



Application Preliminary Evaluation Packet

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

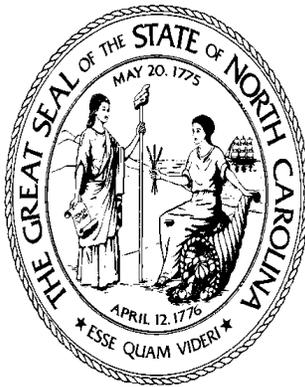
- § Pass: The response demonstrates an understanding of key issues and the ability to start a charter school successfully although minimal clarification may be needed in places. It addresses the topic with clear, specific and accurate information that reflects thorough preparation. The application meets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

Subcommittee Members:

Ginger Cash
Tammi Sutton
Deborah Brown
Danielle Allen
Cheryl Turner
Bruce Friend
Alan Hawkes
Alex Quigley
Deborah Brown
Heather Soja
Joe Maimone
Lindalyn Kakadelis
Tracy Kelley
Kristen Parker
Lynn Kroeger
Phyllis Gibbs
Jessica Whalen
Sherry Reeves

Stephenie Clark
Steven Walker

Date of Review:



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Achievement Charter Academy

Public charter schools opening the fall of 2020

Due by 5:00 pm, October 1, 2018

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

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

CHARTER SCHOOL
2018 Application Process
To open a charter school in the 2020-2021 school year

APPLICATION DUE DATE/TIME

October 1, 2018 A complete *online* application package, in the Office of Charter Schools **by 5:00 pm EST.**

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

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

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline October 1, 2018 at 5:00 pm EST. **All applications must be submitted using the online portal** and applicants are to use the following specifications:

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

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VII. _____

AGREEMENT PAGE

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Achievement Charter Academy

X

Name of Municipality under which charter will be organized or operated:

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

Name of non-profit organization under which charter will be organized or operated: *Achievement Charter Academy*

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

Name of contact person: *Leaja Horne*

Title/Relationship to to nonprofitMunicipality: *President*

Mailing address: PO Box 1685
Fuquay-Varina NC 27526
Primary telephone: 919-567-1234 *Alternative telephone:* 919-753-6975
E-Mail address: achievementacademy.nc@gmail.com

Name of county and local education agency (LEA) in which charter school will reside:
County: HARNETT
LEA: 430-Harnett County Schools

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

No: X

Yes:

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

No:

Yes:

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

No:

Yes:

Acceleration

Yes:

No:

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:

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

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

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

Yes:

No:

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

Yes:

No:

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

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

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 or currently operates a successful public charter school.*

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.

In order to qualify for designation as an "alternative school" for purposes of accountability under this policy, 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 GCS-Q-001, I.B, and must also meet one or more of the following indicators:
 - 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; or be imminently at risk of dropping out as demonstrated by adequate documentation in the charter school's application for designation under this policy.

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 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 students as described in the application. A plan that is not well-defined will not be approved.

The School must, in its application, designate which of the alternative accountability options it is requesting under GCS-C-038. The option selected, if approved, cannot be changed except at the time of renewal.

What is the name of the nonprofit organization that governs this charter school? Achievement Charter Academy

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2020 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (

5

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
Year 1	K, 01, 02, 03, 04, 05	162
Year 2	K, 01, 02, 03, 04, 05	184
Year 3	K, 01, 02, 03, 04, 05	209
Year 4	K, 01, 02, 03, 04, 05	234
Year 5	K, 01, 02, 03, 04, 05	259

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

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

achievementcharter

Achievement Charter Academy

Signature

Title

achievementcharter

10/01/2018

Printed Name

Date

Section I: Application Contact Information Concerns and Additional Questions	<u>Reviewer</u>	<u>Page Reference</u>
<u>Is starting K-5 wise? How doe the grade levels expand? (Will be important to see later in the application)</u>	<u>Steven Walker</u>	<u>Grade Levels</u>
<u>Applicant needs to clarify: Is it feasible to start with grades K-6 in year 1? It might be beneficial to start with 2 or 3 grade levels first and then build out the rest of the grades.</u>	<u>Kristen Parker</u>	<u>Grade Levels</u>
<u>What is the rationale for starting with a K-5? How will the budget support a school of this size? How realistic is it to expect to meet 5th grade enrollment targets in your first 3 years given that 5th grade is not a natural transition grade?</u>	<u>Tracy Kelley</u>	<u>Grade Levels</u>
<u>There is no signatory on the page, why is that?</u>	<u>Tracy Kelley</u>	<u>Certify Appl</u>

<u>Reviewer</u>	<u>Score</u>
<u>Ginger Cash</u>	
<u>Tammi Sutton</u>	
<u>Deborah Brown</u>	<u>Pass</u>
<u>Danielle Allen</u>	<u>Pass</u>
<u>Cheryl Turner</u>	<u>Pass</u>
<u>Bruce Friend</u>	
<u>Alan Hawkes</u>	
<u>Alex Quigley</u>	
<u>Deborah Brown</u>	
<u>Heather Soja</u>	<u>Pass</u>
<u>Joe Maimone</u>	
<u>Lindalyn Kakadelis</u>	
<u>Tracy Kelley</u>	<u>Fail</u>
<u>Kristen Parker</u>	<u>Pass</u>
<u>Lynn Kroeger</u>	<u>Pass</u>
<u>Phyllis Gibbs</u>	
<u>Jessica Whalen</u>	<u>Pass</u>
<u>Sherry Reeves</u>	
<u>Stephenie Clark</u>	
<u>Steven Walker</u>	<u>Pass</u>

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

ACA's mission is to foster individual achievement by teaching students to be self-directed learners and community contributors in a respectful, diverse, and inclusive learning environment.

Clearly describe the mission of the proposed charter school:

ACA will use the Glasser Quality School (GQS) model as a guide to create a school culture that teaches and uses Choice Theory to support relationships based on trust and respect. The GQS model emphasizes Total Learning Competency and producing Quality Work to encourage self-directed learning and individual achievement. The model emphasizes the value of respect, diversity, inclusion, and community and promotes a school environment that is viewed by stakeholders as a joyful place.

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

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

The targeted population of ACA will be K-5 students whose families are interested in additional school choice in education. We anticipate that the student body of ACA will closely mirror the racial/ethnic diversity of our local LEA, which is 47% Caucasian, 25% African American, 20% Hispanic, and 6% Multi-Racial. We expect the economic diversity in Harnett Co. to be mirrored as well, with a median family annual income of \$47,930 and a poverty level of 16%.

In order to ensure economic diversity we will offer a transportation program and free/reduced lunch for those families who qualify. Additionally, marketing strategies are designed to attract diversity in our student body. Offering an innovative school model in a diverse and inclusive learning environment is paramount in fulfilling ACA's mission. ACA met with Tara Fish, Executive Director of Harnett Co. Partnership for Children and plans to assist in expanding the NC PreK program to our facility (App. A1, Partnership).

The rationale for selecting Harnett Co. is the need for schools in a rapidly growing area and the need for additional parent choice in education. ACA

Board Members met with the Superintendent of Harnett County Schools, Dr. Aaron Fleming, on August 6, 2018 to discuss the proposed charter school and request his advise and support. He stated he was, "in support of school choice for parents in Harnett County." ACA Board members met that same day with Jay Sikes at Harnett County Planning Department to gather data about growth. "The most recent population figures indicate that Harnett's growth will continue to outpace regional, state, and national rates" (App. A1, Grow Harnett, p2). According to the planning department, in Northwestern Harnett Co. alone, there are 3,500 plots of land in 20 new subdivisions being developed beginning in 2018. This is estimated to bring in 9,200 people with-in 6 miles of our projected location (App. A1, NW).

Two of the seventeen elementary schools in Harnett Co. currently have enrollment caps. One of those schools, Lafayette Elementary, is located within three miles of our proposed location (App. A1, Classroom). Matthew Palmer, Program Manager for School Planning and Transportation at NCSU provided Out of Capacity Tables for Harnett Co. Schools with student projections through 2027. The first reported region serves families that ACA would expect to serve at the proposed location. Of the 5 elementary schools, 3 are currently over 100% capacity and 2 of those are well over 105% capacity (App. A1, Out).

Based on our survey results 82% of 125 respondents answered that they would like to see more parent choice in schools in the area. The survey results show 85% of respondents were interested (39%) or very interested (46%) in a charter school option. 68% of respondents report they will have students entering K-5th grade in 2020-2021. 74% of respondents reported yes (46%) or maybe (28%) when asked if they would enroll a child in a charterschool ifonewas available in Northern Harnett County (Appendix A1, Survey). The waitlists at local charter schools also support the parent interest in charter schools. The closest charter school, Pine Springs K-8, is 11 miles from our proposed location and reports 563 students on the waiting list. Anderson Creek Academy K-5, 24 miles away, reports 120. Carolina Charter Academy, plans to open 2019-2020, is located 7 miles away, and reports receipt of more applications than projected enrollment of 373 K-6 for the first year.

The GQS model is an innovative learning approach that focuses on meeting the individual needs of students. The curriculum and method of delivery are fluid and flexible in order to maximize achievement of different learning styles and abilities in a diverse and inclusive environment. The need for more seats, school choice, and a strong parent interest in charter schools is evidence that ACA will meet enrollment projections and add a viable resource for the community.

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

The total projected enrollment at ACA will be 259 students in Kindergarten through 5th Grade. This reflects 2.6% of the 9816 ADM for grades K-5 of the LEA.

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

ACA's education plan will compare to the local LEA by offering a curriculum that meets the NC Essential Standard Course of Study and NC Accountability Model. The education plan will differ in the delivery of instruction and classroom environment. The GQS model guides the method of delivery and learning activities.

In designing a student-centered learning environment, the model uses multi-age learning families, ability groups, team teaching, daily class meetings, and provisions for accelerating learning and teaching children with special needs. The teachers use a non-coercive, non-punitive Lead Management (LM) style of teaching with students. This style is based on the development of intrinsic motivation. Students have the opportunity to be involved in the process of how they will meet the learning objectives by choosing topics of interest to them and incorporating those themes. This increases intrinsic motivation and also improves information processing. Information processing theory supports the importance of attaching new information to previously learned information to improve storage in LTM and retrieval. When compounded with topics of interest this increases the efficiency of storage and retrieval of the information in LTM.

Teachers will have collaborative meetings weekly to encourage each other, share ideas, and participate in professional development. Also, teachers and students meet with the DOE on a regular basis to discuss challenges, continue CT training, and offer suggestions for improvements in order to actualize the mission of ACA. Students, teachers, and parents collaborate to develop the Individualized Achievement Plan (IAP), in which students set academic and personal goals and express areas of interest, strengths, and weaknesses (App. B, IAP).

A strong home, school continuum is imperative to lay a foundation for a well rounded education. ACA provides students with a quality, student focused educational experience. In conjunction with parents and teacher, students develop an IAP. IAPs are discussed in more detail in the next section #3.

An emphasis on self-evaluation is another way this model differs from the local LEA. Evaluating the quality of one's work and deciding on improvements is important for both students and teachers. The most important foundation of Choice Theory (CT) in the schools is that no one can "make" students learn and produce quality work. This motivation has to come from within and we support students by modeling, negotiating, and encouraging. The GQS "Choice Time" activity offers students the opportunity to participate in activities they are interested in (details #3 next section). Students' individual interests are taken into consideration when teachers are assigning projects and learning activities, thus increasing internal motivation.

ACA's schedule calls for longer days Monday-Thursday and dismissal after lunch on Friday to allow time for Teacher Team Meetings. We will reach out to community members, businesses, civic organizations, and non-profits in our county to involve them in our school and involve our students in the community to instill in our students a sense of civic pride and an understanding of what it means to giveback to and be a part of the

community.

Each day includes study hall to reduce the need for homework and increase time for reinforcement for students who need extra help. Most lessons/skills that students need to achieve to meet or exceed the standards can be completed during the school day and by using the study hall time effectively, therefore reducing the need for extensive homework assignments. Students will be expected, at a minimum, to read every evening, to share information about what they are learning with their parents, to complete those assignments, if any, that they were unable to complete during the school day, and to enlist parental support when completing culminating semester projects.

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

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

The Six Legislative Purposes of a Charter School are:

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

1. Teachers will be a part of a teaching team in which creativity and innovation is encouraged. Teachers have input in the decision-making process regarding thematic instructional units and curriculum. The school schedule is designed to allow students to leave early on Fridays so that teachers can attend team meetings to collaborate on successes during the week and share input on teaching strategies, curriculum, and classroom management. The teachers will appoint a leader who meets regularly with the DOE and with the board every 9 weeks to discuss ideas and/or requests. Teachers have the opportunity to select trainings they want to attend to improve their skills. They will receive training in the GQS model at each Friday meeting. Teachers are encouraged to "think out of the box" by using hands-on, experiential, and creative teaching strategies with their students. Overall, the GQS model views teachers as professionals and experts who are responsible for the learning program at the school. The DOE is a guide who helps them evaluate

their work and find ways to improve if necessary. The Quality School (QS) Progress Rubric is used to evaluate the quality of relationships between staff, students, and administration, the progress towards Total Learning Competency, and to evaluate the opinion that stakeholders view the school as a joyful place (App. A1, QS).

3. ACA offers an innovative educational choice for parents and students that is based on having choices and inclusion of all stakeholders. There is a need in the current climate of this country and in our schools to teach people how to treat each other. CT and the GQS model offer a structure and environment for student-centered academic, social-emotional, and physical growth. Students create IAPs to develop attainable, measurable goals in ELA, Math, and at least one other area, such as mastering sight words, creative writing, or increasing accuracy with math problems. ACA students are involved in the creation of their education, and therefore, are more invested and motivated to succeed. IAPs are flexible and can be amended at any time to reflect student growth. ACA teachers incorporate student interests into the daily academic work. Choice Time activities, such as art, music, cooking, gardening, auto mechanics, and carpentry, are offered by teachers, parents, retired teachers, and community members. School functions will be held in the community such as potlucks, group yard sales, and festivals to involve stakeholders and teach our community about opportunities to be involved at ACA. When volunteers are not available, teachers will alternate responsibility for Choice Time activities based on talents and hobbies. For example, a teacher who enjoys painting could offer an arts and crafts activity. When a strong community network is established, volunteers and correlating activities will be incorporated into the Choice Time schedule.

4. Improved student learning will be accomplished by: (1) creating a school culture focused on the needs of the individual student academically, social-emotionally, and physically; (2) developing IAPs (App.B, IAP) to set goals and map out strategies to help the student achieve these goals, taking into account individual learning styles, interests, talents, strengths, and needs; (3) providing highly trained teaching staff willing to collaborate with students, parents, and each other to involve students in meaningful, experiential, and innovative learning activities; (4) implementing a system of on-going assessment of individual student progress which drives the teaching strategies to ensure academic improvement; and (5) teaching the students to evaluate the quality of their work and encouraging improvement. The QS Progress Rubric will be used to evaluate Total Learning Competency, student performance beyond state standards, "Quality Work," and improved performance on state proficiency tests as ACA moves towards being declared a GQS.

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.*

ACA is dedicated to fulfilling the mission to use the GQS model to foster

achievement by providing an inclusive environment in which students are self-directed learners. Key goals are Total Learning Competency, continual improvement in closing achievement gaps, and a positive school culture.

1. Operations: ACA will be in compliance with charter law, state law, federal law, and State Board of Education policy. Enrollment projections will be met and student attrition rate will be less than 10% each year.

2. DOE: The President of the Board, Leaja Horne, will step down to take the role of DOE in the opening year and will remain so long as the board deems her performance as reflective of the mission and goals of ACA. Leaja Horne is certified by the William Glasser Institute in CT and the GQS model and will continue training in the faculty member program to become qualified to teach in the certification process. The position of DOE at ACA requires CT certification, which takes 18 months to complete. Additional details about DOE training and qualifications are in the staffing plans, hiring, and management section. The DOE will lead the school towards the goal of being declared a Glasser Quality School within the first 5 years of operation.

3. Teachers: Teachers will attend a minimum of 24 hours (Basic Week) of GQS training before the first day of school the opening year. Teachers will continue training in the GQS model each week to accumulate a total of at least 16 additional hours during the first year of employment. By the 5th year the goal is for 50% of teachers to be certified in the GQS model. Certification requires Basic Week training, supervision of practicum, Intensive Week training, supervision of practicum, and Certification Week training.

4. Student Achievement: According to the QS Progress Rubric, 81-100% of students will perform at 80% overall competency in subjects (no lower than a "B") in order to meet the distinguished level of Total Learning Competency criteria to be declared a GQS. The first year goal is to be at the proficient level of 51-80% of students perform at 80% overall competency in subjects. In The first year goal is 75% of students will reach proficiency on state tests. ACA's goal, based on NC Accountability Model, is to be a "B" school or better by the end of the third year. The 3 closest elementary schools scored performance grades of C (met growth status), D (did not meet growth status), and D (did not meet growth status) in Reading in 2017-2018. In Math the progress grades were B, D, and D and all met growth status for 2017-2018. Progress towards these goals will be measured by state tests and using assessment data and student progress tracking programs such as PBS LearningMedia or GoFormative.

5. Financial: An unqualified audit with no financial non-compliance letters will be obtained each year; audit report and financials will be posted on website. There will be a cash reserve balance of at least \$250,000 at the end of the 5th year.

6. Governance: The school's DOE will report to the board monthly regarding the ongoing operation of the school. The board president will call meetings as necessary to discuss progress and/or concerns. The board will meet on a regular basis monthly and more often as requested by the DOE or the board president. All board members will receive training during their first year

on nonprofit board protocol, bylaws, conflict of interest issues, and the GQS model. Parent, teacher, and student teams will report to the board at least one each 9 weeks to report progress towards goals, concerns, and suggestions.

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

The QS Progress Rubric will be used to measure ACAs progress towards declaration as a Glasser Quality School. Progress towards this goal encompasses the mission and all of ACAs goals. The DOE will be evaluated annually to monitor his/her effectiveness to implement and steward ACAs vision.

Parent Involvement: During the first semester of the first year, a Parent Team will be organized which includes at least one parent from each classroom. The parent team will meet at least once every 9 weeks and will choose a parent team leader from the K-2 and 3-5 grades. These representatives will attend one board meeting every 9 weeks to share information or submit requests to the board. The QS Progress Rubric will be used to evaluate the quality of relationships between staff, students, parents, and administration, and the opinion that students, staff and parents know that ACA has their best interest in mind.

Student Involvement: A student council will be developed with representatives from K-2 and 3-5, and at least one student council member from each grade group will attend a 9-week board meeting to share information regarding student activities, concerns, or to submit student requests to the board. The Quality School Progress Rubric will be used to evaluate the quality of relationships between staff, students, and administration, the progress towards Total Learning Competency, closing the achievement gap, and to evaluate the opinion that stakeholders view the school as a joyful place.

Representatives of the school, including but not limited to, the DOE, parent team members, teacher team leaders, and student council members will meet with the board at least once per nine week period and more often if requested by the board to share information about the school's use of Quality School methods and progress toward declaration by the Glasser Institute as a Quality School based on evaluation using the QS Progress Rubric. These will be open meetings that may be attended by anyone and representatives of the school will be present to answer any questions that are asked regarding work toward attaining and maintaining the mission of the school. In addition, the DOE will prepare and present a report for the board prior to each of their meetings which will outline specific information as to the progress of each of the board's goals for the school. A board member will visit the school at least once every 9 weeks for observation of the school's daily routines and learning environment, talking with teachers and students, and will report observations to the board at the next meeting.

Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
<p>The mission statement does not define the organizations purpose, objectives and approach to reaching those objectives, Why is that? What will you do and why will you do it? Please explain Choice Theory, as used by the team. Choice Theory is a complicated concept, how will this be taught to students and how will TLC be integrated into the GQS model?</p>	Tracy Kelley	Mission Stat
<p>Description of mission is not clearly aligned to mission statement and vision of school</p>	Jessica Whalen	Mission Stat
<p>Applicant indicates that the school intends to mirror the economic diversity of Harnett Co. which is 16%, however, 60% of the LEA qualifies for FRPL. Does the applicant have plans to serve a student population that mirrors the LEA?</p> <p>Applicant states students will be expected to enlist parental support when completing culminating semester projects. How will school ensure that parents are equipped to assist students through this process? How will school assess student mastery through final projects when they are expected to receive help from their parents?</p>	Danielle Allen	Educational
<p>It is concerning that performance of surrounding schools was not detailed as an argument for educational need.</p> <p>If school choice and more seats are needed for students due to overwhelming growth and overcapacity, how is ACA alleviating capacity issues if only enrolling 162 students in the first year? 259 over 5 year?</p> <p>Need more evidence that over-capacity is an issue and how ACA is helping alleviate this issue.'</p> <p>Please detail how area schools are performing.</p> <p>A demonstrated argument was not presented on how different ACA was compared to the LEA.</p> <p>How will multi-age learning look like at ACA? How is this incorporated into the schedule?</p> <p>Provide evidence to how lead management teaching style will work for low-income students.</p> <p>What strategies are employed to reach students with intrinsic motivation? How is this different from differentiation?</p> <p>How will dismissal after lunch on Friday affect low-income students? What supports are in place to ensure they are not home alone due to early dismissal?</p> <p>How will ACA ensure study hall is used effectively?</p> <p>How will ACA ensure students are reading at home every evening?</p>	Jessica Whalen	Educational
<p>What or who is the DOE? Who or what is the LTM? How will the GQS model operate; please describe the instructional delivery strategies of this model and what specifically makes them unique and how they align with the stated school mission. How will the GQS integrate with the Lead Model? If Harnett County was not overcrowded, what other reason would a parent have for selecting your school? What are the proficiency levels of district schools? Are students reaching state achievement levels? What is the evidence that the proposed instructional strategies will improve or is likely to improve educational outcomes</p>	Tracy Kelley	Educational

for Harnett County students?		
Lead teachers will meet with the board every 9 weeks to discuss what, exactly? How will teachers be responsible for the learning program, what infrastructure will be put in place to ensure this happens? How will teacher impact be measured, using what metric? How and who will be responsible for ensuring CT and GQS are sufficiently rigorous programs and strategies. Is the GQS Progress Rubric common core aligned?	Tracy Kelley	Purposes of
It appears that "Choice Time" activities are the same as specials (or electives), and that these activities will be led by "teachers, parents, retired teachers, and community members." When volunteers are not available, teachers will alternate responsibility for Choice Time activities based on talents and hobbies. Will students have a rotating cadre of individuals leading Choice Time activities? Will there be lesson plans for these activities? A structured building of skills from week to week? How does the school plan to manage this?	Danielle Allen	Purposes of
Please clarify how teachers are to develop lessons plans. Are teachers expected to develop curriculum while the model details how to deliver instruction? Please clarify how teachers develop curriculum. How are Choice Time activities incorporating standards? How does Choice Time build student skills? Please clarify how Choice Time works and what it looks like.	Jessica Whalen	Purposes of
Applicant needs to clarify: Aside from the QS Progress rubric- what other achievement goals does the school have in regards to student academics?	Kristen Parker	Goals for th
Why are parents, students, and teacher required to report to the board instead of the school leader? How will school leaders progress monitor student achievement goals to ensure NC Accountability targets are met? What specific strategies will be used to close the achievement gap and how will staff define and identify the "gap"? What other Glasser schools has the team visited? How do they define success?	Tracy Kelley	Goals for th
Applicant mentions 80% overall competency to meet distinguished level. Is this the same as 80% GLP on EOC/EOGs? Is this 80% on school grades? What is the current GLP of Harnett County students? or students at the schools closest to the proposed location? This data is important for determining baseline performance and setting yearly benchmarks. Has board outlined proficiency benchmark academic goals for years 1-5? Applicant outlines goal of being a B school or better by the end of the third year...what proficiency goals will the school work towards in years 1, 2, and 3 to meet that bar?	Danielle Allen	Goals for th
How is the board measured for meeting goals? How is parent participation ensured? How will parents be chosen for the Parent Team? How will ACA prepare students to speak to the board?	Jessica Whalen	Goals for th
Will teachers be compensated as they attend 24 hours of training, and/or will this be part of the work year for teachers? What do you expect the proficiency rate will be for students who enroll, and is 75% proficiency a reasonable goal based on that projectioun?	Deborah Brown	Goals for th
The school's purposes are not sufficiently rigorous our specific enough to assess. The proposed school's goals are not specific (SMART) and not likely to result in improved outcomes for kids. The plan to have teachers, and students report to the board every 9 weeks evidences a fundamental misunderstanding of the Boards and the school leaders primary duties and responsibilities. There is a lack of emphases placed on implementation of a high quality instructional	Tracy Kelley	Certify Miss

program. The applicant does not adequately describe the Glasser model, TLC, rubric, so there is no way to assess effectiveness or predict achievement levels. Because of a lack of details about the instructional strategies, purposes, mission and goals there is nothing unique pr innovative about the school model.		
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Reviewer	Score
Ginger Cash	
Steven Walker	Pass
Deborah Brown	Pass
Danielle Allen	Pass
Cheryl Turner	Pass
Bruce Friend	
Alan Hawkes	
Alex Quigley	
Deborah Brown	
Heather Soja	Pass
Tammi Sutton	
Stephenie Clark	
Sherry Reeves	
Jessica Whalen	Fail
Phyllis Gibbs	
Lynn Kroeger	Pass
Kristen Parker	Pass
Tracy Kelley	Fail
Lindalyn Kakadelis	
Joe Maimone	

III. EDUCATION PLAN

(No more than ten total pages in this section)

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

Instructional Program:

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

ACAs instructional program is based on GQS model, in which the environment of autonomy, purpose and mastery leads students to become actively engaged and internally motivated to seek relevance and joy in learning.

Research shows external "control leads to compliance; autonomy leads to engagement" (Pink, 2009). GQS model aligns with research on productivity, creativity, and motivation. Studies on achievement and engagement highlight the importance of providing freedom and support for students to choose interesting, challenging and absorbing learning goals. ACAs program is designed to present the standard curriculum through relevant learning activities to entice students to set their own goals. Daniel Pink says, "Science shows that the secret to high performance is the desire to direct our own lives, to extend and expand our abilities and to live a life of purpose" (Pink, 2009).

The GQS model is based on Choice Theory (CT) psychology. A GQS has the following characteristics: 1) An environment without coercion, built on respect and strong relationships; 2) A curriculum of useful knowledge and skills where students seek competency (80%); 3) Stakeholders have an understanding of CT, a psychology of needs satisfaction, self-awareness and evaluation for continuous improvement; 4) Students personally challenge themselves to learn collaboratively, use higher order thinking, and use self-regulation; and 5) parents, students and staff all find the GQS a joyful place.

CT is a positive, strength-based psychology which contends 4 concepts: 1) All behavior is purposeful and total (consisting of 4 components) and within one's own control; 2) All we get from outside ourselves is information. How we perceive this information forms our values and beliefs; 3) Humans have at least 5 basic needs (love/belonging, power, freedom, fun and security) and are internally motivated to develop behaviors to satisfy these needs; and 4) Our choices are based on our continuous evaluation of the difference between what we want and what we perceive we are getting.

ACA's curriculum will meet the NC Standards and will be developed using multiple sources to meet the needs of the students. The model allows for fluidity and curriculum will evolve depending on students' needs.

Instructional methods are in alignment with the research on brain-based best practices. Methods include cooperative learning, multi-age groups, centers

for investigation, community inquiry, thematic projects, and use of technology. The Get Happier School Project, USA (GHS), The Amazing Adventures of Doug Dragster, by Ivan Honey is the GQS curriculum that will be used to teach the students CT, self-regulation, mindfulness and resilience through literacy (App. B, Get Happier). This curriculum addresses the NC Health and Wellness standards of mental and emotional wellness and interpersonal communication and relationships.

Assessments include a rubric (App. B, QS Progress Rubric), self-evaluation, and teachers will con-currently evaluate with students. Formative assessment using an online tracking system will be chosen by staff. Portfolios will be kept by students for presentation to parents, grade reporting, and demonstration of learning. GQS expectations are for students to achieve overall competency (80%). If a student has not achieved at least 80% competency, he/she will be given opportunities to improve work with assistance as needed. Data from the assessments is used to reflect on teaching practices and drive instruction and design to meet students' individual learning needs.

GQS model drives ACA's mission to foster individual achievement by teaching students to be self-directed learners and community contributors in a respectful, diverse, and inclusive learning environment.

Curriculum and Instructional Design:

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

ACA will be a K-5 GQS model school that uses multi-age, inclusive classrooms, cooperative learning, and team teaching that will provide numerous ways to strengthen relationships and meet individual needs. Student/teacher ratio will be 20-22:1 in grades K-1 and 25:1 in grades 2-5. ACA will use a variety of sources to develop curriculum that meets NC Standards, such as online sources (Khan Academy, TEN, Jumpstart, Scholastic) and book based sources (Lucy Calkins, Houghton Mifflins Journeys). The options will be discussed and decided on by teachers and DOE prior to the first day of school.

The learning environment is classroom-based. Classroom size is 20-22 in grades K-1 and 25 in grades 2-5. There will be 2 K groups to start and 1 group in grades 1-5 the first year. Each year a group will be added beginning with grade 1 until each grade has 2 groups. The first year there will be 7 core teachers, 4 teacher assistants, 1 physical education teacher, 1 EC teacher, and 1 guidance counselor for 162 students. Speech, occupational therapy, ELL, and other support staff will be contracted. The budget also allows for specialty teachers to be contracted for music, art, and other enrichment activities. Teacher assistants will be shared with more time appropriated for younger groups. PE, enrichment, and study hall will be used in the schedule to best utilize classroom time and staff.

Small multi-age or learning communities provide appropriate social and academic challenge for all students. Assignment to the same teacher when

appropriate also creates stronger relationships and security. This structure addresses the uniqueness of each student, allowing for special needs (at-risk, disabilities, gifted/talented, ELL) in an inclusive environment. Curriculum can be designed to meet standards for each level. Parents and community members will be invited to be involved in student learning, thus establishing a collaborative, supportive environment.

On a typical school day, the morning hours include core subject content in reading, writing, math, science, and social studies. Small group instruction and independent activities will be alternated to provide direct instruction and student-directed learning opportunities in all subjects, integrated within and across subjects. Activities will also focus on connecting the material to community and societal issues, thus teaching students about their role as citizens and community contributors.

ACA students will participate in PE 2-3 times per week. Physical education teaches students to improve the quality of their life. Sports reveal character as they teach students to strategize, cooperate, and work together under stressful and competitive moments to achieve a common goal. "Exercise is as effective as certain medications for treating anxiety and depression." And "We sometimes lose sight of the fact that the mind, brain, and body all influence one another. In addition to feeling good when you exercise, you feel good about yourself" (John J. Ratey, *Spark: The Revolutionary New Science of Exercise and the Brain*).

Technology is important for our program and will be available to students and teachers. Students having access to technology allows for independent research and optimize time for small group instruction. In the first year there will be 3 classroom sets of Chromebooks for students and teachers to utilize curriculum, instructional supports, and assessment tracking. Each year, the budget provides for purchasing additional devices and upgrades.

An example of curriculum development derived from the NC Essential Standards in the core subject science is described in the next section.

Provide a synopsis of the planned curriculum, including:

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

The curriculum outline (App. B, Science) lists the NC Essential Standards for science by grade level and quarter. Harnett County is rural and agriculture is a large part of living in this area. Integration of science and how it relates to everyday life is specific to our mission of preparing students to be community contributors.

ACA's mission to use the GQS model to foster individual achievement is also in alignment with the curriculum sample. Teachers at ACA will use NC Essential Standards to generate curriculum. For example, looking at Appendix B science topics, for the first quarter K is 5 senses and 1st grade is comparing and measuring. To create curriculum for multi-age, inclusive GQS model groups, ACA teachers will incorporate the standards into one hands-on learning experience applicable to multiple grades and ability levels. An apple taste test is an example. Students would compare and contrast the apples using their 5 senses: sight(color, shape, size), taste (sour, sweet), touch (smooth, bumpy), smell, and hearing (loudness of crunch/snap when bitten). Then, the group would create a graph (measurement/math) to display the findings. ELA could be added by having the students write their favorite apple from the taste test and/or reading a book about apples or the 5 senses. Social studies standard of community helpers could also be integrated by discussing farmers and commerce.

ACA's mission is driven by the GQS model which will be aligned with the Get Happier Project curriculum example found in Appendix B (Get Happier Curriculum). This curriculum promotes an environment where the school community is committed to using CT to develop a growth mindset, healthy relationships, and positive outlook. This curriculum addresses the NC Health and Wellness standards of mental and emotional wellness and interpersonal communication and relationships.

ACA classrooms are inclusive and meet the individual needs of the students by creating an environment that fosters internal motivation to produce QW. This model will guide teachers and students to create activities that are meaningful to students, which will increase measurable achievement goals for individual students and for the school as a whole. ACA's curriculum will be developed by teachers in an effort to best prepare them for state assessments of skills. The importance of achievement on standardized tests is a criteria on the QS Progress Rubric for declaration as a GQS.

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.*

ACA will hire highly qualified teachers who have an interest in learning to implement the GQS model. Teachers will receive a 3 day Basic Week Training in GQS model prior to the first day of school in the first year. Instructional strategies for ACA teachers to master:

1. Willingness to collaborate with students to integrate interests and create curriculum activities to meet the students needs in an inclusive environment
2. Willingness to collaborate with other teachers at Friday teacher meetings
3. Observation and assessment skills to monitor progress which guides appropriate placement in ability groups
4. Curriculum development and design

5. Integration of technology
6. Project Based Learning and Thematic Units
7. Choice Theory

Ongoing professional development in the model and other areas of interest to teachers to continually improve instructional strategies.

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 GQS model is focused on students achieving 80% overall competency or higher. Student progress is monitored and assessed by teacher and student self-evaluation with appropriate interventions in place to promote continual improvement.

This student/teacher collaborative methodology ensures that the student is ready to transition to the next grade. There is the ample opportunity for students to grow individually. Students are developing problem solving skills as they work with other students and teachers. They are also developing critical thinking skills by completing the coursework with help from peers and teachers. As they grow in their academic competence, they are able to work more independently with great success. The skills they learn and develop at ACA are skills they will need upon entrance into middle school, throughout high school and life.

6. *If you are proposing a high school, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours and how grade-point averages will be calculated?*
7. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*
8. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

The calendar allows for the required 185 instructional days for students which ensures there is time for educational goals to be met; it allows for closings on major holidays as well as long Christmas and Spring breaks to allow families to have time to spend together or take vacations and allows teachers time to have a break away from their duties; breaks for students and staff factor into the joyful environment that the model promotes.

The school schedule is designed to allow students to leave early on Fridays so that teachers can attend team meetings to collaborate on successes during the week and share input on teaching strategies, curriculum, and classroom management.

The GQS model speaks environment that the model builds upon. Four of the teacher workdays are scheduled a few days after the end of each nine week period to allow teachers time to calculate grades for their 9-week report cards. End of grade testing will be scheduled close to the school year's end

to allow students sufficient time to learn the required subject material and teachers the time to assess and assist students where necessary prior to testing.

Special Programs and "At-Risk" Students

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

Research shows that Multi-Tiered Systems of Support (MTSS) lead to improved student outcomes for students at-risk for learning, social, emotional, and behavioral challenges that face the youth in America today (https://safesupportivelearning.ed.gov/sites/default/files/MTSS_SEL_and_Academic_Achievement_2017-11-30.pdf). According to the National Association of School Psychologists, themes that promote positive student behavior and learning include positive school climate, effective discipline, school safety, student wellness programs, positive behavioral interventions, and learning support for struggling learners. ACA will employ a MTSS model for students who are not performing at expected levels. ACA will follow a data-driven problem solving approach similar to the model that the NC public education system implements. Students identified as not making sufficient progress towards meeting standards will receive support and interventions through this MTSS model (<https://ec.ncpublicschools.gov/conferences-profdev/webinars/2017/080817WebinarMTSSHandout.pdf>).

ACA will not use a specific MTSS software support program to track student progress and identify students, therefore additional training outside of the ACA tier system will not be needed to implement an effective MTSS model. The 3 tier system will be interwoven and is the essence of the QSM for all students including students at-risk for learning, social, emotional, and behavioral challenges.

Tier 1: All ACA students receive high quality research based core instruction. Quality instruction is measured by formal classroom assessment data to determine if 80% of students are meeting grade level standards. Assessment measures will be decided on before the first day of school and will be documented and communicated to all stakeholders. If a review of assessment data shows less than 80% of students are not meeting grade level standards then instruction interventions at Tier 1 are necessary. Students not meeting grade level standards will continue to receive core instruction and additional Tier 2 interventions. The small group and ability group instructional design of the GQS model is ideal for offering the Tier 1 and Tier 2 instruction and interventions.

Tier 2: Tier 2 interventions are provided for students not achieving grade level standards through core instruction at Tier 1. Interventions are in addition to core instruction and are offered in small groups. The inclusive, multi-age, multi-grade level GQS model allows for these small groups at both Tier 1 as preventative and at Tier 2 as an intervention. Ongoing assessment monitors student progress and need for intervention and is more frequent at Tier 2.

Tier 3: Tier 3 is reserved for students who are not progressing towards

grade level standards after Tier 2 interventions. All Tiers in the GQS model are designed to meet students' individual needs and Tier 3 provides specific and focused intervention in groups of 3 students or less. Additional assessment may be necessary to identify areas of deficit in order to design intensity and target of intervention.

2. *Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:*

- a) *Methods for identifying ELL students.*
- b) *Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ELL students.*
- c) *Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.*

As part of the registration process, parents/guardians will complete the Home Language Survey which ACA will use to identify students. If necessary ACCESS ELLs will be administered or a review of records will be used to identify a student as ELL.

An English immersion model will be used for ELL students to continue to support ACA's mission of inclusion in an effort for ELL students to become fluent in English. If English immersion is not appropriate due to a more significant lack of the English language, the school will provide English as a Second Language (ESL) instruction via pull-out, tutoring and or translating. Professional Development training will be provided for teachers to help them with strategies to support ELL students within the classroom.

Instruction in the classroom will support ELL students through visuals, games to teach vocabulary, word walls, rubrics, leveled readers, modeling, Structured Discussions, graphic organizers, annual ACCESS assessments, and continual monitoring to track progress towards grade level expectation.

3. *Explain how the school will identify and meet the needs of intellectually gifted students, including the following:*

- a) *Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.*
- b) *Plans for monitoring and evaluating the progress and success of intellectually gifted students.*

Policies and procedures for identifying AIG students will be developed using screening, referral, and will include measures such as state and classroom assessments. Student work, teacher observation, and parent input will be included to form a comprehensive profile of achievement and cognitive ability. Written consent for AIG assessment and placement will be documented to protect the rights of students and parents in the AIG program.

ACA's AIG curriculum will meet the requirements of the North Carolina Academically or Intellectually Gifted Program Standards. ACA's curriculum and the GQS model are designed to provide students with the flexibility to reach individual goals and adequately meet the needs of AIG students. Teachers have the flexibility with ability groups and curriculum design to differentiate instruction to meet the needs of AIG students. Teachers and

students will collaborate to develop lessons and assignments that challenge AIG students using higher level thinking skills such as analyzing, synthesizing and evaluating.

The key components of the GQS model, such as project based cooperative learning, provide AIG students with learning opportunities that integrate academic content that is more in depth, abstract, and complex than the core instruction. AIG students will be invited into a leadership club that will create and implement service projects to benefit the school and community. Students will research and identify areas of need in our local and global community. Using this research, students will design service projects and create committees from the student body to carry them out.

Peer teaching is another component of the GQS model appropriate for challenging AIG students. Students partner with younger or struggling students to act as "math and reading buddies." Research shows that this is beneficial for both student roles. Peer teaching/tutoring is used with willing participants if agreed upon by the teacher, students, and parents as a mutually beneficial experience. Strategies such as supplemental reading materials, individualized reading goals, and engaging projects will help students achieve academic growth. Annual assessments will be used to measure and monitor progress towards meeting academic goals and continued eligibility for AIG services.

Exceptional Children

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

Identification and Records

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

If a student was previously eligible for special education services or 504 plan, ACA will continue recommended services and accommodations and will follow the same protocol for re-assessment as other public schools. If a student demonstrates a need requiring a specific identification, ACA will obtain the necessary information from parents about the student's academic,

emotional, behavioral and physical history. Parents will be able to indicate on the enrollment application, if desired, and at any time if they believe their child has a special need.

ACA will review parent information, student records, assessment data, teacher observations and student interviews to determine what assessments, if any, should be given to obtain further information. Once a need is identified, the Intervention Team (EC teacher, teacher, and any other necessary specialists) will collaborate with the student's parents and teacher(s) to develop and implement an educational plan that follows state guidelines to ensure that the student will receive a quality education. ACA welcomes the opportunity to serve at risk students, students with disabilities, AIG, and ELL students. We believe that our educational model can accommodate the needs of these students within an inclusive classroom. The QOS model and features, such as small ability groups and curriculum flexibility, is applicable to all populations and is particularly appropriate for early identification and intervention for special education.

The school will not discriminate against any student, including students who are at-risk, students with disabilities, AIG, or ELL students. ACA will openly accept children with special needs and will ensure a student's needs are met according to all required federal and state laws, including the Individuals with Disabilities Education Act (IDEA)(20 U.S.C 1400 Et seq.) and the state legislation(G.S. 115C-106 Et seq.). Within the first two weeks of the school year, each student collaborates with his/her parent and teacher to develop the Individual Achievement Plan (IAP). If the teacher/parent notes concerns regarding the student, the EC teacher will be consulted.

The EC teacher will review the concerns and contact the parent to document permission to investigate concerns. If permission is granted, the EC teacher will continue the assessment process. If deemed appropriate an education plan will be developed and appropriate resources will be made available. The EC teacher will follow up with observations, conferences and review of the educational plan as required.

The DOE and EC teacher will review the IEP and 504 reports of newly enrolled students identified as EC upon entry to determine the intervention(s) or related services that would be needed. The EC teacher will take the lead to make sure the child is served according to his/her IEP. ACA's mission to use the QSM to foster achievement in an inclusive environment and this is the guide for our instructional approach and will align with the needs of all exceptional children. Our teachers will have the flexibility to create methods of instruction that will be geared toward adequately serving the educational needs of all students.

Records will be requested from previous schools following guidelines of HIPAA to ensure confidentiality. Such files will be maintained in the EC teacher office in locked files, in accordance with all state and federal laws.

Exceptional Children's Education Programming

- 1. Describe the educational programs, strategies, and additional supports the school will*

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

ACA is committed to meeting the individual needs of all students. ACA policy states that every child will have a fair and full opportunity to reach his or her potential. No child shall be excluded from appropriate educational offerings and inclusion is encouraged in almost all cases. ACA will have a licensed, highly qualified, well-trained EC teacher to ensure that the needs of exceptional children are met. The EC teacher will be responsible for screening of students referred by the teachers. The EC teacher in collaboration with core teachers, parents, and students will be responsible for developing educational plans and strategies for special needs students.

The EC teacher will take measures to prevent denials of equal educational opportunity on the basis of physical, emotional, or mental handicap. The EC teacher will assure that the rights of students with special needs and their parents or guardians are protected. The staff of ACA will be aware of students with an Individual Education Program (IEP) or a Section 504 Plan and make sure that all requirements and accommodations are being met. The IEP will be updated regularly and adjustments will be made to accommodate each student as necessary.

The EC teacher, teacher, parent, and DOE will be notified and invited to attend all meetings. There will be ongoing classroom assessments to identify students with special needs. Students with an IEP, Section 504 Plan, or identified as being eligible for a 504 plan or IEP will be offered accommodations and or services, such as modification of tests and assignments, supplemental textbooks, use of study guides and organizational tools, preferential seating, modified recess and PE, and use of necessary health care procedures.

ACA plans to contract for support services such as speech, occupational therapy, ELL, and physical therapy with a company that has a proven track record and extensive experience with providing EC services to charter schools.

Student Performance Standards

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

include plans for the "At-Risk" population.

1. The student performance standards state that all students will achieve 80% overall competency and will do some quality work (90% or higher) each year. We expect to be a "B" or better school with students meeting and exceeding grade level standards of the district and the state of NC. In order to be designated as a GQS, 81-100% of students must meet 80% competency. We expect to reach this goal within the first five years of operation.

2. Formative and summative assessments will be used in the classroom to monitor student progress towards meeting grade level standards. The specific evaluation tools will be decided upon by teachers and DOE prior to the first day of school. All information derived from these sources will be used to formulate differentiated lesson plans to meet the individual learning needs of all students in the classroom.

3. In order to support students in meeting 80% competency level, ACA offers opportunities for individual and small group instruction, and tutoring in class, after school, and during their study hall period. Students with special needs are afforded activities designed in accordance with recommendations from the EC teacher to meet IEP and IAP goals. Promotion is not dependent on 80% competency; this is a goal for all students. Promotion criteria is discussed with parents and students at first semester conference and both are updated on student progress through the use of mid quarterly progress reports and quarterly report cards.

4. Standards for graduation from 5th grade are based on NC Essential Standards for all subjects. The GQS model is based on teaching students to acquire knowledge that has value for them in the real world. By guiding them to relate all subject matter to what interests them, there is a higher percentage of success. The goal is to encourage students to develop an internal motivation to learn.

Student Conduct:

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

Be sure to include:

- 1. Practices the school will use to promote effective discipline.*
 - 2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.*
 - 3. An explanation of how the school will take into account the rights of students with disabilities in regards to these actions that may or must lead to suspension and expulsion.*
 - 4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.*
1. Based on the GQS model CT will be used to mediate behaviors and help students learn how to appropriately meet their needs. At the beginning of the school year, in accordance with our educational model, the teacher and students of each classroom group will write their classroom beliefs. These beliefs will be based on the ideas of respect for ourselves, others, and

property and will include statements that will promote a positive learning environment in the classroom. When a student breaks one of the classroom belief the teacher and student will have mediation. These techniques are taught in the initial GQS training before school begins and are practiced in Friday meeting each week. Teacher reference questions and guide to WDEP can be found in Appendix O (TeacherReferenceQuestions).

The following steps are taken to mediate behavioral incidents: W-D-E-P

W-Want/Need: Based on the 5 basic needs of CT, what need is the student trying to meet by chosen behavior? Question: What did you want when you pushed Johnny? Answer: I wanted a turn on the tricycle because it is fun to ride at recess. (Needs: Fun, Freedom)

D-Doing: What is the student doing to meet that need? Question: What did you do when you decided you wanted the tricycle and you saw that Johnny had it already? Answer: I pushed him down so I could grab the tricycle.

E-Evaluate: Student reflects on whether or not the behavior resulted in meeting the desired need/want in a way that did not infringe on the rights of others. Question: Did it work? Is it working? Did you get what you needed without hurting others? Answer: No, now I lost my turn.

P-Plan: Student creates a plan to the meet need. Question: What could you do if you want to ride the tricycle and someone else has it? Answer: I guess I could ask Johnny if I could have a turn when he is finished. Question: Is that something you are willing to try? Answer: Yes, I can try that.

Choice Theory is used to guide self-evaluation in order for students to take responsibility for behaviors and make better choices in the future. Most behavior incidents remain just that, an incident. In the event that a behavior becomes an issue or is a major infraction, it may require a consequence such as suspension or expulsion.

2. For major infractions, suspension and/or expulsion may be immediate and are at the discretion of the DOE (and in compliance with NCDPI policy and state law). The following behaviors are considered major infractions:

- Criminal behavior of any kind, including but not limited to:
 - Possession or use of any illegal substance
 - Assault of any kind
 - Sexual misconduct
 - Possession of any type of weapon
 - Bullying, including aggressive teasing
 - Profanity
 - Vandalism

3. As required by law, ACA will uphold the rights of students with disabilities in discipline issues. These students may need more involved mediation meetings, parental involvement, and involvement of the EC teacher.

4. ACA will follow NC guidelines for due process rights when a student is suspended or expelled. Grievance procedures will include first parent going to the DOE. If DOE can not resolve the issue, the DOE would bring the

grievance to the Board. The Board would seek legal advise if necessary.

The Board will determine formal policies and procedures will be determined and submitted during the Ready to Open process.

Section III: Education Plan Concerns and Additional Questions		
Would like a detailed plan for professional development related to this instructional strategy of student choice and evaluation.	Heather Soja	Instructiona
How will you know if students are seeking "joy in learning?"	Deborah Brown	Instructiona
Applicant needs to clarify: How will teachers assess whether or not students are mastering the grade level content? Applicant needs to clarify: Since there is a lot of choice and it seems as though students may be learning at their own pace, how will teachers/the model ensure that all students are progressing in a timely manner? Applicant needs to clarify: How will this model lead to improved student performance for the school's targeted population.	Kristen Parker	Instructiona
How will ACA support students in choosing appropriate learning goals? How are students supported in developing intrinsic motivation? How will you ensure stakeholders such as parents embody the desired skills listed? How will you support them? How are multi-age groups incorporated? How are GQS expectations/overall competency assessed? When will the Get Happier School Project curriculum be taught?	Jessica Whalen	Instructiona
Rubric to assess students (mentioned in instructional program section) does not appear to be included with application. More detail on the "online tracking system" is needed. Applicant states students will be expected to meet 80% mastery, but on what measures? Strategies for assessment need additional clarification. GQS encourages autonomy and student-led goals, and sample IAP certainly supports that. However, it is unclear how the IAP process will align with accountability requirements and the Standard Course of Study. For example, the student in the sample IAP stated a "goal" of hanging out with his friends on the weekend, and the teacher suggested that the student complete chores prior to spending time with friends. How does this example show the school's adherence to the standard course of study? Additional information on the overall instructional program, instructional methods, etc. is needed here. No evidence provided that the proposed approach will lead to improved outcomes for students.	Danielle Allen	Instructiona
What options will teachers have in deciding which formative assessment they will use? What documented evidence is there that shows the model (GQS, CT) will lead to improved student performance for students in Harnett County?	Tracy Kelley	Instructiona
Applicant needs to clarify: For the way the model of the school is set up, is it feasible to only have 1 teacher in each classroom? Applicant needs to clarify: How will the multi-age classrooms work? Will classrooms be set up with student in different grade levels from the very start?	Kristen Parker	Curriculum a
How is team teaching incorporated? What does this look like? Please clarify the following: "ACA will use a variety of sources to develop curriculum that meets NC Standards, such as online sources (Khan Academy, TEN, Jumpstart, Scholastic) and book based sources (Lucy Calkins, Houghton Mifflins Journeys). The options will be discussed and decided on by teachers and DOE prior to the first day of school." What if there is no agreement? What happens then?	Jessica Whalen	Curriculum a

<p>What is the difference between Choice Time and enrichment classes?</p> <p>When is multi-age learning deemed appropriate at ACA? When will this occur? What needs to happen for multi-age learning to occur?</p> <p>How will you ensure parent participation in student learning during the day? How will they be involved?</p> <p>How is self-directed learning evident through ACA's practices?</p> <p>"ACA students will participate in PE 2-3 times per week." What is the rationale behind this? What happens the other days of the week?</p> <p>Please detail how technology is used to optimize small group instruction.</p> <p>How will classroom sets of chromebooks be distributed when there are only 3?</p> <p>How is the competency of state standards assessed at ACA?</p>		
<p>Applicant states that "the learning environment will be classroom based." This is vague and merits further elaboration.</p> <p>Applicant states that teachers and DOE will select a curriculum prior to the start of school. Does GQS play any role in which curriculum will be selected? Or is GQS more the psychological approach to educating students as opposed to curriculum and pedagogy? Additional clarification on the GQS model and it's relationship to curriculum would be helpful here.</p> <p>How is GQS related to 80% competency or higher? Can this not be the expectation, with or without GQS?</p> <p>Graduation/grade level promotion requirements are unclear.</p>	Danielle Allen	Curriculum a
<p>The student ratio does not totally align with the projected student enrollment chart in the mission section of the application, why is that? Will teachers be expected to develop the curriculum PK-5 in ELA, MATH, And science? What supports will they receive and how can they do this while also working to get GQS or CT certified? Will teachers be expected to design the curriculum as they go or will it be done in the summer? Please clarify, is the proposed Get Happier curriculum aligned with NC Standards or will that alignment be done by teachers? How will IAP goals be aligned to NC Standards? There is no indication of this alignment on the sample, why is that? How will lesson plans be monitored for alignment to curriculum? What is the process for vetting curricular refinements that the staff recommends? Describe the process that will be used to help teachers unpack the standards so they have a working knowledge of what students need to know and be able to do in order to be proficient. How will staff make sure the taught curricula are also aligned vertically between grades and horizontally across classrooms at the same grade level across sections of the same content area?</p> <p>Why is there no evidence showing that he GQS methods are derived from high quality research? There is no evidence that there is a foundation of high expectations, the narrative states that Harnett County students come from an agricultural community, how does that impact expectations for student achievement levels? There is no plan for how the school will provide adequate learning time for all students in core areas and what will be done for students not on track to proficiency in ELA and math. What structures will be put in place for individualized instruction through tiered data driven instruction approach to prevention, early detection, and support for tier I students who experience learning or behavioral challenges?</p>	Tracy Kelley	Curriculum a
<p>What are the formal classroom assessment that will be used to drive interventions for tier I students at risk? How will staff monitor the effectiveness of its tier II interventions? What curriculum will be used to guide tier II interventions? What assessment or system will be used for tier II interventions so students can move along a continuum of services and change placements according to identified progress or needs? How will school ensure AIG students are given opportunities to grow and develop and stretch?</p>	Tracy Kelley	Special Prog

<p>It is unclear what unique services are provided in each tier as it seems like the same interventions are occurring but just in smaller groups.</p> <p>Please describe plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.</p> <p>Is leadership club only available for AIG students? What is the rationale for this?</p>	Jessica Whalen	Special Prog
<p>Who will review assessment results to determine what students need? How will you determine what interventions are being used during Tier 1, Tier 2, and Tier 3?</p> <p>How will teachers be trained on the use of evidence based interventions/instruction?</p> <p>How will the implementation of these evidence based interventions/instruction be monitored to ensure all students receive high quality instruction?</p>	Ginger Cash	Special Prog
<p>During the transfer process, how will you identify students who have a current IEP or are eligible for special education services?</p> <p>What is your process to meet Child Find mandate? How will that process include the parent? How will it include the IEP team?</p> <p>What is your process for reviewing the EC file to ensure it is compliant?</p> <p>How will document access to the confidential folder?</p>	Ginger Cash	Exceptional
<p>How will you determine the continuum of services that a student needs? How will you allocate resources in order to provide the full continuum of services that includes regular, resource, separate, and homebound settings?</p> <p>Will one EC teacher be able to provide the full continuum of services for all students with disabilities from K - 5 and screen students who are determined at risk?</p>	Ginger Cash	Exceptional
<p>Implementation process of IAP is still unclear. What guidelines will students be given prior to the development of the IAP? How will teachers ensure that student goals align with the standards required for each grade level? Specifically for EC, how will teachers ensure that students and parents have the support necessary to create an IAP that is both challenging but also feasible for the student?</p>	Danielle Allen	Exceptional
<p>How is quality work assessed at ACA?</p> <p>What is the promotion criteria?</p>	Jessica Whalen	Student Perf
<p>Applicant needs to clarify: What assessments will be utilized to ensure students are meeting grade level standards?</p> <p>Applicant needs to clarify: If promotion is not dependent on the 80% competency, then how will promotion be determined?</p> <p>Applicant needs to clarify: How will students identified "at risk" be provided extra support to ensure they are progressing as needed?</p>	Kristen Parker	Student Perf
<p>How is the applicant planning to measure 80% competency? This benchmark has been referenced repeatedly throughout the application, but it remains unclear how the applicant will measure or track students' competency levels.</p> <p>Promotion requirements are unclear.</p>	Danielle Allen	Student Perf
<p>What kind of cycle of feedback will teachers use with students to drive decisions about curriculum, and also with parents to help keep them informed of progress?</p>	Deborah Brown	Student Perf
<p>Details on promotion standards related to the mission and instructional strategy would provide more clarity as it relates to the vision of the school.</p>	Heather Soja	Student Perf
<p>How will staff be trained and instructional practices monitored to ensure exceptional students access the core curriculum on grade level with modifications as necessary and ensure high expectations for learning?</p>	Tracy Kelley	Student Perf
<p>How will student conduct plan be tailored to meet the needs of EC students or those with behavior challenges?</p> <p>When will "mediation" meetings take place between teachers and students? Will teachers have time to have meetings every student who breaks a rule?</p> <p>Behavior plan seems to go from "most behavior incidents are an incident" to "in the event that a behavior becomes an issue or a major infraction, it may require suspension</p>	Danielle Allen	Student Cond

or expulsion." Is there no middle ground? Are there consequences leading up to suspension/expulsion to discourage negative behavior?		
If individual classes develop their own classroom behavioral expectations, how will they grow and adjust as they matriculate from one grade to the next? The description of the behavioral plan does not fully align with the school mission and core values especially CT. There is no description of how this school culture will be established and sustained, why is that? How will this plan adapt to accommodate students entering in 2nd-3rd grades where potentially bad habits may have been engrained?	Tracy Kelley	Student Cond
How will students be prepared to synthesize information and provide quality statements? Adequate description of steps to take to mediate behavioral incidents What other consequences are offered besides suspension/expulsion? What accommodations will be provided if discipline issues are the result of the disability? Please clarify where parents address grievances when they are about the DOE? Is there a process for parents to go straight to DOE?	Jessica Whalen	Student Cond
Appendix B only include IAP sample, Science Sample, and Get Happier--there is nothing about Math and no mention of a math curriculum in the narrative? The proposed curriculum development plan is under developed and requires too much from teachers to realistically do. The instructional program does not describe how instruction will be differentiated to meet the needs of individual students or how student learning needs will be identified through use of a universal screener. How will the school leader ensure teachers have a common understanding of what quality instruction looks like and how will instructional practices be monitored. There is no discussion of how often leaders will gather evidence on instructional practices.	Tracy Kelley	Certify Educ

Reviewer	Score
Deborah Brown	
Tammi Sutton	
Alan Hawkes	
Bruce Friend	
Cheryl Turner	
Danielle Allen	Fail
Deborah Brown	Pass
Steven Walker	Pass
Ginger Cash	
Stephenie Clark	
Sherry Reeves	
Jessica Whalen	Fail
Phyllis Gibbs	
Lynn Kroeger	
Kristen Parker	Pass
Tracy Kelley	Fail
Lindalyn Kakadelis	
Joe Maimone	
Heather Soja	Pass
Alex Quigley	

IV. GOVERNANCE and CAPACITY

(No more than ten total pages in this section)

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

Governance:

School Governing Body:

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

The municipality must be officially incorporated by the NC General Assembly upon application submission.

Name of Private NonprofitMunicipality: Achievement Charter Academy

Mailing Address: PO Box 1685

City/State/Zip: Fuquay-Varina NC 27526

Street Address: 25 Buttonwood Ct.

Phone: 919-567-1234

Fax: 919-567-2854

Name of registered agent and address: Leaja H. Horne

PO Box 1685

Fuquay-Varina, NC 27526

FEDERAL TAX ID: 82-2757451

Tax-Exempt Status 501 (c)(3)

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

Yes (copy of letter from federal government attached: Appendix D)

X No

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

Either the governing body of the municipality who serve ex officio as the board of directors of a charter school granted to a municipality or the board of directors appointed to govern a charter school granted to a municipality is the legal entity that has responsibility for all aspects of the proposed charter. Its members should reflect the

ability to operate a charter school from both business and education perspectives.

Please complete the table provided depicting the founding members of the nonprofit organization.
Please complete the table provided depicting the members of the board that will oversee the proposed school.

Board Member Name	Board Title	County/State of Residence	Current Occupation	Past or Present Professional Licenses(s) Held	Has any disciplinary action been taken against any of these professional licenses?
Leaja Horne	President	WAKE	Private School Principal	Licensed Psychological Associate	N
Barbara Marchioni	Treasurer	WAKE	Realtor	NC Brokers License	N
Raymond Strain	member	HARNETT	Computer Analyst	N/A	N
Bobbi Taylor	member	HARNETT	Middle School Teacher	NC teachers License	N
Gina Newell	member	WAKE	Elementary School Teacher	NC Teachers License	N
Cynthia Pierce	secretary	HARNETT	Environmental Health Specialist	REHS	N
Nancy Herrick	vice president	FORSYTH	CT/RT Trainer/Coach	National Bd. of Certified Counselors	N
Jason Smith	member	WAKE	VP, Branch Bank Manager	NMLS 965086	N

Please provide the following in this location of the APPLICATION:

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

The governing board of ACA is the entity responsible for all policy making decisions as they relate to the daily operation of the school, upholding the school's mission, fiscal soundness, adherence to all local, state, and federal regulations, academic accountability, and implementation of the chosen educational model. The board is responsible for hiring and recruiting a Director of Education, who will run the day to day operation of the school and recruit and interview prospective staff.

Our board president, Leaja Horne, is imminently qualified to fill this position and the board has agreed that she should step down from her role on the board to serve in the capacity of DOE. Ms. Horne has agreed to accept the position and will step down at the appropriate time subsequent to our charter approval. (Please refer to her resume included herein to note both experience in educational settings and extensive training in the GQS model).

Future DOE applicants will be sought out through a variety of advertising websites, the Glasser Institute job-finder, and possible in-house promotions, among other resources. It is crucial to our mission that the DOE be adequately trained in the area of GQS prior to accepting this position.

The DOE reports directly to the board and makes personnel and operational recommendations regularly. It is the role of the board to discuss and vote on these recommendations, following the mandates of its bylaws.

The board committees will meet on a regular basis and present updated information related to their areas of concern at each board meeting. The board, which will meet monthly for regular business, will request ideas and concerns from parent, teacher, and student team leaders.

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

The initial board has eight members: private school principal, realtor, computer analyst, middle school teacher, elementary school teacher, environmental health specialist, GQS trainer, and banker. Our bylaws allow for up to 11 board members and we would like to add a lawyer in the future. It is the responsibility of the board to ensure that the school is following its mission, to oversee fiscal and legal compliance, to evaluate its own and the school's goals, and to provide guidance to the DOE by recommending actions that need to take place to ensure school success by making improvements when necessary.

We have two members that are certified in CT/RT and GQS (N. Herrick and L. Horne). Ms. Herrick is a Senior Faculty Member of the Glasser Institute who travels the world teaching and has opened a GQS in Kenya. She will be able to provide both training and oversight. Ms. Horne is also certified by the Glasser Institute as well as currently holding the position of head of a small private school, where she has gained experience in overseeing all operations of the school and management of staff. Both teachers on our board have received training in the GQS model.

Barbara Marchioni serves on the board of a new charter school in Apex that has recently opened. Her knowledge of oversight in the area of operations will be invaluable and her experience as a realtor will be helpful when we begin the search for a larger facility to accommodate expansion after year five. Raymond Strain is a systems analyst and computer programmer will use his expertise to assist in the development of programs that will be useful in overall operational success. Jason Smith, our banker, will provide invaluable assistance in the area of budgeting and finance. Our environmental health specialist, Cindy Pierce, brings to the table extensive knowledge of public school health standards. Our teachers, Gina Newell and Bobbi Taylor, will provide valuable oversight for curricular and other educational issues.

The expertise of these board members will be paramount in guiding and evaluating the success of the school, both from an educational and an operational point of view. All board members are currently working as a team to adopt a policy that would ensure the school's success. Some of the

methods being discussed include: having one or more members visit the school regularly to observe the environment and present information back to the board on what was observed and how it meets the mission and goals of the board; the board will listen to input from teacher/student/parent team leaders (who are summarizing the results of their meetings with their respective teams during one of the monthly board meetings); the board will evaluate the financial status of the school and ensure that financial goals are being met and that the school has received a clean audit; the board will go over EOG results at the end of the first year and compare those in subsequent years to ensure that educational goals are being met. In evaluating the effectiveness of the school leader, a member of the Executive Committee will meet with the DOE using the Glasser School Progress Rubric to measure achievement toward the school's goals. An evaluation tool such as the VAL-ED (to be determined by the board during the RTO year) will be used annually to evaluate the effectiveness of the DOE.

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

All of the founding board members are community-involved citizens who support charter schools and believe in the ACA mission. Leaja Horne has been working in the educational field for about 20 years, first in child care/preschool and most recently in private school and is trained in the GQS model. Nancy Herrick, was chosen because of her expertise in the GQS model and the fact that she has already opened a Quality School in Kenya. She will be able to provide invaluable assistance to us as we set the school up and as we continue on to ensure that our mission is being met. Both Ray Strain, a computer systems analyst and Barbara Marchioni, a real estate broker, have recently been on governing boards for educational institutions and are familiar with the operations and oversight that will be needed. Mr. Strain's technology skills will be welcomed and Mrs. Marchioni's realtor experience will be needed in a few years when we begin the search for a location for expansion. Cindy Pierce has worked for Harnett County for many years as a health inspector and will lend her expertise in that area to the charter. Jason Smith is an experienced banker who can share his expertise advise to the board on matters of finance and any banking decisions we are faced with in the future. When a position becomes vacant, the Outreach Committee will begin looking right away for a replacement and will then make recommendations to the full board in a timely fashion.

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

Although the bylaws do not set out a specific number of required meeting times annually, it is general board consensus that meetings should be held monthly, preferably on the first Tuesday of each month. Monthly meetings would keep the board informed of operational issues occurring at the school and ensure that timely decisions can be made.

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

New board members will receive training in conflict of interest, board meeting protocol, and roles and responsibilities of board members subsequent to their selection and prior to their first board meeting. All initial board members will receive this training once the charter school has been approved

for opening. Additional training that will be required of all board members will be GQS training, training in lead management, review of the approved interventions to be used with students at the school, and review of the handbook. These trainings will take place in the RTO year. philosophy used in the Glasser Quality School model.

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

The board's operations will adhere to the highest ethical standards and will follow explicitly Roberts Rules of Order, in which all board members will be required to receive training. All board members will receive training in the conflict of interest policy, which will be discussed prior to the opening of the charter school. The minutes of that meeting will reflect each board member's name and will list any and all present or potential conflict(s) of interest. A list of board members' current conflict(s) of interest as documented in the minutes of the previous meeting will be reviewed. All members will receive training in meeting protocol regarding the conflict of interest issue as it relates to presentation, discussion, and voting. At all subsequent board meetings, conflicts of interest will be posted in the meeting room in a location where they are visible to all members and any attending public. Board members will be reminded of the conflict of interest policy at the beginning of each meeting. Future board members will receive board training prior to their first meeting so that they will understand the protocol regarding conflicts of interest and all other meeting protocol before voting. Prior to or during their board training, all new members will be given the opportunity to discuss any present or potential conflicts of interest they may have. The nominating committee chair or any board member present at any board meeting may bring up for discussion a nominee's possible conflict of interest for board discussion prior to a nominee's final approval. One existing relationship that could be perceived as a conflict of interest is that one board member, Leaja Horne, is related to the owners of the secured facility. This relationship has been fully disclosed to the board and Ms. Horne recuses herself from discussion and voting on any issues having to do with the facility. When Ms. Horne steps down from the board to fill the role of DOE, this conflict of interest will no longer exist. Board member Nancy Herrick, who is a Senior Faculty trainer with the Glasser Institute, will in the future be a GQS trainer, which is a conflict of interest that has been disclosed to the board as well. Ms. Herrick will present information regarding her fees to the board, answer questions, and then recuse herself from discussion and voting on matters of choosing GQS trainers and payments to them.

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

Initially, the founding board makes policy decisions based on state guidelines for charter schools and the school's chosen educational model. Policies must not only meet state regulations and requirements for accountability, but must also meet the criteria for designation as a GQS. For example, in our model, input from students is important, therefore, the school will develop a policy that includes a student body government for all grades; our model ensures that teachers are given the professional development opportunities they need, therefore, the board will approve a budget including monies to accommodate this. The board will ensure that the mission of the school is upheld by making

policy decisions that support the mission. The bottom line is that all policies considered by the board will first have to answer the question of whether that policy would move the school in the direction stated in its mission.

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

We have none at this time and there are no current plans to add them in the future.

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

ACA will always provide a warm and welcoming environment for parents in which they feel they can speak openly regarding any concerns they may have. The parent and teacher will be in regular communication via communication logs, Remind App, e-mail and telephone. Parents will be able to ask questions or share concerns right away on the daily communication log that is in the student's backpack or they may call or send a message to the teacher or speak with the teacher verbally at any time. The teacher will respond in a timely fashion and in most cases the issue will be resolved. When it is not, the teacher will defer the grievance to the Director of Education, who will listen to the grievance and make every attempt to resolve the situation. If this cannot be done easily, the DOE will schedule a meeting of the parent, teacher, and her/himself to discuss the matter and hopefully resolve it. The parent will be informed that if a satisfactory resolution cannot be found, the matter will need to be brought before the board at the next meeting. The DOE will notify the board president or a member of the Executive Committee so that this issue can be added to the board meeting agenda. The board will hear information from the parent, teacher, and DOE and seek legal advice if necessary before making a final decision.

Our educational model calls for a warm and friendly environment for staff as well, where teachers work together as a team. When a staff member has a grievance, he/she would first bring the concern to the DOE for discussion. Using lead management, the DOE will help the staff member evaluate the situation and together they will develop a plan to improve the situation. If the staff is still dissatisfied, the DOE will carry out an investigation to determine what other events may be affecting the given situation and will ask the staff to have an open discussion at the Friday Teacher Team meeting if that is appropriate. The DOE will then call the staff in to further discuss the matter and work toward a positive resolution. If this is not successful, the DOE will inform the board president or a member of the executive committee that this matter needs to be addressed at the next board meeting. The board will receive input from the DOE and the staff involved and will make a final decision after seeking legal advice if necessary.

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

Include in the Appendices:

1. *A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils). (Appendix E)*
2. *A one-page resume from each founding board member and responses to the questions found*

on the Charter School Board Member Form (Appendix F).

3. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix G).
4. A copy of the articles of incorporation from the NC Department of the Secretary of State. (Appendix H)

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

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

X Not Applicable

Private School Conversions: complete ONLY if the proposed charter is a private school conversion. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

X Not Applicable

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

X Not Applicable

Projected Staff:

Below, please outline a list of positions anticipated for the charter school (e.g., principal/director, finance officer, administrative support staff, teachers (part-time and full-time), paraprofessionals/teaching assistants, clerical, and maintenance). Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings and align with the proposed budget.

Year 1: 1 administrator, 1 office manager, 1 clerical staff, 1 food service staff, 1 custodian (part-time), 1 bus driver (part-time),
7 core teachers, 1 specialty (PE) teacher, 1 EC teacher, 1 guidance counselor, 4 teacher assistants

Year 2: 1 administrator, 1 office manager, 1 clerical staff, 1 food-service staff, 1 custodian (part-time), 1 bus driver (part-time),
8 core teachers, 1 PE teacher, 1 EC teacher, 1 guidance counselor, 4 teacher assistants

Year 3: 1 administrator, 1 office manager, 1 FT clerical staff, 1 clerical staff (part-time), 1 food service staff, 1 FT custodian , 1 bus driver (part-time),
9 core teachers, 1 PE teacher, 1 EC teacher, 1 guidance counselor, 5 teacher assistants

Year 4: 1 administrator, 1 office manager, 2 clerical staff, 1 food service staff, 1 custodian, 1 bus driver (part-time), 10 core teachers, 1 PE teacher, 1 EC teacher, 1 guidance counselor, 5 teacher assistants

Year 5: 1 administrator, 1 office manager, 2 clerical staff, 1 food service staff, 1 custodian, 1 bus driver (part-time), 11 core teachers, 1 PE teacher, 1 EC teacher, 1 guidance counselor, 6 teacher assistants

Note: All positions, unless indicated part-time, are full-time positions which are eligible for salary & benefits; part-time positions are paid by the hour and are not eligible for benefits. The custodian will be responsible for very minor maintenance issues. Jobs requiring plumbers, electricians, etc. will use sub-contractors; jobs over \$500 are the responsibility of the landlord. Student accounting and financial services will be outsourced.

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

Teachers and other staff will be recruited through local advertising, social media, recruitment websites and digital marketing websites. Banners will be placed outside the property on Hwy 401 which is a main artery through Harnett County. We will advertise for teachers as well through the Campbell University system, which is located within 10 miles of us and at all colleges in N. C. that have teaching programs. In addition, we will place flyers in businesses and community organizations in our county advertising the opening of the school and including a list of positions that will be available. We will advertise on the Glasser Institute website for teachers who have knowledge and/or experience in the GQS model.

We will ask our board member, Nancy Herrick, to make employment information available to all her colleagues who have experience in our chosen educational model as well. In all our advertising, we will make NC teacher licensure a requirement so that we will have as close to 100% as possible "highly qualified."

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

The relationship between the employees and the board will be one of openness, honesty, and collaboration. The Teaching Team will select a leader who will present to the board once every nine weeks a report summarizing any staff issues, concerns, or questions the teachers have. The board will listen, discuss, and make decisions where it can and take it under advisement where it can't. Although the DOE is the supervising authority over all staff, any staff who cannot resolve an issue will be welcome to come to a board meeting and do so. It is the board's responsibility to be supportive of all staff.

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

It is the board's responsibility to advertise for, interview, and hire a DOE. Members of the board will observe the DOE regularly during daily routines and will listen to the DOE's reports to the board. If the DOE is not meeting job expectations, a member of the executive committee will meet with him/her to help evaluate performance and make a plan for improvement. If the plan is not followed or the DOE's performance is unacceptable, the board will discuss and if the board agrees, will initiate termination procedures, seeking legal guidance when necessary. For other school personnel, the DOE will be responsible for observing and determining whether or not an employee is effective in their position. As issues arise, the DOE will meet

with the employee and help him/her evaluate their performance and make a plan for improvement. If improvement is not made or other performance issues arise, the DOE will present a report to the board recommending termination. If approved, the employee will be terminated. Our board will require that all staff submit to criminal background checks prior to their first day of employment. The consensus of our board is that all parents should have the right to feel that their child(ren) are in a safe environment when they drop them off at school.

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

First year salary ranges are:

Director of Education: \$60,000-65,000;

Office manager: \$28,000-36,000;

Clerical staff: \$20,000-24,000; Teachers and Guidance Counselor: \$32,000-\$48,000;

Food Service Staff: \$18,000-22,000 (part-time rate \$12-15/hour);

Custodian \$18,000-22,000;

Transportation Staff: \$20,000-24,000 (part-time rate \$14-16/hour);

Core Teachers, Specialty Teachers and Guidance Counselor: \$32,000-48,000;

Teacher Assistants: \$18,000-22,000 (part-time rate \$12-15/hour);

Substitutes: \$15-20 per hour;

Subcontractors such as EC, ELL, and enrichment (art, foreign language, music, drama, etc.) teachers would receive an amount consistent with area schools per hour or day for their services.

All full-time staff would be eligible for health insurance and retirement benefits. Part-time employees are not eligible for health insurance or retirement benefits.

After the first year, we would expect to increase the salary for all positions, with a minimum increase at least equal to the rate of inflation as measured by the CPI at the end of the previous school year. The budget presented in this application shows an approximate 2% pay increase for all positions each year.

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

Employees with grievances should first report to the DOE of the school. The DOE will listen to the concern or complaint, help the employee evaluate the situation and make a plan for improvement, if appropriate. The DOE will advise the employee, if a teacher, to bring it up at the Teacher Team meeting if this is an appropriate avenue for discussion. Other teachers can give feedback and discuss a plan for improvement. If the employee feels he/she is being treated unfairly, the DOE will investigate the situation and then meet again with the employee. If the matter cannot be settled in this way, the DOE will present it to the board. In any case where the employee's performance is inadequate and with or without a grievance, the DOE determines that the employee's behavior is unacceptable or detrimental to the school, he/she will recommend to the board that the employee be terminated and if the board agrees, the employee will be terminated. When it is deemed necessary, the board will consult the contracted lawyer for legal advice in these cases.

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

There are none.

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

ACA will hire an EC teacher/coordinator who meets all North Carolina licensing requirements for that position. We will have a full-time guidance counselor on staff who will be required to be licensed. In the hiring process special consideration will be given to those core teachers who are licensed in Special Education in addition to their elementary license. In addition,

we have budgeted \$20,000 (included in the \$25,000 for Instructional Contract/Instructional Support) in our first year for expenses incurred in bringing in subcontractors to provide services for our EC and ELL students. This amount is budgeted to increase at a rate of an additional \$5,000 in years two to five.

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

The DOE has the role of overseeing the entire school's operation to ensure proper milestones are being reached at appropriate grade levels, supervising and overseeing all staff, planning the professional development for teachers, orienting new staff to the school's mission and operations, cultivating positive relationships with the parents and public, and communicating regularly with the board. The DOE will be required to have a master's degree in education, psychology, or a related field; a minimum of two years of experience in a supervisory role in the field of education; and certification in the GQS model. In the absence of a certified person being found, the most highly trained person from within the organization would be asked to fill the interim position until a qualified candidate can be hired. The DOE would be required to demonstrate that he/she has excellent communication skills and can apply them when dealing with students, parents, staff, community members, and the board.

Core and specialty teachers have the role of creating an engaging learning environment for students. They are responsible for developing lesson plans and instructional activities both in large and small groups and for individual students. They must plan and coordinate the work of assistants and volunteers, evaluate students' academic growth, teach students to evaluate their own work for improvement, prepare tests, grade, be responsible for completing nine week reports and meet with parents/students as needed for developing IAPs. Teachers are required to be certified in elementary education. If not certified, they must demonstrate their intention of completing the licensure process and it must be initiated in their first year of employment. Teachers must be good communicators, be willing to receive training through professional development, and must share our vision and implement our educational model. The EC teacher is required to be licensed and will head up the EC program at the school, being responsible for ensuring that all requirements of delivery of services to EC students are met. Guidance counselor implements the school guidance curriculum, individual student planning, responsive services, and other SBE approved student services. Teacher assistants have the role of carrying out teachers' requests regarding activities in the classroom. They are responsible for assisting with any classroom operations where they are needed, supervising students in non classroom activities, tutoring of students in small groups and individually, and operating classroom equipment as needed. Teacher assistants should have at least two years of college, be good communicators and be willing to take directives from teachers.

The office manager has the role of providing administrative support to the DOE and ensuring the smooth running of the daily operations. He/she will be required to have a bachelor's degree, good communication skills, good technology skills, good organizational skills, and attention to detail. The office manager will directly supervise the clerical, food service, and

transportation staff. The clerical staff's role is to complete all tasks given by the office manager or the DOE. Responsibilities of the clerical staff are maintaining school records and files, answering telephones and emails, greeting visitors, processing daily attendance, preparing and distributing reports as required, and helping maintain an orderly environment.

He/she must have a high school diploma and have completed some relevant college coursework and must possess good technology and office skills.

The food service staff will prepare and serve lunch, clean the kitchen, and ensure that all health code requirement relating to food service are met. The cook must have passed a food safety course. The custodian will keep the buildings and grounds clean and safe. The transportation staff must have a CDL, a P&S endorsement, and meet all Harnett County requirements.

Staff Evaluation and Professional Development

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

The Director of Education is responsible for maintaining teacher licensure requirements and professional development with clerical assistance from the office manager or clerical staff.

- 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 law and the Every Child Succeeds Act. Be sure this overview matches with the projected staff and funding of the proposed budget section.*

The DOE will be mentored by the Board of Directors, who will have at least one member visit the school regularly to observe the operations of the school and to meet with the DOE to discuss any areas of concern and any support that the DOE may need from the board. The DOE will mentor all staff, being available for discussions with them as needed, providing for staff development training, supporting them in setting and reaching classroom goals and relaying their requests to the board. The DOE will meet with each staff on an ongoing basis, at least once every nine weeks, for an informal evaluation session. During these sessions, the staff is encouraged to evaluate their performance in major areas and where deficient, make a plan for improvement. The DOE will continue to observe the staff and receive information pertinent to performance which can be discussed at the next 9-week session.

This ongoing evaluation process helps both the DOE and the staff to stay on top of any areas in which the staff may need to improve performance and correct problems well before the end of the year. During the last 9-week period, a formal evaluation session will take place in which the DOE may use the NC Educator Evaluation System or another tool of his/her choice to perform an annual evaluation. Student performance, as measured by on-going classroom assessments, will be evaluated regularly to determine teacher effectiveness. However, as follows our education model, the staff still has the opportunity to self-evaluate, the importance of which will have been learned through trainings received during the year. In cases where staff either under-estimate or over-estimate their performance, a discussion will

ensue and a joint decision will be made.

The recommendation for pay raises or promotion is still at the discretion of the DOE, who will look at performance, continuing education, meeting or exceeding licensure requirements, successful use of techniques aligning with our educational model, among other operational areas. The board will help the DOE, during the first year, design a rubric which will be used in determining which staff would be eligible for pay increases the following year. Other factors that are important in retention of teachers is that they will be working in an environment in which their expertise is respected and valued, where they are allowed to design their teaching strategies to meet the needs of their students, where they can collaborate with one another to discuss ideas and concerns...all factors that add to teacher job fulfillment and desire to stay with the school.

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 most significant area of professional development will be the GQS training. This training will include the core components of the GQS model and how to implement them such as: the intervention strategies to be used with students learned by role-playing scenarios with assistance from the trainer; the basic psychology of Choice Theory (the philosophy used in the GQS model); the educational beliefs such as creating a warm and friendly environment, teacher/student/parent collaboration, teaching to students' interests, encouraging students to self-evaluate to improve their work to reach quality (their best), and giving students the support they need to accomplish quality work. As staff learn the core components of this model, they will become more effective in their interactions with students and with each other.

It should be added that students will also receive training in the facets of the model they can benefit from such as meeting needs in an appropriate way, communicating effectively with peers, self-evaluating, and being motivated internally to do quality work. Informal training will be provided by the DOE internally throughout the year. Intensive training will be provided by Nancy Herrick, board member and Glasser Senior Faculty member in a three day session prior to the students first day of school. Ms. Herrick will also be available for additional training throughout the year. The DOE will provide orientation to all new employees prior to the start of school each year; training will cover all aspects of the operation of the school in addition to emergence plan policies, handbooks, etc. This training can be individual as new staff come on board. External trainings can be requested by staff to fulfill their staff development goals.

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.*

During the week prior to the first day of school the teachers will receive three full days of intensive training in the GQS model. This training will

cover the basic tenets of the philosophy the model is based upon, Choice Theory, and how to implement it in the classroom. The theory will be taught by an expert trainer (Nancy Herrick, board member) who will give the teachers examples and opportunities for role play to be sure they understand the basics. During this training, the teachers will receive the tools they need to apply this model in the classroom. Such components as overall behavior which teaches students to govern their own choices for appropriate behavior, self-evaluation of their work so that they can make improvements to bring it up to quality work, creating a joyful environment, and collaboration with parents and students will all be taught.

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.*

The intensive training on the GQS model will take place in a 3-day session in the week prior to the students' first day of school and will be taught by Nancy Herrick, a certified Glasser Institute instructor. Additional training in this model will be scheduled as an agenda segment during each Friday Teaching Team meetings and will be led by the DOE. Further training by a certified instructor in our educational model may be provided on mandatory teacher workdays as can be scheduled.

Our calendar is set up for early release on Fridays to allow teachers to meet for weekly Teacher Team meetings. In addition to the weekly GQS training, other on-site training will be offered at teachers' requests during these meetings. Off-site trainings chosen by teachers to meet licensure requirements, improve their teaching skills and keep them up-to-date on educational issues are available on the weekends to accommodate teachers' schedules. Off-site trainings that are offered during the week will be requested by the teacher of the DOE at least two weeks in advance and arrangements will be made to bring in a substitute. The budget allows \$7000 in the first year, increasing each year thereafter, to cover the costs of training expenses as well as including a budget item to help defray the costs teachers may incur traveling to an off-site training.

Teachers will be encouraged to utilize these funds to search out trainings they are interested in or are required for licensure. Our budget allows for staff training miles to be reimbursed to the teachers; both travel and training tuition costs increase each year with increasing revenues. We would require that core, EC, and specialty teachers receive a minimum of 24 hours of instruction in the GQS model at the beginning of each year and 16 hours of additional training in the GQS model throughout the year.

Enrollment and Marketing:

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

Marketing Plan

Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably 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)).

In order to mirror the diversity of Harnett County, we will develop a widespread marketing plan. Some of the strategies we would use are: (1) Distribute flyers and brochures at various locations throughout the entire county; (2) Display a banner in front of the school site to attract people driving by from both directions; (3) Hold community meetings in locations around the county to build awareness of our opening; (4) Visit child care centers and family child care homes to meet with parents and distribute brochures; (5) Purchase a direct mail list of families within a 20 miles radius and mail postcards notifying families of our open enrollment dates; (6) Mail out information to all churches in our county; (7) Develop a website and provide information; (8) Attend community gatherings, providing information and handing out brochures; (9) Attend speaking engagements whenever possible; (10) Contact the local newspapers with community service announcements and seek to have articles written about our school; (11) Meet with the chief administrator of the Migrant Head Start program to enlist her support in getting our information out to the Hispanic community; (12) Make a presentation at Harnett County Partnership for Children board meeting to provide information and to ask for assistance reaching out to families with at-risk students.

Parent and Community Involvement

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

1. We will communicate with the parents in our community by utilizing the large banners in front of both buildings which are located on Hwy 401, one of the major arteries passing through Harnett County, by placing business briefs in the local newspapers, by asking local businesses and all childcare centers to have flyers available to their families and by a direct advertising campaign. We will hold community meetings at our proposed location and in businesses and churches in our community to speak with parents and answer questions about our charter school.

2. In our educational model, parent involvement is essential. Every student who attends has an Individual Achievement Plan written which includes input from parents, who meet with the teacher and the student at the beginning of the year to help develop the plan. The IAP includes a student personal goal in addition to or in conjunction with academic goals. Parental input on this is an integral part of writing the plan as the parent is the person with the most insight on the personality traits of the student that may have prevented him/her from succeeding in the past and on the personal interests of the student which can be incorporated into the learning strategies. There will be a "choice time" offered twice which will give students an opportunity to choose from a variety of activities such as cooking, auto mechanics, woodworking, gardening, sewing, etc. We encourage parents who can to participate by sharing a special talent with some of our students. We will also encourage parents to become "classroom moms or dads" by coming in to assist teachers, especially during special event days, such as field day.

We will form a Parent Team, preferably with a lead parent and a parent from each classroom, to meet monthly to discuss any school issues, ideas, or concerns and to hold Parent Night meetings open to all parents, similar to PTA once every nine weeks. Parents of all students will be asked to conference with teachers at the beginning of the fall semester and at least once again during the second semester and any other time as needed by the teacher or requested by the parent. During these conferences, the teacher will share IAP progress and ask the parent to sign off or help update their child's plan. Parents will be encouraged to volunteer in the classroom, cafeteria, field trips, and on special event school days. We believe that having parents on board increases the likelihood that students will achieve their academic and personal goals and that overall school performance will be enhanced.

Admissions Policy

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

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

ACA will not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. ACA will not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic performance, disability, race, creed, gender, national origin, religion, or ancestry. Admission to the Achievement Charter Academy, in accordance with NC Charter School Laws, is open to any student who is qualified under the laws of NC for admission to a public school. During the first year of operation priority will be given to children of initial board members and staff, so long as that is no more than 10% of total enrollment or 20 students, whichever is less. If multiple birth siblings apply for admission and a lottery is needed, the school will enter one surname into the lottery to represent all of the multiple birth siblings. If that surname is selected, then all of the multiple birth siblings will be admitted.

ACA may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115C-391 until the period of suspension or expulsion has expired. Each applicant must provide a completed application packet by the close of business on the deadline date or post marked by 5:00 on the deadline date. Open enrollment will be held from January 2 to February 15 of each year for that fall. If the available seats are not filled ACA may hold additional enrollment periods. During each enrollment period, ACA will enroll all eligible students who submit an application by the enrollment period deadline. If openings remain after the close of open enrollment or become available, registrations will be accepted on a first-come/first-serve basis until all the spaces are filled. If the number of

applications exceeds the number of available openings in a grade, ACA will conduct a lottery for that grade.

Weighted Lottery

Does your school plan to use a weighted lottery?

Yes:

No:

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

- 1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.*
- 2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones, 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.*
- 2. A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.*
- 3. The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.*

PROJECTED ENROLLMENT

Year 1 through Year 5

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

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

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

	Year 1			Year 2			Year 3			Year 4			Year 5		
	LEA 430	LEA 920	LEA 000	LEA 430	LEA 920	LEA 000	LEA 430	LEA 920	LEA 000	LEA 430	LEA 920	LEA 000	LEA 430	LEA 920	LEA 000
Kindergarten	28	12	0	28	12	0	28	12	0	28	12	0	28	12	0
Grade 01	15	7	0	31	13	0	31	13	0	31	13	0	31	13	0
Grade 02	17	8	0	17	8	0	35	15	0	35	15	0	35	15	0
Grade 03	17	8	0	17	8	0	17	8	0	35	15	0	35	15	0
Grade 04	17	8	0	17	8	0	17	8	0	17	8	0	35	15	0
Grade 05	17	8	0	17	8	0	17	8	0	17	8	0	17	8	0
	111	51		127	57		145	64		163	71		181	78	

Section IV: Governance and Capacity Concerns and Additional Questions	Reviewer	Page Reference
501(c)(3) not yet obtained.	Deborah Brown	Tax-Exempt S
<p>Leaders do not have the capacity to operationalize the school model described in the application. They are not clear as to the deliniation between the roles and responsibilities of th school leader and the Board (i.e. Teacher Teams report to Board every 9 weeks) and they do not fundamentally understand the relationship between the Board and staff as employees, which goes to the ability to manage staff.</p> <p>The staffing plan does not align with the projected student enrollment chart presented in the Governance Section which does not align with the student teacher ratio and projected enrollment chart in Section 1. The number of teachers for each year should be as follows: Year 1=7 core teachers; Year 2= 8 core teachers ; Year 3=10 core teachers ; Year 4= 12 core teachers</p>	Tracy Kelley	Certify Gove
Diversified board seems to provide a wide range of potential skill sets that will be beneficial to the operation of the school.	Heather Soja	Governance a
<p>What experience do you feel your board needs more of? Are there plans to increase legal experience in the future?</p> <p>Please clarify where Parent, Student, and Teacher team leader fit into the power structure.</p>	Jessica Whalen	Governance a
<p>Org chart is confusing. DOE role is off to one side, and it appears that office staff and teachers report directly to the board, as opposed to reporting directly to the DOE, who then reports to the board. Further explanation on student team leader, parent team leader, and staff team leader box is necessary. Who are these individuals? How are they selected? Does the DOE report to them?</p> <p>Selection process for new board members is unclear. Term limits for board members not mentioned.</p> <p>How will the board evaluate itself? How will the lead administrator be evaluated?</p>	Danielle Allen	Governance a
<p>The org chart indicates that teachers can potentially report to BOD, why is that? Are there plans to contract with Ms Herrick to provide CT/RT and GQS training to staff? Please describe the role Jason Smith will play as the schools' "banker". Does the school intend to have or open an account in the bank where Mr Smith is employed as the VP? What are the schools' goals? How will student achievement impact or be integrated into the school leaders evaluation, if at all? What specific leadership competencies will be evaluated and how will they align with the school's mission, and Choice Theory, school culture, teacher retention and Board functions? Please describe Barbara Harnack's role in the organization-past or present. The Board members lack requisite public school leadership experience and articulation of goals, and student performance standards do not evidence an understanding of NC state reporting and accountability. There is no evidence that the Board or the proposed leader have capacity to develop and operationalize a plan to meet state performance measures. The school provided an insufficient plan to monitor student growth, interim, and bench mark assessments. Describe the process that will be used to transition to an official board. What was the decision making process like when deciding to select Ms Horne as school leader? What in her background makes her uniquely qualified for this school? How will the Board identify key skills and areas of expertise needed on the Board? Why is it necessary that Board members be trained in the interventions to be used at the school? What are the requirements for participation in Board training and what data will be used to inform professional development decisions? How will school achievement levels influence Board professional training decisions?</p>	Tracy Kelley	Governance a
N/A	Deborah Brown	Proposed Man
<p>Applicant needs to clarify: How will you retain high quality teachers?</p> <p>Applicant needs to clarify: What is the plan to recruit teachers who are familiar with the GQS Model?</p>	Kristen Parker	Staffing Pla

<p>Applicant needs to clarify: What is the formal policy/vision for the relationship between board members and staff members?</p>		
<p>Would recommend a full-time custodian. A clean school contributes to a healthy climate for education and a happier climate for educators.</p>	<p>Heather Soja</p>	<p>Staffing Pla</p>
<p>Explain the rationale of having no ELL support staff or teacher to support ELL students.</p> <p>Explain the rationale of having 1 custodian for the first 5 years even with expected student population growth.</p> <p>How is one EC teacher sufficient to serve all students for 5 years?</p>	<p>Jessica Whalen</p>	<p>Staffing Pla</p>
<p>Does school plan to contract out ELL services for the entire first five years? Why is that role not reflected in the staffing plan, even in year 5 when the school intends to enroll over 250 students?</p> <p>Budget includes an assistant administrator role, but that is not listed here. Office manager role not included in budget, but is listed here. Are these two positions the same? Why is the assistant administrator salary so low (~\$30K)? Will that be enough to recruit and retain a high quality assistant administrator?</p> <p>Will observations be the only metric by which the DOE is evaluated? It appears that observations will be the primary method for evaluating the effectiveness of all employees. Will student performance play any role? Student/teacher/parent satisfaction? Shouldn't evaluation of DOE and school personnel follow the GQS rubric for an exemplar school? Why is there no mention of that rubric here? Or at least the school's progress toward exemplar status as a measure of school leader/employee effectiveness?</p>	<p>Danielle Allen</p>	<p>Staffing Pla</p>
<p>How will school leaders intentionally retain highly effective teachers, and what criteria will be used to make this determination? What is the nature of the relationship between school employees and the Board?</p> <p>Plan for how to handel employee grienvences as outlined state: The DOE will advise the employee, if a teacher, to bring it up at the Teacher Team meeting if this is an appropriate avenue for discussion. Other teachers can give feedback and discuss a plan for improvement. If the employee feels he/she is being treated unfairly, the DOE will investigate the situation and then meet again with the employee. How will employees know if an issue is appropriate for peer review? What structures, protocols, guideline, norms, etc will be put in place for this process?</p>	<p>Tracy Kelley</p>	<p>Staffing Pla</p>
<p>will any incentives be provided for teachers who want to seek advanced degrees or obtain National Boards certification?</p> <p>How will BTs be supported, and what will the cycle of support look like for BTs? How will mentors be selected, trained, and evaluated?</p>	<p>Deborah Brown</p>	<p>Staff Evalua</p>
<p>Applicant needs to clarify: What does meet regularly mean in regards to a board member meeting with the DOE?</p> <p>Applicant needs to clarify: When will the DOE decide which exact evaluation system will be used?</p> <p>Applicant needs to clarify: How will teachers be evaluated on the GQS model and how does that factor into their over evaluation?</p>	<p>Kristen Parker</p>	<p>Staff Evalua</p>
<p>How will evaluations be balanced between self evaluation and classroom assessments? What and how will staff receive formative feedback and what processes, systems, and structures will be in place to enable school leader or team leader to monitor the implementation of the feedback in order to improve the quality and effectiveness of a teacher's instructional practices? Will Ms Herrick charge for this on-going training? Where is this aligned in the budget? Do you foresee potential conflicts of interest issues if Ms Herrick serves on the Board while also functioning as a PD vendor? How will teacher training decisions be linked to specific school or student needs in a grade, or content area?</p>	<p>Tracy Kelley</p>	<p>Staff Evalua</p>
<p>Self-evaluation is the only aspect of the GQS model explicitly tied to staff evaluation.</p>	<p>Danielle Allen</p>	<p>Staff Evalua</p>

It remains unclear why the school's progress towards becoming an exemplar GQ school is not included in evaluations.		
When will students receive training in the GQS model? What will this look like?	Jessica Whalen	Staff Evalua
How will teachers be supported throughout the year on the GQS model?		
Section 1 indicates that "marketing strategies will be designed to attract diversity" but the marketing plan presented in this section does not evidence activities to ensure diversity of ability (i.e. exceptional needs students). What is the specific plan for how you will recruiting 5th graders in years 1-3, since this is not a natural transition point? The marketing plan does not include efforts to recruit from Wake County as described in the Finances section and budget (LEA per student funding). Does the team actually intend to recruit families living in Wake COunty?	Tracy Kelley	Marketing PI
What does the advertisement look like for community meetings?	Jessica Whalen	Marketing PI
are there any plans to have marketing materials available in languages other than English? How much will you spend on your marketing?	Deborah Brown	Marketing PI
How will you reengage disengaged parents, specifically? What safeguards will be put in place to ensure students of less engaged parents are not put at a disadvantage?	Tracy Kelley	Parent and C
Who conducts "Choice Time" activities? Are there teachers that are currently proficient in the Choice Time activities listed? If not, is this a part of recruitment? How will parents be reached or contacted for all of the support of Choice Time, during the school day, and/or Parent Team? What supports are in place to ensure ALL parents, including ED parents, participate?	Jessica Whalen	Parent and C
what efforts will you make to engage parents whose work schedules, child care issues or other conflicts might keep them from being involved in the school during the day or during the evenings or weekdays?	Deborah Brown	Parent and C
What if siblings have different surnames? How will you ensure siblings with different surnames (or surnames different from custodial parent) get access to the sibling preference? What process will be used to back fill seats?	Tracy Kelley	Admissions P
Acceptable	Heather Soja	Admissions P
What is the rationale for deciding to admit 97 more students over the course of 5 years? How does that decision impact the budget, class size and student teacher ratios? The student teacher ratio does not align with staffing plan or budget, why is that	Tracy Kelley	Projected St
The grade level enrollments are very small. What happens if ACA is unable to reach these targets? Is it financially viable to have such small grade level enrollments?	Jessica Whalen	Projected St
weighted/limited lottery question is N/A	Deborah Brown	Weighted Lot
will the school allow for siblings admissions automatically for proceeding years?		

Reviewer	Score
Deborah Brown	
Alex Quigley	
Alan Hawkes	
Bruce Friend	
Cheryl Turner	
Danielle Allen	Pass
Deborah Brown	Pass
Steven Walker	Pass
Ginger Cash	
Heather Soja	Pass
Joe Maimone	
Lindalyn Kakadelis	
Tracy Kelley	Fail
Kristen Parker	Pass
Lynn Kroeger	
Phyllis Gibbs	
Jessica Whalen	Fail

Sherry Reeves	
Stephenie Clark	
Tammi Sutton	

V. OPERATIONS

Transportation Plan:

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

In order for transportation not to be a barrier for access to ACA by any student, we will purchase a used bus in good condition. The cost has been included in budget for year one. All students who meet the eligibility requirements for free and reduced lunch will be eligible to be picked up at several meeting points, within a 10 mile radius from the school site. Exact locations will be determined by student enrollment. If all seats are not filled by FRL eligibility, we will add to the transportation list any student whose parent writes a letter of need to the school. These students will be served on a first come/first served basis until the bus is full. Students who do not qualify for FRL must re-apply for seats on the bus each year as priority for seats will always be given to those students who qualify for FRL. If it is determined by the board that the purchase of a second bus would further promote diversity in our student population, we should have sufficient fund reserves to cover that after year three.

As an adjunct, we will ask a teacher or parent volunteer to head up a committee that will research carpooling strategies and develop a program that will assist individual families in getting their students to school.

School Lunch Plan:

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

Our identified facility includes a building with a full-service, commercial kitchen. We have asked our board member, Cindy Pierce, a registered environmental health specialist, to evaluate the kitchen's readiness for approval for food service in a school setting. Ms. Pierce reports that the only code requirement lacking is a commercial refrigerator. We have identified a source in Raleigh where we can purchase a large two-door unit for \$1000-1500, which is budgeted for the first year.

Menus will be planned according to the National School Lunch Meal Pattern guidelines and will be served to all students who meet Free and Reduced Lunch criteria at a free or reduced rate, respectively. Both hot and cold menu items will be available and students will be given some choice while adherence to guidelines are always met. All other students will have the option of purchasing the school lunch at a rate consistent with area schools or bringing their lunch. ACA will participate in the National School Lunch program for reimbursement for meals served to qualifying students.

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

The Nonprofit Board 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 the General Statutes, Workers' Compensation Law.

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$500.00
Officers and Directors/Errors and Omissions	\$2,000,000		\$1,500.00
Property Insurance	\$60,000		\$500.00
Motor Vehicle Liability	\$1,000,000		\$2,000.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$500.00
Other	\$1,000,000		\$5,500.00
Total Cost			\$10,500.00

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

Health and Safety Requirements:

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

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

achievementcharter 09/25/2018

(Board Chair Signature) (Date)

Facility:

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

What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility and obtain the Educational Certificate of Occupancy.

We have identified a facility that consists of three buildings which are designed for educational occupancy and currently meet all the educational building codes. Based on enrollment projections, we would lease two of the buildings (including the building with the kitchen) for the first two years, add the third building to the lease in the third year, then add an additional classroom building in the fourth and fifth years. The lessor has agreed to be responsible for all costs involved with providing additional classroom space. These buildings have enough classroom space to accommodate our enrollment projections (with the addition of classroom space in year four) for the first five years and include ample space for parking our school bus. Fenced in playgrounds are already in place with anchored climbing structures. The large commercial kitchen will allow us to serve lunch to our students. The large building has been in use for educational services for almost twenty years. If the current tenant vacates less than six months prior to our start date, fire and health inspections will be all that is required for meeting the requirements of educational occupancy, plus verification from the county permit office that there have been no violations of code since which there have not at this point. If that time is more than six months, then we would participate in preliminary planning meeting with Harnett County Central Permitting in which all stakeholders, including our landlord and representatives of all involved county agencies, are present to assist in the process of obtaining a certificate of occupancy. We have met with the head of the planning department prior to submission of this application at which time we were encouraged to move forward with the charter due to the population growth in Harnett County (letter included in appendix A1).

The large 6496 square feet building was originally occupied by a Montessori Pre-k to 8th grade school and is currently occupied by a child care center. The center owner is retiring and has plans to phase out the business gradually so that ACA can take up the lease in 2020. The two 3000 square feet buildings currently house a small private school which is currently looking for a smaller facility to rent and plans on vacating the buildings prior to fall of 2020. The building to be added in year four will be located on the larger piece of property at 25 Buttonwood Court.

We have negotiated a lease (Appendix O) that is gradient in that it will allow us to use only the space needed to match our projected enrollment and increase over the five years to add additional space. In the first two years we would be leasing two buildings for a total of 9496 square feet; in year 3, 12,496 square feet; in years 4 & 5, a minimum of 1750 square feet of classroom space would be added.

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.

\$16/sq.ft. Research conducted by our realtor board member yielded no comps for education bldgs; office/medical was \$10-23; retail was \$10-18. Board agrees \$16 is reasonable given the good condition of all bldgs and history of educational occupancy.

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.

N/A. A facility has been identified and secured. The lease can be found in Appendix 0.

X

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
How will you assist parents in forming carpools? Will anyone be in walking distance of the school's location, and if so, will you provide for crossing guards and other safety features?	Deborah Brown	Transportati
Applicant needs to clarify: How will only allowing students who are FRL have an effect on the allowing students access to the school?	Kristen Parker	Transportati
How will you provide transportation if outlined by a student's IEP as a related service?	Ginger Cash	Transportati
Applicant only has a plan to provide transportation for students who qualify for FRPL. This is concerning because state statute says charters "shall develop a transportation plan so that transportation is not a barrier to any student who resides in the local school administrative unit in which the school is located." What happens to students who require bus transportation but aren't able to get a spot because the list for the bus is full? School will only have enough money for a second bus in year 4 (after year three). What is the contingency plan to provide transportation to students for whom transportation is a barrier prior to that? Will one bus be sufficient for years 1-3? Carpooling plan needs additional detail/clarification. How will this plan be implemented and communicated to parents?	Danielle Allen	Transportati
Is is concerning that if more students need the bus than there are seats, then parents/students will just have to find ways to get to school. Please clarify.	Jessica Whalen	Transportati
What provisions will be made for students who, for whatever reason, do not or have not applied for FRPL status, do not bring a lunch, and have no money to pay regular price? What internal structures, systems, processes, or policies will the Board adopt to make sure all student receive lunch, snacks? What safeguards will be put in place to make sure students with less engaged parents are not penalized or stigmatized with regard to how they will be fed at school? This plan does not align with the data provided in Section 1 of the application where you report that 16% of targeted households live in poverty, why is that?	Tracy Kelley	School Lunch
Please explain rationale to not provide breakfast options for students? How will this affect FRL students? How will ACA deal with students who forget lunch or those that are having trouble paying for lunch but don't qualify for FRL? What is the protocol for these students? How is it sufficient that only one person is included in the budget for lunch staff? How will they effectively cook, prepare meals, and collect money for meals?	Jessica Whalen	School Lunch
given the targeted population, is there any plan to provide for breakfast?	Deborah Brown	School Lunch
No contingency plan should something happen with the current tenants and the lease.	Deborah Brown	Facility and
No contingency plan available. What happens if the private school is unable to find a smaller location and needs to stay in the current space?	Danielle Allen	Facility and
There is no contingency plan.	Jessica Whalen	Facility and

Reviewer	Score
Ginger Cash	
Tammi Sutton	
Deborah Brown	Pass
Danielle Allen	Pass
Cheryl Turner	
Bruce Friend	
Alan Hawkes	
Alex Quigley	
Deborah Brown	

Achievement Charter Academy - ACA's mission is to foster individual achievement by teaching students to be self-directed learners and community contributors in a respectful, diverse, and inclusive learning environment.

Heather Soja	Pass
Joe Maimone	
Lindalyn Kakadelis	
Tracy Kelley	Pass
Kristen Parker	Pass
Lynn Kroeger	
Phyllis Gibbs	
Jessica Whalen	Fail
Sherry Reeves	
Stephenie Clark	
Steven Walker	Pass

VI. FINANCIAL PLAN

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

Budget: Revenue Projections from each Year 1

<p>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</p> <p><i>Refer to the <u>Resource Manual Finance Section</u> for guidance on estimated funding amounts</i></p>	<p>State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.</p> <ul style="list-style-type: none"> In year 1 – Base state allotments are determined by the LEA in which <u>the student</u> resides In year 2 and beyond- Base State allotments are determined by the LEA in which <u>the school</u> is located. <p>Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.</p> <p>Federal Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.</p> <p>REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS</p>			
	<p>LEA #1 430 - Harnett County Schools</p>			
	<p>Revenue</p>	<p>Approximate Per Pupil Funding</p>	<p>Projected LEA ADM</p>	<p>Approximate funding for Year 1</p>
	<p>State Funds</p>	<p>\$5,725.48</p>	<p>111</p>	<p>\$635,528.28</p>
	<p>Local Funds</p>	<p>\$1,069.00</p>	<p>111</p>	<p>\$118,659.00</p>
	<p>Federal EC Funds</p>	<p>\$4,464.16</p>	<p>13</p>	<p>\$58,034.08</p>
	<p>Totals</p>			<p>\$812,221.36</p>
	<p>LEA #2 920 - Wake County Schools</p>			
	<p>Revenue</p>	<p>Approximate Per Pupil Funding</p>	<p>Projected LEA ADM</p>	<p>Approximate funding for Year 1</p>
	<p>State Funds</p>	<p>\$5,233.73</p>	<p>51</p>	<p>\$266,920.23</p>
<p>Local Funds</p>	<p>\$2,420.00</p>	<p>51</p>	<p>\$123,420.00</p>	
<p>Federal EC Funds</p>	<p>\$4,464.16</p>	<p>6</p>	<p>\$26,784.96</p>	
<p>Totals</p>			<p>\$417,125.19</p>	

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Total Budget: Revenue Projections Year 1 through Year 5

INCOME: REVENUE PROJECTIONS	Year 1	Year 2	Year 3	Year 4	Year 5
-State ADM Funds	\$902,449	\$1,053,488	\$1,196,625	\$1,339,762	\$1,482,899
-Local Per Pupil Funds	\$242,079	\$196,696	\$223,421	\$250,146	\$276,871
-Exceptional Children Federal Funds	\$84,819	\$107,140	\$120,532	\$133,925	\$151,781
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$1,229,347	\$1,357,324	\$1,540,578	\$1,723,833	\$1,911,551

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

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

Personnel Budget: Expenditure Projections Year 1 through Year 5

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

BUDGET EXPENDITURE PROJECTIONS Personnel	Year 1			Year 2			Year 3			Year 4			Year 5		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary									
Administrative & Support Personnel:															
Lead Administrator	1	\$62,500	\$62,500	1	\$64,000	\$64,000	1	\$65,500	\$65,500	1	\$66,500	\$66,500	1	\$68,000	\$68,000
Assistant Administrator	1	\$32,000	\$32,000	1	\$33,000	\$33,000	1	\$34,000	\$34,000	1	\$35,000	\$35,000	1	\$36,000	\$36,000
Finance Officer	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Clerical	1	\$22,000	\$22,000	1	\$22,500	\$22,500	1.5	\$23,000	\$34,500	1.5	\$23,500	\$35,250	2	\$24,000	\$48,000
Food Service Staff	1	\$20,000	\$20,000	1	\$20,500	\$20,500	1	\$21,000	\$21,000	1	\$21,500	\$21,500	1	\$22,000	\$22,000
Custodians	.5	\$20,000	\$10,000	.5	\$20,500	\$10,250	1	\$21,000	\$21,000	1	\$21,500	\$21,500	1	\$22,000	\$22,000
Transportation Staff	.5	\$22,000	\$11,000	.5	\$22,500	\$11,250	.5	\$23,000	\$11,500	.5	\$23,500	\$11,750	.5	\$24,000	\$12,000
A - Total Admin and Support:	5		\$157,500	5		\$161,500	6		\$187,500	6		\$191,500	6.5		\$208,000
Instructional Personnel:															
Core Content Teacher(s)	7	\$40,000	\$280,000	8	\$41,000	\$328,000	9	\$42,000	\$378,000	10	\$43,000	\$430,000	11	\$44,000	\$484,000
Electives/Specialty Teacher(s)	1	\$40,000	\$40,000	1	\$41,000	\$41,000	1	\$42,000	\$42,000	1	\$43,000	\$43,000	1	\$44,000	\$44,000
Exceptional Children Teacher(s)	1	\$42,500	\$42,500	1	\$43,500	\$43,500	1	\$44,500	\$44,500	1	\$45,500	\$45,500	1	\$46,500	\$46,500
Instructional Support	1	\$40,000	\$40,000	1	\$41,000	\$41,000	1	\$42,000	\$42,000	1	\$43,000	\$43,000	1	\$44,000	\$44,000
Teacher Assistants	4	\$20,000	\$80,000	4	\$20,500	\$82,000	5	\$21,000	\$105,000	5	\$21,500	\$107,500	6	\$22,000	\$132,000
B - Total Instructional	14		\$482,500	15		\$535,500	17		\$611,500	18		\$669,000	20		\$750,500

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Personnel:															
A+B = C - Total Admin, Support and Instructional Personnel:	19		\$640,000	20		\$697,000	23		\$799,000	24		\$860,500	26.5		\$958,500
Administrative & Support Benefits															
Health Insurance	4	\$5,000	\$20,000	4	\$5,100	\$20,400	5	\$5,200	\$26,000	5	\$5,300	\$26,500	6	\$5,400	\$32,400
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	4	\$1,024	\$4,096	4	\$1,050	\$4,200	5	\$987	\$4,935	5	\$1,008	\$5,040	6	\$980	\$5,880
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	4.75	\$467	\$2,218	5	\$468	\$2,340	6	\$453	\$2,718	6	\$463	\$2,778	6.5	\$464	\$3,016
Social Security	4.75	\$1,953	\$9,277	5	\$2,003	\$10,015	6	\$1,938	\$11,628	6	\$1,979	\$11,874	6.5	\$1,984	\$12,896
D - Total Admin and Support Benefits:			\$35,591			\$36,955			\$45,281			\$46,192			\$54,192
Instructional Personnel Benefits:															
Health Insurance	14	\$5,000	\$70,000	15	\$5,100	\$76,500	17	\$5,200	\$88,400	18	\$5,300	\$95,400	20	\$5,400	\$108,000
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	14	\$1,034	\$14,476	15	\$1,071	\$16,065	17	\$1,079	\$18,343	18	\$1,115	\$20,070	20	\$1,126	\$22,520
Social Security	14	\$2,137	\$29,918	15	\$2,213	\$33,195	17	\$2,230	\$37,910	18	\$2,304	\$41,472	20	\$2,327	\$46,540
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	14	\$500	\$7,000	15	\$518	\$7,770	17	\$522	\$8,874	18	\$539	\$9,702	20	\$544	\$10,880
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
E - Total Instructional Personnel Benefits:			\$121,394			\$133,530			\$153,527			\$166,644			\$187,940
D+E = F - Total Personnel Benefits			\$156,985			\$170,485			\$198,808			\$212,836			\$242,132
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	5		\$193,091	5		\$198,455	6		\$232,781	6		\$237,692	6.5		\$262,192

Achievement Charter Academy - ACA's mission is to foster individual achievement by teaching students to be self-directed learners and community contributors in a respectful, diverse, and inclusive learning environment.

B+E = H - Total Instructional Personnel (Salary & Benefits)	14		\$603,894	15		\$669,030	17		\$765,027	18		\$835,644	20		\$938,440
G+H = J - TOTAL PERSONNEL	19		\$796,985	20		\$867,485	23		\$997,808	24		\$1,073,336	26.5		\$1,200,632

Achievement Charter Academy - ACA's mission is to foster individual achievement by teaching students to be self-directed learners and community contributors in a respectful, diverse, and inclusive learning environment.

Operations Budget: Expenditure Projections
Year 1 through Year 5

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		Year 1	Year 2	Year 3	Year 4	Year 5
	Administrative & Support:					
Office:	Office Supplies	\$5,000	\$6,000	\$6,500	\$7,200	\$8,200
	Paper	\$1,500	\$2,000	\$2,500	\$3,000	\$3,500
	Computers & Software	\$10,000	\$10,000	\$7,500	\$7,500	\$7,500
	Communications & Telephone	\$5,000	\$6,000	\$6,500	\$7,000	\$7,500
	Copier leases	\$5,000	\$5,500	\$6,000	\$6,500	\$7,000
Management Company	Contract Fees	\$0	\$0	\$0	\$0	\$0
Professional Contract	Legal Counsel	\$5,000	\$6,000	\$7,000	\$8,000	\$9,000
	Student Accounting	\$6,000	\$6,500	\$7,500	\$8,200	\$12,500
	Financial	\$12,500	\$14,000	\$16,000	\$17,500	\$19,500
	Other Professional	\$7,500	\$8,000	\$8,500	\$9,000	\$9,500
	Audit	\$0	\$7,500	\$7,650	\$7,800	\$7,950
Facilities	Facility Lease/Mortgage	\$151,936	\$151,936	\$199,936	\$227,936	\$227,936
	Maintenance	\$5,000	\$5,500	\$6,000	\$7,000	\$8,000
	Custodial Supplies	\$5,000	\$6,000	\$6,500	\$7,000	\$7,500
	Custodial Contract	\$0	\$0	\$0	\$0	\$0
	Insurance (pg19)	\$10,500	\$10,700	\$10,900	\$11,200	\$11,400
	Other	\$0	\$0	\$0	\$0	\$0
Utilities	Electric	\$9,000	\$9,500	\$11,500	\$13,500	\$14,000
	Gas	\$0	\$0	\$0	\$0	\$0
	Water/Sewer	\$1,800	\$2,000	\$2,300	\$2,500	\$2,800
	Trash	\$1,320	\$1,450	\$1,580	\$1,700	\$1,850
Transportation	Buses	\$10,000	\$0	\$0	\$0	\$0
	Gas	\$5,500	\$5,750	\$6,500	\$7,750	\$8,000
	Oil/Tires & Maintenance	\$5,000	\$6,000	\$7,000	\$8,000	\$9,000
Other	Marketing	\$3,000	\$3,250	\$3,500	\$3,750	\$5,000
	Child nutrition	\$35,000	\$41,000	\$46,000	\$52,000	\$57,500
	Travel	\$1,000	\$1,250	\$1,500	\$1,750	\$2,000
	Other	\$2,000	\$2,500	\$3,000	\$3,500	\$4,000
	Furniture	\$10,500	\$10,700	\$11,000	\$11,500	\$12,000
	Kitchen Equipment	\$1,500	\$1,600	\$1,700	\$1,800	\$1,900
	Phys. Ed. Equipment	\$1,500	\$1,600	\$1,700	\$1,800	\$1,900
	K - TOTAL Administrative &	\$317,056	\$332,236	\$396,266	\$444,386	\$466,936

Achievement Charter Academy - ACA's mission is to foster individual achievement by teaching students to be self-directed learners and community contributors in a respectful, diverse, and inclusive learning environment.

	Support Operations					
	Instructional:					
Classroom Technology	Computers	\$10,500	\$14,000	\$14,500	\$15,000	\$15,500
	Software	\$7,000	\$8,000	\$9,000	\$10,000	\$11,000
	Instructional Technology	\$3,500	\$4,000	\$4,500	\$5,000	\$6,000
	Other	\$0	\$0	\$0	\$0	\$0
Instructional Contract	Instructional Support	\$25,000	\$30,000	\$35,000	\$40,000	\$45,000
	Staff Development	\$10,000	\$9,000	\$10,000	\$11,000	\$12,000
Books and Supplies	Instructional Materials	\$10,000	\$11,500	\$13,000	\$14,500	\$15,000
	Curriculum/Texts	\$14,000	\$16,000	\$17,000	\$17,500	\$18,000
	Copy Paper	\$4,000	\$4,600	\$5,200	\$6,000	\$6,500
	Testing Supplies	\$5,000	\$6,000	\$6,500	\$7,000	\$7,500
	Other	\$0	\$0	\$0	\$0	\$0
	L - TOTAL Instructional Operations	\$89,000	\$103,100	\$114,700	\$126,000	\$136,500
	K+L = M - TOTAL OPERATIONS	\$406,056	\$435,336	\$510,966	\$570,386	\$603,436

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	Year 1	Year 2	Year 3	Year 4	Year 5
J - TOTAL PERSONNEL	\$796,985	\$867,485	\$997,808	\$1,073,336	\$1,200,632
M - TOTAL OPERATIONS	\$406,056	\$435,336	\$510,966	\$570,386	\$603,436
J+ M =N TOTAL EXPENDITURES	\$1,203,041	\$1,302,821	\$1,508,774	\$1,643,722	\$1,804,068
Z - TOTAL REVENUE	\$1,229,347	\$1,357,324	\$1,540,578	\$1,723,833	\$1,911,551
Z - N = SURPLUS / (DEFICIT)	\$26,306	\$54,503	\$31,804	\$80,111	\$107,483

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

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

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

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

Provide the break-even point of student enrollment.

We believe the mission of ACA can best be achieved by beginning with a small school population where the individual needs of all students can be met. Beginning with two kindergarten classes and one each in grades one through five will allow an increased but steady growth rate that will ensure financial stability. One classroom will be added each year in grades one through five until there are two classes of each grade in year six. By starting small, we can save a substantial amount of money on our lease, thus providing more funds for the instructional support staff and teacher assistants necessary to achieve our mission.

The demand for a charter school is evidenced by: (1) the rapid population grown in northern Harnett County (2) our closest elementary school is capped at 875 (3) many of our LEA schools are over capacity (4) surveyed parents have indicated an interest in charter schools as well as a desire to have a choice in their children's education.

The break-even points for student enrollment, using the traditional break-even analysis formula, is about 128 students.

Assumptions used in the five year budget:

1. Salaries will increase each year; a conservative estimate of 2% was used for budget planning purposes
2. As the student population grows over five years, some positions will require additional staff or increasing from a part-time to a full-time position
3. Expenses will increase with inflation. Apo. 2% increase was budgeted each year for most expenses; additional increase was allowed for professional resources
4. Budget is based on meeting enrollment projections; in the event this does not happen, variable expenses would decrease

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

We believe that under-enrollment will be avoided by aggressive marketing in an area where population growth is at such a high rate and where schools are already overcrowded. However, if under-enrollment should occur, we would consider the following as a contingency plan:

1. leasing vs. purchasing of major equipment
2. reducing the number of classes and associated operational, personnel, and benefit costs
3. restructuring the facility lease agreement
4. board of director or bank loans
5. a loan vs. outright purchase of bus

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

The budget does not rely on sources of funds other than state, county, and federal. Since it is difficult to predict the reimbursement amount for FRL as well as the amount that would be received from lunches served to students who do not qualify for FRL, these revenue sources were not included in the overall budget.

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

20-22:1 K & 1st; 25:1 2nd-5th

2. *Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial etc. Describe the criteria and procedures for the selection of contractors and large purchases.*

LINQ and PowerSchool services will be provided by Gregg Sindors, Team CFA. Legal services will be provided by Attorney Donna Rascoe and financial audit services will be provided by Petway, Mills, and Pearson, PA. In the case of other services or large purchases, the board's finance committee will accept bids and research each bidding company for competitive pricing, dependability, competence and any other factors they deem necessary before bringing a recommendation to the full board for a vote. The finance committee and all board members will always be mindful of any conflicts of interests that may arise. In the case of purchases or services that are smaller, the DOE will research companies, preferably local vendors, and will have the authority to make a selection. The DOE will call upon the board for suggestions when possible since our board members are active community leaders with many local contacts (conflicts of interest will be addressed if any exist). Upon approval of our charter application, the board will set the contract authorization levels during the RTO year that will determine whether the board or the DOE make these decisions. Responsibility for contract accountability for services provided will parallel the contract authorization levels.

The budget allows for funding for EC and ELL instructional support services as well as enrichment teachers such as music, art, and drama. It is the

responsibility of the DOE to ensure that all contractors providing these services are appropriately licensed or certified.

Custodial services will not be contracted out; the position of custodian will be filled by a part-time person the first two years, increasing to a full-time position in year three.

Transportation services will not be contracted out; a part-time driver will be hired.

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

The budget aligns with our mission, curricular offerings, transportation plans, and facility needs in the following ways:

1. We are purchasing a bus, hiring a driver, and providing funds for gas and maintenance in order to reach students who might not otherwise have access to our school and whose parents may want to have the opportunity of school choice. We are hopeful that this effort will promote diversity in our student population by allowing students whose parents might not have transportation to attend our charter.

2. We are hiring a cook and are providing funding to purchase food so that students who qualify for free and/or reduced lunch will be able to eat a nutritious lunch every day, which is crucial to a student's readiness to learn and ability to achieve.

3. We have negotiated a lease for our facility that will allow us to spend less money in lease payments initially, freeing up funding for instructional support staff, which is crucial to our mission of meeting students' individual needs.

4. We have provided funding for sufficient teacher assistants so that each core teacher will have a TA in the classroom a minimum of 50% of the day. This will help the teachers better meet the needs of students and implement the teaching interventions that align with our educational model.

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

Describe how the school will develop the fund balance.

Our financial goals include building a general fund balance of at least \$250,000 by year five. In subsequent years five through ten we would expect to increase that amount to a minimum of 10% per year. Expenditures will be monitored by the LINQ provider and actual vs. budget accounting will be presented to the board each month by the board treasurer. Any deviations in cash expectations will be discussed and action taken accordingly. The fund balance will be developed by following sound fiscal policies in all monetary decisions made by the DOE and the board of directors.

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

Lease vs. purchasing decisions will be made by the board based on sound

economics. On equipment, bus, computers, and other capital assets, the board prefers to purchase whenever possible. The board would consider leasing, especially in the beginning years, if it would go toward ensuring a balanced budget. In the first five years, the facility will be leased. After that, the lease can be renewed, if the board so chooses, on a year-to-year basis up to ten years. However, in order to provide for continued growth, the board plans by year three to begin the search for a larger facility which can be leased after year five or to work with a charter school development firm for construction of a facility that would meet our needs for expanded future growth.

Bank financing would be considered when we are ready to purchase a second bus, which would allow us to purchase a unit with lower mileage and in very good or excellent condition.

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

The school does not have secured assets from other sources at this time, but some of the board members have colleagues who have promised donations of furniture and supplies. Upon approval of our charter, our board members will begin soliciting local business donations of both goods and services, setting up an aggressive fundraising campaign and applying for grants.

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

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

The required services of the LINQ system will be outsourced and a report forwarded to our board treasurer monthly to be presented to the full board; report will include a balance sheet, P&L, and a budget report. Internal controls include safeguarding accounting records by locked files available only to the DOE, the office manager, and board members if they would like to review them. Online information will be protected by anti-virus software and password protected. Petty cash will be available only to the DOE and the office manager and kept locked. Any monies to be spent must be replaced with a detailed paper receipt. Approval of petty cash spending over a certain amount will require the signature of the DOE. The clerical staff will not be responsible for approving petty cash spending, but will send a monthly report to the LINQ provider for accounting. This position will also forward to the LINQ provider all information regarding checks written by the DOE or business credit card purchases made by the DOE or office manager. Our auditor will provide the annual audit to the board treasurer who will present it to the board each year. In addition, we will request of the auditor prior to the beginning of school recommendations that will help us set up appropriate safeguards for ensuring adequate internal controls and adequate record keeping.

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

One existing relationship that could be perceived as a conflict of interest is that one board member, Leaja Horne, is related to the owners of the secured facility. This relationship has been fully disclosed to the board and Ms. Horne recuses herself from discussion and voting on any issues having to do with the facility. When Ms. Horne steps down from the board to fill the role of DOE, this conflict of interest will no longer exist. A second is that board member Nancy Herrick, who is a senior faculty trainer with the Glasser Institute, will provide training to staff in the GQS model. This relationship constitutes a conflict of interest that has also been disclosed to the board. Ms. Herrick will present information regarding her fees to the board, will answer questions and will then recuse herself from discussion and voting on matters of choosing GQS trainers and payments to them.

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

Petway Mills & Pearson, PA
806 North Arendell Avenue,
Zebulon, NC 27597
Phone: (919) 269.7405
Fax: (919) 269.8728

Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
Wake County recruitment is not part of the overall mission, or targeted recruitment plan. Describe the specific recruitment strategies that will be used to recruit students from Wake County. Why was there no articulation of the needs of Wake County families in the purposes or educational need or ADM, or LEA impact? 31% of budgeted students are projected to come from Wake County, yet there specific needs were not considered in development of this plan, why is that? There was no articulation of the school performance levels of Wake County schools, why is that if they are likely to make up 31% of overall student population? This omission does not align with stated mission of diversity (i.e. areas, neighborhoods, location).	Tracy Kelley	Certify Fina
Does not align with the rest of the application. This is the first mention of applicant's intention to draw from Wake County, and this is a significant percentage of the school's total ADM. ADM estimates, target student population, current student performance outlined at the beginning of the application were all based on Harnett County. Was the inclusion of students from Wake County considered throughout the entire creation of the application? What evidence does the applicant have that students in Wake County will be drawn to this particular school?	Danielle Allen	Budget Reven
There is no mention of recruiting from Wake County in the targeted student recruitment plan in Section 1 or 2. The marketing plan does not include recruiting families from Wake County, why is this?	Tracy Kelley	Budget Reven
Where will the EC Federal funds money be made up in the first year as this money will not be available until year 2?	Jessica Whalen	Total Budget
<p>explain rationale of pay difference between Lead Administrator and Assistant Administrator.</p> <p>How will ACA competitively recruit quality people with this pay scale?</p> <p>There is no ELL support teacher in budget.</p>	Jessica Whalen	Personnel Bu
Will 1 EC teacher be enough to provide the full continuum of services across the grade span you plan to open with?	Ginger Cash	Personnel Bu
<p>Additional clarification needed on assistant administrator position. Is this an assistant principal? Salary is extremely low.</p> <p>Applicant plans to outsource finances - who will ensure that those responsibilities are taken care of and all financial obligations are being met satisfactorily?</p> <p>Applicant mentioned possibility of needing to buy a second bus after year 3, but budget only has one part time driver in years 4 and 5.</p> <p>Will one food service staff person be enough to oversee lunch for over 250 students in year 5?</p> <p>Will the one electives/specialty teacher oversee all of the "Choice Time" activities? How will school ensure that students have access to all of the proposed electives (woodworking, cooking, art, etc)?</p> <p>No ELL teacher hired in any of the first five years? Is that sufficient for the target student population?</p>	Danielle Allen	Personnel Bu
Please provide more detail regarding the costs associated with "Instructional Support" and "Staff Development"	Tracy Kelley	Operations B
<p>There is no money budgeted for an audit in the first year.</p> <p>Where are ELL services included in the budget?</p> <p>What is included in "Kitchen Equipment"? I am concerned the money budgeted is not enough to adequately serve students properly.</p>	Jessica Whalen	Operations B

How many computers are covered in the budget? Does this include teacher computers, 3 sets of chromebooks?		
What is included under "Other Professional"?	Danielle Allen	Operations B
School only allotted \$10K in year 1 for one bus. Are there no plans to increase that over the first five years? Applicant previously stated that there would be funds to purchase an additional bus after year 3. Will one bus for 259 students in year 5 be sufficient?		
Do you have money budgeted for the provision of related services such as psychological, speech/language, occupational therapy, etc?	Ginger Cash	Operations B
The budget is tight, but doable.	Steven Walker	Total Expend
Fund balance is low given the start-up year. There are always unknowns.	Heather Soja	Total Expend
There is an auditor listed however there is no expenditure for the audit in the first year. Is this "in-kind?"	Heather Soja	Budget Narra
Explain how borrowing money is realistic and financially viable to cover expenses?	Jessica Whalen	Budget Narra
Ms. Horne is the daughter of the facility owner - were any other facilities discussed as suitable options before selecting the proposed facility?	Danielle Allen	Financial Au
Possible conflict of interest between Ms. Herrick charging fees for services and also being a member of the board.		

Reviewer	Score
Ginger Cash	
Steven Walker	Pass
Deborah Brown	Pass
Danielle Allen	Fail
Cheryl Turner	
Bruce Friend	
Alan Hawkes	
Alex Quigley	
Deborah Brown	
Heather Soja	Pass
Tammi Sutton	
Stephenie Clark	
Sherry Reeves	
Jessica Whalen	Fail
Phyllis Gibbs	
Lynn Kroeger	
Kristen Parker	Pass
Tracy Kelley	Fail
Lindalyn Kakadelis	
Joe Maimone	

VII AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the October 1, 2018 5:00 pm EST deadline. 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 a letter indicating the name of the proposed charter school, contact information and the enclosed payment amount to be received before or on the due date of October 1, 2018 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

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

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

I understand the requirements pursuant to G.S. 115C-218.1(c).

achievementcharter

Date: 10/01/2018

Applicant Signature:

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

Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: achievementcharter

Board Position: Achievement Charter Academy

Signature: _____

Date: 10/01/2018

Sworn to and subscribed before me this

Achievement Charter Academy - ACA's mission is to foster individual achievement by teaching students to be self-directed learners and community contributors in a respectful, diverse, and inclusive learning environment.

_____ day of _____, 20____.

Notary Public

Official Seal

My commission expires: _____, 20____.

OVERALL ASSESSMENT

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

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

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

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

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

<u>CSAB Votes</u>	
No	Yes

Summary comments are to be provided in the appropriate section detailing the findings and/or concerns of the Public Charter School Advisory Council subcommittee.

Initial Screening

Mission, Purposes, and Goals	- danielle_allen
Education Plan	- danielle_allen
Governance and Capacity	- danielle_allen
Operations	- danielle_allen
Financial Plan	- danielle_allen
OVERALL	- danielle_allen - danielle_allen - danielle_allen - danielle_allen

External Evaluator

Mission, Purposes, and Goals	<p><u>Mission Statement</u> Description of mission is not clearly aligned to mission statement and vision of school - pttjs3</p> <p><u>Mission Statement</u> The mission statement does not define the organizations purpose, objectives and approach to reaching those objectives, Why is that? What will you do and why will you do it? Please explain Choice Theory, as used by the team. Choice Theory is a complicated concept, how will this be taught to students and how will TLC be integrated into the GQS model? - kellelytracy1</p> <p><u>Educational Need and Targeted Student Population</u> It is concerning that performance of surrounding schools was not detailed as an argument for educational need.</p> <p>If school choice and more seats are needed for students due to overwhelming growth and overcapacity, how is ACA alleviating capacity issues if only enrolling 162 students in the first year? 259 over 5 year?</p> <p>Need more evidence that over-capacity is an issue and how ACA is helping alleviate this issue.'</p> <p>Please detail how area schools are performing.</p> <p>A demonstrated argument was not presented on how different ACA was compared to the LEA.</p> <p>How will multi-age learning look like at ACA? How is this incorporated into the schedule?</p>
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<p>Provide evidence to how lead management teaching style will work for low-income students.</p> <p>What strategies are employed to reach students with intrinsic motivation? How is this different from differentiation?</p> <p>How will dismissal after lunch on Friday affect low-income students? What supports are in place to ensure they are not home alone due to early dismissal?</p> <p>How will ACA ensure study hall is used effectively?</p> <p>How will ACA ensure students are reading at home every evening? - pttsj3</p> <p><u>Educational Need and Targeted Student Population</u> What or who is the DOE? Who or what is the LTM? How will the GQS model operate; please describe the instructional delivery strategies of this model and what specifically makes them unique and how they align with the stated school mission. How will the GQS integrate with the Lead Model? If Harnett County was not overcrowded, what other reason would a parent have for selecting your school? What are the proficiency levels of district schools? Are students reaching state achievement levels? What is the evidence that the proposed instructional strategies will improve or is likely to improve educational outcomes for Harnett County students? - kellelytracy1</p> <p><u>Educational Need and Targeted Student Population</u> Applicant indicates that the school intends to mirror the economic diversity of Harnett Co. which is 16%, however, 60% of the LEA qualifies for FRPL. Does the applicant have plans to serve a student population that mirrors the LEA?</p> <p>Applicant states students will be expected to enlist parental support when completing culminating semester projects. How will school ensure that parents are equipped to assist students through this process? How will school assess student mastery through final projects when they are expected to receive help from their parents? - danielle_allen</p> <p><u>Purposes of Proposed Charter School</u> Please clarify how teachers are to develop lessons plans. Are teachers expected to develop curriculum while the model details how to deliver instruction? Please clarify how teachers develop curriculum.</p> <p>How are Choice Time activities incorporating standards? How does Choice Time build student skills?</p> <p>Please clarify how Choice Time works and what it looks like.</p> <p>- pttsj3</p> <p><u>Purposes of Proposed Charter School</u> Lead teachers will meet with the board every 9 weeks to discuss what, exactly? How will teachers be responsible for the learning program, what infrastructure will be put in place to ensure this happens? How will teacher impact be measured, using what metric? How and who will be responsible for ensuring CT and GQS are sufficiently rigorous programs and strategies. Is the GQS Progress Rubric common core aligned? - kellelytracy1</p> <p><u>Purposes of Proposed Charter School</u></p>
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	<p>It appears that "Choice Time" activities are the same as specials (or electives), and that these activities will be led by "teachers, parents, retired teachers, and community members." When volunteers are not available, teachers will alternate responsibility for Choice Time activities based on talents and hobbies. Will students have a rotating cadre of individuals leading Choice Time activities? Will there be lesson plans for these activities? A structured building of skills from week to week? How does the school plan to manage this? - danielle_allen</p> <p><u>Goals for the Proposed Charter School</u> Applicant needs to clarify: Aside from the QS Progress rubric- what other achievement goals does the school have in regards to student academics? - kzparker718</p> <p><u>Goals for the Proposed Charter School</u> Will teachers be compensated as they attend 24 hours of training, and/or will this be part of the work year for teachers? What do you expect the proficiency rate will be for students who enroll, and is 75% proficiency a reasonable goal based on that projection? - deborahbrownnc</p> <p><u>Goals for the Proposed Charter School</u> How is the board measured for meeting goals? How is parent participation ensured? How will parents be chosen for the Parent Team? How will ACA prepare students to speak to the board? - pttj3</p> <p><u>Goals for the Proposed Charter School</u> Why are parents, students, and teacher required to report to the board instead of the school leader? How will school leaders progress monitor student achievement goals to ensure NC Accountability targets are met? What specific strategies will be used to close the achievement gap and how will staff define and identify the "gap"? What other Glasser schools has the team visited? How do they define success? - kellytracy1</p> <p><u>Goals for the Proposed Charter School</u> Applicant mentions 80% overall competency to meet distinguished level. Is this the same as 80% GLP on EOC/EOGs? Is this 80% on school grades? What is the current GLP of Harnett County students? or students at the schools closest to the proposed location? This data is important for determining baseline performance and setting yearly benchmarks. Has board outlined proficiency benchmark academic goals for years 1-5? Applicant outlines goal of being a B school or better by the end of the third year...what proficiency goals will the school work towards in years 1, 2, and 3 to meet that bar? - danielle_allen</p> <p><u>Certify Mission, Plan, Goals</u> The school's purposes are not sufficiently rigorous or specific enough to assess. The proposed school's goals are not specific (SMART) and not likely to result in improved outcomes for kids. The plan to have teachers, and students report to the board every 9 weeks evidences a fundamental misunderstanding of the Boards and the school leaders primary duties and responsibilities. There is a lack of emphases placed on implementation of a high quality instructional program. The applicant does not adequately describe the Glasser model, TLC, rubric, so there is no way to assess effectiveness or predict achievement levels. Because of a lack of details about the instructional strategies,</p>
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	<p>purposes, mission and goals there is nothing unique pr innovative about the school model. - kellelytracy1</p>
<p>Education Plan</p>	<p><u>Instructional Program</u> Applicant needs to clarify: How will teachers assess whether or not students are mastering the grade level content?</p> <p>Applicant needs to clarify: Since there is a lot of choice and it seems as though students may be learning at their own pace, how will teachers/the model ensure that all students are progressing in a timely manner?</p> <p>Applicant needs to clarify: How will this model lead to improved student performance for the school's targeted population. - kzparker718</p> <p><u>Instructional Program</u> How will you know if students are seeking "joy in learning?" - deborahbrownnc</p> <p><u>Instructional Program</u> How will ACA support students in choosing appropriate learning goals?</p> <p>How are students supported in developing intrinsic motivation?</p> <p>How will you ensure stakeholders such as parents embody the desired skills listed? How will you support them?</p> <p>How are multi-age groups incorporated?</p> <p>How are GQS expectations/overall competency assessed?</p> <p>When will the Get Happier School Project curriculum be taught? - pttsj3</p> <p><u>Instructional Program</u> What options will teachers have in deciding which formative assessment they will use? What documented evidence is there that shows the model (GQS, CT) will lead to improved student performance for students in Harnett County? - kellelytracy1</p> <p><u>Instructional Program</u> Would like a detailed plan for professional development related to this instructional strategy of student choice and evaluation. - heather_soja</p> <p><u>Instructional Program</u> Rubric to assess students (mentioned in instructional program section) does not appear to be included with application. More detail on the "online tracking system" is needed. Applicant states students will be expected to meet 80% mastery, but on what measures? Strategies for assessment need additional clarification.</p> <p>GQS encourages autonomy and student-led goals, and sample IAP certainly supports that. However, it is unclear how the IAP process will align with accountability requirements and the Standard Course of Study. For example, the student in the sample IAP stated a "goal" of hanging out with his friends on the weekend, and the teacher suggested that the student complete chores prior to spending time with friends. How does this example show the school's adherence to the standard course of study? Additional information on the overall instructional program, instructional methods, etc. is needed here.</p>

	<p>No evidence provided that the proposed approach will lead to improved outcomes for students. - danielle_allen</p> <p><u>Curriculum and Instructional Design</u></p> <p>Applicant needs to clarify: For the way the model of the school is set up, is it feasible to only have 1 teacher in each classroom?</p> <p>Applicant needs to clarify: How will the multi-age classrooms work? Will classrooms be set up with student in different grade levels from the very start? - kzparker718</p> <p><u>Curriculum and Instructional Design</u></p> <p>How is team teaching incorporated? What does this look like?</p> <p>Please clarify the following: "ACA will use a variety of sources to develop curriculum that meets NC Standards, such as online sources (Khan Academy, TEN, Jumpstart, Scholastic) and book based sources (Lucy Calkins, Houghton Mifflins Journeys). The options will be discussed and decided on by teachers and DOE prior to the first day of school." What if there is no agreement? What happens then?</p> <p>What is the difference between Choice Time and enrichment classes?</p> <p>When is multi-age learning deemed appropriate at ACA? When will this occur? What needs to happen for multi-age learning to occur?</p> <p>How will you ensure parent participation in student learning during the day? How will they be involved?</p> <p>How is self-directed learning evident through ACA's practices?</p> <p>"ACA students will participate in PE 2-3 times per week." What is the rationale behind this? What happens the other days of the week?</p> <p>Please detail how technology is used to optimize small group instruction.</p> <p>How will classroom sets of chromebooks be distributed when there are only 3?</p> <p>How is the competency of state standards assessed at ACA? - pttsj3</p> <p><u>Curriculum and Instructional Design</u></p> <p>The student ratio does not totally align with the projected student enrollment chart in the mission section of the application, why is that? Will teachers be expected to develop the curriculum PK-5 in ELA, MATH, And science? What supports will they receive and how can they do this while also working to get GQS or CT certified? Will teachers be expected to design the curriculum as they go or will it be done in the summer? Please clarify, is the proposed Get Happier curriculum aligned with NC Standards or will that alignment be done by teachers? How will IAP goals be aligned to NC Standards? There is no indication of this alignment on the sample, why is that? How will lesson plans be monitored for alignment to curriculum? What is the process for vetting curricular refinements that the staff recommends? Describe the process that will be used to help teachers unpack the standards so they have a working knowledge of what students need to know and be able to do in order to be proficient. How will staff make sure the taught curricula are also aligned vertically between grades and horizontally across classrooms at the same grade level across sections of the same content area?</p>
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	<p>Why is there no evidence showing that the GQS methods are derived from high quality research? There is no evidence that there is a foundation of high expectations, the narrative states that Harnett County students come from an agricultural community, how does that impact expectations for student achievement levels? There is no plan for how the school will provide adequate learning time for all students in core areas and what will be done for students not on track to proficiency in ELA and math. What structures will be put in place for individualized instruction through tiered data driven instruction approach to prevention, early detection, and support for tier I students who experience learning or behavioral challenges? - kellelytracy1</p> <p><u>Curriculum and Instructional Design</u> Applicant states that "the learning environment will be classroom based." This is vague and merits further elaboration.</p> <p>Applicant states that teachers and DOE will select a curriculum prior to the start of school. Does GQS play any role in which curriculum will be selected? Or is GQS more the psychological approach to educating students as opposed to curriculum and pedagogy? Additional clarification on the GQS model and its relationship to curriculum would be helpful here.</p> <p>How is GQS related to 80% competency or higher? Can this not be the expectation, with or without GQS?</p> <p>Graduation/grade level promotion requirements are unclear. - danielle_allen</p> <p><u>Special Programs and "At-Risk" Students</u> Who will review assessment results to determine what students need? How will you determine what interventions are being used during Tier 1, Tier 2, and Tier 3? How will teachers be trained on the use of evidence based interventions/instruction? How will the implementation of these evidence based interventions/instruction be monitored to ensure all students receive high quality instruction? - ginger_cash</p> <p><u>Special Programs and "At-Risk" Students</u> It is unclear what unique services are provided in each tier as it seems like the same interventions are occurring but just in smaller groups.</p> <p>Please describe plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.</p> <p>Is leadership club only available for AIG students? What is the rationale for this? - pttsj3</p> <p><u>Special Programs and "At-Risk" Students</u> What are the formal classroom assessment that will be used to drive interventions for tier I students at risk? How will staff monitor the effectiveness of its tier II interventions? What curriculum will be used to guide tier II interventions? What assessment or system will be used for tier II interventions so students can move along a continuum of services and change placements according to identified progress or needs? How will school ensure AIG students are given opportunities to grow and develop and stretch? - kellelytracy1</p> <p><u>Exceptional Children – Identification and Records</u> During the transfer process, how will you identify students who have a current IEP or are eligible for special education services? What is your process to meet Child Find mandate? How will that process include the</p>
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<p>parent? How will it include the IEP team? What is your process for reviewing the EC file to ensure it is compliant? How will document access to the confidential folder? - ginger_cash</p> <p><u>Exceptional Children – Education Programming</u> How will you determine the continuum of services that a student needs? How will you allocate resources in order to provide the full continuum of services that includes regular, resource, separate, and homebound settings? Will one EC teacher be able to provide the full continuum of services for all students with disabilities from K - 5 and screen students who are determined at risk? - ginger_cash</p> <p><u>Exceptional Children – Education Programming</u> Implementation process of IAP is still unclear. What guidelines will students be given prior to the development of the IAP? How will teachers ensure that student goals align with the standards required for each grade level? Specifically for EC, how will teachers ensure that students and parents have the support necessary to create an IAP that is both challenging but also feasible for the student? - danielle_allen</p> <p><u>Student Performance Standards</u> Applicant needs to clarify: What assessments will be utilized to ensure students are meeting grade level standards?</p> <p>Applicant needs to clarify: If promotion is not dependent on the 80% competency, then how will promotion be determined?</p> <p>Applicant needs to clarify: How will students identified "at risk" be provided extra support to ensure they are progressing as needed? - kzparker718</p> <p><u>Student Performance Standards</u> What kind of cycle of feedback will teachers use with students to drive decisions about curriculum, and also with parents to help keep them informed of progress? - deborahbrownnc</p> <p><u>Student Performance Standards</u> How is quality work assessed at ACA?</p> <p>What is the promotion criteria? - pttsj3</p> <p><u>Student Performance Standards</u> How will staff be trained and instruction practices monitored to ensure exceptional students access the core curriculum on grade level with modifications as necessary and ensure high expectations for learning? - kelleyclay1</p> <p><u>Student Performance Standards</u> How is the applicant planning to measure 80% competency? This benchmark has been referenced repeatedly throughout the application, but it remains unclear how the applicant will measure or track students' competency levels.</p> <p>Promotion requirements are unclear.</p> <p>- danielle_allen</p> <p><u>Student Performance Standards</u> Details on promotion standards related to the mission and instructional strategy would</p>

	<p>provide more clarity as it relates to the vision of the school. - heather_soja</p> <p><u>Student Conduct and Discipline</u> How will students be prepared to synthesize information and provide quality statements?</p> <p>Adequate description of steps to take to mediate behavioral incidents</p> <p>What other consequences are offered besides suspension/expulsion?</p> <p>What accommodations will be provided if discipline issues are the result of the disability?</p> <p>Please clarify where parents address grievances when they are about the DOE? Is there a process for parents to go straight to DOE? - pttsj3</p> <p><u>Student Conduct and Discipline</u> If individual classes develop their own classroom behavioral expectations, how will they grow and adjust as they matriculate from one grade to the next? The description of the behavioral plan does not fully align with the school mission and core values especially CT. There is no description of how this school culture will be established and sustained, why is that? How will this plan adapt to accommodate students entering in 2nd-3rd grades where potentially bad habits may have been engrained? - kellelytracy1</p> <p><u>Student Conduct and Discipline</u> How will student conduct plan be tailored to meet the needs of EC students or those with behavior challenges?</p> <p>When will "mediation" meetings take place between teachers and students? Will teachers have time to have meetings every student who breaks a rule?</p> <p>Behavior plan seems to go from "most behavior incidents are an incident" to "in the event that a behavior becomes an issue or a major infraction, it may require suspension or expulsion." Is there no middle ground? Are there consequences leading up to suspension/expulsion to discourage negative behavior? - danielle_allen</p> <p><u>Certify Education Plan</u> Appendix B only include IAP sample, Science Sample, and Get Happier--there is nothing about Math and no mention of a math curriculum in the narrative? The proposed curriculum development plan is under developed and requires too much from teachers to realistically do. The instructional program does not describe how instruction will be differentiated to meet the needs of individual students or how student learning needs will be identified through use of a universal screener. How will the school leader ensure teachers have a common understanding of what quality instruction looks like and how will instructional practices be monitored. There is no discussion of how often leaders will gather evidence on instructional practices. - kellelytracy1</p>
<p>Governance and Capacity</p>	<p><u>Tax-Exempt Status 501 (c)(3)</u> 501(c)(3) not yet obtained. - deborahbrownnc</p> <p><u>Certify Governance</u> Leaders do not have the capacity to operationalize the school model described in the application. They are not clear as to the deliniation between the roles and responsibilities of th school leader and the Board (i.e. Teacher Teams report to Board every 9 weeks) and they do not fundamentally understand the relationship between the Board and staff as</p>

	<p>employees, which goes to the ability to manage staff.</p> <p>The staffing plan does not align with the projected student enrollment chart presented in the Governance Section which does not align with the student teacher ratio and projected enrollment chart in Section 1. The number of teachers for each year should be as follows: Year 1=7 core teachers; Year 2= 8 core teachers ; Year 3=10 core teachers ; Year 4= 12 core teachers - kellelytracy1</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u></p> <p>What experience do you feel your board needs more of? Are there plans to increase legal experience in the future?</p> <p>Please clarify where Parent, Student, and Teacher team leader fit into the power structure. - pttjsj3</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u></p> <p>The org chart indicates that teachers can potentially report to BOD, why is that? Are there plans to contract with Ms Herrick to provide CT/RT and GQS training to staff? Please describe the role Jason Smith will play as the schools' "banker". Does the school intend to have or open an account in the bank where Mr Smith is employed as the VP? What are the schools' goals? How will student achievement impact or be integrated into the school leaders evaluation, if at all? What specific leadership competencies will be evaluated and how will they align with the school's mission, and Choice Theory, school culture, teacher retention and Board functions? Please describe Barbara Harnack's role in the organization- past or present. The Board members lack requisite public school leadership experience and articulation of goals, and student performance standards do not evidence an understanding of NC state reporting and accountability. There is no evidence that the Board or the proposed leader have capacity to develop and operationalize a plan to meet state performance measures. The school provided an insufficient plan to monitor student growth, interim, and bench mark assessments. Describe the process that will be used to transition to an official board. What was the decision making process like when deciding to select Ms Horne as school leader? What in her background makes her uniquely qualified for this school? How will the Board identify key skills and areas of expertise needed on the Board? Why is it necessary that Board members be trained in the interventions to be used at the school? What are the requirements for participation in Board training and what data will be used to inform professional development decisions? How will school achievement levels influence Board professional training decisions? - kellelytracy1</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u></p> <p>Org chart is confusing. DOE role is off to one side, and it appears that office staff and teachers report directly to the board, as opposed to reporting directly to the DOE, who then reports to the board. Further explanation on student team leader, parent team leader, and staff team leader box is necessary. Who are these individuals? How are they selected? Does the DOE report to them?</p> <p>Selection process for new board members is unclear. Term limits for board members not mentioned.</p> <p>How will the board evaluate itself? How will the lead administrator be evaluated? - danielle_allen</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u></p> <p>Diversified board seems to provide a wide range of potential skill sets that will be</p>
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	<p>beneficial to the operation of the school. - heather_soja</p> <p><u>Proposed Management Organization (EMO/CMO)</u> N/A - deborahbrownnc</p> <p><u>Staffing Plans, Hiring, and Management</u> Applicant needs to clarify: How will you retain high quality teachers?</p> <p>Applicant needs to clarify: What is the plan to recruit teachers who are familiar with the GQS Model?</p> <p>Applicant needs to clarify: What is the formal policy/vision for the relationship between board members and staff members? - kzparker718</p> <p><u>Staffing Plans, Hiring, and Management</u> Explain the rationale of having no ELL support staff or teacher to support ELL students.</p> <p>Explain the rationale of having 1 custodian for the first 5 years even with expected student population growth.</p> <p>How is one EC teacher sufficient to serve all students for 5 years?</p> <p>- pttsj3</p> <p><u>Staffing Plans, Hiring, and Management</u> How will school leaders intentionally retain highly effective teachers, and what criteria will be used to make this determination? What is the nature of the relationship between school employees and the Board? Plan for how to handel employee grienvences as outlined state: The DOE will advise the employee, if a teacher, to bring it up at the Teacher Team meeting if this is an appropriate avenue for discussion. Other teachers can give feedback and discuss a plan for improvement. If the employee feels he/she is being treated unfairly, the DOE will investigate the situation and then meet again with the employee. How will employees know if an issue is appropriate for peer review? What structures, protocols, guideline, norms, etc will be put in place for this process? - kellelytracy1</p> <p><u>Staffing Plans, Hiring, and Management</u> Does school plan to contract out ELL services for the entire first five years? Why is that role not reflected in the staffing plan, even in year 5 when the school intends to enroll over 250 students?</p> <p>Budget includes an assistant administrator role, but that is not listed here. Office manager role not included in budget, but is listed here. Are these two positions the same? Why is the assistant administrator salary so low (~\$30K)? Will that be enough to recruit and retain a high quality assistant administrator?</p> <p>Will observations be the only metric by which the DOE is evaluated? It appears that observations will be the primary method for evaluating the effectiveness of all employees. Will student performance play any role? Student/teacher/parent satisfaction? Shouldn't evaluation of DOE and school personnel follow the GQS rubric for an exemplar school? Why is there no mention of that rubric here? Or at least the school's progress toward exemplar status as a measure of school leader/employee effectiveness? - danielle_allen</p>
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<p><u>Staffing Plans, Hiring, and Management</u> Would recommend a full-time custodian. A clean school contributes to a healthy climate for education and a happier climate for educators. - heather_soja</p> <p><u>Staff Evaluation and Professional Development</u> Applicant needs to clarify: What does meet regularly mean in regards to a board member meeting with the DOE?</p> <p>Applicant needs to clarify: When will the DOE decide which exact evaluation system will be used?</p> <p>Applicant needs to clarify: How will teachers be evaluated on the GQS model and how does that factor into their over evaluation? - kzparker718</p> <p><u>Staff Evaluation and Professional Development</u> will any incentives be provided for teachers who want to seek advanced degrees or obtain National Boards certification? How will BTs be supported, and what will the cycle of support look like for BTs? How will mentors be selected, trained, and evaluated? - deborahbrownnc</p> <p><u>Staff Evaluation and Professional Development</u> When will students receive training in the GQS model? What will this look like?</p> <p>How will teachers be supported throughout the year on the GQS model? - pttsj3</p> <p><u>Staff Evaluation and Professional Development</u> How will evaluations be balanced between self evaluation and classroom assessments? What and how will staff receive formative feedback and what processes, systems, and structures will be in place to enable school leader or team leader to monitor the implementation of the feedback in order to improve the quality and effectiveness of a teacher's instructional practices? Will Ms Herrick charge for this on-going training? Where is this aligned in the budget? Do you foresee potential conflicts of interest issues if Ms Herrick serves on the Board while also functioning as a PD vendor? How will teacher training decisions be linked to specific school or student needs in a grade, or content area? - kellytracy1</p> <p><u>Staff Evaluation and Professional Development</u> Self-evaluation is the only aspect of the GQS model explicitly tied to staff evaluation. It remains unclear why the school's progress towards becoming an exemplar GQ school is not included in evaluations. - danielle_allen</p> <p><u>Marketing Plan</u> are there any plans to have marketing materials available in languages other than English? How much will you spend on your marketing? - deborahbrownnc</p> <p><u>Marketing Plan</u> What does the advertisement look like for community meetings? - pttsj3</p> <p><u>Marketing Plan</u> Section 1 indicates that "marketing strategies will be designed to attract diversity" but the marketing plan presented in this section does not evidence activities to ensure diversity of ability (i.e. exceptional needs students). What is the specific plan for how you will recruiting 5th graders in years 1-3, since this is not a natural transition point? The marketing plan does not include efforts to recruit from Wake County as described in the</p>

	<p>Finances section and budget (LEA per student funding). Does the team actually intend to recruit families living in Wake COunty? - kellelytracy1</p> <p><u>Parent and Community Involvement</u> what efforts will you make to engage parents whose work schedules, child care issues or other conflicts might keep them from being involved in the school during the day or during the evenings or weekdays? - deborahbrownnc</p> <p><u>Parent and Community Involvement</u> Who conducts "Choice Time" activities? Are there teachers that are currently proficient in the Choice Time activities listed? If not, is this a part of recruitment?</p> <p>How will parents be reached or contacted for all of the support of Choice Time, during the school day, and/or Parent Team? What supports are in place to ensure ALL parents, including ED parents, participate? - pttsj3</p> <p><u>Parent and Community Involvement</u> How will you reengage disengaged parents, specifically? What safeguards will be put in place to ensure students of less engaged parents are not put at a disadvantage? - kellelytracy1</p> <p><u>Admissions Policy</u> What if siblings have different surnames? How will you ensure siblings with different surnames (or surnames different from custodial parent) get access to the sibling preference? What process will be used to back fill seats? - kellelytracy1</p> <p><u>Admissions Policy</u> Acceptable - heather_soja</p> <p><u>Projected Student Enrollment (Table)</u> The grade level enrollments are very small. What happens if ACA is unable to reach these targets? Is it financially viable to have such small grade level enrollments? - pttsj3</p> <p><u>Projected Student Enrollment (Table)</u> What is the rationale for deciding to admit 97 more students over the course of 5 years? How does that decision impact the budget, class size and student teacher ratios? The student teacher ratio does not align with staffing plan or budget, why is that - kellelytracy1</p> <p><u>Weighted Lottery</u> weighted/limited lottery question is N/A</p> <p>will the school allow for siblings admissions automatically for proceeding years? - deborahbrownnc</p>
<p>Operations</p>	<p><u>Transportation Plan</u> Applicant needs to clarify: How will only allowing students who are FRL have an effect on the allowing students access to the school? - kzparker718</p> <p><u>Transportation Plan</u> How will you provide transportation if outlined by a student's IEP as a related service? - ginger_cash</p> <p><u>Transportation Plan</u> How will you assist parents in forming carpools? Will anyone be in walking distance of the school's location, and if so, will you provide for</p>

	<p>crossing guards and other safety features? - deborahbrownnc</p> <p><u>Transportation Plan</u> Is is concerning that if more students need the bus than there are seats, then parents/students will just have to find ways to get to school. Please clarify. - pttsj3</p> <p><u>Transportation Plan</u> Applicant only has a plan to provide transportation for students who qualify for FRPL. This is concerning because state statute says charters "shall develop a transportation plan so that transportation is not a barrier to any student who resides in the local school administrative unit in which the school is located." What happens to students who require bus transportation but aren't able to get a spot because the list for the bus is full? School will only have enough money for a second bus in year 4 (after year three). What is the contingency plan to provide transportation to students for whom transportation is a barrier prior to that? Will one bus be sufficient for years 1-3? Carpooling plan needs additional detail/clarification. How will this plan be implemented and communicated to parents? - danielle_allen</p> <p><u>School Lunch Plan</u> given the targeted population, is there any plan to provide for breakfast? - deborahbrownnc</p> <p><u>School Lunch Plan</u> Please explain rationale to not provide breakfast options for students? How will this affect FRL students? How will ACA deal with students who forget lunch or those that are having trouble paying for lunch but don't qualify for FRL? What is the protocol for these students? How is it sufficient that only one person is included in the budget for lunch staff? How will they effectively cook, prepare meals, and collect money for meals? - pttsj3</p> <p><u>School Lunch Plan</u> What provisions will be made for students who, for whatever reason, do not or have not applied for FRPL status, do not bring a lunch, and have no money to pay regular price? What internal structures, systems, processes, or policies will the Board adopt to make sure all student receive lunch, snacks? What safeguards will be put in place to make sure students with less engaged parents are not penalized or stigmatized with regard to how they will be fed at school? This plan does not align with the data provided in Section 1 of the application where you report that 16% of targeted households live in poverty, why is that? - kellelytracy1</p> <p><u>Facility and Facility Contingency Plan</u> No contingency plan should something happen with the current tenants and the lease. - deborahbrownnc</p> <p><u>Facility and Facility Contingency Plan</u> There is no contingency plan. - pttsj3</p>
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	<p><u>Facility and Facility Contingency Plan</u> No contingency plan available. What happens if the private school is unable to find a smaller location and needs to stay in the current space? - danielle_allen</p>
<p>Financial Plan</p>	<p><u>Certify Finance</u> Wake County recruitment is not part of the overall mission, or targeted recruitment plan. Describe the specific recruitment strategies that will be used to recruit students from Wake County. Why was there no articulation of the needs of Wake County families in the purposes or educational need or ADM, or LEA impact? 31% of budgeted students are projected to come from Wake County, yet there specific needs were not considered in development of this plan, why is that? There was no articulation of the school performance levels of Wake County schools, why is that if they are likely to make up 31% of overall student population? This omission does not align with stated mission of diversity (i.e. areas, neighborhoods, location). - kelleltracy1</p> <p><u>Budget Revenue Projections from Each LEA (Table)</u> There is no mention of recruiting from Wake County in the targeted student recruitment plan in Section 1 or 2. The marketing plan does not include recruiting families from Wake County, why is this? - kelleltracy1</p> <p><u>Budget Revenue Projections from Each LEA (Table)</u> Does not align with the rest of the application. This is the first mention of applicant's intention to draw from Wake County, and this is a significant percentage of the school's total ADM. ADM estimates, target student population, current student performance outlined at the beginning of the application were all based on Harnett County. Was the inclusion of students from Wake County considered throughout the entire creation of the application? What evidence does the applicant have that students in Wake County will be drawn to this particular school? - danielle_allen</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Where will the EC Federal funds money be made up in the first year as this money will not be available until year 2? - pttsj3</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Will 1 EC teacher be enough to provide the full continuum of services across the grade span you plan to open with? - ginger_cash</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> explain rationale of pay difference between Lead Administrator and Assistant Administrator. How will ACA competitively recruit quality people with this pay scale? There is no ELL support teacher in budget. - pttsj3</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Additional clarification needed on assistant administrator position. Is this an assistant principal? Salary is extremely low. Applicant plans to outsource finances - who will ensure that those responsibilities are taken care of and all financial obligations are being met satisfactorily?</p>

<p>Applicant mentioned possibility of needing to buy a second bus after year 3, but budget only has one part time driver in years 4 and 5.</p> <p>Will one food service staff person be enough to oversee lunch for over 250 students in year 5?</p> <p>Will the one electives/specialty teacher oversee all of the "Choice Time" activities? How will school ensure that students have access to all of the proposed electives (woodworking, cooking, art, etc)?</p> <p>No ELL teacher hired in any of the first five years? Is that sufficient for the target student population? - danielle_allen</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Do you have money budgeted for the provision of related services such as psychological, speech/language, occupational therapy, etc? - ginger_cash</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> There is no money budgeted for an audit in the first year.</p> <p>Where are ELL services included in the budget?</p> <p>What is included in "Kitchen Equipment"? I am concerned the money budgeted is not enough to adequately serve students properly.</p> <p>How many computers are covered in the budget? Does this include teacher computers, 3 sets of chromebooks? - pttsj3</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Please provide more detail regarding the costs associated with "Instructional Support" and "Staff Development" - kellelytracy1</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> What is included under "Other Professional"?</p> <p>School only allotted \$10K in year 1 for one bus. Are there no plans to increase that over the first five years? Applicant previously stated that there would be funds to purchase an additional bus after year 3. Will one bus for 259 students in year 5 be sufficient? - danielle_allen</p> <p><u>Total Expenditure Projections (Table)</u> The budget is tight, but doable. - dswalker</p> <p><u>Total Expenditure Projections (Table)</u> Fund balance is low given the start-up year. There are always unknowns. - heather_soja</p> <p><u>Budget Narrative</u> Explain how borrowing money is realistic and financially viable to cover expenses? - pttsj3</p> <p><u>Budget Narrative</u> There is an auditor listed however there is no expenditure for the audit in the first year. Is this "in-kind"? - heather_soja</p> <p><u>Financial Audits</u></p>
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	<p>Ms. Horne is the daughter of the facility owner - were any other facilities discussed as suitable options before selecting the proposed facility?</p> <p>Possible conflict of interest between Ms. Herrick charging fees for services and also being a member of the board. - danielle_allen</p>
OVERALL	<p><u>Grade Levels Served and Total Student Enrollment:</u> Applicant needs to clarify: Is it feasible to start with grades K-6 in year 1? It might be beneficial to start with 2 or 3 grade levels first and then build out the rest of the grades. - kzparker718</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> What is the rationale for starting with a K-5? How will the budget support a school of this size? How realistic is it to expect to meet 5th grade enrollment targets in your first 3 years given that 5th grade is not a natural transition grade? - kellelytracy1</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Is starting K-5 wise? How doe the grade levels expand? (Will be important to see later in the application) - dswalker</p> <p><u>Certify Application</u> There is no signatory on the page, why is that? - kellelytracy1</p>

Charter School Advisory Board Subcommittee	
Mission, Purposes, and Goals	
Education Plan	
Governance and Capacity	
Operations	
Financial Plan	
OVERALL	

Overall Summary	
Initial Screening	The Office of Charter Schools deemed this application complete on October 5, 2018.
Application	Mr. Quigley stated that Achievement Charter Academy is proposed to locate in Harnett

<p>Review</p>	<p>County. Mr. Quigley gave a brief introduction of the schools proposed enrollment and grade levels. There is not a LEA impact statement and there is not a due diligence report for this applicant. Mr. Quigley reviewed the pass/fail ratings for this applicant. He stated there are no special requests and the applicant is a repeat applicant that previously received a full interview. He stated this applicant has not received any third party assistance.</p> <p>The board chair introduced herself and spoke about her background. She explained she is currently a principal at a small private school. The remaining board members introduced themselves.</p> <p>* Ms. Turner asked about the relationship with the private school. The board chair stated there will not be a relationship going forward and she is not the owner of that business. She stated the owner of the private school is her mother, but the board chair does not have an ownership in the private school. Ms. Turner asked about the facility. The board chair stated they would use the facility of the private school and the private school, if it continues, would find a new facility.</p> <p>* The board chair stated this is the third time here. She explained steps the board has taken to improve and gain advice in the process. She explained that they added material that may have caused more questions this year.</p> <p>* Mr. Quigley asked if they had a full interview previously. The board chair stated yes.</p> <p>Motion: Committee motion to allow Achievement Charter Academy to continue to full interview. Motion: Cheryl Turner Second: Steven Walker Vote: Unanimous Committee Vote- Pass</p> <p>Motion: Full CSAB motion to allow Achievement Charter Academy to continue to full interview. Motion: Steven Walker Second: Bruce Friend Vote: Unanimous Pass</p>
<p>Application Interview</p>	<p>Dr. Allen (DA) stated the school is proposed to locate in Harnett County. DA gave a brief introduction of the schools proposed enrollment and grade levels. There was no LEA impact statement or due diligence for this applicant. DA reviewed the pass/fail ratings for this applicant. She stated the applicant does not have any special requests and is a repeat applicant that received a full interview. She stated they are not partnering with an EMO or CMO.</p> <p>Ms. Horne (LH) introduced herself as the President of the board. She explained they have been here before and they went back and made improvements. The remaining board members introduced themselves.</p> <p>Mr. Walker (SW) opened discussion on the application. He stated he would like the board to discuss goals and asked for more clarification with the Glasser Quality School (GQS) model.</p> <p>Ms. Reeves (SR) asked for some more information on the mission and why the GQS model is not stated in the mission.</p> <p>Ms. Kakadelis (LK) wants more information on the educational plan and SR asked how parents will be engaged in this model.</p> <p>SR asked about Choice Theory and Choice Time. She asked when curriculum will be selected. She expressed her concerns with the governance portion of the application including the bylaws, the organizational structure, and conflicts of interest.</p> <p>SR stated she wants to know why there is no EL teacher budgeted. She wants to also hear more about the facilities and distance between the two.</p>

	<p>SR and Ms. Kroeger (LKr) stated they are concerned with the bus budget.</p> <p>A board representative spoke about the Glasser Quality School (GQS) model. She stated it was developed in 1985 by Dr. Glasser. She stated it is a psychology model and a process based on relationships and understanding the only person you can control is yourself. She stated GQS is very inclusive and flexible. She stated it is based on a premise called Lead Management leadership through management. She stated the model is about building better relationships. She stated the process takes a while and not many schools do it because it is not easy to implement. She stated the training is mostly communication how to evaluate your relationships with students and parents.</p> <p>LK asked how you evaluate if a GQS is successful. The board representative stated the process is about self-evaluation and it takes time. She stated the students learn to self-evaluate based on how the teacher models self-evaluation. She stated you are teaching the children to question themselves regarding their progress and needs.</p> <p>LK asked if the board has seen performance improve based on this model. The board representative said the students want to be in these schools and want to do the work. She continued that the schools eliminate coercion in schools. LK asked if any North Carolina schools have implemented the model. The board representative replied that the Rutherford Early College used the model and had great data. She stated students do much better on the standardized tests because the students want to do well. Mr. Maimone (JM) stated he couldn't find anything about GQS models in North Carolina on the Glasser website.</p> <p>LH spoke about curriculum options. She stated they looked at highly-rated programs that are rigorous. She stated you can use any curriculum and still use the GQS model. She stated Gregg Sinders, from CFA, has offered to assist the school. She stated they also want input from the teacher to make a curriculum selection. She stated they will drive the instruction and the model takes the opinion of stakeholders into account.</p> <p>Mr. Maimone asked Ms. Warren what her philosophy is on K-3 literacy. Ms. Warren stated this model provides the framework for the suggestions of improvement pertaining to literacy. She gave some examples of providing support for K-3 literacy. Another board representative stated there are several factors at play including highly-qualified teachers that can understand the GQS model and Choice Theory.</p>
<p>OVERALL</p>	<p>Mr. Walker stated he likes the application and the ideas behind it. He stated the application is unique and maybe outside the range of some of our experiences.</p> <p>* Ms. Kroeger stated charter schools are created to be innovative and this is something that has not been done before. Ms. Kakadelis stated it is innovative and in an area with only one other charter school. She stated the board is strong. Mr. Walker stated they are strong in the community.</p> <p>Motion: The CSAB moves Achievement Charter Academy forward to Ready to Open.</p> <p>Motion: Lindalyn Kakadelis</p> <p>Second: Heather Vuncannon</p> <p>* Mr. Hawkes stated he has some reservations about the model in this area, but he is going to support the school.</p> <p>* Mr. Friend stated he challenges the board to make sure you can connect with the diverse student population and explain the model to stakeholders.</p> <p>* Ms. Turner stated they are starting with a very manageable number and they have acknowledged the model is a process.</p> <p>Vote: Unanimous Pass</p>