

Evidence of Educational Need

Picture in your mind a child who you love-your son, daughter, niece, or neighbor. Picture that child as an 8 year-old third-grader, walking in their school building.

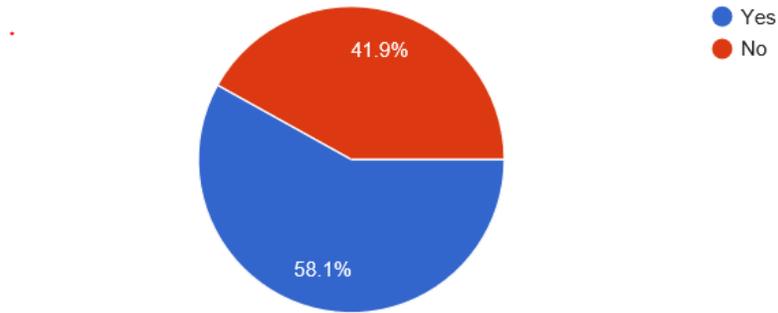
- 3 out of 4 of their classmates are identified as Economically Disadvantaged Students.
- 7 out of 10 students receive free or reduced lunches.
- 6 out of 10 students in grades 3-8 are not proficient on their NC State EOG assessments.

This child deserves a school capable of helping them reach their full potential. A school whose educational plan is based upon research based approaches for its targeted population. A school that meets students where they are and helps them to perform at their highest potential. A school that will help to reduce the 295 inmates that are incarcerated in the county detention center because it will teach students how to behave instead of how to be punished. A school that prepares them for careers, life and college because it teaches students through real-world experiences in the school and the community. Global Achievers School is the type of education that these students NEED and DESERVE.

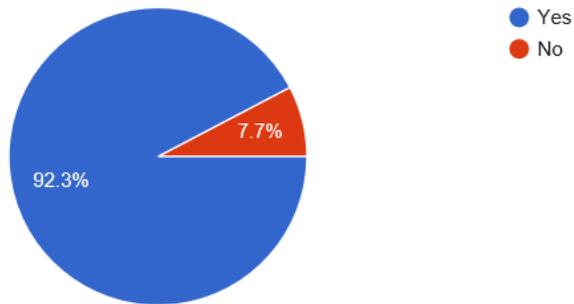
Board members reached out to members in the Nash county community to distribute surveys and encourage them to visit our website to learn more about what Global Achievers School will offer. The page received over 500 unique views between the dates of August 15, 2016 and September 15,2016.

The results of the survey are included below.

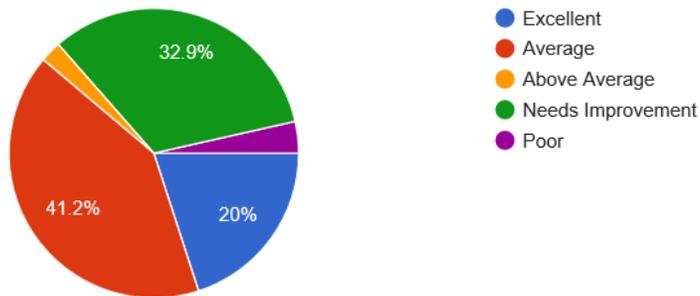
Do you have school aged children?



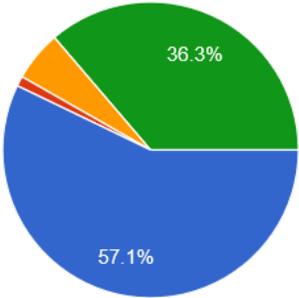
Would you consider sending your child to this free, public school?



Rate your satisfaction with schools in Nash County.



What is your child's current source of education?



- Public School
- Home School
- Private School
- I don't have school aged-children

Scope and Sequence of Units – Reading and Writing

Global Achievers will offer a literacy program that challenges students to think critically. Through cross-curricular units of study, students will read, write about, present, listen to and discuss a variety of complex texts that encourage critical thought and the attainment of content knowledge. A workshop model will be utilized to teach these skills to students in small groups and one-on-one, depending on the need of the student.

Workshop will provide times to read, write and respond to texts. Teachers will present mini-lessons, independent reading and student response tasks. Activities and strategies presented in workshop classrooms are based on the assumption that students have varying abilities and teachers design instruction suited to individual learners. Teachers invite, nurture and support students which helps move them toward independence (Atwell, 2009). A classroom community is created as students work and learn together with the teacher serving as a guide on the side. Creating lifelong, reflective and responsive readers is a goal of workshop.

The following units are based upon Lucy Calkins' *Units of Study*, with the exception of grades 6-8 reading units. These units will be based upon essential questions.

Scope and Sequence of Units – Reading and Writing

Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
K	Reading: Building a Community of Readers Writing: Building a Community of Writers	Reading: Fun with Fiction/Ready to Retell Writing: Launching the Writing Workshop/Writing for Readers	Reading: Fun with Non-Fiction/Retelling Writing: Information Writing: How to Books (Writing to Teach Others) Writing All-About Books	Reading: Readers are Resourceful: Tackling Hard Words and Understanding Tricky Parts in Books Writing: Persuasive Writing of All Kinds: Using Words to Make a Change	Reading: Readers Get to Know Characters Writing: Writing Stories: Using All We Know About Narrative Writing to Craft Stories for Readers	Reading: Readers Get to Know Characters Writing: Writing Stories: Using All We Know About Narrative Writing to Craft Stories for Readers
1	Reading: Building a Community of Readers Writing: Building a Community of Writers	Reading: Elements of Fiction/Understanding Stories Writing: Telling a Story with Pictures and Words/Ways to Organize Your Thoughts and Ideas	Reading: Elements of Nonfiction/Reading for Information Writing: Writing How-To Books/Nonfiction Chapter Books	Reading: Understanding Characters In and Across Text Writing: Writing Reviews	Reading: Meaningful Messages Writing: From Scenes to Series-Writing Fiction	Reading: Reading Across Genres to Learn About a Topic: Information Books, Stories and Poems Writing: Authors as Mentors: Craftsmanship and Revision/Independent Writing Projects across the Genres
2	Reading: Building a Community of Readers Writing: Building a Community of Writers	Reading: Understanding Stories/Elements of Fiction Writing: Launching with Small Moments/Lessons from The Masters	Reading: Reading for Information/Elements of Non-Fiction Writing: Using Writing to Teach Others All About our Favorite Topics	Reading: Understanding Characters In and Across Texts Writing: Poetry - Big Thoughts in Small Packages	Reading: Reading & Role Playing; Fiction, Folktales & Fairy Tales Writing: Opinion - Writing About Reading	Reading: Author’s Messages in Non-Fiction Writing: Information - Lab Reports & Science Books
3	Reading: How Character Change Writing: Crafting True Stories	Reading: Linking Ideas with Information in non-fiction text Writing: The Art of Information Writing	Reading: Messages and Meaning in Narrative Text Use folktales, myths, fairytales Writing: Once Upon a Time Adapting & Writing Fairytales	Reading: Biography Book Clubs Writing: Changing the World Persuasive Speeches, Petitions & Editorials	Reading: Poetry & Prose Writing: Poetry: Writing, Thinking & Seeing More	Reading: Synthesizing Nonfiction Writing: Information Writing: Reading, Research & Writing in the Content Areas
4	Reading: How Themes Communicate Different Messages Writing: The Arc of the Story	Reading: Using Structure to Link Ideas with Information in Text Writing: Information Writing	Reading: Examining Language and Narration in Fiction Writing: The Literary Essay, Opinion	Reading: Using Informational Text to Explore and Support Ideas Writing: Boxes and Bullets, Opinion	Reading: Poetry, Performance & Prose Writing: Poetry Anthologies	Reading: Using Language Structure and Access Features in Information Text Writing: Bringing History to Life
5	Reading: Uncovering Meaning and Message in Literature Writing: Narrative Craft	Reading: Finding Information to Explore and Support Ideas Writing: Information Writing: Feature Articles on Topics of Personal Expertise	Reading: Reading to Research Writing: Research-Based Argument Essay	Reading: Interpretation Text Sets Writing: Literacy and Comparative Essays	Reading: Historical Fiction Book Clubs Writing: Shaping Texts From Essay and Narrative to Memoir	Reading: Using Language, Structure & Access Features in Information Text Writing: The Lens of History

Scope and Sequence of Units – Reading and Writing

Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
6	<p>Reading: How can we learn to appreciate our similarities and differences through literature?</p> <p>Writing: Launching Writer’s Workshop</p>	<p>Reading: How are narratives simultaneously revealing and limiting?</p> <p>Writing: Personal Narratives: Crafting Personal Life Stories</p>	<p>Reading: How are acts of courage revealed in literature and informational text?</p> <p>Writing: Writing Strong Literary Essays</p>	<p>Reading: How are using reading strategies similar to and different from strategies for solving mysteries?</p> <p>Writing: Writing Compare and Contrast Essays</p>	<p>Reading: What do literature and informational text reveal about people in different cultures?</p> <p>Writing: Writing Research-Based Informational Essays</p>	<p>Reading: What are some strategies for using reading to research?</p> <p>Writing: Digital Writing Projects</p>
7	<p>Reading: What similarities and differences exist among characters?</p> <p>Writing: Launching Writer’s Workshop</p>	<p>Reading: How do characters, real and fictional, use words and actions to demonstrate perseverance?</p> <p>Writing: Writing Realistic Fiction</p>	<p>Reading: How do authors make books believable?</p> <p>Writing: Planning and Drafting Companion Books</p>	<p>Reading: How do authors make books believable?</p> <p>Writing: Writing to Deepen Literary Analysis</p>	<p>Reading: Is literature always a reflection of life?</p> <p>Writing: Research-Based Argumentative Essays</p>	<p>Reading: How do authors choose their purpose?</p> <p>Writing: Taking Arguments to a Global Audience</p>
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Global Achievers 2018-2019

August 2018						
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October 2018						
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April 2019						
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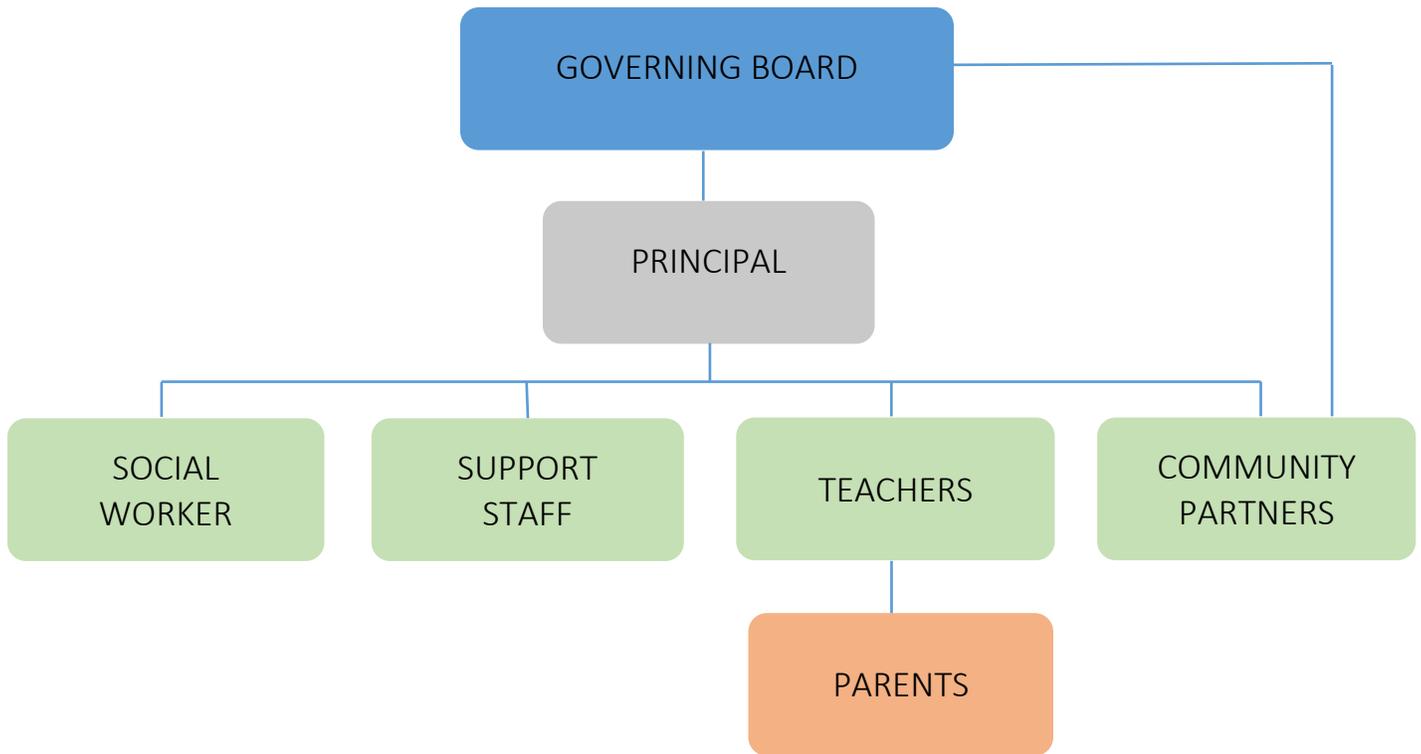
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July 2019						
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28	29	30	31			

Key

	First and last days of school		Intercession
	Teacher workdays		Holiday
	Early release days (12:00 pm)		

ORGANIZATIONAL CHART



Global Achievers School By-Laws

ARTICLE I: NAME

Section 1: Name The name of the nonprofit corporation shall be Global Achievers School (sometimes referred herein as —The Corporation).

ARTICLE II: PURPOSE

Section 1: Purpose The purpose for which the organization is authorized are exclusively educational within the meaning of 501c3 Internal Revenue Code of 1986.

ARTICLE III: MEMBERSHIP

Section 1: Membership

The corporation shall have no members.

ARTICLE IV: BOARD OF DIRECTORS

Section 1: Powers and Functions

The activities, affairs and business of the corporation shall be conducted by or under its board of directors. The purposes for which the corporation is organized are exclusively education within the meaning of 501c3 of the Internal Revenue Code of 1986. The board of directors may by general resolution delegate to committees of their own number such powers as they may see fit. The primary function of the Board of Directors is to focus on implementing the school's vision through policy making and assuring a system of accountability. The board will not manage the day-to-day operations of the school. The board will conduct long term planning, facilitate communication with the community, financial management and selection and hiring of the school director.

Section 2: Number, Qualifications, Election and Terms

a) The number of persons constituting the Board of Directors who have voting authority shall be no less than five (5) and nor more than nine (9) excluding ex-officio members of the board of directors.

b) The principal may serve as an ex-officio member of the board of directors. The ex-officio member shall have rights, excluding the right to vote.

c) Directors shall serve for a term of three years, or until their successors are elected. A director will be removed by a majority vote of the board at any meeting. In order to be re-elected, he/she

can be nominated by a Board member similar to any other nominee. Each Director may serve successive terms upon approval by a majority vote of the Board of Directors at its next meeting following the expiration of such Director's current term of office.

d) Voting Directors shall be elected at the Annual Meeting by a majority of the directors present. In the event of death, resignation, retirement, removal or disqualification of a member of the Board of Directors during their appointed term of office, their successor shall be elected and serve only until the expiration term of their predecessor.

Article V: Board of Directors Meetings

Section 1: Regular Meetings

All meetings of the Board shall be open to the public, including the news media, except when permitted or required by law to be closed. Visual and sound recordings shall be permitted during open meetings. The chair of the board shall preside at board meetings and shall rule on questions of order. In the absence of the chair, the vice chair shall preside. In the absence of both the chair and vice chair, the attending members shall elect one of their members to preside. Meetings of the board shall be formal enough to allow for the orderly conduct of business but informal enough to encourage free discussion among Board members and action.

Section 2: Meeting Schedule

The Board annually shall adopt a schedule for the upcoming year stating the date, time and place of its regular meetings. The meeting schedule shall be posted in a prominent place at the school. Unless otherwise specified in the schedule or changed in a manner allowed by law, the Board shall hold a minimum of 8 regular meetings per school year or the minimum number of meetings that are required by law. At least ten (10) days advance written notice shall be given for each meeting.

Section 3: Special or Emergency Called Meetings

In accordance with the state law, special meetings may be called by the board chair on the request of two or more Board members, or the principal in accordance with state law. Due notice of such meetings shall be given to the public and shall include at a minimum the posting of a written notice for at least forty-eight (48) hours at the place of regular meetings and by the giving of written 48 hours in advance. Board members will be given at least 48 hours notice of the meeting and the topics to be addressed. Notice to Board members may be by telephone, email, or some other means to achieve notification.

Section 4: Quorum

A majority of the Board members having voting authority and currently in office shall constitute a quorum for the transaction of business. In no event may these Bylaws or any resolution adopted pursuant to these Bylaws authorize a quorum of fewer than one-half of the number of Directors then in office, except in emergencies requiring action by a majority of the available

Board members for the good of the school, only after reasonable efforts to notify and convene all Board members.

Section 5: Voting

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

Section 6: Resignation and Removal of Directors

A director may resign at any time by giving notice in writing to the chair or secretary of the corporation. Such resignation shall take effect at the time specified, or if no time is specified, at the time the chair or secretary receives such resignation. A director may be removed with or without cause by the affirmative vote of the majority of the directors of the corporation then in office.

Section 7: Loss of Membership on the Board of Directors

A director who is absent from two (2) consecutive regular meetings of the board of directors without having been excused by the chair may lose his or her membership on the board of directors, provided that such director shall first have been notified in writing by the secretary that he or she has been absent from two (2) consecutive meetings of the board of directors and such notice shall refer to Section V.6 of the Bylaws.

Section 8: Telecommunications

Directors may participate in and act at any meeting by conference telephone or other communication equipment by means of which all persons participating in the meeting can communicate with each other, and the participation in a meeting pursuant to this section shall constitute presence in person at such meeting.

Section 9: Conflict of Interest

If any member of the Board faces a conflict of interest in a matter pending before the board, such member shall make full disclosure to the board of the nature of the conflict. Upon full disclosure, the Board may approve the transaction only by the majority vote of board members having no conflict of interest. In addition, all members of the board shall, at least annually, complete and execute a Conflict of Interest Disclosure Statement in which they acknowledge their commitment to comply with that policy.

Section 10: Open Meetings

Global Achievers Board of Directors will comply with Open Meeting Laws.

ARTICLE V: OFFICERS

Section 1: Designation of Officers

Officers of the Corporation shall be chair, vice chair, and secretary. The board may designate and fill other officers as needed. No officer shall sign or execute any document in more than one capacity.

Section 2: Election, Term of Office and Qualifications

At its regular annual meeting in June each year, the board shall organize and elect officers among its own members. If the election of officers shall not be held at such meeting, such selection shall be held as soon thereafter. A chair shall be elected to serve for a period of three years.

Section 3: Principal

The board shall appoint the principal by entering into a contract with a person to serve in that capacity. The principal shall generally be responsible for the business and affairs of the corporation and shall be authorized to have control over its employees. In addition to the management of day-to-day operations of the corporation, the principal shall perform such other duties as are assigned by the board. The principal may be removed, with or without cause, by a majority vote of the board.

Sections 4: Chair

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

Section 5: Vice Chair

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

Section 12: Secretary

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

Section 13: Compensation

Directors shall serve without compensation for their services to the board except travel and related expenses as may be authorized by the board for in-state or national conferences.



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

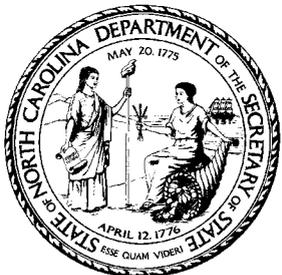
I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

GLOBAL ACHIEVERS SCHOOL

the original of which was filed in this office on the 15th day of September, 2016.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 15th day of September, 2016.

Elaine F. Marshall

Secretary of State

ARTICLES OF INCORPORATION
OF
GLOBAL ACHIEVERS SCHOOL

The undersigned, being of the age of eighteen years or older, does make and acknowledge these Articles of Incorporation for the purpose of forming a corporation under and by virtue of the North Carolina Nonprofit Corporation Act as provided in Chapter 55A of the General Statutes of North Carolina:

1. The name of the nonprofit corporation is **Global Achievers School** (the "Corporation").
2. The Corporation is a "charitable or religious corporation" as defined in NC General Statute §55A-1-40(4).
3. The street address and county of the Corporation's registered office is **4504 Joe Cotton Drive, Knightdale, Wake County, NC 27545**. The name of the Corporation's registered agent at that address is **Lisa Swinson**.
4. The street address and county of the Corporation's principal office is **4504 Joe Cotton Drive, Knightdale, Wake County, NC 27545**.
5. The name of the Incorporator is Lisa Swinson and her address is **4504 Joe Cotton Drive, Knightdale, Wake County, NC 27545**.
6. The purpose for which the Corporation is organized is to operate one or more public charter schools in the state of North Carolina pursuant to North Carolina General Statute 115C-238.29A
7. The Corporation shall have no members.
8. The number, qualifications, and method of election of the Directors shall be set forth in the bylaws of the Corporation.
9. In the event of termination or dissolution of the Corporation in any manner or for any reason whatsoever, the Directors shall, after paying or making provision for payment of all liabilities of the corporation, distribute all of the remaining assets of the corporation as such Directors may determine among one or more organizations that are then organized and operated for exempt purposes and qualified as exempt organizations under Section 501(c)(3) of the United States Internal Revenue laws and to which contributions are then deductible under Section 170(c)(2) of the Code or to federal, state, or local governments to be used exclusively for public purposes.
10. The business email address of the Corporation *Privacy Redaction*

11. The articles will be effective upon filing.

This is the 14 day of September, 2016



Lisa Swinson, Incorporator

INSURANCE PEOPLE

Below are the **estimated annual premiums** Global Achievers School

Property Premium Estimate **\$450**

Building	\$200,000
Contents	\$50,000
Deductible	\$1,000
Form	Special
Equipment Breakdown	Included

General Liability Premium Estimate **\$1,437**

Rating Basis:	Students	240
	Faculty	20

Limits:

Per Occurrence Limit	\$1,000,000
Annual Aggregate	\$3,000,000
Sexual Abuse & Molestation	\$1,000,000 per occurrence \$3,000,000 aggregate
Employee Benefits	\$1,000,000 per occurrence \$3,000,000 aggregate

School District & Educators Legal Liability (D&O/ E&O)

Premium Estimate **\$4,380**

	\$1,000,000 per occurrence
	\$2,000,000 aggregate
Additional Defense	\$100,000/\$50,000/\$100,000

Named insured includes the insured Organization (School Entity), it's school board, School Committee, Board of Trustees, Board of Governors or similar governing body, elected or appointed members of the Board of Education, Board of Trustees, School Directors, School Committee, Board of Governors or similar governing board, Employees, Student Teachers, School Volunteers, and students while serving in a supervised internship program sponsored by the "educational institution".

Wrongful Act to include any actual or alleged act, error, omission, misstatement, misleading statement, neglect, or breach of duty by or on behalf of the Insured Organization, including educational malpractice or failure to educate, negligent instruction, failure to supervise, inadequate or negligent academic guidance of counseling, improper or inappropriate academic placement or discipline.

INSURANCE PEOPLE

Fidelity Bond Estimate		\$332
Limit	\$250,000	
Auto Premium Estimate		\$2,300
Hired & Non Owned Autos		
Limit of Liability	\$1,000,000	
2 School Buses		
Head of Class Endorsement		\$82
Workers Compensation Premium Estimate		\$9,606
Statutory State - NC		
Employers Liability	\$500/ \$500/ \$500	
Payroll Estimate	\$1,624,000	
Umbrella Premium Estimate		\$2,387
Limit of Liability	\$1,000,000	
TOTAL ESTIMATED PREMIUM		\$20,974
Student Accident Coverage		\$7.00/ student

These premiums are subject to change based on Underwriter review and approval of completed applications.

Disclaimer: The abbreviated outlines of coverages used throughout this proposal are not intended to express legal opinion as to the nature of coverage. They are only visuals to a basic understanding of coverages. The policy terms, conditions, and exclusions will prevail. Please read the policy forms for specific details of coverage

09/19/2016

Global Achievers School

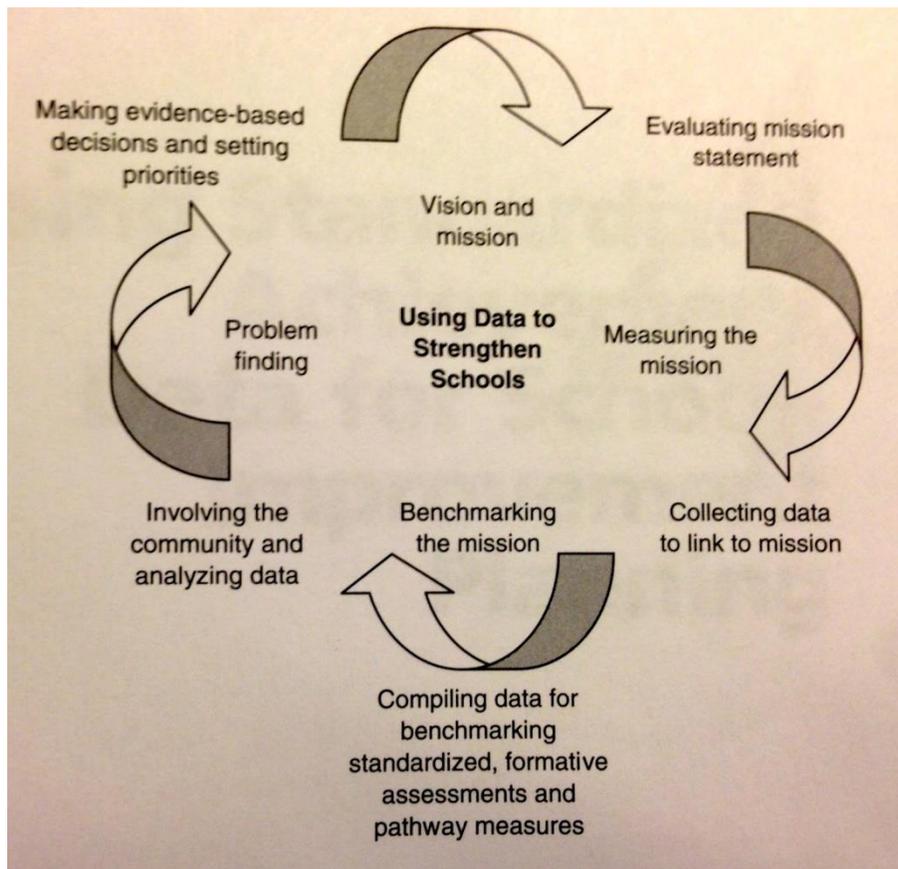
A Professional Development Guidebook for Ongoing Data Use



Introduction

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

At Global Achievers School, our mission will guide ALL our decisions. It will help us establish and maintain a shared vision which will guide our ongoing data use. We will have a schoolwide focus on teaching and learning that is rooted in leading with data. The research base derives from Goldring and Berends' (2009) data framework (see below) which provides steps in the process of using data to strengthen schools.



Goldring & Berends (2009) Figure 3.5 Steps in the Process of Using Data to Strengthen Schools (p. 53)

A Note on Sharing Best Practices

Teachers are the best teachers. Throughout the school year, teachers and administration will perform walk-throughs and observations. Thus, your colleagues may drop-in to observe you teaching. You may even be asked to present during one of our professional development days. If you are asked to share a best practice, here are some suggestions for doing so:

1. Bring samples of student work. Make sure you remove the students' names.
2. If you show a video of a best practice from your classroom, make sure you only use students' whose parents have returned the video permission form.
3. In general, you will have 10-15 minutes to share your best practice.

Use this link for other tips: <http://www.wikihow.com/Prepare-a-Workshop>

In an effort to help ensure that we have effective, continuous data use, the following topics will be covered throughout the school year. Included, as well, is a tentative schedule that may change based on the needs of our students and staff. Throughout the Guidebook, you will find links to resources that will be used to help prepare for each professional development session. You are encouraged view these resources **prior** to our monthly professional development day. Data teams will meet the 2nd and 4th Thursday of each month.

 Establishing Data Teams	 Student Data Notebooks	 Analyzing our Data Practices
--	---	---

 Using Data for School Improvement	 Creating Data Displays	 Students Analyze Thier Own Data
---	--	---

 Student Led Conferences	 Vertical Planning	 Data Teams: School Year in Review
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August

- Establish data teams and data team norms
- Evaluate the mission statement
- Create a vision for data use
- Create data warehouse and data analysis templates
 - Creating a Vision for Data Use at Global Achievers School
 - *District and School Data Team Kit*, pages 23-25
 - Link Data to Mission and Goals
 - *Leading with Data*, Chapter 3
 - Staff will develop a shared strategic focus for data use and draft a vision statement.
 - *District and School Data Team Kit*, pages 25-26
Group Activity: Creating a Vision for Data Use
 - Data Teams: Establishing Norms
 - Video: 5th Grade Data Team Meeting
<http://dwwlibrary.wested.org/media/data-team-meeting-grade-5-math-review>
 - *District and School Data Team Kit*, pages 35-36
Activity: Establishing Norms
Activity: Data team expectations around team processes and task completion
 - Using Global Achievers School Data Warehouse and Data Analysis Template
View the Data Warehouse and Data Analysis Template (Located on Global Achiever's shared Google Drive)
 - Think-Pair-Share
 - Plus/Deltas of data warehouse
 - Effective Uses of data warehouse

September and October

- Data teams begin meeting
 - *District and School Data Team Kit*, pages 37-41
Activity: Setting an agenda and taking minutes
- Establish student data notebooks
 - PowerPoint: Data Notebooks
 - Located on the Global Achievers Shared Google Drive
 - Organizing Student Data Notebooks YouTube Video (Length-13:32)
<https://www.youtube.com/watch?v=ZaOtYVxl414>
 - View examples of student data binder pintables
 - View examples of digital student data notebooks
- Establish teacher-student data conferences YouTube Video (Length-6:36)
 - <https://www.youtube.com/watch?v=9jQw5dOsW44>

November

- *District and School Data Team Kit*, pages 71-77
 - Assess data use: self-assessment, team assessment, school assessment
 - Analyze data using the data analysis template and data warehouse
 - Using the data warehouse to create Pivot Tables to analyze data

December

- Tips for leading data school improvement
 - The tips in the article will be used to guide a school wide discussion about how well Global Achievers School is using data to guide school improvement.

Website: <http://www.readyby21.org/resources/6-tips-leading-data-school-improvement>
- *Leading with Data*
 - Read and discuss Chapter 8
 - Read and discuss Chapter 9

January

- Creating data displays for the classroom and hallways
 - Engaging Students with Data Walls (pages 12-17)
http://www.schoolturnaroundsupport.org/sites/default/files/resources/small_Diving_into_Data_FINAL.pdf
 - *District and School Data Team Kit*, pages 31-37
Setting Up a Good Student Data Display

February

- Teaching students to examine their own data
 - Student data use video
<http://dwwlibrary.wested.org/library/4-student-data-use>
 - Planning for Student Self-Assessment
<http://dwwlibrary.wested.org/media/planning-for-student-self-assessment>

March

- Establish student led conferences using student data notebooks
 - Student led conferences YouTube video (Length- 8:24)
<https://www.youtube.com/watch?v=hQDIj74Qk70>

April

- *District and School Data Team Kit*, pages 71-77
 - Revisit the assessments that were done in November. Conduct a reassessment and make any necessary changes.
 - Assess data use: self-assessment, team assessment, school assessment
 - Assessment of Data Use and Data Team Practices Inventory
 - Analyze data using the data analysis template and data warehouse
 - Using the data warehouse to create Pivot Tables to analyze data

May and June

- **Cross Grade Level Vertical Planning**

In preparation for the upcoming school year, teachers will work collaboratively across grade levels to align the curriculum, identify student strengths and areas students need improvement. Professional development needs will be discussed. The data warehouse will be utilized to make informed decisions.

- http://www.naset.org/fileadmin/user_upload/EDGOV/LITERACY/AE_mats_cahue nga_02.pdf

July: Leadership Team and Team Leaders will review and assess Global Achiever's Data Plan.

Appendix P:

Charter School Required Signature Certification

Note: Outlined below is a list of areas that must be certified by the proposed Board of Directors. Any forms Not Applicable to the proposed charter school indicate below with N/A and provide a brief explanation for providing such response.

Serving on a public charter school board is a position of public trust and board members of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, the school's fulfillment of its public obligations, all terms of its charter, and understanding/overseeing all third party contracts with individuals or companies.

❖ The selected Board Attorney that he/she has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non Profit Corporation.

- Name of the Selected Board Attorney: Yasmin Moses
- Date of Review: 9/8/16
- Signature of Board Members Present (Add Signature Lines as Needed):

- Lisa Swanson
- Renee Stevens Mills
- Whitley Hampton
- Frankie Stutzman
- _____
- Marisol Gallo
- Sherrita Richardson
- _____

❖ The selected Board Auditor that he/she has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.

- Name of the Selected Board Auditor: Hilda Watson
- Date of Review: 9/8/16
- Signature of Board Members Present (Add Signature Lines as Needed):

- Lisa Swanson
- Renee Stevens Mills
- Whitley Hampton
- Frankie Stutzman
- _____
- Marisol Gallo
- Sherrita Richardson
- _____

❖ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.

- Name of the Contact for Selected EMO/CMO: N/A
- Date of Review: _____
- Signature of Board Members Present (Add Signature Lines as Needed):
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____

❖ If contracting with a financial management service provider that the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.

- Name of the Contact: Hilda Watson
- Name of the Selected Financial Service Provider: Hilda Watson and Associates
- Date of Review: 9/18/16
- Signature of Board Members Present (Add Signature Lines as Needed):
 - Rita Swinson
 - Renee Stevens Mills
 - Quiletta Dunston
 - Marisol Calvo
 - Heena J. Richardson
 - Hemke Seltzner

❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool that the service provider has reviewed all of the financial processes and services provided.

- Name of the Contact: N/A
- Name of the Selected PowerSchool Service Provider: _____
- Date of Review: _____
- Signature of Board Members Present (Add Signature Lines as Needed):
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____

Certification

I, Quiletta J. Dunston, as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina State Board of Education as Global Achievers Charter School is true and correct in every respect.

Quiletta J. Dunston
Signature

9/18/16
Date