

Application: TeamCFA: Cherokee

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2019 Charter School Application



Select Sponsor(s)

Completed - Dec 14 2018

Select the sponsor(s) to which the application will be submitted.

Select Sponsor(s)

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Select the desired sponsor(s) from the list below. This should be the same sponsor(s) to whom the Letter of Intent was submitted.

Responses Selected:

Charter Institute at Erskine



Cover Page

Completed - Jan 31 2019

Cover Page Form

South Carolina Public Charter School Application

Cover Page

Applicant Information

Name of Proposed Charter School

TeamCFA: Cherokee

Mailing Address (if known)

Unknown

City

Gaffney

State

South Carolina

Zip Code

29340

Name of Applicant Group

TeamCFA

FEIN *(optional - if this number has not yet been assigned, leave blank)

Federal Employer Identification Number (FEIN) or the Federal Tax Identification Number, is a unique nine-digit number assigned by the Internal Revenue Service (IRS) to business entities operating in the United States for the purposes of identification.

(No response)

Contact Information

Enter the name and contact information for the person to be contacted regarding this application.

Title

Mr

First Name

Anthony

Last Name

Helton

Title/Position

CEO

Mailing Address

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City

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State

North Carolina

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28277

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Email

thelton@teamcfa.org

Fax Number

000-000-0000

Additional Information About Proposed Charter School**Grade levels during opening year**

K-5

Grade levels at full student matriculation

K-8

**Executive Summary**

Completed - Jan 31 2019

For this task, you will upload an attachment in either PDF or Word format.

The executive summary is not to exceed **two pages, single-spaced**. This section should provide a concise overview of what the applicant wishes to achieve, who the applicant wishes to serve, and why the applicant believes it has the capacity to open and operate a high-quality school.

Describe the following:

- Begin the executive summary with a mission statement that is clear and supports the principles of the South Carolina Charter Schools Act (S.C. Code Ann. § 59-40-10 *et seq.*)
- The proposed mission (fundamental purpose) of the proposed school and how it aligns with the purpose of state charter school law outlined in § 59-40-20;
- The targeted student population and the community the school will be designed to serve, including anticipated academic and non-academic needs of the students and any non-academic challenges the school is likely to encounter;
- The key features of the educational program and why the school model will be successful in improving academic achievement for the targeted student population; and
- The founding group/planning committee - how it was formed, how it arrived at the collective decision to create a charter school in South Carolina, and why it believes it has the capacity necessary to open and oversee a high-quality charter school.
- If the applicant proposes to contract with an education management organization (EMO) or a charter management organization (CMO), identify the organization and describe why it has been selected as a partner.

Executive Summary_TeamCFACHerokee2

Filename: Executive_Summary_TeamCFACHerokee2.pdf Size: 43.5 kB



I. Educational Plan and Capacity

Completed - Jan 31 2019

I. Educational Plan and Capacity Form

1. Evidence of Need and Community Support

The application must include evidence that an adequate number of parents or legal guardians with students eligible to attend the proposed school pursuant to S.C. Code Ann. § 59-40-50 support the formation of the charter school and justify the projected per pupil allocation in the application budget. The evidence must indicate substantial support that the school will reach its first year's projected enrollment, which is critical to producing a fiscally sound budget. Evidence may include, but is not limited to, documentation of attendance and support at community meetings and survey results. If the social situation of the proposed school's targeted population precludes establishing parental support, evidence should demonstrate support from community groups and agencies, including letters from these entities that specify the level of their commitment to the school. **However, a list of prospective or tentatively enrolled students or prospective employees is not required per S.C. Code Ann. § 59-40-60.**

Outreach activities should be diverse and designed to reach all students in the community, thereby ensuring equal access. Specify the types of outreach activities that have been made to at-risk populations, especially if the applicant's mission is to serve at-risk student populations. Letters of support from community leaders, business people, or elected officials should be included in the appropriate support document. These letters should state why the individual believes the proposed new charter school would best serve the community. If the social situation of the school's targeted population precludes establishing parental support, evidence should demonstrate support from community groups and agencies, including letters from these entities that specify the level of their commitment to the school.

If the school is a proposed conversion charter, the application must also include evidence that two-thirds of the faculty and instructional staff voted to support the filing of the application and evidence that two-thirds of the voting parents or legal guardians voted to support the filing of the application (see Appendix Item C below). Parents or guardians shall have one vote for each of their children enrolled in the school (i.e., each student may be represented by only one vote). All parents or legal guardians of students enrolled in the school must be given the opportunity to vote. A conversion school must offer the same grades or non-graded education appropriate for the same ages and education levels of pupils as offered by the school immediately before conversion and may also provide additional grades and further educational offerings. The application for the school must be submitted by the principal or by his or her designee, who thus will be considered the applicant.

Narrative Requirements

1. Provide evidence that an adequate number of parents or legal guardians with students eligible to attend the proposed school pursuant to S.C. Code Ann. § 59-40-50 support the formation of the charter school and justify the projected per pupil allocation in the application budget. **Do not include names of individual students.** Include a table indicating interest documented by grade level or non-graded education groupings appropriate for the targeted population (outline the groupings and how they are categorized, i.e. age levels and/or education levels) for the first year of operation.
2. Explain the plan for student recruitment and marketing that will provide equal access to interested students and families. Where possible, include specifics such as the types of marketing that will be used, partners who will be engaged, and the number of families who will be reached. Describe how the plan will reach a diverse group of families.
3. Discuss the type(s) of outreach the charter committee has conducted thus far to make the student population and their families aware of the proposed charter school and the outcomes

of this outreach.

4. Provide information on community members, parents, and leaders who publicly support the proposed school and their role in the development of the school and application.
5. Discuss specifically what has been done to assess and build parent and community demand for the school. Explain the plan to continue to engage parents and community members from the present time, to approval, and through opening. If applicable, provide evidence of engagement such as letters of support or partnership agreements.
6. Explain the plan to engage parents in the life of the school (in addition to any proposed governance roles described previously). Describe the plan for building family/school partnerships to strengthen support for learning and encourage parental, student, and community involvement. Describe any opportunities and/or expectations for ongoing parent, student, and community involvement.
7. Describe any partnerships the school will have with community organizations, business, or other educational institutions. Specify the nature, purpose, terms and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning.
8. If you are a private school, describe the need/evidence in the community to support converting to a charter school.

NARRATIVE REQUIREMENTS

1. While members of the planning committee are current or former residents, some members of the community see the idea of a new school not being formed within the traditional school district as an idea outside of the norm. Because there aren't any other charter schools in Gaffney, this is a new concept that requires educating the public in order to gain their trust before they would consider leaving the district schools with which they might not be happy but are familiar.

Table: Year One Grade Level Interest

Kindergarten: 25

First: 37

Second: 29

Other: 32

2. Students will be recruited from among residents of Cherokee County and its surrounding districts. When recruiting prospective students, TeamCFA: Cherokee will focus on the area of East Gaffney due to the concentration of low-performing schools in that area. B. D. Lee Elementary, Alma Elementary, Luther

L. Vaughan Elementary, and Mary Bramlett Elementary's most recent Report Cards indicate that they are either At-Risk, Below Average, or Average. Their academic performance is lower on average to the rest of the county, which varies from Below Average at Blacksburg Elementary, Limestone-Central Elementary, Goucher Elementary, and Grassy Pond Elementary to Good at Corinth Elementary, Draytonville Elementary, and Northwest Elementary.

In the area of Gaffney that we would like to serve, the elementary and middle schools, which include Mary Bramlett, Alma Elementary, Gaffney Middle, and Luther Vaughan are ranked either Below Average or Unsatisfactory with the exception of Gaffney Middle with a ranking of Average. Proficiency rates are also very low in the elementary schools in our targeted area.

ELA proficiencies are as follows:

- Alma: Grade 3rd 29.7%, 4th-19.4%, 5th 11.1%
- B.D. Lee: 3rd 34.8%, 4th 20%, 5th 28.3%
- Blacksburg Elementary: 3rd 36.3%, 4th 38.6%, 5th 24.2%
- Luther L. Vaughn: 3rd 10.8%, 4th 12.3%, 5th 12.9%
- Mary Bramlett: 3rd 7.7%, 4th 17.5%, 5th 12.5%.

Math Proficiencies are as follows:

- Alma: Grade 3rd 51.4%, 4th-11.1%, 5th 11.1%
- B.D. Lee: 3rd 37%, 4th 20%, 5th 284.5%
- Blacksburg Elementary: 3rd 54.9%, 4th 41.7%, 5th 35.6%
- Luther L. Vaughn: 3rd 10.8%, 4th 8.6%, 5th 17.7%
- Mary Bramlett: 3rd 9.6%, 4th 17.5%, 5th 20%.

In summary, there aren't any high-performing public schools on the east side of Gaffney. TeamCFA: Cherokee aims to become the first. The list below demonstrates these results.

Blacksburg Elementary: Below Average

Blacksburg Middle: Excellent

Blacksburg Primary: None

Alma Elementary: Unsatisfactory

B. D. Lee Elementary: Below Average

Corinth Elementary: Good

Draytonville Elementary: Average

Gaffney Middle: Average

Goucher Elementary: Good
Granard Middle: Good
Grassy Pond Elementary: Average
John E. Ewing Middle: Good
Limestone Central Elementary: Average
Luther Vaughan Elementary: Below Average
Mary Bramlett Elementary: Unsatisfactory
Northwest Elementary: Good

Offering a high-quality school choice to East Gaffney will provide parents a learning model that is not currently offered in the county.

3. Feedback from our community outreach efforts (Appendix C) yielded significant positive feedback. Community members and parents expressed a recognition for the need of an alternative educational choice in Cherokee County.

In order to discern interest in and support for a charter school venture in Cherokee County, TeamCFA: Cherokee Planning Committee members implemented multiple outreach endeavors, including hosting community interest meetings and utilizing social media (i.e., Facebook) to gauge and promote community support for the school.

Community information sessions and informal forums were held at multiple locations over an 18 month period. Locations included Limestone College, Sunny's Donuts, The Clock of Gaffney, McDonald's, The Big E, Spartanburg Community College Cherokee Campus, Pecan St. Soccer Field, Gaffney Outlet Mall. Additionally, TeamCFA: Cherokee participated in National School Choice week. Meetings were held with other community outreach organizations such as the Chamber of Commerce. We publicized and held interest meetings at multiple community locations and held face-to-face publicity events to educate the community about public charter schools and to help potential families become familiar with the charter concept. We distributed flyers to local daycares and business which cater to families with children, including the local branch of the public library. A complete list of dates and locations of these events can be found in Appendix C.

Committee members have visited daycares/preschools in the community and submitted printed materials for distribution to parents. Committee members have visited area churches and submitted printed materials for distribution to parents.

The most successful response in the community has been from TeamCFA: Cherokee's social media publicity. A Facebook page was created for the proposed school on December 28, 2016. From that time to the time of this writing, the page has 333 "Likes".

An online Google form was created to document community support and parent interest. This form has been promoted through social media; pamphlets distributed at community events; flyers posted at local businesses, daycares, and churches. To date, 135 respondents have been documented.

4. Several members of the Cherokee community reached out to TeamCFA for a partnership in opening a public charter school because of their concerns about the quality of their local schools and the absence of tuition-free school choice in their community. These members have joined the TeamCFA: Cherokee Charter School Planning Committee, and they have been instrumental in sharing the vision of the school with fellow community members and in designing the mission and vision and school to best serve the Cherokee community.

5. We believe that it is essential that we reach as many prospective students and their families as possible. We have engaged over 300 community members who have agreed to commit their time and effort to make sure that our vision comes to fruition. Our volunteers will be the driving force behind continuously engaging families in the community and constantly keeping them informed about our school. We will continue communicating updates about TeamCFA: Cherokee via face-to face conversations, flyers, email, the school website, and social media.

We commit to fostering a partnership between parents, teachers, students, and the greater community to create an environment in which parents can engage in school activities, teachers are given the freedom to be innovative, and students are provided the structure and the opportunity to learn.

TeamCFA: Cherokee believes that parent engagement is vital to the academic achievement of the student population; therefore, we will create an engaging and inviting parent involvement program that will offer opportunities for them to share a meal, to be informed, or share a skill. For example, every week parents from a certain grade level will be invited for Family Breakfast where they can eat with their child and his or her teacher; then, when the child goes to class, the parent can stay for a workshop that focuses on a topic chosen through results of a parent survey. This could include parenting skills, resume building skills, or information on curriculum. In addition, parents will be invited to contribute their time with the intention of making all parents feel as the vital part of the school community that they are. Some parents will have specific skills and resources to share, while other parents will not. We will endeavor to offer volunteer opportunities that suit every skill level and comfort level.

6. TeamCFA: Cherokee has and will continue to engage parents and the residents through community meetings, the use of the news media, online social media, religious organizations, preschools, promotional videos, and building strong relationships with the local business community. There has already been an organized effort by parents and community leaders to notify the public about TeamCFA: Cherokee. Locally we have been featured in a full-spread ad at the Gaffney Outlet Mall, and we distributed surveys to the community during a variety of community events.

TeamCFA: Cherokee will engage parents early and frequently in the school year and will highly encourage them to volunteer and play an active role in their child's education. Through the school's intense focus on character development, there will be an increased focus on bridging the gap between home life and school. This will include several interactive lessons that will build on parental involvement. These lessons will be presented at evening events where student work will be on display, and the topics within the student work will represent current student work.

TeamCFA: Cherokee will also develop a strong Parent Teacher Association with parents and teachers working closely together to carry out the mission of the school through supportive programming, fundraising, and operational support. This could include tutoring, lunch buddies, and pick-up and drop-off assistance.

The board will encourage open and transparent communication with parents and encourage all parents to become a part of TeamCFA: Cherokee. Board meetings will be transparent, and our agenda will preserve time for public comment. We will also schedule town hall meetings to allow the community to communicate concerns and share ideas.

School leadership will write a monthly newsletter to provide updates in programming, events, and upcoming dates. At the end of the year, the leadership team will collaborate with the PTA to write the "State of the Charter" address which will document the year's achievements and a comparison of end results to the year's goals in academics, finance, governance, and operations.

One intentional parental engagement tool will be our engagement box. This index card box will be housed with volunteer opportunities for stakeholders that range from stuffing envelopes to raking the leaves outside. Weekly, teachers will write out specific step-by-step instructions on an index card. This box will provide parents an opportunity to utilize their free time more effectively by having an easy way to volunteer in the school when their time becomes available. They simply need to come to the office, select a card, and complete the task as directed. The parents feel needed; the teachers get some much-

appreciated assistance; and the students have an additional learning activity.

Initially, we will become acquainted with parents in a venue that they are most comfortable, which includes school, homes, community centers, and churches. We will ask every parent to complete an involvement information sheet in which we request their commitment to fully engage in their child's education and share the skills they would like to offer to support the school. We will encourage parents to lead workshops in order to foster an environment of collaborative learning among families.

We will provide parents with essential information about their child's school experience, academic progress, and special events, such as instructional strategies, curriculum, testing dates, field trips, after-school activities, and opportunities for remediation and enrichment. We will welcome parent input into the decisions made about their child. In turn, we will seek information from parents about their child's strengths, talents, and needs, and we will ask parents to keep their child's teacher informed of absences, medication issues, and family changes. TeamCFA: Cherokee commits to active participation from parents and is open to feedback.

7. TeamCFA: Cherokee will partner with Academic Technology and Wellness Academy for an afterschool program in which students will have the option to attend at no cost. We will also seek partnerships with the Boy's and Girl's Club or the local YMCA to provide additional afterschool care.

TeamCFA, our CMO is a sister company with Challenge Foundations Properties (CFP) and has partnered to build or renovate over 18 school spaces together. The connection is very strong, and we will leverage that partnership with Challenge Foundations Properties to provide a building for TeamCFA: Cherokee that meets the needs of our program and is cost effective. Because CFP only works with TeamCFA schools, CFP also provides funding at very competitive rates.

We will also partner with TeamCFA's twenty-one affiliate schools and ample resources for the experience and expertise of teaching our curricula and for operating charter schools, some of which have been in operation for over fifteen years.

8. N/A.

2. Curriculum and Instructional Model

The charter school's educational program must include how it will meet or exceed the academic

performance standards and expectations, including academic standards adopted by the State Board of Education and how the instructional design, learning environment, class size and structure, curriculum, and teaching methods enable each pupil to achieve these standards per S.C. Code Ann. § 59-40-60 (F)(5).

There should be a research basis for selecting a particular curriculum. In addition to obtaining information from the publisher, research is available online at ERIC (<http://www.eric.ed.gov>) and the What Works Clearinghouse (<http://ies.ed.gov/ncee/wwc/>). The research should support using the curriculum with the student body that the proposed school will likely attract, and benchmark assessments should be chosen to align with the curriculum.

All core content areas plus supplemental or elective areas should be described. If certain characteristics of the school culture are critical to the overall educational program (i.e., small school size, character education, and high expectations), the research basis should thoroughly support the unique educational program design.

Charter schools must provide evidence of increased student academic achievement for all groups of students described in Section 1005(2)(B)(xi) of the Every Student Succeeds Act (ESSA). Sponsors must use increases in student academic achievement for all students described in ESSA as the most important factor when determining to renew or revoke a school's charter. Sponsors and charters must enter a contractual agreement that student performance of all students described in ESEA is the most important factor when determining to renew or revoke a school's charter.

If the proposed charter school will serve high school grades, the charter school must offer a high school diploma program, which includes offering a course of study that will lead to the issuance of the state high school diploma. The proposed charter school's program must meet the state's requirements for the high school diploma, including, but not limited to, course unit requirements, seat time for Carnegie units, as applicable, and administration of the required examinations. Charter schools may provide a plan for providing proficiency credit in lieu of meeting the seat-time requirements for Carnegie units. See Reg. 43-234. Schools that wish to offer a proficiency-based system must submit a plan that provides procedures for establishing and developing a proficiency-based system, including the method for determining proficiency. Schools are accountable for making sure that the academic standards and the individual

learning needs of the students are addressed. **Charter schools may not offer GED preparation programs as they do not meet the state requirements for a high school diploma program.**

If the proposed charter will be virtual or will be a blended model, the application must describe how the charter school will comply with the legislative requirement that 25 percent of instruction will be delivered in “real time” (or regular instructional opportunities) and how much teacher interaction students will receive within the online instruction. The application must describe the process for curriculum alignment with the state standards, including a timeline. At least one course per grade level should be “live,” meaning it can be previewed by the SCDE for curriculum alignment; so, a description of the portal and how it works must be included in the narrative. Lastly, the school must describe how it will comply with teacher requirements in S.C. Code Ann. § 59-40-50.

If the charter school is contracting with an external company for online curriculum delivery, the application must describe the company’s history in the field of virtual education and its success.

After approval of the charter school application, virtual schools must submit their courses for review in accordance with 2 S.C. Code Ann. Regs. 43-601. Note: the 2013 amendments to S.C. Code Ann. Regs. 43-601 transferred the responsibility for course approval to the sponsor.

a) Instructional Model

1. Provide an introduction and summary of the educational program to include an overview of the curriculum and instructional design, the guiding educational philosophy, and how the educational program aligns to the mission of the school; included should also be an explanation of how the education program will improve student learning. Be sure to address any non-negotiable elements of the school model, including any distinctive learning or teaching techniques to be used. Briefly describe the evidence that promises success for this program with the anticipated student population.
2. A description of how the educational program is research-based and data-driven including why the selected curriculum was chosen for the anticipated population of students.
3. An explanation of how the charter school will meet or exceed the academic performance standards and expectations, including how the school will ensure alignment with the academic standards adopted by the State Board of Education.

4. Describe the methods, systems, and development teachers will have available for adapting the curriculum and instruction to meet the needs of all students. Describe the school's Response to Intervention (RtI) plan and what specific social-emotional and academic supports teachers will use to support students, including students i) above or below grade level, ii) with disabilities, iii) identified as gifted and talented, and iv) requiring English learners (ELLs) services.
5. Discuss the systems and structures the school will implement for students at risk of dropping out or not meeting grade level or graduation requirements.
6. High school grades, if applicable: describe how the school will meet the state's graduation (exit) requirements. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements will exceed state and district standards, explain the additional requirements.
7. **Additional Requirements for Replication Schools:**
 - Describe any changes in instructional methodology and strategies in your new school. Why are these changes being implemented? How will you know if they create the intended impacts and create rigorous instruction?
 - Explain the organization's approach to replicating and implementing the curriculum and instructional design among multiple schools.
 - How will you ensure the fidelity and consistency of your instructional methodology and strategies across sites?

1. TeamCFA: Cherokee is founded on the belief that the Core Knowledge Sequence, which we will utilize in full, will create a rigorous and exciting learning atmosphere that will produce effective communicators, lifelong problem solvers, and engaged and informed American citizens. Through the delivery of a classical curriculum through the Core Knowledge Sequence for reading, science, and social studies instruction and Eureka Math for math instruction, we will nurture well-rounded, highly educated, successful scholars. This curriculum is both deep and wide in its approach to learning, calls for cross-curricular teaching and builds on prior knowledge, encouraging teachers to disseminate the content through instructional methods that meet the developmental needs of their scholars. TeamCFA : Cherokee will use a strong character education program, Core Virtues, to raise the level of student performance in all academic areas. A rigorous cross-curricular approach is the only path to academic success. TeamCFA : Cherokee believes that research and implementation with fidelity demonstrates that Core Knowledge, Core Knowledge Language Arts (CKLA), Eureka Math, and Core Virtues are the bedrock of education.

Alongside rigorous core-subject curricula, TeamCFA: Cherokee will also implement daily PE and electives, including Art, and Music on a rotating basis to ensure that our students have the opportunity to learn

about and immerse themselves in other world perspectives, showing them options and interpretations, thereby freeing them to create their own interpretations and ideas about the world.

Latin will be taught through all of the grades, but Latin I will be added in the 7th grade and Latin II in the 8th grade, both giving students High School credit to ensure that the foundational components of English are strong as well as to give our students a head start on much needed credits and classes.

To develop scholars who not only have a wealth of knowledge and a depth of skills but also have the ability to adapt and apply what they know is the measure of a successful school. These students will not only achieve academically, but they will also achieve socio-emotionally because Core Values will give them an opportunity to develop an appreciation for other people's perspectives as much as they value their own. In this way, students will feel welcome at the proverbial community table and have ideas, solutions, and actions to contribute. Providing scholars with an education based on problem-solving and the accumulation of content knowledge will prepare them well for the employment opportunities that will be available in and beyond their community.

McKinsey's 2017 report estimates that fully 50% of current work activities have the potential to be automated by technologies by the year 2030. As a result 400-800 million people could be displaced from their current employment in the next 12 years. The workforce will need to be retrained. We must rethink the education we provide our citizens, starting in elementary school. We simply cannot train them in the same manner that we have historically trained scholars because we would be training them for careers that no longer exist. Instead of training scholars for careers involving routine skills and subject-specific knowledge, we need to ensure that they are ready for specialized training for the new economy that will require workers who have a generalized education and can be trained quickly as tasks change in a highly automated labor market. Flexible and relational thinking and the ability to grow and adapt will be key to success in the automated world. Our job is to develop lifelong learning skills for the next generation of great American citizens.

Affiliate school, Thomas Jefferson Classical Academy, CFA is ranked in the top one percent of high schools in the nation and constantly scores well above the national average. Thomas Jefferson is located in Mooresboro, NC and had one of North Carolina's poorest communities with high unemployment and rampant drug use. Thomas Jefferson is located in a community very much like Cherokee, yet year after year, Thomas Jefferson outperforms almost all other North Carolina schools.

Thomas Jefferson partners with families to educate scholars in grades K-12 in the trivium of grammar, logic, and rhetoric, thus graduating thoughtful, articulate young adults who are prepared for college and

for a lifetime of citizenship and active intellectual inquiry. Thomas Jefferson was met with challenges in the beginning from the community, but with hard work and perseverance they gained the support of the community as a whole and engaged the families of the scholars. TeamCFA: Cherokee will leverage the experience and expertise within Thomas Jefferson and the other TeamCFA affiliate schools to ensure we are teaching the curricula with fidelity and implementing community-building initiatives that will ensure that we are consistently reaching the unique needs of the Cherokee community.

2. For core subjects, TeamCFA would implement The Core Knowledge Sequence, which we will utilize in full, will create a rigorous, exciting learning atmosphere that will produce effective communicators, lifelong problem solvers and outstanding American citizens. This curriculum is both deep and wide in its approach to learning, calls for cross-curricular teaching and builds on prior knowledge, encouraging teachers to disseminate the content in a variety of age- appropriate ways. The curriculum also spirals so the content that scholars learn about in first grade is revisited in later grades. The most exciting part about this is that not only will teachers be able to collaborate within each grade, they will also be able to do so between the grades.

Scholars will be assessed utilizing a variety of formal and informal assessments. They will be assessed using rubrics, traditional tests, class participation, portfolios, and homework effort. Teachers in the lower grades will also use running records and anecdotal evidence to provide scholars and parents with a complete picture of their progress. We will also fully participate in the state's accountability models, including all State assessments.

We will offer a rigorous, differentiated approach that gives the scholars real-world experience, while building on a core foundation of knowledge that they will use in their future education. The end result will be scholars who are not average or below average. They will be well-educated, culturally literate members of society who will score well above average on the state's accountability tests. Schools implementing the Core Knowledge Sequence with fidelity are outperforming the majority of public schools in North Carolina (i.e. Thomas Jefferson Classical Academy in Rutherford County).

Additionally, TeamCFA: Cherokee will use a strong character education program, Core Virtues, to raise the level of student performance in all academic areas. By emphasizing high academic expectations, strong character development, and individual responsibility, TeamCFA: Cherokee will improve student learning and achievement results for all scholars.

3. The Core Knowledge Sequence is a "coherent, cumulative, and content-specific core curriculum" developed by the Core Knowledge Foundation, a nonprofit organization founded by E. D. Hirsch, Ph.D.

professor emeritus of education and humanities at the University of Virginia. Dr. Hirsch is the author of *Cultural Literacy* (Vintage, 1988), *The Schools We Need and Why We Don't Have Them* (Anchor, 1999), *The Knowledge Deficit* (Houghton Mifflin Harcourt, 2006), *The Making of Americans: Democracy and Our Schools* (Yale University Press, 2009), and, most recently, *Why Knowledge Matters: Rescuing Our Children from Failed Educational Theories* (Harvard Education Press, 2016).

In alignment with our mission, the innovative and rigorously academic nature of the Core Knowledge Sequence will result in improved scholar learning and achievement results. In studies, the Sequence has consistently produced scholars who score better on tests, are better prepared to address a broad range of topics, and are excited about learning. It has also been shown to create an environment of collaboration and collegiality among teachers. This excitement is infectious and helps to produce scholars who become lifelong learners and voracious problem solvers.

In keeping with the standards set forth by the Core Knowledge Foundation, we have specifically chosen to teach math standards using Eureka Math. We will place a great deal of emphasis on problem solving and the solving of multi-step problems. A scholar who has been trained using these methods will be better prepared to look at and solve problems from many different angles.

This curriculum align directly with the South Carolina College-and Career-Ready Standards. In order to succeed at TeamCFA: Cherokee, scholars will have to be leaders in the classroom and strive for academic achievement through hard work and collaboration with peers. All scholars deserve a fair, equal and all-encompassing curriculum, and the Core Knowledge Sequence has been shown to be effective for all scholars. In fact, it levels the playing field for scholars of all backgrounds, including low-wealth and at-risk scholars. It has been shown that at-risk and lower academic achieving scholars generally have lower standards and expectations set for them. The Core Knowledge Sequence does not change its standards based on socioeconomic or academic backgrounds. It holds every scholar to the highest standards and expectations. This curriculum, in conjunction with its higher standards, will create scholars who are able to achieve more and who are better prepared to compete and succeed in a global society.

As the core of a school's curriculum, the Core Knowledge Sequence establishes a solid, coherent foundation of learning, along with embedded flexibility for meeting local needs. While the Sequence serves as the springboard to planning in each classroom, teachers align the Core Knowledge topics with state standards, then as a school, TeamCFA:Cherokee will develop a school-wide, yearlong Curriculum Plan for teaching all requisite topics and standards.

The Core Knowledge curriculum is content-rich, coherent, cumulative, and taught in a context-specific

way. The content-rich curriculum engages students in rigorous English language arts and literacy, mathematics, history and geography, science, visual arts, and music. The content is organized coherently, or in a logical order, so knowledge builds on knowledge. Content and skills spiral within and through the grades. For example, chart below shows how content related to the Human Body spans through the years. This cumulative sequencing of content is a key strength of Core Knowledge.

Further, we will weave the character development programs throughout the curriculum, using the Core Virtues program developed by Mary Beth Klee, which focuses on the sixteen habits that create resilient lifelong learners who can communicate effectively and work collaboratively through the study of these areas: persistence, finding humor, developing empathy, thinking flexibly, and communicating with clarity and precision. The lessons will be integrated into the curriculum and will result in a student body with a shared vocabulary, common goals, and the tools to succeed in all aspects of life.

For parents, the author of Core Knowledge, E.D. Hirsch, has also developed a book series to support their child's development based on their grade level. Beginning in Kindergarten, parents can read What your _____ Grader Needs to Know to guide at-home instruction in both academic and socio-emotional lessons.

4. Every teacher, staff, and administrative member is dedicated to the success of every TeamCFA: Cherokee scholar. We believe that all scholars are "at-risk" of falling behind academically and socially. TeamCFA: Cherokee leadership will use all available resources and tools to ensure that each child receives a strong foundation for their future. We believe every child shall have the opportunity to be successful, in every class, every day.

TeamCFA: Cherokee will implement a progress monitoring intervention system for all scholars utilizing research based programs focused on indicating academic deficiencies. Along with the expertise of teachers and other personnel for early identification of scholars who are "at-risk", the primary prevention level includes high quality instructional practices and implementation of the Sequence with fidelity.

The middle level includes evidence-based intervention(s) of moderate intensity using skills-based instructional tools. Through collaborative efforts, multiple tiers of increasingly intense instruction/intervention services will be implemented to support scholar academic proficiency. Scholars needing remediation or intensive instructional support will be matched to strategic and intensive instruction/interventions based on screening, progress monitoring, and diagnostic assessments.

To ensure scholars do not miss core subject instruction, these interventions shall occur during specific times of the academic day within our extended school day, and if needed, a Saturday Academy. Progress will be monitored through a consistent evaluation process (i.e. timed probes) at minimum each month. If there is no progress after four weeks of intervention, intervention implementation will be evaluated for fidelity and intervention time will intensify.

The school will develop a scholar support team comprised of our best classroom teachers, instructional coaches and administrators to collectively analyze, brainstorm interventions and solutions to promote scholar success. We will continue to analyze our school schedule, curriculum and instructional strategies to foster a stronger learning environment and ensure our teachers have a full toolbox of strategies to address any issues.

We will provide professional development around grammar/word walls, verb tense studies, vocabulary frames, and mark-up methods.

In addition, we will train the educators on accelerating the development of critical literacy skills such as reading, writing, and vocabulary primarily through instruction in specially designed language proficiency standards. Throughout the year, student progress in language acquisition will be monitored, and the information obtained will be shared with parents. Teachers will be trained on how to use the Assessment and Remediation Guide within CKLA to monitor and provide appropriate support for language acquisition and growth.

All children will participate in multiple formal assessments to establish a baseline and personalized education plan. We will utilize NWEA MAP Assessments for progress monitoring; in addition, we will use common formative assessments developed by our teachers. Through our TeamCFA partnerships, teachers will master the processes of effectively collecting, analyzing, and collaborating to make effective decisions for children.

5. Annually, as adopted in TeamCFA : Cherokee policy, the school's requirements for promotion will be evaluated by each grade level and the School Director to create a culture of rigor high achievement opportunities for all. These requirements will be communicated to parents and scholars throughout the academic year.

Because of the Sequence's intentional development towards scholar mastery, the sequential building of knowledge will provide a clear path for all teachers to assess and analyze any potential gaps that so often characterize current education.

TeamCFA : Cherokee will utilize nationally normed, standards-based formative assessments from NWEA at least three times per year. The data derived from these assessments will be used to guide conversations with children and families regarding the scholar's strengths, opportunities and specific concepts needed to master for promotion. Our instructional program is designed to ensure children of all different learning capacities are accommodated.

The primary purpose of the proposed school is to increase learning opportunities for all scholars. The educational program, instructional plan, and promotion requirements are specifically designed to successfully transition each scholar to the next grade. The comprehensive curriculum plan will not only prepare scholars academically through the use of a rigorous and relevant curriculum, but will also ensure that scholars have appropriate personal/social skills.

Teacher professional development will focus on techniques for delivering the Core Knowledge Sequence in a way that elicits both excitement and a sense of ownership on the part of the scholars. This development plan calls for a three-year, in-depth professional development series that will take teachers from an understanding of the tenets of the Core Knowledge Sequence to being true collaborators and creators of content-rich units. Teachers will also learn to act as facilitators of learning, guiding scholars to discover truths through kinesthetic, auditory, and visual learning.

To assist teachers with continual improvement of their instructional practices, TeamCFA : Cherokee will hire an instructional coach who will provide teachers with the necessary training and coaching in Core Knowledge, Core Knowledge Language Arts, Eureka Math, as well as variety of instructional delivery methods. The coach will also work side-by-side with the teachers to model lessons, increase content and skill retention, increase rigor, and develop a learning environment conducive to growth throughout the school year.

We will also offer summer learning opportunities. This will include supplemental reading programming for our 3rd graders who are not yet proficient readers.

6. N/A

7. N/A

b) Educational Structure

8. A description of any unique features, such as a non-traditional school year, longer school day, key partner organizations, multiple campuses, school culture, etc.
 9. The proposed charter school's grade levels or non-graded education groupings appropriate for the targeted population (outline the groupings and how they are categorized, i.e. age levels and/or education levels) to be served at build-out, the grade levels non-graded education groupings upon opening, and the growth plan (if the school does not plan to initially open with all grade levels non-graded education groupings).
 10. The size of the school at full capacity, including the number of classes per grade level and the number of students per class.
 11. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.
 12. Describe the structure of the school day and school week for each division. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Provide the minimum number of hours/minutes per day and per week that the school will devote to academic instruction in each grade. **As appendix item F, include the school calendar and daily schedule for the Academic year for each division of the proposed school.**
 13. Explain how the instructional design, learning environment, class size and structure, curriculum, teaching methods, and schedule will be optimal for student learning and how it will support the mission of the school.
 14. A brief description of the average school day for a prospective student. How would their experience set itself apart from the average school day at nearby schools?
 15. A description of the teacher lesson planning process. What planning tools will teachers use to prepare lessons?
 16. Describe a typical day for a teacher of a grade that will be served in the first year of operation. If, particularly for a virtual or alternative school, a "typical" day will vary widely, also explain the boundaries of that variation.
8. The unique features of TeamCFA: Cherokee include a longer school day (8 hours vs. traditional 7 hours (students will attend from 8 am until 4 pm), a focus on content knowledge, and the skills necessary to use that knowledge, everyday PE, Music or Art everyday, and character education.

9. TeamCFA: Cherokee will open grades K-5 with 525 students. Grades K-2 will be 4 sections with 100 students per grade. Grades 3-5 will have 3 sections with 75 students per grade. We will roll up a grade each year for 3 years until we are grades K-8.

10. At full capacity, TeamCFA: Cherokee will enroll 900 students in grades K-8. The first facility will be built for K-5 at 600 students. A second building, whether on the same campus or on another campus, will be completed at the end of year 3. Each grade will ultimately have four sections with 25 students in each section.

11. Our goal is to create a learning environment with a maximum scholar to teacher ratio average of 25:1. This will give teachers an opportunity to spend more time learning the strengths and weaknesses of each scholar, giving teachers an opportunity to be effective when designing class-based instruction, as well as independent study projects. Our goal is to recruit the best connectors and content educators for each teaching position.

In keeping with the philosophy of the school, all classrooms will be equipped with manipulatives and materials appropriate to the lesson being taught. Teachers within grade levels will collaborate on lesson preparation and classroom set-up. Classrooms will be arranged so that scholars feel a sense of order and purpose; displays will be presented in a such a way as to complement, not compete with, instruction being given; and all materials will be ready for exploration and manipulation as called for by the lessons planned for the day.

12. The school day for scholars will run from 8 am until 4 pm. Teachers will arrive at 7:30am and remain at work until 4:30pm, which comprises a 45-hour work week. Non-instructional positions will have a 40-hour work week. The PE, Music, and Art Instructors will be placed with different grade levels from 9:00 am to 9:55 am each day to assist with needed instruction and remediation. The Music and Art Instructors will collaborate with classroom teachers to determine which classes need additional work on extra days each month.

13. As a "coherent, cumulative, and content-specific core curriculum," The Core Knowledge Sequence is in alignment with our mission because it will bring about results in improved student learning and achievement results that our mission calls for. By better equipping our scholars, they will have the critical thinking skills and the requisite skill set to not only perform all grade-level tasks but to also apply what they've learned in school to the world outside of school.

The Core Knowledge Sequence has been shown to be effective for all scholars and to create an educational environment that welcomes and meets the needs of scholars of all backgrounds, including low-wealth and at-risk scholars.

14. Because of the innovative instructional techniques that challenges scholars at every level of proficiency, and character education, TeamCFA: Cherokee is creating a learning environment that inspires the individual to develop into the best possible version of himself or herself while learning right action so that the group can be successful. With the addition of everyday PE and music or art education, we are offering programming that will spark the interest of every child in at least one extracurricular area, provide daily opportunities for exercise, and provide inspiration that correlates to their core subject areas.

15. Teachers will be expected to deliver high-quality lesson plans to administration on a weekly basis. To support teachers in this process, the school will provide teachers professional development workshops that will focus on techniques for delivering the Core Knowledge Sequence in a way that elicits both excitement and a sense of ownership on the part of the scholars. This involves working with teachers to create an understanding of the tenets of the Core Knowledge Sequence and assisting them in being true collaborators and creators of content-rich units. Teachers will also learn to act as facilitators of learning, guiding scholars to discover truths through kinesthetic, auditory, and visual learning.

To assist teachers with continual improvement of their instructional practices, the school will provide on-site support with an instructional coach. The instructional coach will provide teachers with the necessary training in Core Knowledge, Core Knowledge Language Arts, and Eureka Math, as well as variety of instructional delivery methods. The coach will also work side-by-side with the teachers to model lessons, increase content and skill retention, increase rigor, and develop a learning environment conducive to growth.

To that end, we will provide teachers the following levels of support:

- Focused and specific instructional coaching of educators in strategies, pedagogy, behavior management, and best practices.
- Professional development, tailored to the needs of each staff from Core Knowledge to CKLA to rigor to behavior management to data analysis.
- 2 planning periods per day, per classroom teacher with one of those planning periods aligned with every teacher on that grade level.

16. The school day for scholars will run from 8 am until 4 pm. Work days for teachers will run 7:30 am until 4:30 pm, comprising a 45-hour work week. Core Virtues will start each school day and run for 20-30

minutes, CKLA will then be taught across all grade levels until approximately 10:20. The remainder of the day will be made up of PE (45 minute period), Math (115 minutes average) rotating Music or Art (45 minute period, over 10 school days, 5 periods of Music and 5 periods of Art) Lunch (30), and a final 30-45 minute period for data driven review groups. We will not give homework in grades K-5 but will encourage 20 minutes of leveled reading of each scholar's choice each evening.

c) Professional Development

17. Identify the person(s) or position(s) responsible for overseeing professional development (PD).
18. Discuss the core components of the school's PD plan for all staff (all teachers, leaders, other staff) and how they will support effective implementation of the educational program.
19. 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.
20. 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. Include time scheduled for common planning or collaboration.
21. How does professional development align with the vision and core academic priorities of the school? How will the effectiveness of PD be evaluated? When teachers have time for common planning or collaboration? How will this time be used?
22. An explanation of how the school calendar, daily schedule, and staffing structure will help facilitate sufficient time to conduct, reviews, and provide guidance on professional development and growth.
23. **Additional Requirements for Replications Schools:**
 - Describe any shared PD across campuses. Who will be responsible for developing, leading, and evaluating any shared PD?

17. The person responsible for overseeing the professional development of teachers will be the School Director, who could delegate portions of that responsibility to the Instructional Coach and/or lead teachers. TeamCFA will also have outside school individuals assess all data streams.

18. Teacher professional development will focus on techniques for delivering the Core Knowledge Sequence in a way that elicits both excitement and a sense of ownership on the part of the scholars. This

development plan calls for a three-year, in-depth professional development series that will take teachers from an understanding of the tenets of the Core Knowledge Sequence to being true collaborators and creators of content-rich units. Teachers will also learn to act as facilitators of learning who guide scholars to discover truths through kinesthetic, auditory, and visual learning.

19. TeamCFA: Cherokee will provide 12 days of professional development for teachers and support staff to provide the necessary skills and understanding that they will need for the new year. Here is a brief description of the topics and times of our professional development offerings:

- Core Knowledge and CKLA: 3 full days.
- Eureka Math: 2 days.
- Core Virtues: 1 day.
- Teach Like a Champion Classroom Management: 1.5 days.
- School Policy and procedures: 2 days.
- First Aid: .75 days.
- School Director discretion: 1.75 days.

20. Each teacher will have 2 45-minute planning periods per day; one of those periods will align with all other teachers in the same grade. There will be a half-day of school each 4.5 weeks, and professional development will be tailored to provide support in the areas that data indicates that additional training is needed. The half-days total 4 full days each school year.

21. The professional development offerings align with TeamCFA: Cherokee's educational plan (CK, CKLA, Eureka Math, and Core Virtues). Professional development will be evaluated through data derived through assessments and teacher evaluations. Teacher will have common planning times each days and will be expected to work together to develop rigorous lesson plans that meet the individual needs of their students. The teachers of the grade will have two meetings per week together with one of those meetings with the Instructional Coach and/or School Director. Collaboration is key in timing of instruction and the development and practice of strategies to provide the instruction scholars need to achieve academically.

22. Times are suggested for full implementation with fidelity for Core Knowledge, CKLA, Eureka Math, and Core Virtues by grade as provided by the developers of each of the named programs. TeamCFA: Cherokee's schedule will include every minute recommended by the curricula developers and allow for time spent on programming that will meet the unique needs of the Cherokee community, such as everyday PE, instructional coaching, and art and music instruction.

23. N/A

Virtual Charter Schools

A virtual charter school is a charter school whereby students are taught primarily through online methods; however, at least 25 percent of the instruction in core areas as defined in Section IV(E)(1) of SC SBE Regulation 43-601. If the proposed charter school is a virtual charter school, the following additional information must be submitted as part of the application:

Not Applicable?

Responses Selected:

Select if the question does not apply to your school

3. Serving Students with Disabilities and Special Populations

As public schools, charter schools must open their enrollment to *any* student and must provide a free appropriate public education (FAPE) by offering special education and related services as needed for students with disabilities. To ensure a FAPE and a continuum of services, including transition and technical assistance, will be provided in the initial year of operation, the application must include either a budget that reflects the employment of at least one appropriately certified special education teacher starting with the initial year or the agreement reached for the provision of special education and related services between the school and the sponsor. The applicant's plan should follow the policy established by their proposed sponsor.

In addition, a charter school application must demonstrate that the educational program is designed to enable each student to achieve the charter school's stated student achievement goals and academic performance standards. The application requires a clear indication that the prospective charter school understands requirements of the Individuals with Disabilities Education Improvement Act (IDEA) of 2004, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and Title III of the Elementary and Secondary Education Act (ESEA) and plans to comply with these requirements, which includes appropriately certified personnel, documentation, assessments, adaptations, and modifications.

In this section of the application, the applicant will not only address how they will serve students with disabilities. The applicant will also address how the proposed charter school will meet the diverse needs

of special student populations that require additional supports to include: ELLs, high achieving/gifted students, homeless, military, etc.

Narrative Requirements

1. Identify the types and size of the various special populations that the school expects to serve and the basis for these assumptions;
2. Discuss how the curriculum, daily schedule, staffing plans, and support strategies and resources of the proposed educational plan will meet diverse needs of any special populations or any modifications to the educational plan that will be made in order to do so;
3. Describe the school's plan to provide a continuum of services in the least restrictive environment;
4. Clearly define the roles and responsibilities, as well as provide an explanation of the partnership between the proposed charter school and the potential sponsor;
 - *Include an explanation of any contracted services between the proposed school and a local district*

1. Every teacher, staff, and administrative member is dedicated to the success of every TeamCFA: Cherokee scholar. We believe that all scholars are "at-risk" of falling behind academically and socially. As such, TeamCFA: Cherokee leadership will use all available resources and tools to ensure that each child receives a strong foundation for their future. We believe every child shall have the opportunity to be successful, in every class, every day.

TeamCFA: Cherokee will implement a progress monitoring intervention system for all scholars utilizing research based programs focused on indicating academic deficiencies. Along with the expertise of teachers and other personnel for early identification of scholars who are "at-risk", the primary prevention level includes high quality instructional practices and implementation of the Sequence with fidelity.

The middle level includes evidence-based intervention(s) of moderate intensity using skills-based instructional tools. Through collaborative efforts, multiple tiers of increasingly intense instruction/intervention services will be implemented to support scholar academic proficiency. Scholars needing remediation or intensive instructional support will be matched to strategic and intensive instruction/interventions based on screening, progress monitoring, and diagnostic assessments.

To ensure scholars do not miss core subject instruction, these interventions shall occur during specific times of the academic day, possible extended school, and if needed, a Saturday Academy. Progress will be monitored through a consistent evaluation process (i.e. timed probes) at minimum each month. If

there is no progress after four weeks of intervention, intervention implementation will be evaluated for fidelity and intervention time will intensify.

The school will develop a scholar support team comprised of our best classroom teachers, instructional coaches and administrators to collectively analyze, brainstorm interventions and solutions to promote scholar success. We will continue to analyze our school schedule, curriculum and instructional strategies to foster a stronger learning environment and ensure our teachers have a full toolbox of strategies to address any issues.

We will provide professional development around grammar/word walls, verb tense studies, vocabulary frames, and mark-up methods.

In addition, we will train the educators on accelerating the development of critical literacy skills such as reading, writing, and vocabulary primarily through instruction in specially designed language proficiency standards. Throughout the year, students progress in language acquisition will be monitored, and the information obtained will be shared with parents. Teachers will be trained on how to use the Assessment and Remediation Guide within CKLA to monitor and provide appropriate support for language acquisition and growth.

All children will participate in multiple formal assessments to establish a baseline and personalized education plan. We will utilize NWEA MAP Assessments and Edgenuity for progress monitoring; in addition, we will use common formative assessments developed by our teachers. Through our TeamCFA partnerships, teachers will master the processes of effectively collecting, analyzing, and collaborating to make effective decisions for children.

Regardless of a scholar's unique needs, they all deserve the chance to be able to grow and learn in a safe, engaging, and rigorous environment. scholars with disabilities will receive any and all services required by their Individualized Education Plan (IEP). That being said, these same scholars still need to be exposed to the rich content within the Core Knowledge curriculum. The classroom and EC educators will work together to ensure that the Core Knowledge content will be delivered in a modified form so that they are still being exposed to the knowledge within the curriculum.

TeamCFA: Cherokee will provide educational opportunities to scholars with disabilities in the least restrictive environment with the full continuum of alternative placements, as appropriate. We anticipate that 12% of our school population will require EC services and will plan accordingly. There will be at least one Exceptional Children's teacher on staff who will be responsible for implementing IEPs and monitoring

scholars' progress.

2. Classrooms will be equipped with the necessary materials to ensure access to the curriculum. Quarterly, the EC teacher will meet with scholars' classroom teacher(s) to discuss progress and determine if a parental meeting is necessary. On an annual basis, parents, the EC teacher, one regular education teacher, a school administrator, and an individual who can interpret any evaluation data will meet to review the scholar's IEP and to make any necessary changes or recommendations. Parents may request an IEP meeting at any time.

3. TeamCFA: Cherokee will ensure that all scholars with disabilities have access to a free and appropriate public education. We will focus on their special education and related services needed in order to ensure that they acquire the best possible education and are being prepared for further education, employment and independent living. We will follow all federal and state laws and regulations relating to the education of scholars with disabilities. All staff will be educated as to the contents and implications of these laws.

We will contract with the appropriate related service providers, including occupational therapists, physical therapists, and speech therapists.

4. As allowed, TeamCFA: Cherokee will plan to partner with sponsor to provide for the needs of scholars who are members of a special population. The responsibility for ensuring access to FAPE within the least restrictive environment lies with TeamCFA: Cherokee while the actual services would be provided in collaboration with the sponsor and/or outside service providers with whom TeamCFA: Cherokee selects as partners.

4. Goals, Objectives, and Assessment Plan

The charter school's goals, objectives, and academic performance standards must be clearly described in the application and must meet or exceed the academic performance standards and expectations, including academic standards adopted by the State Board of Education.

The charter school's goals and objectives, along with the strategies to meet such goals, must be clearly described in the application. While it is understood that before the school is established, there are no actual baseline test scores, attendance rates, or other data, an applicant can use the residential district average as a baseline and/or state that a baseline will be established in the first year of operation.

NOTE: Some, but not all goals and objectives should utilize standardized test data that aligns with the state accountability system. Goals and related objectives may include indicators for students served over multiple years to document growth and educational program outcomes.

The proposed charter school should develop measures or indicators aligned with their mission for which they will be held accountable. These goals and objectives will be used to measure the progress of the school in advancing its mission. Such indicators may include school climate or culture. Be sure to include only realistic and achievable measures, as these additional indicators will become a part of the school's accountability plan.

A charter school application should include a clear plan for evaluating pupil performance across the curriculum. This plan should align with state performance standards, as well as with the school's pupil performance goals, and should be presented along with a clear timeline for achieving these standards/goals. A clear explanation of the types of assessments and frequency of administration should be included, reflecting the thoughtfulness given to tracking student progress while still preserving as much class learning time as possible. A plan for the use of data gathered through assessments should include procedures for taking corrective action (both individually and collectively) if pupil performance falls below expected standards.

A quality assessment plan will include summative (end-of-year) assessments and formative (more frequent, end-of-unit) assessments to track student skill and knowledge development. The plan should include how this data will be used to guide professional development of teachers as well as how this data will be used to guide refinement of the curriculum. When developing the assessment plan, consideration should be given to the appropriateness of assessments to the curriculum, what will serve as the baseline for student progress comparisons, and the inclusion of state and federal assessments to demonstrate appropriate student growth. See the SCDE website for the most recent student assessment information at <http://ed.sc.gov/agency/ac/Assessment/>.

Narrative Requirements

1. Outline goals that are appropriate and manageable and will provide evidence that the school is advancing its mission and meeting the purpose of S.C. Code Ann. § 59-40-20 including closing achievement gaps, as applicable. Goals should be specific, measurable, attainable, realistic of the school's mission, and time-based (SMART).

2. A summary of test scores, attendance rates, or other data of the residential district which will be used as a baseline or an explanation of how the applicant intends to establish a baseline in the first year of operation (assessment plan to include which assessment(s) will be used and at what point in the school year they will be administered).
3. Strategies to meet the goals and objectives that reference the educational program section.
4. A description of the diagnostic, formative, and summative assessments including state-mandated assessments with baseline data gathering and details on the types of assessments. Discuss why the assessments were chosen, the plan to administer the selected assessments, and how the results will be used to inform instruction. The description should also address how the data will be used to measure and evaluate academic progress – of individual students, student cohorts, and the school as a whole – throughout the school year, at the end of each academic year, and for the term of the charter.
5. A plan to monitor progress toward meeting the goals and objectives of the school and how the school will make modifications based on data, including revising and redirecting professional development and instruction.
6. Identify the resources (technology, personnel, staff development) that will be needed to successfully implement the proposed assessment plan. Who will be responsible for analyzing and interpreting academic data and communicating student achievement data to the board? Who will communicate student achievement data to parents?
7. **Additional Requirement for Replication Schools:**
 - Please provide a brief description of the school’s recent academic performance. In particular, were the goals that were set met? If not, describe the corrective action plan used to address those goals which were not met.
 - Discuss any achievement gaps that were present at the school and how they were addressed.

1. At TeamCFA: Cherokee, our goals have been adopted with a five year vision to be the highest performing public school of choice in Cherokee County.

Academics:

● By 2025, the percentage of scholars in grades 3 - 8 who are proficient will be at least 20 percentage points over the district average.

● TeamCFA : Cherokee will meet or exceed academic growth annually and earn no SC Report Card grade lower than a Good in each year of existence.

- Our subgroups' (ELL, EC, FRL, African American and Hispanic) academic achievement gap will decrease by 5% each year per subgroup (Overall school proficiency in an area vs. subgroup proficiency).

Specific Academic Objectives:

- Establish a clear prevention and intervention plan within the first 30 days of school that identifies scholars performing below grade level.
- Establish a successful tiered education program that provides specific strategies and content to scholars performing below grade level (month 6).
- Have an annual curriculum and instruction audit performed by the Core Knowledge experts to enhance teacher delivery and development.
- By year five, over half of TeamCFA : Cherokee's middle school scholars will be enrolled in advanced courses of study.

Enrollment:

- Based on the first five year ADM projection, the school will meet annual enrollment goals. Our goal is to secure 700 applications for enrollment to achieve our Year 1 goal of serving 525 scholars.
- Our annual scholar attrition rate will decrease annually with a goal of being less than 10% in year one and two.

Parent Satisfaction:

- According to survey data, our parent and family satisfaction score will remain above 95%.

Finances:

- TeamCFA: Cherokee will build a cash surplus of \$500,000 by December 2024.

Governance:

- The TeamCFA: Cherokee board will participate in eight hours of professional development annually.
- TeamCFA: Cherokee will also participate in professional development opportunities provided by the Authorizer.

Communication:

● TeamCFA: Cherokee's goals will be communicated to the board of directors each month by the School Director and/or appointed standing committees. The board will adopt a strategic outcomes-based calendar that will allow the board to provide substantial oversight to the school. All organization goals adopted by the board will have specific deliverables (adopted into policy) that will inform the board of the school's progress towards attaining its mission, vision, and goals. These monthly reports will be available electronically to the general public. In addition to monthly board reports, an annual report will be provided to families, stakeholders, and community partners disseminating the state of TeamCFA : Cherokee. Parents will be informed in regards to our progress monitoring, scholar progression, and reporting processes that include progress reports (minimum quarterly) that are instructional skills specific and parent friendly.

● Test results will be published with parents, board members, and stakeholders as they become available. Formative NWEA MAP assessments will be shared with the board three times a year, at the close of each testing period. The data concerning State assessments will be communicated to the governing board, parents, and other stakeholders on a yearly basis. Further, a "State of the School" will be published each fall, in which the lead administrator and the governing board will share with parents and other community stakeholders where the school is in terms of achievement and strategic planning. This document will provide those concerned with knowledge of where the school has been and a vision for where the school is headed.

2. In the area of Gaffney that we would like to serve, the elementary and middle schools, which include Mary Bramlett, Alma Elementary, Gaffney Middle, and Luther Vaughan are ranked either Below Average or Unsatisfactory with the exception of Gaffney Middle with a ranking of Average. In short, there aren't any high-performing public schools on the east side of Gaffney. TeamCFA: Cherokee aims to become the first.

3. The governing board of TeamCFA: Cherokee will be integrally involved in assessing how the program is meeting the school's mission. As part of the planning year process, the board will work with the lead administrator, and in collaboration with the school's CMO (i.e. TeamCFA) to ensure the school's alignment towards achieving the adopted goals. This process will entail the development of an outcomes-based board calendar and strategic plan for approval by the Board that provides specific action to the achievement of each performance goal.

The board will receive ongoing resources, recommendations, support, and training from The Charter Institute at Erskine, TeamCFA, and other governance experts made available to the organization.

To provide effective oversight, the board will appoint committees that measure and analyze the desired outcomes of the school around Academics, Finances, Operations, Development and Governance. Committee members may consist of board members, parents, community members, field experts, and teachers. Each committee will have specific roles and responsibilities which includes the analysis of the deliverable data from the operational oversight and program evaluations. The school's goals (previous section) will be assigned to specific committees for oversight, data analysis, and solutions to identified issues. Evaluation data will be analyzed by committees to identify trends; flag unacceptable results; and make adjustments to the education plan, curriculum, instructional methods, and school operations as necessary.

The committees will provide specific scheduled reports (seven days in advance) to the board according to the outcomes-based board calendar. These reports, as well as strategic questions, will drive the discussion and board action to navigate the organization toward its mission. The lead administrator will be responsible for developing plans of action and solutions. Some actions may require board approval (i.e. curriculum, staffing, academic calendars).

Mission success will also be gauged by demand within the community for spaces in the school and the it's overall organizational health. The School Director will keep the board apprised on a continuous basis of the number of scholars enrolled and the number of scholars on the waiting list. Scholars, parents, and community members will be encouraged to share observations with the School Director, both formally during a yearly survey process, and informally, as concerns and suggestions arise. The School Director will report the results of this survey at the first regularly scheduled board meeting after the close of the survey. Other suggestions and concerns will be communicated as the need arises. As a board, we will analyze data annually to determine the organizational health through school community surveys, student attrition data, teacher turnover, and partnership feedback.

4. To ensure that each scholar is able to grow, learn, and achieve, educators will use NWEA MAP data to plan laser-focused and specific lessons for scholars based on their individual needs. NWEA MAP data can be used to ascertain the exact state standards and skills that each scholar needs to master in order to be able to grow along the RIT bands within NWEA. Using the Classroom Breakdown Grid and the Learning Continuum within the NWEA MAP portal, scholars can be provided with instruction on both the individual and small group level, allowing the educator to truly differentiate instruction. What this ultimately does is create a scaffolded form of instruction where upon skills are built upon skills.

High level MAP data can and will be used to drive developmental grouping within and even amongst

grade levels, further ensuring targeting needs and aligning levels. This same data can be used for reporting to the board and holding the school leader/leadership team accountable to growing the scholars at 1.5 years or more according to the 2015 NWEA MAP Progress Assessment Normative Scores.

Edgenuity (formerly known as Compass/Odyssey Learning) is a piece of educational software directly linked to a scholar's performance on the NWEA MAP Progress Assessment. Each scholar's "backpack" is filled with interactive lessons, activities, and assessments that are at each scholar's RIT range. Educators have the ability manipulate the "backpacks" by adding items either below or above a scholar's level in addition to the "on level" materials already there. Edgenuity is a powerful tool to build background for scholars and enrich what is they already know. Regardless of a scholar's RIT level, they can each be pushed towards achieving mastery of skills.

5. Teachers will be given professional development and common planning time in order to horizontally and vertically articulate in an effort to create common assessments and checks for understanding across grade levels. These assessments and checks will be aligned to the Core Knowledge curriculum, the Core Knowledge Language Arts program, and Math standards, and thereby, align with the North Carolina state standards. The goal of these assessments and checks will be to measure all scholars on what they are required to learn, know, and do; these assessments will give the educators data to either remediate or enrich based on the results.

With the implementation of MTSS, teachers will carry through the three tiered system to ensure that all scholars are receiving the instruction that they need to make continued progress toward performing on grade level in all core subjects. All scholars will be provided Tier 1 instruction. For scholars who score below expectations in one or more critica areas, teachers will provide Tier II instruction. This provides additional instruction designed to supplement, enhance and support Tier 1 for scholars. Tier III services will be offered to scholars who are not showing sufficient progress in Tier II. Tier III services includes intensive, individualized interventions and supports.

6. Computers equipped with Edgenuity's software will serve as the teacher's primary resource for assessing scholar achievement. Along with the instructional coach and the school director, this team will analyze and interpret data to create lesson plans that ensure that scholars are taught materials that will result in grade-level proficiency. Teachers will be responsible for communicating the achievement data to parents, and the school director will be responsible for communicating the school's overall achievement data to both the parents and the board of directors.

7. N/A



II. Organizational Plan and Capacity

Completed - Jan 31 2019

II. Organizational Plan and Capacity Form

1. Governing Board

Narrative Requirements:

1. Identify the key members of the founding group/planning committee. Key members are individuals who will play a substantial and ongoing role in the school's development, governance and/or operation, and thus will share responsibility for the school's outcomes. Provide a brief biography of each member, highlighting what experience they will bring to the proposed school and any leadership experience and credentials.
2. Describe how and why the founding group/planning committee decided to form a school in South Carolina.
3. Describe the model or philosophy of governance that will guide the board (*the identified model/philosophy should serve as a guide to the board but this question is not requiring the board to formally adopt a specific model/philosophy*).
4. Describe the governance structure of the proposed school, including the primary roles, powers, and duties of the governing board and how it will interact with and evaluate the school leader. Include the nature and extent of involvement by key stakeholder groups. Explain how this structure and composition will ensure that the school will be an educational and operational success and that there will be an active and effective representation of key stakeholders. Describe the desired size and composition of the future governing board. *Note: The composition of the board must be aligned with the requirements stated in S.C. Code Ann. § 59-40-50 (B)(9).*
5. Describe how governance will transition from the charter committee to the governing board in the first year of operation.
6. Describe the process to appoint or elect new members of the board, including when and in what manner elections will be held that ensure proper participation of parents and/or employees of the school in voting in a manner that is consistent with the school's by-laws. How will the board expand and develop over time? How and on what timeline will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of additional

board members?

7. Describe plans for building the capacity of the governing board and professional development plans. What kinds of orientation or training will new board members receive, and what kinds of ongoing development will the existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and any requirement to participate
8. Describe the relationship of the governing board to the school's administrators, staff, parents, and students.
9. Describe any advisory bodies or councils that are in place or will be formed, including the roles and duties of each. For each identified group describe:
 1. Its current and/or planned composition and the strategy for achieving that composition; and
 2. The role of parents, students, and teachers, as applicable, and community members.

10. Additional requirements for Replication Schools:

1. How will the governance structure of the new school relate to the school which is being replicated?

1. The Planning Board for TeamCFA: Cherokee is a diverse, accomplished group. Dawn Vinesett is our board chair and a life-long community activist. She has just completed her career at the local Chamber of Commerce and has many, many connections in the business community. Vice-Chair Reverend Tommy Twitty leads a slightly over 1,000 member church located in the Gaffney community. Secretary/Treasurer AJ Quinn is a current teacher at High Point Academy and he also taught at Thomas Jefferson Classical Academy: CFA, a school in the TeamCFA network. AJ brings educational experience inside the CMO's school plan. A.K. Parker is a local attorney, bringing her expertise to the governance side of the group. Yolanda Adams-Wray owns an academy that has been working with the target scholar population for years, Charm Ellis is a local real estate agent and has provided her skill in potential locations. Finally, Jason Cole and Tessa Waldrep are administrators in a TeamCFA network school currently.

2. This group of individuals came together in an attempt to bring academically rigorous, school choice to the Cherokee County education community. Our chair wanted to try to improve all education, being engaged and staying engaged in this process for nearly 3 years. Only one member has children of age to attend TeamCFA: Cherokee.

3. We understand that the Board of Directors does not carry out management roles or responsibilities. We do however function as a team of like minded, skilled community members who are the overall responsible entity for the school's overall success and failures. We make decisions based upon the

information we are provided and what is best for moving the organization towards its ultimate vision and goals.

Our key responsibilities are to work with our CMO, TeamCFA (1) to ensure the school's academic program is successful, measured by both internal and external assessments; (2) the school's operational programs are faithful to the terms of its charter, including compliance with statutory and regulatory requirements; and (3) the school is a viable organization, which includes, among other things, that it is financially solvent and has a competent and professional staff.

Before TeamCFA: Cherokee opens, the board's primary responsibilities, will be working with our CMO, TeamCFA, build strong relationships in the community, recruit families and ensure our facility will provide a safe and secure learning environment. We will establish engaged committees and partnerships that will embrace and enhance the mission of the school and provide strict financial oversight, as called for by a fiduciary responsibility to the school. Once the school opens, we will shift from a founding board to a governing board.

Our role as a board includes to annually set the overall scholar outcomes; establish policy that is fair to all constituents and creates the operational boundaries; evaluate our partnership with the management company; approve substantial third party agreements and staff contracts; set the organization's vision and goals; evaluate the effectiveness of the school's operational plans; develop a sustainable governance model that recruits effective leaders; oversee the school's finances; and grow as an organization.

Our duties as a board revolve around three words: care, loyalty, and obedience. As stewards of the charter we must exercise reasonable care when making decisions, understand the finances, and participate in its governance; we must also attend all board and committee meetings and participate in decision-making and policy setting while actively participating in risk assessment and strategic planning.

Our duty of Loyalty means that we will never use information obtained as a member for personal gain, and we will always act in the best interest of the organization by being aware of our conflict of interest policy, avoiding transactions that may result in financial gain.

Finally, our duty of Obedience ensures we will not act in a way that is inconsistent with the central goals of the organization. This means we ensure the organization complies with all applicable laws and regulations and with its own internal documents and policies.

Through our CMO, TeamCFA: Cherokee will recruit a School Director who leads with the highest qualities

of a leader. The TeamCFA organization has a strong reputation for the development of highly effective public charter school leaders who have experience developing high quality Core Knowledge schools. The TeamCFA: Cherokee board will approve the hiring of the School Director.

Before making our final decision regarding our School Director, we expect to spend time with the candidates in school settings, community events, and interviews to ensure this leader knows and understands the challenges he/she will face as a founding charter school principal.

Supervision of the school leader will occur through a strong relationship between he/she, TeamCFA and the governing board. TeamCFA and the board will agree on specific measurables, channels of communication and what items he/she will need to report to the board formally and informally. This will take intentional action and trust between both parties but is critical to the organization's long term success.

4. The board will be comprised of no fewer than seven and no more than twelve members with four officers. We aim to develop committees to assist with the deeper work of the board. As a like-minded governing board, we have skill sets in the areas of Community Activism, Legal, Education, Religion, Business, and Real Estate.

In alignment to the organizational goals, the leadership team will present tangible evidences that the board will adopt to be the specific deliverables that demonstrate the progress toward each organizational goal. The school leader and each standing committee will collect and analyze specific data and report to the board based on the schedule according to the Outcomes Based Calendar. The lead administrator will create a plan based upon the data analysis. In addition, the board will host an annual retreat to gather to analyze yearlong data and program evaluations to determine if adequate progress is being made.

Our board, and partnering CMO, believe the purpose of evaluation is to promote personal and professional growth. The TeamCFA: Cherokee School Director will be evaluated based on the progress towards the organizational goals, management of the school's budget, development and navigation of the organization, progress towards a successful charter renewal, and good standing with the authorizer and community as noted in the prior section. Ultimately, the school's success shall correlate to the success of the school leaders ability to effectively lead the school. This evaluation will occur formally every six months. The Governance Committee will be assigned to perform this responsibility.

The board's composition will ensure active and effective representation of key stakeholders by including business and community members. We will continue to strike a similar balance on future boards as

founding board members term end. We will also engage parents and other key stakeholders when engaging in such activities as fundraising and strategic long and short term planning.

5. As described in our By-Laws Section 2.3 Election. The members of the Board of Directors shall serve a term of two (2) years from the date of their appointments or until their successors are seated. A full two year term shall be considered to have been served upon the passage of three (3) annual meetings. A choice of the membership of the board must take place every two years. Fifty percent of the members of the board must be individuals who have a background in K-12 education or in business. These members shall be appointed by the board to serve two year terms. The other fifty percent of the board shall be elected by the employees and the parents or guardians of scholars enrolled in TeamCFA:Cherokee. Parents or guardians shall have one vote for each scholar enrolled. All members must be residents of the State of South Carolina. After election, the term of a director may not be reduced. Directors shall take office on the next scheduled meeting following the meeting at which they are elected.

6. The founding board members were recruited and selected for their varied backgrounds and common concern for providing educational choices and a quality education to the scholars of Cherokee County. Several meetings were held that were open to all interested members of the community. From those meetings, leaders who wanted to take further action emerged and were selected to be on the board. Additional members were recruited based on the need for their specific area of expertise. An initial organizational meeting was held in the fall of 2017. The board has been working diligently to secure strong standing and credibility in the community to establish this public school of choice.

Board recruitment will be ongoing. There will be a succession plan in place that will include each member recruiting one to three potential new members that match their skill sets. These potential members will be added to a standing committee until there is a board seat available. We will work closely with these partnering stakeholders and hope to recruit many of them to join our board full time. If a position becomes vacant, new members may be elected within three months of the vacancy (based on the need), or at the scheduled annual meeting. Members will be recruited based on the needs of the board at the time and chosen based on recommendations from the Nominating Committee.

7. New board members will be assigned a mentor when they are elected to the board. That mentor will review the resource binder created by the founding board. The binder includes a copy of the charter application, the charter agreement with the state, the board's bylaws and policy manual, a copy of the Open Meetings Laws, a copy of all charter and public school laws, the expectations of a board member, and a calendar of monthly scheduled meetings. Most importantly, they will get an overview of the boards goals, successes and current challenges. Hopefully this new member will have spent time on a

committee and have a strong understanding of the organization.

Every board member will be required to attend at minimum eight hours of governance training annually. TeamCFA provides funding for board members to attend governance training. In addition, board members will have the opportunity to collaborate with board members from other TeamCFA partner schools., share best practices, and receive information on Core Knowledge, Math Standards, NWEA MAP assessments and Edgenuity. Additional training scheduled could be feedback from experts (i.e. audits), state provided sessions, education on legal matters, strategic planning, nonprofit best practices, and personal time spent reading about how effective boards operate and then sharing insights gained as a result of that reading.

TeamCFA or the Core Knowledge Foundation will also provide professional development to the faculty and staff. This will ensure continuity of our mission and will create open lines of communication between the board and the school community. We plan to retain legal counsel familiar with public school law to assist with training on open meetings/public records, compliance with our bylaws and other pertinent legal matters dealing with education.

Specific Training Topics:

A. Financial: After completion of training, participants will be able to demonstrate knowledge of creating, presenting, monitoring and implementing a sound financial plan and an approved budget. Participants will identify overall financial strength - viability; return on investment - financial planning; revenue growth - enrollment projection

B. Roles and Responsibilities: This annual training will ensure our members understand that their role is to govern how well the plans of the operations team are meeting the needs of the scholars, staff and stakeholders. The operations team determine how will they meet the needs of the scholars, staff, and stakeholders.

C. Legal Compliance: This session will review our organization's most critical documents, federal, statutory and regulatory requirements (including open meetings laws).

8. The primary decision-making process the Board will use is deliberation as an authorized group (full-Board or committees) based on research, analysis, counsel feedback, and experiences in monthly regular or special meetings to address the issues regarding the school's operation and compliance. We will also work in partnership with TeamCFA and their experts. This will be the only way for the board to be truly effective when making important decisions. The meetings will be organized in a way that invite debate

and discussion but also manage conflict and problems that arise as a result of healthy debate.

The board will work with key stakeholders (parents, community members, lead administrator) to gain a well-rounded perspective with regard to school policies. Additionally, the board will reach out to other successful charter school boards to utilize their perspective and wisdom with regards to school policies. As with all the decisions made by the board, paramount is the fact that these policies support the mission and goals of TeamCFA: Cherokee.

Our policies will be value-oriented and product driven; legal and do NOT deny constitutional rights; communicated to ALL stakeholders; and written within the scope of the FULL boards authority. The policies will be adopted with the full authority of the board.

In developing school policies, initial recommendations will come from committees, School Director, and parents based on whether our policies are meeting our desired purpose and the law. The process will be as follows:

- A need will be identified.
- Data will be collected.
- Recommendations will be made.
- Policy will be drafted.
- Policy will be introduced for stakeholder input.
- Policy will be presented to the board for discussion and a vote.
- Policy will be embedded into the school's manual, disseminated, and communicated.
- Policy will be reviewed annually as needed

9. TeamCFA: Cherokee proposes to enter into a CMO contract with TeamCFA. They will be provide: 1. Marketing and scholar recruitment support. 2. Academic programming support. 3. scholar accounting and full financial services. 4. Access to experience of TeamCFA network schools. 5. Lesson plans for the entire school year. TeamCFA is a managing partner with the TeamCFA: Cherokee board. They will be responsible for the "How Will" for the school's overall planning and implementation. They will work in collaboration with the board to ensure the overall school mission, purpose, and key tenets of the education plan are implemented with fidelity throughout the learning organization.

The board will form advisory groups to advise the board in four basic areas: governance, academics, finances, and development. Only the board has the authority to make decisions and take action in these four areas, although the board will seriously consider input from the following advisory bodies:

A. Parent Teacher Organization: The role of the PTO is to support the teachers and staff in their mission. They will be their own entity and report to the School Director.

B. The Nominating Committee: The Nominating Committee will consist of members of the board who will recruit and nominate new members to the board.

C. The Academic Committee: The Academic Committee will consist of board members and the Core Knowledge experts from both the elementary and middle school. The Academic Committee will ensure that the mission of the school is being realized in the classroom by analyzing test data, completing site observations and gathering input from the school community. They will report their findings and make recommendations to the board.

D. The Finance Committee: The Finance Committee will consist of board members. The members of this committee should possess a strong financial background. They will review and make recommendations on the budget proposed by TeamCFA, as well as on other major financial decisions impacting the school. They will report directly to the board.

E. The Personnel Committee: This committee will consist of board members and will work with the School Director on personnel matters. The School Director will recommend the hiring of staff and teachers. The final hiring and firing decisions rest with the board. They will also work in conjunction with the Finance Committee regarding employee compensation and benefits.

10. N/A

2. Education/Charter Management Contracts

Complete this section only if the proposed charter school intends to contract with an EMO/CMO.

Not applicable?

No Responses Selected

2. Education/Charter Management Contracts

It is important for the charter school's committee to research their EMO/CMO options if they intend to contract with an EMO/CMO for the proposed charter school.

The application must contain evidence that the selected EMO/CMO is authorized to conduct business in South Carolina. The application should include how and why the EMO/CMO was selected and should present detailed evidence of the EMO's/CMO's success in serving student populations similar to the targeted student population, including demonstrated academic achievement as well as successful management of non-academic school functions (e.g., back-office services, school operations, extra-curricular programs). If the EMO/CMO does not have other schools open under their portfolio, please explain why you believe this EMO/CMO could run a high-quality charter school.

The application should describe the duration of the proposed contract and define the roles and responsibilities of the EMO/CMO in relation to the charter school's board of directors and the employment of school personnel, specifically the Head of School. The scope of services and resources to be provided by the EMO/CMO should be included, along with the fees to be paid to the EMO/CMO for those services. Describe the conditions for renewal and termination of the contract.

Narrative Requirements:

1. Describe how the partnership between the applicant board and EMO/CMO originated: was the applicant recruited by an EMO/CMO to form a board or did the board conduct a search for an EMO/CMO; what due diligence was conducted (were other management organizations considered and why was the decision made to partner with this particular organization).
2. Describe the oversight and evaluation methods that the school's governing board will use to oversee the EMO/CMO; include the supervisory responsibilities of the EMO/CMO (if any), including which school employees the EMO/CMO will supervise, how the EMO/CMO will supervise these employees, and how the charter school board will oversee the EMO/CMO's responsibilities.
3. Provide evidence that the school's governing board is independent from the EMO/CMO and self-governing, including evidence of independent legal representation and arm's-length negotiating.

4. Describe any existing or potential conflicts of interest between the school's governing board, proposed school employees, proposed EMO/CMO, and any affiliated business entities.
5. List all subsidiaries or related entities that are affiliated or owned in whole or in part by the EMO/CMO, and identify the nature of those entities' business activities and explain whether the school has or will have any relationship with or receive any services from any of the entities listed in the previous question.
6. Describe and provide documentation of any loans, grants, or investments made between the EMO/CMO and the school, including an explanation of how any such loans, grants, or investments may be initiated, repaid, and refused by the school.
7. Describe the plan for the operation of the school in the event of termination of the management agreement.
8. If the following are not included in the contract, address each one accordingly in the narrative:
 - If the school's governing board intends to execute promissory notes or other negotiable instruments, or enter into a lease, lease-purchase agreement, or any other facility or financing relationships with the EMO/CMO, provide evidence that such agreements are separately documented and not part of or incorporated in the school management contract. Any facility or financing agreements must be consistent with the school governing board's authority and practical ability to terminate the management agreement and continue operation of the school.
 - Describe the respective financial responsibilities of the school's governing board and the EMO/CMO. Who will own property purchased with public funds? Which operating and capital expenditures will each party be responsible for? What types of spending decisions can the management organization make without obtaining board approval? What reports must the EMO/CMO submit to the board on financial performance, and on what schedule? How will the school governing board provide financial oversight?
9. Explain the EMO/CMO's success in serving student populations similar to the target population of the school. Describe the organization's demonstrated academic track record as well as successful management of non-academic school functions (e.g., back-office services, school operations, extracurricular programs).
10. List all schools currently or formerly operated by the EMO/CMO. Identify those schools that serve the same grade levels and student populations demographically similar to the anticipated population of the proposed school. Include name, year opened, contact information, location, number of students, and contact information for the authorizer for each currently operating school.
11. State accountability data for the schools in comparable markets (if available) managed by the EMO/CMO for at least the last three years including performance data for all subgroups served by

grade level; data demonstrating the schools' progress in closing within school and within comparable schools' achievement gaps; and any additional evidence that the existing design has been effective in raising student achievement.

12. List and describe any management contract terminations as well as any charter revocations, non-renewals, or withdrawals/non-openings that the proposed EMO/CMO has experienced in the past five (5) years.
13. Describe any current or past litigation that has involved the EMO/CMO or any school it operates.

1. Additional requirements for replication applications:

- Describe any key educational features that will differ from the operator's or management provider's existing schools or schools proposed for replication, not previously mentioned above. Explain the rationale for the variation in approach and any new resources the variation would require.
- Discuss the results of past replication efforts and lessons learned – including particular challenges or troubles encountered; how you have addressed them; and how you will avoid or minimize such challenges for the proposed schools.

1. The TeamCFA: Cherokee board's focus was to evaluate whether we wanted and could open the school ourselves or to partner with TeamCFA. We were led to TeamCFA by other leaders we respect in the charter school industry. We visited and talked with leadership at Piedmont Community Charter School: CFA in Gastonia, NC. We are aware of the high-performing model found in Thomas Jefferson Classical Academy: CFA in Forest City. The board is aware of National Heritage and the Charter Schools USA models. We did not look at any others.

TeamCFA: Cherokee elected to partner with TeamCFA as our CMO to reduce risk and maximize scholar achievement. They have a proven educational model. We visited the high-performing Piedmont Community Charter School: CFA in Gastonia, NC to gain an understanding of what we could achieve as a school with a partnership with the TeamCFA network, which currently includes 14 charter schools in North Carolina. Currently, Piedmont is among the highest performing school in Gaston County, so we were duly impressed before we arrived. Once we saw Core Knowledge instruction firsthand and experienced the vibrant school culture, we knew we had decided upon our partner.

In addition to supporting a strong network of schools, TeamCFA has extensive experience in governance, operations, and academics. This was supported through meetings with other charter leaders in North Carolina to discuss TeamCFA during which time TeamCFA was given high praise.

The planning committee preferred TeamCFA's model to other models for the following reasons:

1. They do not require participating boards to purchase their facility from the CMO, nor do they use sweep accounts.
2. Their 10% fee is transparent as it is a fixed fee based upon total revenue.
3. The Educational Plan was direct and results based. The data driven values of all their schools were very important.

Because TeamCFA has a proven educational model that aligns with our goals and community, we are confident that together we can operate a successful school that effectively teaches scholars and reaches its stated mission. TeamCFA will assist during the planning months, and they will recruit and recommend the hiring of the School Director. They will provide financial and scholar support services, and they will provide website, logo, mascot, marketing, and scholar recruitment support. They will provide financing for some of the start-up costs, such as the principal's salary prior to July, curriculum, technology, and furniture if needed. Bottom line, they are a non-profit that knows how to open and operate charter schools. TeamCFA will be an excellent partner. They will support us in the facility development process but did not require us to work with them directly on the facility. Their core values line up with our values and goals, and we are confident that it is the best fit for TeamCFA: Cherokee. Together, we are excited about educating the next generation of great American citizens.

2. The Board will approve all contracts for teachers and staff. TeamCFA will recommend the School Director, and the board will approve. The School Director will recommend and the board will approve all employee contracts. All teachers are employees of the school and not the CMO.

3. The attached contract outlines the period of the contract, the responsibilities of both parties, and the terms for termination by either party.

4. None are present at this time.

5. None at this time but a discussion has occurred about the potential of using a TeamCFA sister company, Challenge Foundation Properties to build and finance the school building and grounds. While the CFP President is a member of TeamCFA's board, there are no other connections. TeamCFA and CFP are fully separate companies.

6. A potential loan for cash flow is reflected in the budget and documented in the attachments.

7. We understand that the State of South Carolina grants the charter to the Board of Directors. We are responsible for the governance and oversight of the school, and we cannot delegate that authority. We will set up measures to monitor the financial and academic performance of the school. We are entering into a contract with TeamCFA to recommend the hiring of the School Director and to operate the school. We will be active and not passive board members. We live in this community and want to provide parents with the Educational Freedom to select the best education setting for their scholars. We want TeamCFA: Cherokee to be a destination of choice for the scholars and teachers.

8. Property purchased with public funds will be the property of school and not the CMO. While the operating and capital expenditures will be overseen by the CMO, ultimately the Board of Directors is responsible. The CMO must stay the course of the budget as set by the Board of Directors. The School Director may move up to \$2,000 per line item between Board meetings if the funds are available. A full finance report must be given for each budget line and each allocated dollar each month. The Board will have a finance committee, meeting regularly to oversee the finances of the school.

9. TeamCFA operates schools in many very similar communities in our neighboring state of North Carolina. Thomas Jefferson Classical Academy: CFA is located 16 miles from Gaffney and the population is almost a mirror. TJCA: CFA ranks as one of the top 1% of all schools in America. Other schools that are similar to TeamCFA: Cherokee is Brevard Academy strong school that has been both a B and C grade in NC's system, Lake Lure Classical Academy-a school that was a B in 2017 that dipped to a C in 2018 but grew 27% in the same time frame, and Piedmont in Gastonia- yet another top performer as the highest scoring school in Gaston County.

10. Of the 14 public charters in the TeamCFA network, none have operated under the CMO model. TeamCFA: Cherokee will be one of the first in South Carolina operating under the TeamCFA CMO model. 4 schools will open in the fall of 2019 under TeamCFA's CMO model; TeamCFA: Bonnie Cone Classical Academy in Huntersville, NC, TeamCFA: Community Public Charter in Stanley, NC, TeamCFA: Abraham Lincoln and TeamCFA: Alexander Hamilton both in Phoenix, AZ. Our budget for TeamCFA: Cherokee shows projected surplus in each of the first five years. TeamCFA will assist with start-up costs that include hiring the School Director, marketing, website, social media, logo design, ready to open process, policy and procedure development, financial services, scholar support services, furniture, curriculum, technology, etc.

11. N/A

12. TeamCFA made the decision as a company to not continue to operate in the state of Indiana. We started 2 schools there: Avondale Meadows-a traditionally A rated school, and Indianapolis Academy of Excellence-a school operating in the inner city of Indianapolis. TeamCFA was affiliated with Rock Creek in Clark County as well.

13. We, TeamCFA, are not and have not been involved in litigation with any school.

3. Administrative Structure/Building Leadership

The application should include a description of the administrative structure/building leadership of the charter school.

Narrative Requirements:

1. Describe the administrative structure of the school.
2. Describe the capacity and experience that will be sought for school leadership and management team members along with job descriptions of the administrative positions, including the school leader and any other administrative staff with a clear delineation of employee classification and who is responsible for employment decisions and oversight at each level. Explain how the capacity of the school's administrative team is tied to the mission, organizational sustainability, and student achievement.
3. Describe how a lead administrator will be hired and how the transition of leadership and charter committee responsibilities will happen.
4. Describe the nature and extent of parental, professional educator, and community involvement in the operation of the charter school.
5. Describe the capacity building plan for leadership and staff development with funding reflected in the budget.
6. Describe the process of evaluating the school leader and management company (if applicable).
7. **Additional Requirement for Replication Schools:**
 - Describe any involvement with the replication of existing successful public charter schools.

1. The School Director is the lead administrator, and all employees report to the SD. The Instructional Coaches are a direct report to the SD and have authority over the academic implementation of the

instructors. The Exceptional Children's Director is a part of the administration as is the Guidance Counselor.

2. TeamCFA: Cherokee's staff will be held to high quality standards by carrying out the TeamCFA: Cherokee mission every day. All staff members are expected to communicate clear expectations and goals, uphold all legal, professional, and ethical requirements of the profession, and create an environment conducive to learning.

Detailed expectations for each role are outlined below:

School Director:

- Hold a Master's Degree in Administration or equivalent education and experience and must have five years of administrative experience.

- Ensure that the Core Knowledge Sequence in alignment with the South Carolina College- and Career-Readiness Standards are being implemented in the classroom on a daily basis.

- Supervise and manage the TeamCFA: Cherokee's staff and report on the school's overall operation to the TeamCFA: Cherokee's board of directors every month.

- Responsible for handling scholar and staff conduct in accordance with TeamCFA: Cherokee's scholar and staff handbooks.

- Will be active in coordinating the TeamCFA: Cherokee's professional development plan.

- Oversee the creation and implementation of the school's marketing plan.

- Ensure that the school operates within the budget and be responsible for all fiduciary requirements.

Assistant Administrator:

- Have a bachelor's degree.

- Coordinate and maintain the teacher licensure program.

- Have two years or more of administrative experience.

- Assist in coordinating the professional development plan.
- The lead person to whom all contract positions report; this includes being the point of contact for the PowerSchool administrator.
- Report to the School Director.
- Assist in marketing.

Core Content areas, ELL, EC, and Specialty Music, Physical Education and Technology:

- Hold a bachelor's degree or equivalent education experience.
- Teach the Core Knowledge Sequence in alignment with the South Carolina College- and Career-Readiness Standards.
- Create a classroom climate conducive to learning.
- Create open lines of communication with parents.
- Offer tutoring and enrichment activities to scholars as needs arise.
- Communicate clear expectations, goals, and grading requirements to both parents and scholars.
- Differentiate lesson plans to fit the needs of individual scholars.
- Maintain and keep current records on all scholars, including portfolio work and grades.

Instructional Coach:

- Must hold a Bachelor's Degree.
- Coordinate the school's Core Knowledge program.
- Train new teachers in Core Knowledge.
- Assist teachers in Core Knowledge.

Administrative Assistant:

- Hold an Associate's degree or equivalent experience.
- Have at least two years experience as an administrative assistant.
- Coordinate and run the TeamCFA: Cherokee's front office and adhere to all duties encompassed therein.
- Coordinate school volunteers.
- Assist the assistant administrator and the lead administrator as the need arises.

3. The School Director will be advertised and sought from a wide area to include SC, NC, and GA. TeamCFA will narrow the list and interview candidates to possibly include current School Directors in TeamCFA schools. After interviews, a candidate will be presented to the full board for their review and potential approval. TeamCFA will not hire a SD that the board does not fully support. Because of the support of the CMO, the transition from board to SD leadership will be seamless. This planning committee has been involved but clearly understands that day to day operations are to be handled by the SD, overseen by the CMO.

4. TeamCFA: Cherokee will engage parents and residents through community meetings, the use of the news media, online social media, religious organizations, preschools, promotional videos, and building strong relationships with the local business community. There has already been an organized effort by parents and community leaders to notify the public about TeamCFA: Cherokee. Locally, we have been featured on a billboard advertisement, distributed surveys to the community, and sent letters to leadership throughout the State. Board meetings will be transparent and maintain a section of time built for public comments. We will also schedule town hall meetings to allow the community to express their larger concerns.

TeamCFA: Cherokee will engage parents early and frequently in the school year and highly encourage them to volunteer and play an active role in their child's education. Through the school's intense focus on character development, there will be an increased focus on bridging the gap between home life and school life. Bridging this gap will include several interactive lessons that will build on parental involvement. These lessons will be presented at evening events, opened to the public, displaying scholar work, varying from the arts to core subjects, including science and technology. Parents will be invited to participate in the Core Knowledge Domain Celebrations.

TeamCFA: Cherokee will also develop a strong Parent Teacher Organization with parents and teachers working closely together to carry out the mission of the school. The board will encourage open and transparent communication with parents and encourage parents to become a part of the fabric of TeamCFA: Cherokee. Leadership will write monthly newsletters to provide the state of the charter and new happenings. At the end of the year, the leadership team will collaborate with PTO to write the "State of the Charter" address. This document will be utilized to write grants and request outside funding to further support the school's needs. One intentional parental engagement tool will be family breakfasts and consistent and clear communication from the administration and individual teachers. Parents will be made aware of volunteer opportunities by email, social media, and newsletters.

5. The full leadership positions are clearly reflected in the budget as 1 School Director, 3 Instructional Coaches, 2 Guidance Counselors, and 1 EC Director at capacity. The EC department will grow as described but modifications may be made due to need and number of scholars who qualify for services.

6. Our board, and partnering CMO, believe the purpose of evaluation is to promote personal and professional growth. The TeamCFA: Cherokee School Director will be evaluated based on the progress towards the organizational goals, management of the school's budget, development and navigation of the organization, progress towards a successful charter renewal, and good standing with the authorizer and community as noted in the prior section. Ultimately, the school's success shall correlate to the success of the School Director's ability to effectively lead the school. This evaluation will occur formally every six months. The Governance Committee will be assigned to perform this responsibility.

The Board of Directors will evaluate the CMO relationship on results of scholars, finance, enrollment, and compliance with all SC state laws and regulations. While ongoing, a formal evaluation will take place at the Board's yearly retreat.

7. N/A

4. Employees

The application must provide an explanation of the relationship that will exist between the charter school and its employees. This must include evidence that the terms and conditions of employment are addressed with affected employees and their recognized representative, if any. In addition, proposed employment policies should be included. If the charter will contract with an EMO, the relationships

between the school and the employees must be clearly stated in the application.

As charter schools are, by statute, public schools, employees of charter schools are public employees. Charter schools and their employees can, but are not required to, participate in the state retirement fund. **If a charter contracts with an EMO, then those employees are not considered public employees and therefore do not qualify for state retirement or state benefits.**

Charter school law provides flexibility in hiring teachers, allowing a newly created charter school to hire noncertified teachers, not to exceed 25 percent of its faculty. A converted charter school may hire noncertified teachers, not to exceed 10 percent of its faculty. A noncertified teacher must be appropriately qualified for the subject matter taught, must have completed at least one year of study at an accredited college or university, and must meet the qualifications outlined in S.C. Code Ann. § 59-25-115. Elementary certified teachers may teach in any academic area and in any grades allowable by the status of their certification.

Charter schools must adopt an evaluation program for teachers; charter schools may elect to use the ADEPT Evaluation System, South Carolina TAP or adopt an evaluation program submitted for approval by the Office of Teacher Effectiveness.

The application must include a description of a reasonable grievance and termination procedure, including notice and a hearing before the governing body of the charter school. The application must state whether or not the provisions of Article 5, Chapter 25, Title 59 apply to the employment and dismissal of teachers at the charter school.

Teacher Employment and Dismissal Procedures

1. If the school will adopt the procedures for the employment and dismissal of teachers outlined in S.C. Code Ann. § 59-25-410 *et seq.* (2004), include a letter of agreement from the sponsor as Appendix Item R.
2. If the school does not adopt the procedures outlined in S.C. Code Ann. § 59-25-410 *et seq.* (2004), explain the school's employment and termination procedures that will provide for notice

and a right to a hearing before the governing board.

Narrative Requirements:

1. Describe the criteria that will be used in hiring teachers, administrators, and other school staff.
2. Describe the recruitment strategies that will be employed to achieve the desired quality of staff.
3. Include a statement that the school will ensure that at least one member of the administrativestaff holds a current SC certification of administration or has at least one year of experience in the field of school-based administration.
4. Describe the proposed evaluation process for teachers. Charter schools may use the ADEPT Evaluation System, SC TAP, or another evaluation system that has been approved by the Office of Teacher Evaluation.
5. Describe the process the school will use to communicate its employment policies and any policy changes.
6. Describe the grievance and termination procedures for the charter school's employees.

1. N/A

2. TeamCFA will recommend the hiring and dismissal of the School Director. The board will approve the recommendation. The School Director will recommend the hiring and dismissal of the teachers and staff. The board will approve the recommendations.

The hiring process will include practices to understand how each employee is exemplary in communication, relationship building, and collaboration. In addition, we will hire teachers who are coachable, hungry to learn, and socially smart. TeamCFA: Cherokee will recruit faculty that embrace our mission to foster scholar learning and achievement and inspire scholars to become independent thinkers, effective communicators, and contributing citizens of a global society.

Our required applications will contain:

- a sealed college/university transcript, indicating a cumulative GPA of 3.0 or higher;
- a clean National Criminal Background Investigation Check;
- three letters of reference documenting leadership and community service;
- submission of sample teaching video;
- demonstration of superior writing skills through submission of writing samples;
- teaching portfolio with sample units.

Our hiring process will include:

1. Initial screening interview.
2. Teaching observation to observe abilities to engage, educate, and communicate.
3. Formal interview to debunk any theories.
4. Participation in school events to determine how you interact with others. The board may need to approve dismissal of staff members based on their actions. Our School Director will be responsible for creating the evaluation tool, providing effective feedback, and utilizing experts to help educators to grow. An employee may be placed on an action plan prior to recommendation for dismissal; however, no one is more important than the overall culture of the school. The board may verify these processes were carried out with fidelity through an internal committee or external review.

1. TeamCFA: Cherokee will have an opportunity to recruit through a national network as well as locally. We will attend and potentially host job fairs in and around Cherokee. We will also work with regional colleges and universities to help identify qualified and interested candidates for our available positions. We additionally anticipate using online human resources sites, such as Indeed.com, to be a strong resource for recruitment.

TeamCFA: Cherokee will focus on people first and provide an atmosphere of respect for all faculty and staff members. Our decision-making processes will intentionally include staff to help guide the school's leadership in accomplishing the mission. Teachers will be supported professionally through learning communities, high level professional development, instructional coaches, and internal mentoring system. We aim to provide teachers a competitive benefits package and will be paid commensurate with their experience. The school will offer a 401(k) plan to all full-time employees. This type of plan, a defined contribution plan, versus the state's defined benefit plan, is more flexible for most teachers and is portable. In addition, the plan will provide for an employer match of up to 4% employee annual contribution.

Full-time employees will also receive health insurance with employee coverage paid in substantial part by the school as well as life insurance and disability benefits. The school is currently planning to forgo the state retirement plan and health plan but will make that decision final upon the charter approval. The costs of mandatory unemployment and workers compensation insurance will be incurred by the school. Our Assistant Teachers will serve as a built-in recruiting source for new teachers. Many will be certified or working toward certification and will be candidates for open teaching positions.

2. TeamCFA: Cherokee will have an opportunity to recruit through a national network as well as locally. We

will attend and potentially host job fairs in and around Cherokee County. We will also work with regional colleges and universities to help identify qualified and interested candidates for our available positions.

TeamCFA: Cherokee will focus on people first and provide an atmosphere of respect for all faculty and staff members. Our decision-making processes will intentionally include staff to help guide the school's leadership in accomplishing the mission. Teachers will be supported professionally through learning communities, high level professional development, instructional coaches, and internal mentoring system. We aim to provide teachers a competitive benefits package and will be paid commensurate with their experience. The school will offer a 401(k) plan to all full-time employees. This type of plan, a defined contribution plan, versus the state's defined benefit plan, is more flexible for most teachers and is portable. In addition, the plan will provide for an employer match of up to 3% employee annual contribution.

Full-time employees will also receive health insurance with employee coverage paid in substantial part by the school as well as life insurance and disability benefits. The school is currently planning to forgo the state retirement plan and health plan but will make that decision final upon the charter approval. The costs of mandatory unemployment and worker's compensation insurance will be incurred by the school. Our Assistant Teachers will serve as a built-in recruiting source for new teachers. Many will be certified or working toward certification and will be candidates for open teaching positions.

3. At least one member of the administrative staff will hold a current SC certification of administration or has at least one year of experience in the field of school-based administration.

4. TeamCFA: Cherokee will adopt the ADEPT Evaluation System to evaluate teachers.

5. We have reserved professional development time for the School Director or their designee to fully address all employment policies. Each employee will also received a full electronic copy of all policies and acknowledge the receipt of by electronic signature. Any and all updates to policies will be electronically communicated to all employees within 30 days of the change and before the change begins.

6. TeamCFA: Cherokee is committed to a positive learning environment, and it encourages open discussions among employees, administrators, board members, parents, and scholars. Occasionally, concerns or questions may arise among members of our school community. If a parent has a problem with regard to a teacher or other employee following steps should be taken as needed:

1. Discuss this problem with the related party immediately.

2. If there is no resolution to the issue, communicate the concern to the School Director. This may result in an additional meeting with the related party and School Director. As an employee of the CMO, when appropriate the School Director would then reach out to the CMO for advisement regarding the grievance.

3. If there is no resolution to the issue, the parent may file a grievance by following the board's policy and grievance process.

4. The board or appointed committee will receive the grievance and determine the next steps, including contacting the CMO for insight and guidance regarding the grievance.

If an employee has a concern or complaint, then the employee should follow the steps outlined below:

1. Concerns and complaints should be communicated to the School Director. When appropriate, the School Director will reach out to the CMO for advisement regarding the grievance.

2. If the matter concerns the School Director or if the matter remains unresolved after the meeting with the School Director, then the employee may follow the boards policy and grievance process, which includes communicating in writing with the Chair of the board Governance committee appointed specifically to respond to grievances. This committee will contact the CMO for insight and guidance regarding the grievance.

Ultimately, the board decides on any responses or action steps as responses to the grievance.

5. Enrollment

The admission policies and procedures must reflect compliance with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services.

The admission policies and procedures must provide that, subject to space limitations, the charter school admits all students who are eligible to attend public school in the school district where the charter school is operating. For schools sponsored by the SCPCSD and the board of trustees or area commission of a public or independent institution of higher learning, the enrollment is open to all students who are eligible to attend public school in the state. If the number of applications exceeds the capacity of a program, class, grade level, non-graded education groupings, or building, students must be accepted by lottery, as specified in federal or state guidance. There is no appeal to the local school board of trustees.

The policies and procedures must not limit or deny admission or show preference to any individual group, except if the application is to create a single-gender charter school.

Enrollment priorities may include:

- A sibling of a pupil currently enrolled and attending or who, within the last six years, attended the school for at least one complete academic year.
- Children of charter school employees and children of the charter committee (these students may not exceed 20 percent of the enrollment of the charter school).
- For a public conversion school, admission priority must be given to all students enrolled in the school prior to the conversion and those that live in the attendance zone in future years.
- In the case of a charter school designated as an Alternative Education Campus, pursuant to (S.C. Code Ann. § 59-40-111), mission-aligned preference may be given to educationally disadvantaged students as specifically defined in their charter and charter contract approved by their sponsor and as allowed by the ESSA.

Policies and procedures must include provisions to grant or deny permission for students to attend the charter school if they reside in a school district other than the one where the charter school is located. This is not applicable to schools sponsored by the SCPCSD or the board of trustees or area commission of a public or independent institution of higher learning.

- If a charter school denies admission to a student for reasons other than the results of a lottery, the student may appeal the denial to the sponsoring district. The decision will be binding on the student and the charter school.
- In-district students will be given priority.

- Out-of-district student enrollment must not exceed 20 percent of the total enrollment of the charter school without the approval of the sponsor’s board of trustees. The sending district must be notified immediately of the transferring students. Out-of-district students must be considered on the basis of the order in which their applications are received.
- If the 20 percent of out-of-district students are from one school district, then the sending district must concur with any additional students transferring from that district to attend the charter school.

The application must describe how the charter school intends to ensure that the enrollment of the school reflects that of the local school district in which the charter school is located or that of the targeted student population of the local school district that the charter school proposes to serve, to be defined for the purposes of this chapter (S.C. Code Ann. § 59-40-50) as differing by no more than twenty percent from that population. The application must demonstrate timely, fair, and realistic procedures for recruiting, registering, and admitting students that reflect the racial composition of the school district or the targeted school population.

If the sponsoring district is under a desegregation order or plan by the U.S. Department of Education’s Office of Civil Rights, the applicant must provide assurance that the school will comply with the plan or order. To ensure compliance with a desegregation plan or order, the charter school applicant should request and receive a letter from the sponsor indicating whether the school will be subject to any desegregation plan or order.

For a prospective charter school that is subject to a desegregation plan or order, the application should demonstrate that the charter school’s policies and procedures are in compliance with the desegregation plan or order. The school must request and receive an additional letter from the sponsor that indicates whether the charter school’s proposed policies and procedures are in compliance with the desegregation plan or order in effect in the district or whether clarification must be received from the U.S. Department of Education’s Office for Civil Rights.[AK1]

Narrative Requirements:[AK2]

1. Describe the policies and procedures that will guide the enrollment and withdrawal of students, including the proposed timeline to reach a diverse student population, processing of applications, lottery process if needed, and the appeal process for a student who is denied admission for a reason other than the lottery;
2. Describe the recruitment strategies that will be utilized. Provide a rationale for each one.
3. Explain how the community will receive information about the formation of a new charter school and any upcoming lottery and enrollment deadlines;
4. Explain the notification of placement process and the timeline for parents to accept the placement or not;
5. Describe any enrollment priorities that will be granted by the school consistent with state charter school law.
6. Explain how the school intends to enroll out-of-district students, including estimated percentage of enrollment, notification to sending district, and approval procedures for receiving and sending districts (not applicable if applying with the SCPCSD as sponsor); and
7. Describe how the proposed charter school intends to ensure that enrollment reflects that of the local school district in which the charter school is located or that of the targeted student population of the local school district that the charter school proposes to serve, to be defined for the purposes of this chapter as differing by no more than 20 percent from that population.

1. Immediately following preliminary approval of our charter, TeamCFA: Cherokee will conduct open enrollment. In community information sessions and in social media posts, we will make interested parties aware of the enrollment process and timelines. The application will be available to fill out both online and in print format. It will be available in both English and Spanish. Immediately following the closing of the enrollment period, TeamCFA: Cherokee will determine if a lottery is needed. If a lottery is not needed, all applicants will be accepted and parents and guardians will be notified. Parents and guardians need to respond about their scholar's attendance at TeamCFA: Cherokee within the timeframes outlined in our enrollment policy. If a lottery is needed, a date will be set for the lottery, which will take place no more than two weeks from the close of the enrollment period and will only include the names from the enrollment period noted above. Parents and guardians of applicants will be notified of the date and time of the lottery.

The lottery will be open to the public and names will be decided by a computerized randomization system in accordance with the policies adopted in South Carolina's Code of Laws. Once the names are chosen, the parent or guardian will have to respond within the timeframes outlined within our enrollment policy. TeamCFA: Cherokee will abide by the following:

- Children of the committee members and full-time staff members will receive priority admission, up to 20% of the total enrollment.

We anticipate developing a waitlist of scholars. If a scholar withdraws, the next name on the waiting list will be offered a seat, and that scholar's parent or guardian will be given one business day to respond. The School Director will develop a process to maintain effective scholar records and transfer documentation in a timely manner.

We will utilize community meetings and open forums prior to the beginning of the admissions process. The purpose of these is to inform the public of the enrollment period, as well as to share our vision and mission with interested parents and community members.

In the event that a scholar withdraws from the school, the parent or legal guardian should immediately notify the school. TeamCFA: Cherokee will verify the withdrawal of the scholar by letter. Once the letter is submitted, that seat will be open and if needed, the waiting list will be utilized. Any family who makes the choice to withdraw their scholar(s) will be asked for an exit interview as well as sent a survey. The family's decision will be honored and the scholar will be released in PowerSchool promptly, within one school day.

2. TeamCFA: Cherokee understands that to be successful as a charter school, we must maintain full enrollment of scholars in our first year. This will be accomplished through teamwork of the TeamCFA: Cherokee board, School Director, and our CMO. TeamCFA will also provide a website to communicate with potential scholars and parents. We will also utilize social media such as Facebook to advertise to and educate the general public. We will participate in community events and hold community information sessions. To reach and maintain full enrollment we plan to implement an ongoing marketing plan that includes, but is not limited to, the following:

Charter Application Phase: Gather additional information regarding the educational need or interest for a public charter school from 400 families; recruit additional critical friends for committees; and add five potential community partnerships.

During this phase, the board will participate in community events, visit daycare facilities, and hold community information sessions. Conduct a series of public relations endeavors to publicize the school to the community at large so that interested parties will be aware of the school's upcoming application submission. Strengthen the social media presence, email blasts, and communication with local community regarding application submissions dates and processes. Receive interest forms from parents.

Planning Year: Obtain 200 Letters of Intent (LOI). Educate parents that Letters of Intent cannot be utilized as applications for enrollment; instead, their purpose is to provide the board insight into the level of interest in the school in the Cherokee area. We will collect contact information utilizing LOI format and recruit prospective volunteers and board members. We will utilize our best marketing tools, our enrolled families, and host community gatherings, public charter school town hall meetings and potential employment fairs. Members of the board of directors will visit local preschools, day cares, churches, other child related organizations, and community organizations, such as the Cherokee County Family YMCA, to distribute information.

Once the School Director is in place, he or she will perform this duty in conjunction with board members. We will also speak at local civic meetings, such as Rotary Club, Kiwanis Club, Civitan Club, etc. To ensure that we are reaching all demographics, we will conduct community meetings open to the public throughout Cherokee at branches of the local public library and at local churches. At these meetings, we will use a powerpoint presentation to provide information about the school and the application process. One of our board members and one of our consultants are bilingual and will assist in interpreting during the meeting and translating brochures and fliers. A representative of TeamCFA: Cherokee will attend community events to promote the school.

Final Planning Period: Secure 700 applications for enrollment by sending direct mailing to households in specific zip codes. After the lottery, we will utilize our best marketing tool, our enrolled families, and utilize them to host community gatherings, public charter school town hall meetings and potential employment fairs.

First 20 Days of School: We will build and sustain a waitlist >25% above capacity per grade. Action: After testing marketing strategies that worked best over the past 18 months, we will focus our attention on the top two strategies and continue to promote in the community.

3. TeamCFA: Cherokee will engage parents and the residents through community meetings, the use of the news media, online social media, religious organizations, preschools, promotional videos, and building strong relationships with the local business community. There has already been an organized effort by parents and community leaders to notify the public about TeamCFA: Cherokee. Locally, we have distributed surveys to the community and are organizing a community meeting in the spring.

Board meetings will be transparent and maintain a section of time built for public comments. We will also schedule town hall meetings to allow the community to express their larger concerns. TeamCFA: Cherokee will engage parents early and frequently in the school year and highly encourage them to

volunteer and play an active role in their child's education. Through the school's intense focus on character development, there will be an increased focus on bridging the gap between home life and school life. Bridging this gap will include several interactive lessons that will build on parental involvement. These lessons will be presented at evening events, opened to the public, displaying scholar work, varying from the arts to core subjects, including science and technology. Parents will be invited to participate in the Core Knowledge Domain Celebrations.

TeamCFA: Cherokee will also develop a strong Parent Teacher Organization with parents and teachers working closely together to carry out the mission of the school. The board will encourage open and transparent communication with parents and encourage parents to become a part of the fabric of TeamCFA: Cherokee. Leadership will write monthly newsletters to provide the state of the charter and new happenings. At the end of the year, the leadership team will collaborate with PTO to write the "State of the Charter" address. This document will be utilized to write grants and request outside funding to further support the school's needs. One intentional parental engagement tool will encourage parents to volunteer. They will be made aware of volunteer opportunities by email, social media, and newsletters.

4. Immediately following preliminary approval of our charter, TeamCFA: Cherokee will conduct open enrollment. In community information sessions and in social media posts, we will make interested parties aware of the enrollment process and timelines. The application will be available to fill out both online and in print format. It will be available in both English and Spanish. Immediately following the closing of the enrollment period, TeamCFA: Cherokee will determine if a lottery is needed. If a lottery is not needed, all applicants will be accepted and parents and guardians will be notified. Parents and guardians need to respond about their scholar's attendance at TeamCFA: Cherokee within the timeframes outlined in our enrollment policy. If a lottery is needed, a date will be set for the lottery, which will take place no more than two weeks from the close of the enrollment period and will only include the names from the enrollment period noted above. Parents and guardians of applicants will be notified of the date and time of the lottery. The lottery will be open to the public and names will be decided by a computerized randomization system. Once the names are chosen, the parent or guardian will have to respond within the timeframes outlined within our enrollment policy.

5. Employee's and Board of Director's children will have enrollment priority. Siblings of admitted scholars will also have enrollment priority. The total number of priority students will not outnumber 20% as mandated by state regulation.

6. N/A

7. TeamCFA: Cherokee will be located in the heart of Cherokee County. Transportation will be offered but only within the county. With the feedback we've received from community members regarding their interest and support of a new charter school in Cherokee, we strongly believe that 90% or more of our scholar population will be Cherokee County residents.

6. Student Conduct, Rights and Responsibilities

The charter school application must include a description of student rights and responsibilities, including behavior and discipline standards, and a reasonable hearing procedure. The application must set forth an appeal process for students recommended for expulsion that includes a right to appeal a decision to the charter school board.

The charter school application must include a policy governing student conduct, student rights and responsibilities, and student discipline standards and procedures. The policy must set forth disciplinary actions to be taken by the administration for breaches of the student conduct policy.

The application must set forth an assurance that the charter school will comply with S.C. Code Ann. § 59-63-235 (Supp. 2001), which provides for the expulsion of any student who brings a firearm to school.

The application must include an assurance that the charter school will comply with the Family Education Rights and Privacy Act (20 U.S.C. § 1232).

The application must contain the explanation of the policies with regard to student conduct, rights, and responsibilities that will be given to parents and students at the beginning of the school year.

Note that under The Individuals with Disabilities Act (IDEA) of 2004, the continued provision of FAPE for a student with a disability who is expelled from a public school remains with the LEA. The sponsor may have a policy or agreement with the charter schools within the LEA that puts the obligation on the school to ensure the continued provisions of a FAPE for expelled students. The SCDE, however, is required to

hold the LEA responsible for the education of that student.

Narrative Requirements:

1. Describe the process and timeline for developing a student handbook and related policies; ensure that the discipline policy **complies** with the Family Education Rights and Privacy Act (20 U.S.C. § 1232) (FERPA).
 2. Describe the student rights and responsibilities, including behavior and discipline standards and disciplinary actions to be taken by the administration for breaches of student conduct policy.
 3. Provide a reasonable appeal process for students recommended for expulsion that includes a right to appeal a decision to the charter school board, including notice and hearing procedures for the board of directors of the charter school.
 4. Provide the process for addressing IDEA compliance regarding student discipline, suspension, and expulsion for students with IEPs and the continued provision of FAPE and a description of how the school will identify and address significant behavioral concerns, specifically as it relates to students with disabilities.
 5. Discuss how the proposed plan protects students' rights including due process. How will the school ensure that the discipline policy does not disproportionately affect students with disabilities? Include the school's plans for conducting discipline hearings.
1. During TeamCFA: Cherokee's planning year, a scholar handbook and related policies will be developed by members of the planning committee with education and legal experience so that the handbook and all policies are in compliance with the Family Education Rights and Privacy Act and in accordance to best practices that will enable the teaching and administrative team the ability to ensure that the school reaches its mission.
2. Scholars are expected to follow all behavioral guidelines set forth in the Scholar Handbook. Our character development programs will play a role in helping scholars control their own behavior and solve problems without teacher intervention. As the Core Knowledge Sequence builds on prior knowledge, we believe this educational model allows for scholars to recognize appropriate behaviors that have been previously taught and modeled. Just as scholars will build on prior knowledge academically, they will be expected to do so socially and emotionally as well.
- We will implement strategies to support the social emotional needs of scholars, including teaching The Core Virtues program on a daily basis during Morning Circle. This will meet the scholars' socio-emotional

needs and further develop their moral, civic, and intellectual virtues. With each scholar having a common understanding and shared expectations for how to work with and alongside classmates and do what's expected, so much more can be accomplished than is typical between August and June.

Our referral program will give teachers a clear referral path for scholars exhibiting struggles with behavior. The guidance counselor will use the MTSS process as it relates to behavior and offer the support that the scholar needs to be returned to the highest tier of functionality possible. The guidance counselor will consider environmental factors that could influence a scholar's decision-making process and impact his or her overall effectiveness at school. The guidance counselor and teacher will then coordinate effort to implement services and/or interventions.

Teachers and support staff will be trained to evaluate scholars in key social-emotional learning competencies, including self-awareness, relationship skills, and responsible decision-making. This will enable teachers to identify scholars who are in need of services. The School Improvement Team will manage these cases and provide accountability reports to demonstrate that scholar progress is being monitored, evaluated, and changed as necessary according to the scholar services plan.

A Code of Conduct contract will be provided to parents and scholars prior to the start of the school year. It outlines and defines the infractions that may lead to in-school consequences, and/or to suspension and expulsion. Depending on the severity and situation of each case, there are a range of offenses that may lead to a consequence ranging from in-school disciplinary action to long-term suspension and expulsion:

- Infractions of class/school rules
- Contraband items (i.e. lighters, matches)
- Integrity (i.e. cheating, forgery)
- Trespassing
- Inappropriate interpersonal/sexual behavior (including harassment)
- Disrespect and noncompliance
- Use of electronic devices
- Gambling
- Harassment, abusive, offensive language
- Bullying Hazing
- Physical, written, or verbal aggression, or threat of
- Unjustified activation of a fire alarm or other system
- Theft or destruction
- Possession of tobacco, narcotics, alcohol, or controlled substance

- Possession of a weapon, including a firearm.

3. Scholars will be granted due process rights, including the opportunity for a hearing before the Board, in accordance with the state law for suspensions and expulsions.

4. While it may be necessary for scholars with disabilities to be suspended or expelled from the school, before those scholars can be suspended for more than 10 school days in a given school year, a manifestation determination meeting will be held by the IEP team to decide if the scholar's disability caused the misbehavior. The outcome may impact any further disciplinary action taken related to the scholar, as to ensure the scholar will not be denied FAPE per federal law.

5. To TeamCFA: Cherokee, due process services two goals: 1. Through the use of fair procedures, to create more accurate results. 2. Ensure that all parties are treated fairly by giving them an opportunity to share their side of the story. At TeamCFA: Cherokee, we will ensure that all scholars receive due process and that during that process, the school will endeavor to achieve those two goals. A scholar will always be treated with fundamental fairness, will remain fully informed about his/her alleged breach of behavior, and will be provided with an opportunity to respond to such charges. Our procedures are in compliance with State law and also serve to ensure that the process is fair to all parties and includes an opportunity for all parties to be heard.

To ensure that scholars with disabilities are not disproportionately affected by the discipline policy, we will be vigilant in the monitoring of IEP's to ensure that both academic and behavioral goals are being met consistently and accurately reflect the current and ongoing needs of the scholars in an effort to address behaviors that have the potential to become problematic and result in a suspension.

A discipline hearing will be conducted for scholars who have been suspended, expelled for more than ten (10) school days. The Board shall appoint members to a Discipline Hearing Committee, and that committee will be charged with hearing individual cases; preparing and disseminating the minutes of each meeting; setting the time, place and date for each hearing; notify appropriate persons of each meeting within forty-eight (48) hours of receiving notification of the suspension/expulsion; and signing and maintaining a copy of minutes of meeting.

Each hearing shall be conducted by at least three (3) members of the Discipline Hearing Committee, and the hearing must be held, a decision must be rendered, and notification of the decision must be provided to the parents and/or scholar and the principal no later than ten (10) days after the beginning of the suspension/expulsion. Notification of the decision shall include a statement of the right of either party

within five (5) days after receiving the decision to request a review by the Board.

The discipline Hearing Committee may take the following disciplinary actions:

1. Affirm the decision of the school principal;
2. Order removal of the suspension/expulsion unconditionally;
3. Order removal of the suspension/expulsion upon such terms and conditions as it deems reasonable;
4. Suspend or Expel the student for a specified period of time.

If a review of the hearing is requested by either the scholar or principal, the Board shall either review the record or grant a second hearing. If the Board chooses to review the record it shall:

1. Affirm the decision of the hearing authority; or
2. Modify the decision to a lesser penalty; or
3. Grant a hearing before the Board.

If the Board chooses to grant a hearing, it may:

1. Affirm the decision of the hearing authority; or
2. Modify the decision in any manner*; or
3. Impose a more severe penalty than that of the hearing authority.

7. Transportation

The SC Charter Schools Act of 1996 does not require charter schools to provide transportation for students but does allow for a charter school to enter into a contract with a school district or private provider to provide transportation to the charter school students. ***The law does, however, require an***

applicant to describe how the charter school plans to meet the transportation needs of its students.

If the charter school will provide transportation by school bus, the application must include a plan that complies with the state requirements for drivers and training and the state safety requirements for school buses. If the charter school intends to contract with the district or a third party for transportation services, a description of those services and a proposed contract must be provided in the application. A charter school is not required to provide or facilitate transportation for students. If the lack of transportation is preventing students from attending, the charter school should provide a plan to address their transportation needs.

Narrative Requirements:

1. Discuss the plan which will be put in place if the school is planning to provide transportation by school bus (must comply with state regulations for driver and training and the state safety requirements for school buses).
2. Discuss the proposed transportation service if the school intends to contract with the local school district or a third party.
3. Regardless of the applicant's intention to contract with a third party for transportation services, describe how the proposed charter school plans to address the transportation needs of its students and, in particular, if the lack of transportation is preventing a child from attending school.

1. Our plan will consist of a variety of offerings to ensure that all enrolled scholars have a choice about how they will arrive at school each day. We plan on purchasing two used school buses and build a strategic cluster stop system to transport children (approximately 115). We will utilize a program such as Google Fusion (based on student addresses) to determine the best location for a cluster stop. Over the next year, we will determine the method in which scholars will qualify for transportation. Since we want to ensure we are meeting the needs of all of our children, factors may include living distance from the school, economic status, and special circumstances. Transportation will not be a barrier for any scholar attending TeamCFA: Cherokee.

Our transportation budget includes the following:

- \$30,000 to purchase used buses.

- \$25,000 for gas for cluster stops up to 25 miles.
- \$15,000 Oil, Tires, and Maintenance.
- \$5,000 for emergency transportation.
- \$2,000 misc.
- We also reserve the right to use these funds to contract with a transportation provider.

2. N/A at this time.

3. As the school grows, our goal is to purchase more school buses and potentially replace these original buses with a higher quality model to reduce maintenance. We also again reserve the decision to contract with a company.

If a child enrolled in the school and has related services based on their IEP, we will independently contract with a provider to ensure this scholar is bussed. These funds to pay for such a service may be requested from special state reserve or will be identified in our budget if this is a need.



III. Business Plan

Completed - Jan 31 2019

III. Business Plan Form

1. Budget and Finance

The application should provide evidence that the plan for the charter school is economically sound, a proposed budget for the term of the charter, and a description of the manner in which an annual audit of the financial and administrative operations of the charter school, including any services provided by the sponsor, is to be conducted.

The proposed budget should be based on reasonable estimates that reflect choices made throughout the rest of the charter application. In nearly all cases, the combination of facility costs, insurance, instructional materials, and staff salaries/benefits represents the bulk of spending in charter schools. As such, close attention should be paid to these areas. In addition to these areas, other items that need to be planned for financially include special education, various professional services, classroom supplies and

materials, general supplies and materials, liability insurance, and more. The budget must be based on documented State Department of Education estimated revenues in accordance with the allocations in S.C. Code Ann. § 59-40-140(A)-(C). Please contact Dana Jones, at DNJones@ed.sc.gov to submit a request for a SCDE Per Pupil Estimate Review.

The budget and financial plan for the proposed charter school must include a five-year detailed budget and ten-year budget plan for revenues and expenditures. The plan should demonstrate diligent financial practices, clear alignment to the other components in the application, and strong oversight.

Provide documentation regarding the pupil accounting system, including evidence that the school will adhere to the procedures and regulations that are applied to public schools operating in South Carolina. The pupil accounting system must comply with the principles included in the *South Carolina Pupil Accounting Manual* and the *South Carolina Student Accountability Manual*, published by the SCDE at <https://ed.sc.gov/finance/financial-services/manual-handbooks-and-guidelines/>.

Include a summary of any negotiated services to be provided by the proposed sponsor (local school district, the SCPCSD, or the institution of higher education/technical college), including but not limited to financial accounting, payroll services, food services, custodial services, maintenance, curriculum, library and media services, and warehousing.

In accordance with the South Carolina Charter Schools Act (S.C. Code Ann. § 59-40-50(B) (3)), a charter school must adhere to the same financial audits, audit procedures, and audit requirements as are applied to public schools. Also, in accordance with S.C. Code Ann. § 59-40-230(E) (10), a charter school must procure an outside annual certified financial audit on funds and submit it to the SCDE as required. As a charter school is a component unit of the sponsor, the audit report is required to be submitted to the sponsor to incorporate the school's audit report in the sponsor's audit report. Additionally, if a charter school receives more than \$750,000 in federal funding, the school is required to have a single audit.

Narrative Requirements:

Include the following in this section:

1. Describe the applicant team's individual and collective qualifications for implementing the

Financial Plan successfully, including capacity in the following areas: financial management; fundraising and development; and accounting and internal controls.

2. Discuss how the proposed budget will support the mission, vision, and educational program of the school. Describe how the proposed 5-year and 10-year budget support the successful implementation of the school's educational program and increasing student achievement. Highlight any unique instructional strategies or curricular components and how they will be funded. Explain the school's data-driven decision-making process in regards to resource allocations.
3. A detailed description of budget assumptions, calculations, and revenue estimates. The narrative should include, at minimum, the basis for revenue projections, staffing levels, and costs. Provide specific evidence supporting assumptions and/or describe the source of estimated amounts wherever possible.
4. Describe any applicable state and federal money funding sources. Clearly address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising). Indicate the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.
5. Provide a summary of any negotiated services to be provided by the proposed sponsor (local school district, the SCPCSD, or the institution of higher education/technical college), including but not limited to financial accounting, payroll services, food services, custodial services, maintenance, curriculum, library and media services, and warehousing.
6. Explain how the school will remain fiscally solvent, adhere to generally acceptable accounting practices, have no material breaches, address any financial concerns, and follow the South Carolina pupil accounting system, auditing, and reporting procedures.
7. Describe how the school will maintain its books and records according to generally accepted accounting principles and will create an appropriate system of internal control.
8. Discuss planned client subcontracts to outside providers (if applicable).
9. Discuss the process the school will follow to contract with a certified public accountant to conduct an annual, independent financial audit and to disseminate the results from the audit to the school district and required state agencies.
10. Indicate if the school plan to offer South Carolina Retirement System benefits to its employees? If so, describe the planning committee's understanding of the costs and restrictions associated with such benefits and how the school's budget will absorb applicable costs from year to year.
11. Discuss the school's contingency plans for cash flow challenges, a budget shortfall, lower than expected student enrollment or other financial challenges in the early years of operation.

12. Describe the process of how the annual operating budget will be developed and refined each year based on student achievement data and mission driven priorities. Explain who will be involved in the process and how the budget may be amended during the year.
13. Explain in detail the year one [planning year] cash flow contingency plan, in the event that revenue projections are not met (or not met on time).

1. The CMO will provide significant support in all financial areas. The CMO provides financial management services to seven charter schools in North Carolina, which includes accounting and managing internal controls. In addition, existing TeamCFA schools participate in a variety of fundraising events that result in monies for specific programming and operational expenses, depending on the goals of each event. TeamCFA schools have conducted capital campaigns, Boosterthon events, and have partnered with local businesses to provide matching funds. Another type of fundraising event TeamCFA schools have conducted includes galas in which the school would invite school and community members to a formal event with a ticketed entry fee. Typically, in addition to ticket sales monies are raised from a silent auction of donated goods and services. Schools have traditionally raised \$20,000.00 and more from hosting a gala event. While fundraising is not a budgeted item, it will be conducted once the school is operational and the school and larger community demonstrate the commitment to the school.

The planning committee members sought out TeamCFA to start a charter school because of the needs in Cherokee. Individually, the members of the planning committee have a variety of skills, expertise, and experiences that culminate in a highly effective planning committee, and ultimately, the board. The backgrounds of the planning committee include an attorney, a former member of the Cherokee Chamber of Commerce, a small business owner, a teacher, a preacher, two administrators, and two TeamCFA school administrators.

2. The budget aligns to our mission as almost 75% of our funding is going directly to benefit the school's academic programming, personnel, civic development, academic resources, and teacher development. The budget reflects our commitment to having every part of all curricula in the hands of the instructional staff as well as the scholars. With the significant investment in our curricular, our start-up budget as well as our 5- and 10-year budgets reflect those investments as our school's priorities. You will see replacement rotation of curricular items throughout the budgetary process to make sure all items are replaced and up to date.

NWEA MAP testing is a significant part of our assessment process. This test will be given at least 3 times yearly, fall, winter, and spring, with a possibility of a fourth test if deemed necessary by the administration in collaboration with TeamCFA academic leaders. The data from these assessments are

critical to addressing the academic needs of our scholars and to meet a scholar where they are and grow the individual. A growth model of only 1 year per school year is not a successful model with scholars who are not on grade level. Our model when drive by data serves to grow the scholars at least 1 ½ years per school year.

Core Knowledge, Core Knowledge Language Arts, Eureka Math, and Core Virtues materials will be provided for all scholars and teachers, and we anticipate their costs to be \$110,000.00. There will be other costs with items for Music, Art, Physical Education, as well as instructional computers, software technology, and equipment. The full budget is \$164,800.00 for this category.

We understand that the needs of a rural community raises the need for allow for budgetary consideration for our anticipated population. This includes funds to meet transportation and lunch needs. Based on the county population and location of the school, we anticipate close to one-fourth of our population needing transportation to ensure their daily attendance. We are budgeting over \$77,000 to cover the costs of transportation, whether that be contracted or purchases of used buses to be operated by the school. This number was based off estimates from multiple public charter school budgets in regards to transportation.

Based on our research, we anticipate paying approximately \$650,000.00 for facility costs in year 1. This would equate to almost 14 percent of our annual operating budget during the first two years. We have built in 2% annual increases for facility cost.

3. The budget, constructed conservatively, reflects the outright purchase of most of the capital type items needed by the school. In "Office Equipment & Lease," we include leasing a printer/copier/scanner/fax machine. In "Communications, Website, Software" along with the earlier cost above of \$12,000 and "Classroom Technology, Software" \$60,000, giving us a total of \$103,000, which approximates 5% of revenue and was shared by an IT consultant as a reasonable expenditure.

Many of these capital purchases may be provided by loaned funds through the CMO partnership; the remaining needs could be procured through a lease agreement. Also, we have not shown any E-rate reimbursement as a reduction in these costs. We plan to purchase a blend of new and used furniture and fixtures and will attempt to avoid leasing or financing.

Facility costs are based upon 650 scholars at approximately 50,000 square feet. We expect to build or renovate for the school's long term home and plan to build a permanent facility or to expand in the original building by year three.

While not reflected in the budget, TeamCFA: Cherokee will apply for and expect to receive the Federal Charter School Program Start Up Grant. We will also secure funding for our building project from Charter lenders.

4. TeamCFA: Cherokee anticipates applying for the federal Charter School Program Start-Up grant but has not included any of those funds in our operating budget. Instead, the budget is solely reliant on the per pupil funding.

5. We will utilize the services of our CMO to address the following areas:

- Powerschool and Student Accounting
- Financial Services -Cash Management
- Invoicing
- Payroll
- Lead in Audit Preparation for Independent Auditor
- Operations and School Management Oversight
- Teacher Recruiting, Hiring and Development
- Curriculum Support
- Leadership Development
- Governance support and development
- Marketing expertise
- Web Site Management

For any other services, we will rely on our partner, TeamCFA to properly vet potential service providers. The process may include a formed committee consisting of: TeamCFA representatives, School Director, and board members to seek and vet vendors. The committee or team will make a recommendation to the board for a vote. Third party contracts will be evaluated annually to ensure a strong return on investment. The School Director will be an employee of the CMO.

6. The board (finance committee), CMO, and school leadership will maintain a number of internal financial controls and bookkeeping practices that provides fiscal control and accounting procedures that are in accordance with Generally Accepted Accounting Principles.

The CMO will act as the finance and student accounting company providing oversight of the school's leadership team which consists of the School Director and an Instructional Coach. They (CMO and Team) will provide timely and accurate information and reporting to the school's finance committee and board.

The Board will develop and approve a fiscal policy manual prior to the school's opening. The finance team will write specific processes based on these set policies which include (multiple check signers, clear guidelines on expenditure approval limits (i.e. over 5k needs a vote), safeguarding of assets, high level criminal background checks for anyone with bank access, and invoice processing).

In addition, our financial experts on the board, in collaboration with TeamCFA, will develop systems for payroll, accounts receivable, donations and fundraisers, petty cash, and credit card usage. Our vendors and all third party contracts will be evaluated annually to ensure they we are receiving the best return on investment in addition to us being effective partners. They will provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved).

Secondly, our partnership with TeamCFA does not provide direct funding through grants. They may provide a credit to purchase devices and access to a system to utilize their marketing tools and web site; however, there is no direct funding exchanged.

7. As a whole, the organization will maintain accurate records and limit risk to ensure diligence when it comes to public tax dollars and a clean audit. The board will receive a monthly financial report that will consist of:

- Income statement (revenue and expenses) with budget comparison.
- Bank Statement.
- Payment by vendor report.
- General ledger summary report with detail available.
- Internal controls will be reviewed and evaluated annually by an independent auditor in accordance with generally accepted audit standards.

In addition, we will develop an internal control checklist that includes the following questions:

- Are accounting records kept up-to-date and balanced monthly?
- Is a standard chart of accounts with descriptive titles in use?
- For Monthly financial statements, are adequate and timely reports prepared to insure control of operations?
- When comparing actual results with budget, are personal expenses kept separate from business expenses?
- Are monthly bank reconciliations reviewed by Admin? Is there any separation of duties?

- Are governmental reporting requirements being complied with in a timely manner?
- Is insurance maintained and is this coverage reviewed periodically by a qualified individual?
- Is there an adequate cash fund?

8. TeamCFA: Cherokee plans to subcontract with a number of outside providers for the following services:

- Audit
- Janitorial services
- Speech
- OT
- Maintenance
- Technology Support
- Physical Therapy
- Meal Services

9. TeamCFA: Cherokee will obtain a list of all Certified Public Accountants used by Charter Institute at Erskine. We will fully vet the CPA firms and choose an independent auditor in conjunction with TeamCFA and Charter Institute at Erskine.

10. The school is currently planning to forego the state retirement plan. The school will participate in the State Health Plan. The costs of mandatory unemployment and workers compensation insurance will be incurred by the school. Our Assistant Teachers will serve as a built-in recruiting source for new teachers. Many will be certified or working toward certification and will be candidates for open teaching positions.

11. TeamCFA: Cherokee will establish a contingency plan to meet unexpected shortfall to include:

- Learn from our sister schools in the TeamCFA network on the initial do's and don'ts to prevent initial shortfalls.
- Operate from a cash flow projection.
- Understanding year one charters do not typically meet enrollment (so budget respectively).
- If short enrollment, reduce personnel and slash organizational wants.
- Partner with credible vendors and foundations understanding of initial charter cash flow.
- Our break even number of scholars is 439, well below our projected 525 enrollment.

The school will not rely on fundraising activities for those items that fall outside of the limits of our operating budget. Our goal for start-up costs with the exception of permanent facility needs, instructional

materials, supplies, and school furniture may be requested via grants for public charter schools. We will utilize surplus for furniture to reduce initial costs and focus on the bottom line to ensure the bulk of our funds flow directly to scholars.

12. After careful study of data, we will base any change of direction from the original budget on facts of the needs of the school. First and foremost, the academic needs of the scholars must be met. Each budget will reflect the full needs of our scholars. We will conservatively and carefully budget for all our financial obligations on a yearly basis. TeamCFA will be involved with the School Director to develop a budget to present to the Finance Committee of the Board of Directors well before the end of the physical year for their direction, desires, and input. The budget will also be developed under the assistance of a financial back-office provider that will be under contract for the school. Monthly meetings of the Finance Committee will ensure continuous fiscal monitoring. During these meetings, the budget will be monitored for trends in expenses and to measure success in how the budget is meeting both academic and financial goals by supporting the academic program in a fiscally responsible manner.

Any significant changes or amendments to the budget will be discussed and approved by the full Board of Directors. At the time of the application, the plan is to allow the School Director to move small amounts of funds between budget lines in the amount of \$1,000.00 or less. The governing board can amend that assumption at any time as well, but it has proved a useful tool in management of a larger school budget. In addition to the reporting that the Finance Committee will create, the Board of Directors will receive a full monthly budget report from the Financial Services provider each month as well.

13. We have a full cash flow projection in our budget plan. We also fully realize that we are in a very good cash flow position in years 2 and forward but fall short at the end of the first year showing just under 7 days cash on hand. Our plan has 30 days of cash flow or 8.33% being achieved in month 20. We believe our cash flow is still in a good position due to our access to an emergency loan from TeamCFA if necessary.

TeamCFA has deferred the CMO fee until month 3, and we have created a very conservative budget as demonstrated in the submitted budget prepared by Prestige (Formerly KM). Our revenue is conservative in projection and our expenditures are higher than expected with the a plan to the “worse case” in budget projection. Our break even enrollment number is 439, far below our projected enrollment number of 525 for Day one.

2. Facilities

Charter schools may rent, lease, own, or otherwise finance facility space. In some cases, a school district may have an unused facility; in other cases, a charter school may share space with another tenant. With any facility, building permits, inspections, and a certificate of occupancy are required from the SCDE's Office of School Facilities (OSF) as the building official for all public schools. All facilities must meet applicable building codes, and the OSF is available to review and discuss proposed facilities to evaluate code and other life safety requirements. In addition, contact your community's planning and zoning department for necessary land-use permits and requirements.

Charter schools are required to comply with all traffic management regulations. SC Department of Transportation (SCDOT) School Traffic Engineering will visit and evaluate your site and provide you with traffic requirements for your school traffic. The evaluation may require a traffic study and the charter school is responsible for all costs associated with necessary improvements such as road widening and addition of traffic lanes.

Narrative Requirements:

1. Describe the basic facilities requirements for accommodating your school plan, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.
 - Identify any other significant facilities needs not already specified, including: playground, large common space for assemblies and other large group meetings, athletic facilities, and other special considerations (identify and explain).
2. Explain how the facility will meet the needs of students and provide an assurance that it will be accessible to students with physical disabilities.
3. For virtual schools, provide a plan for maintaining student records and school records, including financial records, at a designated central office of operations.
4. If a facility has been identified, include the address of the facility, a description of the facility, and the name and address of the owner of the facility.
 - If entering into a lease agreement, describe the material terms of the agreement. What specific buildout is required? What are those estimated costs?
 - A description of the planning committee's contingency plan should the lease or planned purchase fall through.
5. If a facility has not been identified, specify a plan for obtaining such a facility and include a

description of the facility needs, a statement as to whether an existing facility will be remodeled or a new facility will be built, and a schedule for completing or obtaining a suitable facility and, if applicable, a description of and timeline for any plan to raise funds for completing or obtaining the facility.

- A discussion of the planning committee's process for obtaining facilities.

6. A description how the school's facilities plan is aligned with the projected enrollment growth outlined in the charter application.

1. Year one, we would need 21 regular classrooms (average 600 square feet in size), EC room, music room, art room, a full gym, office space, and storage. The classroom and overall facility needs grow each year. In Year 2, we need 25 regular education classes; in Year 3, we need 29 regular education classes; in Year 4, we need 33 regular education classes; and in year 5, we need 36 regular education classes. Our projected enrollment is as follows:

- Year 1: Grades K-2/100 scholars per grade; Grades 3-5/75 scholars per grade = 525 scholars enrolled.
- Year 2: K-3/100 scholars per grade; Grades 4-6/75 scholars per grade = 625 scholars enrolled.
- Year 3: K-4/100 scholars per grade; Grades 5-7/75 scholars per grade = 725 scholars enrolled.
- Year 4: K-5/100 scholars per grade; Grades 6-8/75 scholars per grade = 825 scholars enrolled.
- Year 5: K-6/100 scholars per grade; Grades 7-8/75 scholars per grade = 850 scholars enrolled.
- Year 6: K-7/100 scholars per grade; Grade 8/75 scholars = 875 scholars enrolled.
- Year 7: K-8/100 scholars per grade = 900 scholars enrolled.

We reserve the right to grow to full capacity during or anytime after Year 3 if applications/waitlist allow if allowable by Charter Institute at Erskine.

2. The school will be fully ADA compliant. The school will also meet and exceed any and all square footage requirements as set forth by the state.

3. N/A

4. N/A

5. The Challenge Foundation properties has built over 18 facilities in conjunction with TeamCFA. Each of the facilities have been built with sufficient square footage for the school's projected enrollment along with ample classroom space, music rooms, art rooms, a gymnasium, playground facilities, and PE area. TeamCFA: Cherokee will leverage resources from The Challenge Foundation to build our long-term school home.

The general area/location has been discussed as the east/eastside of Gaffney to allow easy access to all including scholars from Blacksburg. For our short-term school home, four locations within the eastside of Gaffney have been explored, but the process for acquiring the building has been paused until we have completed the application process.

6. The initial building will be suitable for 650 scholars. An additional building or structure will be completed by year 3, whether on the existing campus or on another campus located conveniently for all families.

3. Insurance Coverage

The application must include a description of the types and amounts of insurance coverage to be obtained by the charter school. The application must address, but is not limited to, the following types of insurance: workers' compensation, liability, property, indemnity, and automotive. **All requirements should be placed in the support documents.**

Narrative Requirements:

All requirements for this section will be in the support documents.



Appendix Items Information

Completed - Jan 31 2019

Appendix Items Information

The table below presents the appendix items that correspond to specific sections of the application.

Applicants are encouraged to use this table to ensure that their application includes all required appendix items. Items in the table noted with **, indicate they are required only if applicable.

The first support document is the Signature Certification Page. Print the Signature Certification Page (page 46) and obtain the appropriate signatures from the chair of the charter committee. Note: this form includes certification of the SCDE Statement of Assurances for Charter Schools. Retain the copy of the statement of assurances included in this document (pages 44–45) for your records and ensure that each signatory has a copy of the document. By signing the Signature Certification Page, the signatories assure that they will comply with all the assurances for public charter schools in South Carolina. **The sponsor representative and the charter school committee chair will sign the bottom of this form after the school is approved.**

Once completed, include a copy per the instructions on page 5. **Applications that do not include the signed Signature Certification Page will not be reviewed or considered for approval.**

Application Section	Appendix Item
<i>Section I</i>	<i>Educational Plan and Capacity</i>
Executive Summary	<i>No appendix items in this section</i>
1. Evidence of Need and Community Support	A. Signature Certification Page B. **Evidence of Notification C. Evidence of Support D. **Conversion School Support E. **Private School Support
2. Curriculum and Instructional Model	F. School Calendar and Daily Schedule G. Supporting Documents for Educational Plan H. List of Teaching Positions I. **Virtual School List of Courses
3. Serving Students with Disabilities	J. **Agreement with Sponsoring District
4. Goals, Objectives, and Assessment Plan	<i>No appendix items in this section</i>
<i>Section II</i>	<i>Organizational Plan and Capacity</i>

1. Governing Board	<p>K. Charter Committee</p> <p>L. Bylaws</p> <p>M. Articles of Incorporation</p> <p>N. Organizational Chart</p>
2. Education/Charter Management Contracts	O. **EMO/CMO Documentation
3. Administrative Structure/Building Leadership	<p>P. Sample Job Descriptions</p> <p>Q. School Start-Up Plan</p>
4. Employees	R. **Letter of Agreement from Sponsor Regarding Compliance with S.C. Code Ann. § 59-25-410 <i>et seq.</i> (2004)
5. Enrollment	S. **Letter(s) from Sponsor regarding Desegregation Plan or Order
6. Student Conduct, Rights, and Responsibilities	T. Draft Discipline Policy
7. Transportation	U. **Transportation Services Contract
Section III	Business Plan and Capacity
1. Budget and Finance	<p>V. Student Enrollment Projection Form</p> <p>W. SCDE Per Pupil Estimate Review</p> <p>X. Five-Year Budget</p> <p>Y. Ten-Year Budget</p> <p>Z. **Memorandum of Agreement for Negotiated Services</p> <p>AA. Documentation of any “Soft Funds”</p>
2. Facilities	<p>BB. **Floor Plan of Identified Facility</p> <p>CC. **Proposed Lease or Rental Agreement</p> <p>DD. **Documentation from SCDE’s Office of</p>

	School Facilities EE. **Documentation from SCDOT School Traffic Engineering
3. Insurance Coverage	FF. Applicable Insurance Documents

EXECUTIVE SUMMARY: TeamCFA: Cherokee

The mission of TeamCFA: Cherokee is to continuously develop the next generation of American citizens by developing creative, problem-solving minds through the education of the whole student. Our school will have a challenging learning environment with high expectations set in a creative and caring atmosphere to grow the intellectual, character, physical, social, and emotional sides of all individuals. We will achieve our mission by utilizing a personal learning model through the use of the Core Knowledge framework, Core Knowledge Language Arts curriculum, a hands-on approach to Math, character education, and fine arts integration. The support of TeamCFA will ensure our success by providing ready to open support, the experience of the affiliate schools as well as the CMO schools that utilize the same curriculum, marketing, technology, leadership, and instructional coaching support.

TeamCFA: Cherokee has adopted The Core Knowledge Sequence, a detailed outline of specific content and skills to be taught in language arts, history, geography, mathematics, science, and the fine arts. It provides a coherent, content specific foundation of learning but also allows for flexibility to meet local needs. The Sequence represents an effort to convey the specific core of shared knowledge that all children should learn in U.S. schools, and the knowledge that speakers and writers assume their audience knows. We will teach reading through Core Knowledge Language Arts that uses content knowledge from science and social studies as the basis for instruction of phonetic, fluency, comprehension, and handwriting skills. We will also offer Eureka Math and a focus on character development through our Core Virtues curricula.

Research indicates that arts education is an enhancement to academic achievement; therefore, specials offered at elementary levels and electives offered at middle school levels will consist of fine arts selections, including music, drama, and visual arts.

The purpose of a school is to provide educational opportunities to all students who attend the school so that they can achieve the goals established by the State, the school, and each student. TeamCFA: Cherokee will work to close all achievement gaps by employing the computer adaptive interim assessments from NWEA. These measures of academic progress (MAP) are administered at least three times a year and provide teachers with timely learning data targeted to each individual student's needs. The data from the NWEA MAP assessments will be used to develop personalized learning plans for each student, to fill gaps in knowledge, and to provide either intervention or enrichment as determined to meet the needs of the individual student.

In addition, TeamCFA: Cherokee will utilize digital content to develop personalized student learning objectives for each student. All teachers will provide additional before or after school tutoring at all school levels. Daily labs for reading, math, and writing will be provided at the middle school levels. Because parental involvement is critical to student success, TeamCFA: Cherokee will meet with parents to discuss strengths, gaps and areas of improvement.

The unique features of our program include a specialized curriculum, including Core Knowledge Language Arts, Eureka Math, and Core Virtues. Additionally, TeamCFA: Cherokee will offer a full-time Instructional Coach to nurture continual growth in each of

our teachers. Students will participate in physical education classes on a daily basis. Finally, TeamCFA: Cherokee will administer a positive reinforcement behavior plan to facilitate learning and character growth and implement a mandatory community service program to promote citizenship .

At opening, TeamCFA: Cherokee will serve Kindergarten through fifth grades. TeamCFA: Cherokee will add one grade level each school year thereafter through eighth grade. At full capacity, TeamCFA: Cherokee will serve a maximum of 900 students in grades kindergarten through eighth. Grade level divisions will be as follows: Kindergarten through eighth grades will have a maximum of four classes with no more than 25 students per class roster.

TeamCFA: Cherokee will admit students eligible for enrollment in grades Kindergarten through Eighth each year. Targeted student population are students residing in Cherokee County, but we will accept students who are South Carolina residents. We fully expect to attract families from surrounding counties (Spartanburg, Union, and York). TeamCFA: Cherokee will aggressively market the school in the Cherokee area. Should demand exceed available student seats, TeamCFA: Cherokee will utilize a lottery system that complies with South Carolina law in our continued effort to offer fair and equal access to enrollment at TeamCFA: Cherokee.

Preliminary inquiries within the community indicate a strong desire among parents for an educational choice. Traditional public schools in the county are not high-achieving, and two small, fee-based private schools and homeschooling are the primary school choices available. TeamCFA: Cherokee has held community interest meetings and utilized social media (i.e., Facebook) to gauge community support for the school. Five of Cherokee County's elementary schools, four in Gaffney and one in Blacksburg, rank below average, and two of them have external review teams appointed by the State's Education Oversight Committee because they have been deemed at risk.

Members of the Planning Committee sought out TeamCFA to open a public charter school in Cherokee County because of their desire to see high quality school options for the county's children and because of their deep concern regarding the low performing school options currently available within the county. On the Planning Committee, the members include community residents who practice in the fields of law, ministry, education, and administration. This diverse group senses the readiness of the community to join the school choice movement as a means to improving education for all in Cherokee, not just a single charter school. The members of the planning committee exemplify the spirit of Cherokee County that can only be described as facing issues head on. In addition to that indomitable spirit, the planning committee is a professional, caring, intellectual group that will provide the governance oversight that will provide a framework for success for the school's administrative team.

TeamCFA: Cherokee will be contracting with a CMO, TeamCFA, will provide financial and operation support to ensure strong student achievement and compliant and responsive operations.