



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Achievement Charter Academy

Public charter schools opening the fall of 2020

Due 5:00 pm EST, 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:
6307 Mail Service Center
Raleigh, NC 27699-6307

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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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Achievement Charter Academy

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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 will serve as the contact for follow-up, interviews, and notices regarding this Application.

Name of contact person: *Leaja Horne*

Title/Relationship to

nonprofit

: *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: X

Yes:

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

No: X

Yes:

Acceleration

Yes:

No: X

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 governance, operations, finances and student performance.

I certify that this subsection has not been copied, pasted, or otherwise plagiarized from any other charter application.

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

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-218, 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 QQS 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 QQS 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.

I certify that this subsection has not been copied, pasted, or otherwise plagiarized from any other charter application.

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 QQS 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 QQS 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 QQS 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 QQS.

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 QQS model. Teachers will receive a 3 day Basic Week Training in QQS 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.). Withing 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.

I certify that this subsection has not been copied, pasted, or otherwise plagiarized from any other charter application.

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.

Name of Private Nonprofit

: 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)
 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 School Governing Body:

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

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

Board	Board	County/State	Current	Past or Present	Has any disciplinary
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Member Name	Title	of Residence	Occupation	Professional Licenses(s) Held	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 School Governing Body (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).*

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

Charter School Replication: *complete ONLY if the proposed charter is a replication of an existing charter school. Otherwise, mark "Not 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:

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

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 school's board of directors.*

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 handling employee grievances 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 school's board of directors 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 G.S. 115C.218.45 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: X

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	

I certify that this subsection has not been copied, pasted, or otherwise plagiarized from any other charter application.

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):

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

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.

I certify that this subsection has not been copied, pasted, or otherwise plagiarized from any other charter application.

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

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

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

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

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

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

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1 430 - Harnett County Schools

Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$5,725.48	111	\$635,528.28
Local Funds	\$1,069.00	111	\$118,659.00
Federal EC Funds	\$4,464.16	13	\$58,034.08
Totals			\$812,221.36

LEA #2 920 - Wake County Schools

Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$5,233.73	51	\$266,920.23
Local Funds	\$2,420.00	51	\$123,420.00
Federal EC Funds	\$4,464.16	6	\$26,784.96
Totals			\$417,125.19

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 Personnel:	14		\$482,500	15		\$535,500	17		\$611,500	18		\$669,000	20		\$750,500

Achievement Charter Academy

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
			\$35,591			\$36,955			\$45,281			\$46,192			\$54,192
D - Total Admin and Support Benefits:															
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
			\$121,394			\$133,530			\$153,527			\$166,644			\$187,940
E - Total Instructional Personnel Benefits:															
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
B+E = H - Total	14		\$603,894	15		\$669,030	17		\$765,027	18		\$835,644	20		\$938,440

Achievement Charter Academy

Instructional Personnel (Salary & Benefits)														
G+H = J - TOTAL PERSONNEL	19		\$796,985	20		\$867,485	23		\$997,808	24		\$1,073,336	26.5	\$1,200,632

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

Achievement Charter Academy

	K - TOTAL Administrative & Support Operations	\$317,056	\$332,236	\$396,266	\$444,386	\$466,936
	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	Year5
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:

- Salaries will increase each year; a conservative estimate of 2% was used for budget planning purposes
- 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
- Expenses will increase with inflation. Apo. 2% increase was budgeted each year for most expenses; additional increase was allowed for professional resources
- 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 Sinderson, 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.

6. 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

I certify that this subsection has not been copied, pasted, or otherwise plagiarized from any other charter application.

