigorous academics, offered in conjunction with the NCSCOC and A+, this type of training will build self-confidence in students and create community leaders, thereby: preparing them for the 21st Century.
6. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).

METHOD AND SUPPORT SYSTEM T ENSURE A FREE AND APPROPRIATE PUBLIC EDUCATION (FAFE):

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

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

IMPLEMENTATION OF INDIVIDUALIZED EDUCATION PLAN MONITORING PROVIDING RELATED SERVICES:

The EC teachers /coordinator (and established team) will generate an IEP check list for compliance and share appropriate information with the staff members at one on the weekly staff meetings with recommendations. The EC teachers/coordinator and administration will make sure student's IEP's are implemented in full according with IDEA and reviewed annually and sign the checklist once in compliance. They will put procedures and best practices in place to ensure confidentiality of all students with disabilities as required by the Family Education Rights and Privacy Act (FERPA). The EC teachers/coordinator is the keeper of all EC records and will provide a secure plan for teachers and service providers to check out the records as needed. Procedural safeguards will be put in place for EC children and parents as required by law. These include access to records, notice, the opportunity for mediation of disputes, and the right to a due process hearing.

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

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

PROPOSED PLAN FOR RELATED SERVICES:

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

2.4 Student Performance Standards

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

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

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

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

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.

Policies and standards for promoting students:

Students are required to pass all subjects in the core areas (language arts/reading, mathematics, science, and social studies) and students are required to pass at least two arts courses or leadership courses. Students must also exhibit satisfactory behavior in their educational journey.

Any student not passing courses will be given intensive remediation to cause success in all areas. It is not the policy of the school to retain students. Students will only be retained under the most extreme (well documented) cases that retention will benefit the student.

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 students at risk of dropping out.

Exit standards for exiting grade students:

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

2.5 School Culture and Discipline

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

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

This overall concept makes all students important and expects all staff to find ways to help students become proficient.

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

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

Any student who enters the school mid-year will be given all information and expectations; however, most students will fall in line with the behavior of other students.

3. Provide a brief narrative that delineates how student conduct will be governed at the proposed charter school and how this plan aligns with the overall mission and proposed Education Plan of the charter school. Be sure to include:
 - a. Practices the school will use to promote effective discipline.
 - b. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.

- c. An explanation of how the school will take into account the rights of students with disabilities in regard to these actions that may or must lead to suspension and expulsion.
- d. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.

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

- A. **E-colors in Education – E-Colors In Education is a program that works with students in helping them to know themselves. When students know who they are it will promote personal responsibility; however, the program goes on to say that when students know themselves, they can know others. This helps students to learn how to interact with the classmates and adults at school and home. The school will also participate in the PBIS Program (rewarding students for positive behavior).**
- B. **A preliminary list of offences which may result in suspension and expulsion are:**
 - **Assault resulting in serious injury**
 - **Assault involving a weapon**
 - **Assault on school personnel**
 - **Bomb threat**
 - **Burning of school building**
 - **Possession of alcoholic beverage**
 - **Possession of controlled substance**
 - **Possession of a weapon**
 - **Rape**
 - **Robbery with weapon**
 - **Robbery without weapon**
 - **Sexual assault**
 - **Sexual offence**
 - **Taking indecent liberties with a minor**
 - **Simple affray**
 - **Bullying (including aggressive and unwanted behavior, pushing and shoving, intimidation, humiliation, etc.)**
- C. **The School will account for the rights of students with disabilities by – meeting all applicable state and federal requirements including the IDEA and G. S. 115C-238.29F(g)(5). Students with disabilities will be provided a handbook outlining due process from the Department of Public Instruction to inform them of their**

rights. Individuals will also be given the procedure to file a complaint as needed.

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

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

Certify

This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application. Yes No

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

Section 3 Governance and Capacity

3.1 School Governing Body

1. Private Non-profit Corporation (NCGS 115C-218.1)

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

Name of Private Non-profit: **The Soaring Eagle Academy**

Mailing Address: **3006 Phillips Road**

Street Address:

City/State/Zip: **Greenville, NC 27834**

Phone (xxx-xxx-xxxx): **252-916-8159**

Fax: (xxx-xxx-xxxx):

Name of Registered Agent and Address: **Same as above**

Federal Tax ID:

2. Federal Tax-Exempt Status (NCGS 115C-218.15)

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

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

Yes. **Attach Appendix F Federal Documentation of Tax-Exempt Status**

No.

N/A. The applicant is a tax-exempt municipality.

3.2 Governance

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

1. Please complete the table provided depicting the initial members of the nonprofit organization.

Board Member Name	Board Title	County of Residence	Current Occupation	Past or Present Professional Licenses Held	Any disciplinary action taken against any of these professional licenses?
Melissa Grimes	Board Chair	Pitt	ELA Teacher & Former Principal	Teacher License Pending	None
Yolanda Johnson	Board Member	Lenoir	Math/Science Teacher	Teacher License	None
Roger L. McKoy	Board Member	Cumberland	Retired Principal	Principal Counselor	None
Donnie Phillips, Sr.	Board Member	Pitt	Retired Banker Pastor	Banking Certificate	None
Dara A. Lehner	Board Secretary	Cumberland	Former Teacher – Current Editor	Teacher License	None
Linda B. Harrell	Board Member	Pitt County	Pre-school Lead Teacher	CPR & First Aid Child Development Certificate Lev. 6 & 8	None
Carrie Baker	Board Member	Pitt County	Founder – Lost Sheep foundation	Cosmetology	None
Judy Gidley	Board Member	Pitt County	Former Dir. Of Chamber of Commerce & Teacher	Teacher Certificate	None

2. Describe the governance structure of the proposed charter school, including the governing board’s functions, primary duties, roles and responsibilities as it relates to

overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator.

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

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

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

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

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

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

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

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

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

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

Board Qualifications:

School Leadership and Administration: Roger McKoy and Melissa Grimes both have extensive experience in traditional school administration and charter school to include: Principal, Associate Principal, Testing & Accountability, Student Services, Supervision of EC Director and IEP, Curriculum Development and Instruction and Performance Management as well as community engagement.

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

Donnie Phillips has extensive experience in banking and finances as well as serving on community boards where he lends his expertise to financing issues and building and maintaining facilities, he is also a Pastor in the community that recently opened a preschool and purchased a new church for his growing congregation. Vernon Garrison is well versed in facility management and media communication.

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

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

5. Explain how this governance structure and composition will help ensure that
 - a. The school will be an educational and operational success;
 - b. The board will evaluate the success of the school and school leader; and
 - c. There will be active and effective representation of key stakeholders, including parents.

The current Board composition will help ensure:

- **The expertise of all Board members and their individual desire to work with students as well as their personal integrity will assure that when members receive reports that they make good decisions for the school. Also the School will have yearly audits that will give Board members an in-depth look at the school.**
 - **The Board will evaluate the school leader yearly according to the requirements established for the leader to meet.**
 - **The school will have monthly board meeting**
 - **That will be open to the public and all meeting minutes will be posted on the school's website.**
6. Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?

Melissa Grimes began the charter school application process. All current members of the Board were invited to become a part of the Board because of the expertise each possessed that would benefit the school

In the future, an application will be on the school's website for anyone interested in serving on the board. Each candidate will be vetted, and board members will be brought on from the application pool. However, any specific needs of board members not offered in the application, will be actively recruited through the website and local media.

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

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

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

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

9. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

Orientation meetings will be scheduled for new Board members. At the orientation meeting members will receive a packet of information about all aspects of the school. Staff members will be available for questions that may need to be answered. The areas to be covered are curriculum, testing & accountability, assessment data, financial data, school culture, facility needs and staffing.

All board members will receive board training through NCDPI training modules, and the school is currently looking at companies that can supplement the online board training for all board members. Members will have to obtain at least 1 in-house training session, 1 on-line training session and 1 supplemental training session for a total of three per year.

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

Each board member has signed a "Conflict of Interest Disclosure Form" revealing any area where a conflict of interest may exist.

Melissa Grimes and Linda Harrell are cousins.

The Board of the school will handle all issues that arise according to the Conflict of Interest Policy. Once the School has been approved, if at any time the Board deems a conflict exist, Board members will be asked to resign for the greater good of the school. This policy has been discussed thoroughly with each existing member and will be discussed with any incoming member and they will be asked to sign the Conflict of interest Disclosure form.

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

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

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

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

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

The Grievance Policy for Parents:

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

The Grievance Policy for Staff:

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

***Attach Appendix G Organizational Chart**

A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils).

***Attach Appendix H Charter School Board Member Information Form and Resume**

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

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

***Attach Appendix J Proposed By-Laws of the Nonprofit Organization or Municipality**

The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law.

***Attach Appendix K Articles of Incorporation or Municipal Charter**

If the applicant is a non-profit board of directors, attach a copy of the articles of incorporation from the NC Department of the Secretary of State.

If the applicant is a municipality, attach a copy of the municipal charter.

3.4 Staffing Plans, Hiring, and Management

Projected Staff

1. Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models. Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings, and align with the proposed budget.

Position	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Principal/School Leader	0	50,000	51,000	52,020	53,060	54,121
Assistant Principal	0	40,000	40,800	41,616	42,448	43,297
Clerical	0	28,000	28,560	29,131	29,713	30,308
School Leadership - Finance Officer	0	35,000	35,700	36,414	37,142	37,885
Custodian	0	28,000	28,560	29,131	29,713	30,308
Transportation Staff	0	20,000	20,400	20,808	21,224	21,648
Core Content Teachers	0	40,000	40,800	41,616	42,448	43,297
Specialized Classroom Teachers (ELL, foreign language, etc.)	0	38,000	38,760	39,565	40,325	41,132
Support Teacher	0	30,000	30,600	31,212	31,836	32,472
Exceptional Children's Teacher	0	40,000	40,800	41,616	42,448	43,297
Teaching Aides or Assistants	0	28,000	28,560	29,131	29,713	30,308
Instructional Support Staff	0	40,000	40,800	41,616	42,448	43,297

Staffing Plans, Hiring, and Management

2. Explain the board's strategy for recruiting and retaining high-performing teachers.
The Board will utilize the state created web-based employment site at NCDPI as well as Teacher, Teacher.com., members will work to form partnerships with local schools and visit college job fairs and utilize the VIF program where possible. The Board will also advertise on radio, tv, social media and develop a "grow your own" program where community members are recruited that are vested in the community and

would like to become teachers. The Board will also offer financial incentives for any employee seeking advanced degrees or certifications.

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

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

The principal/head of school candidate has not been identified at this time. However; the Board Chair has extensive traditional school and charter school experience. She has served as Principal, Associate Principal and many other administrative positions and is well qualified to lead a charter school if necessary. The Board Chair has four degrees including Doctor of Education and is well versed in education with extensive connections to others in education (traditional and charter). The Board Chair currently does not expect to be the Head of Schools but is available if the need arises.

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

4. Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.
The Board and charter school employees will not have a direct relationship; however, board members are encouraged to visit classroom to read to students and even volunteer. The Board members will interact directly with the Lead Administrator and indirectly with school employees.
5. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

Hiring School Personnel:

The Lead Administrator and the leadership staff will interview appropriate candidates and vet all individuals. The initial hiring decision will rest with the

Lead Administrator. Any individuals for hire will be brought before the Board for final approval. After Board approval, contracts will be signed.

Dismissal of School Personnel:

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

Criminal Background Check:

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

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

The following salary range will be proposed to the Board:

- Head of School – 50,000 – 65,000
- Administrators – 40,000 – 50,000
(to include Assistants, Finance Officers, Curriculum Specialists)
- Clerical – 25,000 – 35,000
- Teacher (Core) – 35,000 – 45,000
- Assistants – 25,000 – 35,000
- Custodian – 25,000 – 35,000
- Bus Drivers – 15,000 – 25,000

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

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

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

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

No position has been identified as positions that will have dual responsibilities.

9. Describe the plans to have qualified staffing adequate for the anticipated special needs population and means for providing qualified staffing for EL and gifted students.
The Soaring Eagle Academy plans to hire on-site Exceptional Children teachers according to the population of EC students in the building, and students who need other specialty services (Speech, OT, PT, etc.) a company that specializes in EC services will be identified to work with the students, including psychological testing. Special teachers will be hired through the stated hiring process to work with EL and gifted students.

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

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

- Education
- Public Administration
- Administration
- Business management

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

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

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

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

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

3.5 Staff Evaluations and Professional Development

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

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

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

describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.

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

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

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

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.

The Core components of professional development is the Standard Course of Study, E-Colors In Education, PBIS, Professional Learning Communities, Culturally Responsive Teaching, Socratic Method, NWEA (Maps) Assessments, iREADY, Project Based Learning and A+. These core components will provide teachers with ready skills and insight into students and how to implement the skills for student learning and academic success.

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

4. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.
Professional development will be held 10 days prior to school opening. The first week will be total staff development especially of the Core Components.

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

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

Day Three: Culturally Responsive Teaching and The Socratic Method

Day Four: Professional Learning Communities and Project Based Learning

Day Five: E-Colors In Education and PBIS

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

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

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

3.6 Marketing, Recruitment, and Enrollment

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 115C-218.45 carefully.

Marketing Plan

1. Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).

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

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

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

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

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

Students will be recruited during the planning year by signing them up at the community meetings (once plan is approved) at churches, after the services and going door-to-door to interact with parents and let them know that the school is in the community for them. There will be a charter day, that will include fun, bouncy house and the ability for community members to walk through the building.

Throughout the planning year, the Board is meeting each month and visiting churches and communicating on the radio and having community events and having all people to sign in which will generate demographic information to include telephone numbers and email addresses. When the school receives final approval, this demographic information will be used to contact the parents to fill out application and a relationship will have been built up so that parents and community members may be willing to refer others to the school.

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

The Soaring Eagle Academy will comply with all laws regarding admission to the school and not discriminate against any student. Students will be accepted to the school and a lottery process will be used if the number of applicants exceeds the number of seats. The school will not limit admission based on any of the following: intellectual ability, athletic ability, disability, race, creed, gender, national origin, religion, sexual orientation, or ancestry. Students do not have to reside in Pitt County to attend The Soaring Eagle Academy.

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

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

3.7 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.

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

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.

The Soaring Eagle Academy will engage parents by establishing immediately a volunteer program for the school. This will give parents the opportunity to participate in their child's school. Administrators and teachers will make home visits to each of the students they serve at least one visit per year. Each parent that has a student at the school will be expected to volunteer at least 5 hours per year in some capacity. Parents can be utilized as tutors, teacher helpers, etc. at the school.

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

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

3.8 Admissions Policy

1. Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:
 - a. Tentative dates for the open enrollment application period, enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.
 - b. Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.
 - c. Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
 - d. Explanation of the purpose of any pre-admission activities (if any) for students or parents.

- e. Clear policies and procedures for student withdrawals and transfers.

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

- a. **Application Period:** The application for the prospective students are currently ready; however, they will not be released until final approval from the State Board of Education with no ending period to be scheduled. Advertisement will be ongoing with the hopes of having a waiting list. The proposed start of school would be very early August 2021.
- b. **Policies and Procedures for Open Enrollment:** The School may give enrollment priority to the siblings of currently enrolled students who were admitted to the school in a previous year and to the children of the Lead Administrator, teacher, teacher assistants and other staff members. If multiple birth siblings apply for admission to the school and a lottery is needed un G.S. 115C-238.29F (g)(6), the school shall enter one surname into the lottery to represent all the multiple birth siblings. If the surname of the multiple birth siblings is selected, then all the multiple birth siblings shall be admitted.
- c. **Policies and Procedures for Waiting List, Withdrawals, Reenrollment, and Transfer:**
- **Waiting List –** After the lottery process of each year (if needed) and all classrooms have been assigned according to the number of classrooms projected per grade level, students will be placed on a waiting list for the needed grade level and available space.
 - **Withdrawals –** Parents of students leaving the school will need to put the withdrawal request in writing. Any student that would like to come back to the school will need to re-apply for enrollment through the normal enrollment process.
 - **Students who transfer away from the school will be required to follow the normal process for enrollment. They will be allowed to return if the space is available.**
- d. **Pre-enrollment Activities:** Pre-Admission activities will be held for the school. These activities will introduce the community, parents, and perspective students to the school, school personnel, and school administration.
- e. **Withdrawals:** The School will establish a withdrawal policy for students and the transfer of records. Parents will be expected to call the school or send a note that they are withdrawing their child from the school. Once all school property is returned and the school the student will be attending has sent an enrollment form to the school, the student will be withdrawn from school and eliminate a student not enrolling in an actual school and falling through the cracks.

Weighted Lottery

*Does your school plan to use a weighted lottery? Yes. Complete the following section.
 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, unless the charter school is operated by a municipality OR the charter school was converted from a traditional public school. Municipal charter schools may give enrollment priority to domiciliaries of the municipality in which the school is located (G.S. 115C-218.45(f)(7)), and charter schools that were converted from traditional public schools shall give admission preference to students who reside within the former attendance area of the school (G.S. 115C-218.45(c)).
3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically and legally sound practices, protocol and research.

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

1. A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery.

Click or tap here to enter text.

2. A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.

Click or tap here to enter text.

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

Click or tap here to enter text.

Certify

This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application. Yes No

Explanation (optional): [Click or tap here to enter text.](#)

Section 4 Operations

4.1 Transportation Plan

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

If you plan to provide transportation, include the following:

- a. Describe the plan for oversight of transportation options (e.g., whether the school will provide its own transportation, contract out for transportation, attempt to contract with a district, or a combination thereof) and who on the staff will provide this daily oversight.
 - b. Describe how the school will transport students with special transportation needs and how that will impact your budget.
 - c. Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services.
- a. **The Soaring Eagle Academy plan to purchase school buses for student transportation and to give as many students as possible the opportunity to attend the school. The buses will be deployed over the entire Pitt County district. Any student living in Pitt County will be able to ride the bus. In the event there is 15 – 20 students in other counties, transportation will be provided. The Assistant Administrator will be responsible for the oversight of the buses.**
 - b. **All students will be expected to ride the bus unless they walk or are transported by parents. Any student with special transportation needs will be evaluated according to the IEP, if the student can be transitioned back to the regular bus, that will occur if not special transportation will be provided with a transportation service in the community and there is cushion in the budget to be able to pay for it.**
 - c. **The Assistant Principal will work with the compliance of the transportation system. The Administrator will establish contact with local, state and federal transportation officials and make sure all regulations are followed.**

4.2 School Lunch Plan

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

If the school intends to participate in the National School Lunch Program, include the following components in the response:

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

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

- a. **The School plans to partner with an established program to cater meals for students. The meals will be transported to the school, and the school will comply with the local guidelines by following all inspections.**
- b. **No student will be refused food based on their ability to pay.**
- c. **There is a form (to include financial guidelines to determine free, and reduced lunch) and the guide lines available through the Testing and accountability program that will be used to determine eligibility based on parent income. Each student will receive a form at the beginning of school and return to the administrative office to determine who pays and how much. Parents will be informed.**

4.3 Civil Liability and Insurance

The Nonprofit shall name the SBE as an Additional Named Insured to their liability coverage for operation of a charter school while obtaining and maintaining insurance at a minimum in the following amounts:

- a. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
- b. General Liability: one million dollars (\$1,000,000) per occurrence;
- c. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
- d. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
- e. Automobile Liability: one million dollars (\$1,000,000) per occurrence; and

- f. Workers' Compensation: as specified by Chapter 97 of NC General Statute, Workers' Compensation Law.
1. Complete the table below, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.

Area of Proposed Coverage	Proposed Amount of Coverage	Cost (Quote)
Comprehensive General Liability	\$1,000,000.00/occurrence	1,331.00
Officers and Directors/Errors and Omissions	\$1,000,000.00/occurrence	3,057.00
Property Insurance		450.00
Automobile Liability	\$1,000,000.00/occurrence	181.00
Crime Coverage Minimum/Maximum Amount	\$250,000.00 \$250,000.00	332.00
Worker's Compensation	\$500,000	4,403.00
Other Coverage		2469.00
Total Cost		\$12,223.00

***Attach Appendix L: Insurance Quotes**

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

4.4 Health and Safety Requirements

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

We, the Board members at **[The Soaring Eagle Academy]** 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.

Melissa B. Grimes _____ 08/23/2019 _____
 Board Chair Signature Date

Start-Up Plan

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

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

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

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

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

4.5 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.

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

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

Occupation and all inspections are expected before the opening of school (6 months) overall.

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

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

also space for playground equipment and there is a basketball court already on the property available for the students.

The currently identified building will be used short-term for the school, however, the Board will look to build a more permanent facility in approximately 5 years.

The estimated amount in the budget is \$3000.00 per month which is extremely low. The owners recognize that the renovations and other expenditures would balance out and the charter school being housed in their facility is good for the community.

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

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

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

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

5. Facility Contingency Plan: Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.

The Board Chair and a Board member has already identified two suitable facilities for a charter school in the area. Both buildings are located within the city limits and would need upfit. The Board is committed to the Farmville area.

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

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

Certify

This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application. Yes No

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

Section 5 Financial Plan

5.1 Charter School Budget

All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions by those evaluating the application. 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.

***Attach Appendix M: Revenue Assurances**

Assurances are needed to confirm the commitment of any additional sources of revenue.

***Attach Appendix N: Proposed Budget for Year 1 through Year 5**

Budget template can be located on the Office of Charter Schools Application website.

5.2 Budget Narrative

Please include additional information that explains the assumptions used in the 5-year budget.

1. How was the student enrollment number projected? **The student enrollment was projected based upon the board's assessment of the demand for the school, available space, and assessment of feasibility of start resources.**
2. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection. **We believe there is a demand for the school because the existing school are not successful with educationally disadvantaged students and parents desire better opportunities for their children. Our survey data supports our efforts to open this school.**
3. Provide the break-even point of student enrollment. **The breakeven is about 150 students.**
4. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. **Our contingency plan consists of scaling down the operation.**
5. Does the budget rely on sources of funds other than state, county, and federal (e.g., loans, donations, etc.)? If so, please provide the source and amount. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices. **The budget does not rely on outside resources.**

6. Provide the student to teacher ratio that the budget is built on. **The student to teacher ratio is 20 to 1.**
7. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully. **The board has several members with financial related experience. Mr. Donnie Phillips has extensive financial experience. He is a retired Banker. The collective experience of the board along with the experience of Mr. Phillips with enable the board to implement the school's financial plan.**
8. Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated. **We anticipate the school receive both state and federal exceptional children's funds. If a high needs student or students are accepted in the school's lottery, we will immediately review the IEP and determine whether there are special resources which we can apply for such as PRC 029, special autism funds, or other resources. If extra funds are available, we will timely apply. If no additional funds are available, we will work from local funds. Our budget plan is to maintain a fund balance to address these kinds of contingencies.**
9. If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance. **We have no outsourcing plans. We will have procurement policies and procedures which will governing any potential outsourcing.**
10. Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial etc. Describe the criteria and procedures for the selection of contractors and large purchases. **No, we plan to conduct all operation with staff. The board will adopt a procurement policy and procedure which will apply to large purchases.**
11. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs. **The aligns to our mission, curricular offerings, transportation plans, and facilities needs by allocating adequate resources to carry out the school's plans.**
12. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance. **The first year of operations will not carry a significant fund balance due to start-up needs. Subsequent years the fund balance will be about 10 percent. We plan to develop the fund balance by running a tight budget, reviewing the monthly budget report, and exercising due diligence on finances.**
13. Provide a description of proposed financing structure. Include financing of facilities, other asset financing and leases. **The school plans to lease its facilities. The school will also lease completes.**

14. Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends. **The school will not have assets from other sources.**

5.3 Financial Compliance

1. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate recording keeping? **The board will adopt an internal control policy and procedure.**
2. Provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved). **None**
3. Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number and fax number. If a firm has yet to be identified, please list the firms the board has investigated. **Larry E. Carpenter, CPA, PA, 2313 Executive Cir., Suite B, Greenville, NC 27834. Telephone: (252) 561-8292; Fax: (252) 561-8292; Email: larry@lecarpentercpa.com**

Certify

This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application. Yes No

Explanation (optional): Click or tap here to enter text.

Application Fee

Pursuant to G.S. 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by **July 29, 2019 at 5:00 pm EST** for Fast Track and Accelerated applications, and **August 26, 2019 at 5:00 pm EST** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash is not accepted.

***Application Note: The applicant must mail the certified check along with the Application Fee Payment Form before or on the due date of July 29, 2019 at 5:00 pm EST for Fast Track and Accelerated applicants, and August 26, 2019 at 5:00 pm EST for traditional timeline applicants.** Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.

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

North Carolina Department of Public Instruction

Office of Charter Schools

6307 Mail Service Center

Raleigh, NC 27699-6307

Signature Page

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

Print/Type Name: Dr. Melissa B. Grimes

Board Position: Board Chair

Signature: _____

Date: August 25, 2019

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

Notary Public: _____

Official Seal:

My commission expires: _____, 20_____.