



NORTH CAROLINA CHARTER SCHOOL APPLICATION

**ACADEMY OF EXCELLENCE CHARTER
SCHOOL**

Public charter schools opening the fall of 2014

**See Resource Manual for Assistance
(Available late November 2012)**

Due by 12:00 noon, March 1, 2013

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

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

CHARTER SCHOOL**2013 Application Process****To open a charter school in the 2014-2015 school year****APPLICATION DUE DATE/TIME****January 4, 2013**

A letter of intent to apply for the 2014-2015 school year **must** be received in the Office of Charter Schools **no later than 12:00 noon**. If the Letter of Intent is not submitted, an application from this group will not be accepted. You can find the Letter of Intent requirements on the NC Office of Charter School web site.

March 1, 2013

A complete application package, one (1) single-sided, signed, and notarized original hard copy, one (1) PDF electronic version of the narrative, and one (1) PDF electronic version of the appendices (i.e. labeled flash drive) must be received in the Office of Charter Schools **by 12:00 noon**.

March 8, 2013

A copy of the application due to the Local Education Agency in which the proposed charter school will reside in. Applicant must provide evidence to the Office of Charter Schools (i.e. signed letter).

APPLICATION SPECIFICATIONS

Applicants **MUST** submit applications prior to the deadline March 1, 2013 at 12:00 noon; applicants are to use the following specifications:

1. All elements of the proposal must be typed with 1-inch page margins and 12-point font, single-spaced, in Times New Roman font.
2. Each major section (Mission, Purposes and Goals, Education Plan, Governance, Operations and Capacity, and Financial Plan) must begin on a separate page, as indicated in the template document. Do not exceed 50 pages for the proposal narrative. (Title Page, Table of Contents, and Appendices are not included in the narrative page limit.)
3. If a particular question does not apply to your team or proposal, **keep the section heading**, respond "Not Applicable," AND state the reason this question is not applicable to your team or proposal. The questions may be deleted.
4. All narrative content pages should be numbered and the name of school should appear at the top of ALL pages
5. All required Appendices should be clearly titled and include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...).
6. Review all elements of your application for completeness before submitting. An incomplete application may result in the elimination of the application.
7. Late submissions will not be accepted. No exceptions.
8. Provide confirmation to the Office of Charter Schools that within seven (7) days the applicant has provided one full copy of the application to the LEA in which the proposed charter school will be located.

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: ACADEMY OF EXCELLENCE CHARTER SCHOOL

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

Name of non-profit organization under which charter will be organized or operated: *ACADEMY OF EXCELLENCE CHARTER SCHOOL*

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

Name of contact person: *SHERRY LYKES*

Title/Relationship to nonprofit: *ADMINISTRATOR*

Mailing address: 612 S RACE STREET
STATESVILLE NC 28677

Primary telephone: 704-873-9727 Alternative telephone: 704-495-5544

E-Mail address: aofexcellence@yahoo.com

Name of county and local education agency (LEA) in which charter school will reside:

County: IREDELL

LEA: 490-Iredell-Statesville Schools

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

No: X

Yes:

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

No: X

Yes:

What is the name of the nonprofit organization that governs this charter school? ACADEMY OF EXCELLENCE CHARTER SCHOOL

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2014 Month August

Will this school operate on a year round schedule?

No: X

Yes:

Proposed Grade Levels Served and Total Student Enrollment (10 Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K,01,02,03,04,05,06,07,08	150
Second Year	K,01,02,03,04,05,06,07,08	150
Third Year	K,01,02,03,04,05,06,07,08	180

Fourth Year	K,01,02,03,04,05,06,07,08	216
Fifth Year	K,01,02,03,04,05,06,07,08	256
Sixth Year	K,01,02,03,04,05,06,07,08	281
Seventh Year	K,01,02,03,04,05,06,07,08	309
Eight Year	K,01,02,03,04,05,06,07,08	340
Ninth Year	K,01,02,03,04,05,06,07,08	374
Tenth Year	K,01,02,03,04,05,06,07,08	411

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

I certify that I have the authority to submit this application and that the founding board members and I were regularly involved in the development of this application. All information contained herein is complete and accurate. I realize that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications may not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.

slykes1
Signature

ADMINISTRATION
Title

slykes1
Printed Name

02/26/2013
Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

The Academy of Excellence Charter School is designed to create greater developmental equity for Iredell County students who represent the greatest risk of academic failure due to significant socio-economic and educational challenges individually as well as in their family, neighborhood, and community environment. Our mission is to change student aspirations and expectations, foster pro-social behaviors, reduce problem behaviors, alter study habits and time spent in non-productive activities; facilitate greater parental involvement and improve parent-child relationships through exceptional educational solutions focused on preparing every student for North Carolina's most competitive high schools through an integrated academic design.

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

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

The Iredell County School district consists of 45 public schools; 23 elementary schools, 14 middle schools, 8 high schools, and 6 alternative schools. This district is more diverse than most in the surrounding school districts. Iredell-Statesville Community has an ethnic breakdown of 81% Caucasian, 13% African American, 4% Hispanic/Latino, and 2% Asian. This diversity gives the community a unique opportunity to model the challenges and benefits of a global community within the community. The Iredell County School System consist of approximately 22000 students. 4186 of those students are in grades K-8 which represents 19% of the overall student body for this school district.

- 2. What will be the projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect for the local LEA(s) that may be impacted?*

Academy of Excellence Charter School, with a projected opening enrollment of 150 students, will target populations in grade K through 8. This 150 students represent 0.7% of the Iredell-Statesville Schools Average Daily Membership (ADM). In the second year of operation our projected enrollment will remain at 150 students which still represents 0.7% of the ADM. In years 3-5, we have used a formula of 20% increase of our student body, yielding enrollment for year 3 to be 180 students which represents 0.8% of the ADM; year 4 enrollment is 216 which represents 1% of the ADM; and year 5 enrollment is 256 which represents 1.20% of the ADM.

Iredell Countys attractive lifestyle is drawing new residents and businesses to the area every day. It is the sixth fastest-growing county in North Carolina. That means more students enroll in our public schools each year. Many of the schools in this district are overcrowded, aging, and in some case, in serious despair. Iredell County has more mobile classroom units than any other county in the state because of the increasing number of student enrollment.

There are many students in our public school system who are simply not learning or at least not learning at the pace of the traditional educational standards and objectives. Academy of Excellence Charter School will have a very positive impact on our local LEA by streaming students who may not be performing to their grade level or simply adjust better in smaller settings. In smaller class settings, students have the opportunity to have their needs addressed specifically. In doing so, this supports the No Child Left Behind Act

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

The Academy of Excellence Charter school will compare with our local LEA as well as with the state in achieving the objectives of the core curriculum. However, we have always believed that learning is a natural and primary occupation for humans. It seems that for young children, curiosity is an astonishing source of energy. They explore, manipulate, and question. They seek out the novel and seem truly eager to find understanding. Something inside compels them to master the challenges of their young lives. The question becomes how do we allow this natural curiosity to grow within the environment we call the school.

We need to admit that todays students are different from those even a decade ago. They are growing up in a digital age that is changing very rapidly. All research tells us that those born in the new culture learn its languages easily, while they resist using the old. Each of them is a digital native, whether we like it or not. It seems we must face the fact that our children are no longer the people our educational system was designed to teach. They work best in participatory environments and a significant part of their literacy is digital. Their attention spans are more limited. There is a certain resistance to being directed by an authority, a script, or a manual. They demand more than to consume information. Instead they want to create, evaluate, synthesize and share information. They do not want to work alone at their desks. They are collaborative learners who want to learn by doing. They are multi-taskers who are comfortable jumping into a situation not knowing ahead of time what the outcomes may be.

It does no good to educate students for a world in which they will not reside, using strategies they do not understand. Learning then must focus on relevant knowledge for the 21st century, academic skills, and the development of character. Knowledge must be open, accessible and collaborative and often from the bottom up. It should also be presented through a wide range of multimedia. We all know that we are wired to understand what we find relevant and is presented in appealing ways. We must then take a curriculum already overburdened with content and find what is truly important to know so that we can leave time for students to develop the skills necessary to succeed in the coming century in the areas of critical thinking, communication, creativity, and collaboration.

The focus of Academy of Excellence Charter School in this modern education era will be creating a balanced environment for students between the worlds of intrinsic satisfaction and external rewards. To be properly motivated, students need to see a clear relationship between their behavior and a desired outcome. But, we must be careful to see that rewards are not too controlling in their nature, thus producing a sense of alienation or entrenching a system where human beings work only for material reward

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

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

The Six Legislative Purposes of a Charter School are:

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

Our intervention model is anchored in research on successful pathways in student's development. We focus on needed psychological services and family supports as well as constructive strategies that help vulnerable students successfully navigate or overcome structural constraints that they face in their daily lives. Undergirding the intervention model is a year long interdisciplinary curriculum designed to develop skills required to thrive and prosper in the highly volatile global economy of the 21st Century. Technological innovations in learning that accelerate remediation and academic advancement and sustained parent/caregiver involvement in the education process.

By leveraging these components of the intervention model, the Academy of Excellence Charter School education mission is to change the aspirations and expectations, foster pro-social behavior, reduce problem behaviors, alter study habits, a time spent in non-productive activities, facilitate greater parental involvement in the child's education, embed students and their families in a network of community bridging institutions, reduce levels of family stress and disorganization, improve parent-child relationships, and enhance student academic achievement, with every child performing at grade level in all academic subjects at the end of each school year.

Academy of Excellence Charter School is committed to providing our students ample exposure to various collegiate environments through academic competition and college tours. With established partnerships with a number of colleges and universities.

Goals for the Proposed Charter School:

1. *How will the governing board know that the proposed public charter school has attained their mission statement? What metrics will be used to gauge that success, and how often will the metrics be reviewed in your analysis?*

~Each child has the opportunity to achieve his or her academic potential in a safe, orderly school to ensure that each child feels cared for as an individual.

~Students use technology and other sources of information for a variety of purposes.

~Students will develop self discovery, responsibility, citizenship, persistence and service.

~Students will take personal, school, and community pride in their achievement through public display of academic work for the recognition of achieving high standards.

~Students will demonstrate attitudes and behaviors that support global understanding, collaboration, diversity, and interdependence.

2. *Provide specific and measurable student achievement performance goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals. These goals should include specific and measurable performance objectives over the first five years of the schools existence.*

Measurable forms of assessment must be utilized to know when skills and knowledge specified in student goals are attained. Student will have the following participation:

~Pre and Post assessment/Value-added assessment.

~Student assessment upon entering program will create a firm benchmark against which to measure growth.

~Pre-testing will help in measuring cognitive learning.

~Statistical procedures to analyze scores

~Portfolios assess more rigorous and higher thinking skill, such as application, and evaluation.

~Student performance includes field trips, oral presentations, and media presentations (assessed with well constructed rubrics)

~Rubrics can be used as assessment tools as well as a means to teach students the standards that they are expected to receive.

~Performance occur at different stages of the school year, so value-added assessment is critical.

~Indirect assessment (surveys, observations) to facilitate statistical analysis.

~Indirect assessments are valuable for ascertaining values and beliefs.

~External reviewers can bring a degree of objectivity to the assessment. External reviewers can be guided by the school or any discipline-based national standards.

~Applicant must define his/her "expected levels" of performance and delineate a plan accordingly.

~Students who need additional assistance and/or remediation to meet performance goals outlined will be afforded opportunities for assistance through peer and parental tutoring, in addition to fifth period class

participation as part of the overall instructional day at Academy of Excellence Charter School. In addition, the Classscape instructional program will be utilized to provide whole class and individual student assessments on a routine basis by instructional faculty.

~Parental and community support, and school advisory committees be a prime attributes of AO ECS.

~Academically gifted learners will be given the opportunity to participate in a full range of advanced courses offered on the local level in addition to North Carolina Virtual curriculum.

III. EDUCATION PLAN

(No more than ten total pages in this section)

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

Instructional Program:

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

Academy of Excellence Charter School exists to provide a rigorous academic and moral education for students, enabling them upon graduation to be successful at selective secondary schools across the nation. This is accomplished with a curriculum that embraces environmental sustainability, technology as a learning tool, and analytical inquiry in an environment where love is the basis of state. We strive to create within our students a love of learning, intellectual curiosity and a sense of duty to the community, thereby enabling them to make thoughtful and morally informed decisions throughout their lives. Instruction is student-centered while mixing experiential and project-based learning with traditional discussion-based inquiry, while fostering the development of human virtue. We seek to continue to be a progressive agent in education that will adapt to a changing world and with it, address ever more complex problems to address. Our intention is to have students feel together (community), but think for themselves (intellectual independence), rather than have those who think together while feeling alone.

In creating curricula for each grade and subject area, administrators and teachers will adhere to North Carolina's Core Content Curriculum Standards. Academy of Excellence Charter School believes that students need to understand the interconnectedness of subjects in order to fully absorb the meaning of their lessons and see how they relate to everyday life.

Following are examples of how the Lower School (grades K-4) and Upper School (grades 5-8) divisions will be incorporating these basic tenets in their units:

1. Academic rigor/Pursuit of excellence:

Academic rigor and the pursuit of excellence are infused in both the overt and subtle curricula of Academy Excellence Charter School. Our central mission of preparing children for success at leading secondary schools and our founders exemplary placement records at previous institutions will serve as solid guides as we develop a system of academic rigor and emphasis on the pursuit of excellence.

2. Moral Education:

Teaching students to make good, moral choices is critical to the mission of Academy of Excellence Charter School. Creating an environment characterized by trust, respect and warmth is the first step to moral education. In order

to create this environment, all adults in the building must model appropriate behaviors and choices.

3. Encouraging Love of Learning:

The careful selection of teachers is critical to encouraging a love of learning. When teachers love what they are doing as well as the students they teach, children feel it and develop a true passion for their work. A curriculum that is relevant to the students is also critical when encouraging a love of learning. Curricular development and design always keeps the students in mind, and includes a great deal of student-driven instruction. Creative assignments and a cooperative approach to teaching allow students to express their own views and develop a personal voice.

4. Attending to Diverse Learning Styles:

Academy of Excellence Charter School recognizes that children learn in different ways. We employ a cooperative approach to education and train our teachers in differentiated instruction. For those students in need of additional support, we recruit tutors from local universities and partner with local organizations for supplemental services. We understand that many of our top performing students will require academic enrichment. For those students we will offer Honors Seminars in the middle school grade levels. Additionally our Accelerated Reader program not only encourages independent reading, but also allows students to be continually challenged by literature.

K-8 Curriculum and Instructional Design:

Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

The academic program at Academy of Excellence Charter Academy will prepare its students to meet or exceed the performance standards set forth by the North Carolina Department of Education. We will offer a rigorous curriculum based in the four major core content areas of English/language arts, mathematics, science, and history-social science, with special emphasis placed on mathematics and science. Students will also be offered courses in art and physical education, and other elective courses such as technology and health. Life and study skills will be embedded in the daily curriculum and classroom activities, creating a holistic educational experience for our students. All instructional activities will be site-based, with students in grades K 8 grouped in mixed grade level cohorts.

Academic looping is the practice of advancing a teacher with his or her students over a period of two or more years. Mixed grade-level cohorts will serve as an ideal structure for this practice to occur. The instructional design of the school was created based on extensive research surrounding the best practices for serving a diverse population. This information was used in part to develop the schools academic program, which is open to all students interested in attending, and features the following elements:

I. Academic Looping

Allow students to remain with their cohorts and with the same teacher for a period of two to three years. The advantages of learning amongst the same

peer group and with the same teacher for multiple years can be immeasurable. The traditional single-year pattern is particularly stressful for children in the primary grades, and looping is ideal for reducing anxiety in these critically formative years. During the middle school years, the stability provided by looping may be even more important as students battle the hormonal and physical changes that occur in adolescence.¹ For a student who may have an inconsistent home life, the security and structure found in a looping classroom can have tremendous benefits on his or her emotional well-being, and hence, on his or her academic achievement.

II. Mentoring and Multi-grade Grouping

Employs multi-grade cohorts for several research-based reasons. Multi-grade grouping organically leads to mentoring and mentors. A mentor provide a trusting relationship and safe environment and is known for being available to answer lifes difficult questions. They are good listeners and are willing and able to share ideas and help students develop values and successful practices. Unfortunately, a disproportionate number of diverse students have no father in the home. The school will attempt to fill this "fatherless" void of many students through the opportunities presented by mentoring and mentorship. By using multi-grade cohorts, both natural and planned mentorship arrangements will occur. Natural mentorship arrangements develop within the normal or organic sequence of everyday life, and in thecaseof the school, within the context of everyday classroom activities. Planned mentorship arrangements happen when deliberate attempts to match a student with a mentor are made.¹ The school will ensure that every student is involved with both a peer and an adult mentor as part of their academic program.

III. Collaborative Work Environment

It is important that in a class comprised of diverse students, learning is organized as a social event. Providing instructional opportunities that allow for social interaction acknowledges the affective needs of diverse students and increases opportunities for them to fully engage in learning activities. Moreover, brain development and social development, particularly in students in the elementary years, are extremely intertwined so to effectively teach diverse students, curriculum must be designed so that classroom activities are group centered. This allows students to support one another, exchange ideas, and collaborate about the present topic.

Provide a synopsis of the planned curriculum, including:

1. One sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each division (elementary, middle) the school would ultimately serve.
2. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.

The curriculum design will reflect alignment with the North Carolina Standard Course of Study and the proposed charter school will participate in ABC's Accountability Model and conduct the statewide testing. The curriculum design will be integrated within and across all subject areas. The community will serve as an educational resource for each teacher and student. Teachers, students, parents, and all stakeholders will be engaged

in the process of developing life-long learning skills.

The School will meet all statewide standards and conduct the student assessments required pursuant to North Carolina Education Code, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. Links to the content standards in the four core areas are listed below:

English/Language Arts
Mathematics
Science
History/Social Science

Please see Appendix B for a curriculum outline for English/Language Art (Kindergarten) and Mathematics (6th grade).

3. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population.

Instructional methods will be developed with tools to measure student progress. This will enable to teacher to provide the appropriate instructional strategies to meet the needs of the students. By using both the learning style of the student and collected data goals can be set to help the students reach higher academic goals.

4. Provide a school academic calendar (minimum of 185 instructional days or 1,025 hours) and a brief narrative on how the calendar coincides with the tenets of the proposed mission and education plan.

The Academy of Excellence Carter School calendar will align with the Iredell-Statesville School calendar with the exception of and additional five (5) days of attendance. Our school year will operate on a 9 week quarter basis, two quarters per semester. At the end of each quarter there is a scheduled teacher's workday. Mid-quarter progress report are sent home at 4 1/2 weeks.

See Academy of Excellence Charter School Calendar download

Special Programs and "At-Risk" Students

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

Academy of Excellence Charter School will work with Iredell-Statesville School district to identify the special needs of students and to meet all applicable state and federal requirements including Individuals with Disabilities Education Act (IDEA) and G.S. 115C-238.29F(g)(5). Exceptional students with disabilities, regardless of the nature or severity of their disability, who need special education and services, will be served in the least restrictive environment possible. A full continuum of delivery models will be available for exceptional students including physical, occupational, and speech/language therapy.

Academy of Excellence Charter School is committed to providing an inclusive education for all students. Our school will contract with the necessary agencies, within budgetary constraints to provide related services for students with identified needs. To address these needs, the school will: hire a full-time special education coordinator/teacher, a social worker, implement an inclusion program based on Marilyn Friends model, practice differentiated instruction, and partner with service providers. The

services to be provided may include, but are not limited to: speech-language pathology and audiologist services, psychological services, physical and occupational therapy, therapeutic recreation, orientation and mobility services, diagnostic and/or evaluative medical services and student and/or parent counseling.

Our implementation of the inclusion model will allow us to serve the needs of all students, including those students classified as special education, in the least restrictive environment. At our school, full inclusion of special education students means the delivery of services in the general classroom. Special education students, when appropriate, will receive their adapted curriculum work, and other therapies such as speech-language therapy and occupational therapy, within a general education classroom. Special educators and therapists will come to the CTT classroom, when appropriate and in accordance with the students IEP, to provide services to small groups of special education students in ratios dictated by students IEP.

If inclusion is not an appropriate setting for the student, the school will provide a program appropriate to meet the needs within the continuum of placement options. Those students whose needs are so unique or severe that the need cannot be addressed at the school, the student will be appropriately referred to another educational setting. Academy of Excellence Charter will work together with Iredell-Statesville County School Board to ensure that the need of all exceptional students are met. An Individualized Educational Program (IEP) will be developed for every enrolled student requiring or receiving exceptional educational service. The IEP will be utilized to provide services addressing the individual needs of exceptional students. Those who qualify for exceptional student services will be placed in various programs according to their needs. Students with more severe disabilities will be offered self-contained classes and related services as deemed necessary.

AOECS will obtain informed parental consent for conducting an evaluation to determine eligibility for exceptional education student needs. We will ensure that one or both parents of a student are members of any group that makes decisions in the educational placement of their child immediately following the development of the IEP and without undue delay. AOECS will provide the parent with a copy of proposed IEP together with the notice of procedural safeguards and parents' handbook of rights. The student will have access to the general curriculum. The will provide specialized materials and equipment as specified in IEP.

2. Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:
 - a) Methods for identifying ELL students.
 - b) Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.
 - c) Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.

Academy of Excellence Charter School will use the State Education Departments process for identifying students who are English Language Learners as follows: 1) Home Language Questionnaires will be used to screen all new enrollees for potential limited English proficiency; 2) If the home

language is other than English or the students native language is other than English, appropriate school staff shall conduct an informal interview in the students native language and English; 3) If the student speaks a language other than English and the student speaks little or no English, the school will administer the Language

Assessment Battery-Revised (LAB-R). A score below the designated cutoff score for the child shall determine eligibility for services. The LAB-R shall be administered only once to each incoming student. All teachers will receive professional development training on techniques for supporting students who have English language deficiencies and on communicating with students designated as ELL students and their parent/guardian(s). Such activities will focus on the language, cultural heritage and instructional methodologies, including ESL methods for teaching content areas, and support services appropriate for learners of a second language. Any student suspected of having limited English proficiency will be tested to determine if and what level of services are necessary.

Academy of Excellence Charter seeks to recruit large numbers of ELL students, as we know that they continue to lag behind their English speaking peers in academic achievement. We will focus outreach efforts in Spanish speaking communities and local Latino arts and cultural organizations. If we enroll at least 25% of Spanish speaking students we will consider providing a dual language model. If, however, we recruit less than 25%, we will follow the model described above to meet the needs of our ELLs. The school ensures that ELL students will not be excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction, and also that ELL students will not be assigned to special education because of their lack of English proficiency. Parental outreach may also be conducted through home visit by a school official and an interpreter. Our recruitment materials will be in both Spanish and English ensuring we welcome all student members of our community.

Ensuring that our English language learners are not "left behind" is a critical goal at Academy of Excellence. We will use the research validated E.L. Achieve matrix as our rubric for our ELLs. Students will be assessed quarterly, or as often as the ELL teacher deems necessary, in order to address discreet language needs that individual students need. The classroom teacher, alongside the ELL teacher will develop an action plan for each student not meeting quarterly targets. Teachers will also be required to group students homogenously for language support.

Proficiency of an identified ELL student in the English language will be measured at least annually to determine whether continued special services are needed. Students who are identified as limited English proficient are required to be tested annually. The ACCESS for ELLs is North Carolinas required assessment that complies with Title III of the federal No Child Left Behind (NCLB) legislation of 2001. Beginning with the 20022003 school year, NCLB has required states to provide an annual assessment of English language proficiency in the areas of listening, speaking, reading, writing, and comprehension in English to all students identified as limited English proficient (LEP) in the schools served by the state. Due to this federal legislation, all students identified as LEP are tested annually on

the state-designated English language proficiency test during the window established by the state to determine student progress and English language proficiency.

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

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

1. Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.

A. Teachers use differentiated instruction, when possible, to meet student needs. Frequent formative assessments determine the extent to which content is learned prior to a summative assessment.

B. Summative assessments in the form of unit tests, papers, projects, presentations, and demonstrations indicate mastery of content. Teachers reteach and reassess as necessary.

C. Encompasses the classroom instruction outlined above and additional "needs-based learning." Students who are identified through standardized assessments and teacher observation as performing below grade level receive additional support in the classroom.

D. This support could come from the classroom teacher or an interventionist who is assigned to the classroom. Students receive more frequent progress monitoring to determine academic growth. The students are supported and monitored for ten weeks.

E. If students have an Individualized Educational Plan ("IEP") goal they are not supported by an interventionist, as they are supported by Exceptional Children staff.

F. Addition of "individualized learning." Students who do not make accelerated progress after ten weeks of receiving Tier II instruction are identified as students. An interventionist, who is a certified teacher, formulated to the specific students needs, along with individualized assessments. If the student is not making accelerated progress after five weeks, a child study is initiated and the students study team meets to recommend and implement additional strategies to assist the student. After a subsequent five week timeframe, if the student is not making accelerated progress to grade level, they are referred for Exceptional Children testing.

2. Plans for monitoring and evaluating the progress and success of intellectually gifted students.

Exceptional students, Academy of Excellence will provide an Accelerated Program. Student selection is based upon their high scores on the North

Carolina End-of-Grade test, the Assessment Test, Performance Series grade-level test, and through teacher recommendation. Students must score in the 97th percentile or higher in either reading or math to be considered for the Accelerated Program.

The Academy of Excellence Charter School will use the a very extensive assessments of all student to identify those who are exceptional or gifted. All new students will be given a need assessment in word reading, reading comprehension, math concepts and applications, and math computations. This allows Academy of Excellence staff to design an instructional program that will make the student successful. The instructional implementation will include the following:

Exceptional Children

The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation *Individuals with Disabilities Education Improvement Act (IDEA)* Amendments of 2004 (20 U.S.C. 1400 et seq.), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies *Governing Services for Children with Disabilities*. All public schools are responsible for hiring licensed and 'highly qualified' special educators pursuant to law. Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.

Identification and Records

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

1. Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.

Academy of Excellence Charter School will work with the Iredell-Statesville School District to identify enrolled students who are eligible for special education services. special needs of students and to meet all applicable state and federal requirements of the Individuals with Disabilities Education Act (IDEA) and G.S 115C-238.29F(g)(5) and Section 504 of the Rehabilitation Act.

2. Provide the process for identifying students who may be eligible for special education services as identified in the federal Child Find mandate. Be sure to include how student evaluations and assessments will be completed.

3. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.

A. Requesting Records from previous schools

B. Record Confidentiality (on site)

C. Record Compliance (on site)

Exceptional Children's Education Programming

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

1. Describe the educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities.

Exceptional students disabilities, regardless of the nature or severity of their disability, who need special education and related services, will be served in the least restrictive environment possible. A full continuum of delivery models will be available for exceptional students including physical, occupational, and speech/language therapy. If inclusion is not an appropriate setting for the student, the school will provide a program appropriate to the needs within the continuum of placement options. Those students whose needs are so unique or severe that their needs cannot be adequately addressed at the school, the student will be appropriately referred to another educational setting.

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

Academy of Excellence Charter School will work with Iredell-Statesville County School Board to ensure that needs of all exceptional students are met. An Individualized Educational Program (IEP) will be developed for every enrolled student requiring or receiving exceptional educational services. Those who qualify for exceptional student services will be placed in various programs according to their needs. For students with more severe disabilities, the Academy of Excellence Charter School will offer self-contained classes and related services as deemed necessary.

Student Performance Standards

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

Academy of Excellence Charter School will serve students in grades K8; therefore, children in grades 3-8 will be required to take the NCSAT exam at the time and in the manner mandated by the State Department of Education for all public schools. Test results will be used in order to make adjustments

to the school curriculum, prescribe differentiated instruction to individual students and inform families of their students learning with both technical and narrative information to ensure that students are academically prepared to be successful at competitive secondary schools. Special needs students will take the statewide assessment following any accommodations or modifications stated in their IEP unless they have been exempted by their IEP. Students who are eligible for accommodations or modifications under Section 504 of the Rehabilitation Act of 1973, but have an impairment of a major life function such as performing manual tasks, walking, seeing, hearing or speaking, will be provided testing accommodations or modifications as specified in the students accommodation plans and will be consistent with the instruction and assessment procedures in the classroom.

Upon becoming enrolled in the school and at the start of each academic year, students will be assessed in math, language arts, and literacy in order to determine skill levels. Assessment data will be used as part of a two-pronged approach to developing curriculum. Teachers will assess the development of students soft skills, such as communication skills, conflict resolution and negotiation, personal effectiveness, creative problem solving, strategic thinking, and team building, using classroom observations and school developed assessments. Students that are found to be struggling with social and emotional growth will work with teachers and specialists to further develop these skills and use them to further improve in their academic assessments.

At Academy of Excellence Charter School, parents and students are encouraged to have an ongoing and positive relationship with teachers. Teachers are available throughout the school day, after-school and at time in the evenings in order to provide meeting times and extra help. Students who are struggling academically are approached by teachers as early as the first quarter to arrange for extra help. Parents are also notified at this time and intervention strategies are developed for both school and home. If, by the third quarter, students are in danger of being retained, the teacher will reach out to parents to discuss a plan to prevent retention. The School expects all students, barring extenuating circumstances, to attend at least 90% of the school year and display an understanding of all NJCCCS for their grade and Philips Academy Charter School grade exit requirements in order to be promoted to the following grade. Students unable to meet these criteria will be given the opportunity to attend summer classes in order to be reassessed and promoted prior to the start of the following school year.

Student Conduct:

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

Provide a draft copy of the student handbook within the appendices (Appendix C).

Be sure to include:

1. Practices the school will use to promote effective discipline.
2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.
3. An explanation of how the school will take into account the rights of students with disabilities in regards to these actions that may or must lead to suspension and expulsion.
4. Policies and procedures disseminating due process rights, including grievance procedures, for when a

student is suspended or expelled.

See Academy of Excellence Charter School Student Handbook

IV. GOVERNANCE, OPERATIONS and CAPACITY

(No more than ten total pages in this section)

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

Governance:

Private Nonprofit Corporation:

*The nonprofit corporation must be officially authorized by the NC Secretary of State by the final approval interview date.

Name of Private Nonprofit: ACADEMY OF EXCELLENCE CHARTER SCHOOL

Mailing Address: 612 S Race Street

City/State/Zip: Statesville NC 28677

Street Address: Suite C

Phone: 704-873-9727

Fax: 704-873-9726

Name of registered agent and address: TAMEKA C MOODY
2102 TARA'S TRACE DRIVE
STATESVILLE, NC 28625

FEDERAL TAX ID: 46-2034590

Tax-Exempt Status 501 (c)(3)

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

Yes (copy of letter from federal government attached: Appendix D)
 No

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board Member Name	Board Title	County/State of Residence	Current Occupation
Johnson	Member	IREDELL	Retried Postmaster

Tameka Cooper Moody	President	IREDELL	Quality Enhancement Program Assistant
Myrah Lykes	Member	IREDELL	Retired Teacher
Lisa Perry	Member	IREDELL	EC TEacher
Darrell Petterson	Vice President	IREDELL	Math Teacher

Please provide the following in this location of the APPLICATION: (Do not include as an appendices.)

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

The Board shall consist of not less than seven (5) or more than seven (7) persons as determined by a resolution of the Board from time to time. In addition, the School Business administrator will serve, ex officio without the right to vote, the president of the School Parents Organization, and a teacher representative, ex officio and with the right to vote. The governance of the board is as follows:

The Officers-- The officers of the Board shall be the President of the Board, one Vice President as determined by the Board, a Secretary, and a Treasurer. One person may not hold more than one of these offices at any one time, except that the Secretary and the Treasurer may each hold the office of Vice Chair.

Election-- The Board shall elect all officers from among the members of the Board for terms of one year, or until their successors are elected. This election shall occur at the Annual Meeting, taking place each June.

Functions and Roles of Officers:

President of the Board-- The President of the Board shall preside over all meetings of the Board. Subject to the control of the Board, the President shall have general supervision, direction, and control of the business and affairs of the School. The President of the Board shall have such other powers and duties as the Board, by resolution, may from time to time prescribe.

Vice President-- The Board may elect one Vice President. The Vice President shall have the powers and perform the duties of the President of the Board during the absence or inability of the President of the Board to act. Vice President shall have such other powers and duties as the Board, by resolution, may from time to time prescribe.

Secretary-- The Secretary shall create a full and complete record of the proceedings of the Board to be kept, shall keep the seal of the School and affix it to such papers and instruments as may be required in the regular course of business, shall cause service to be made of such notices as may be necessary or proper, shall supervise the keeping of the records of of the Board, and shall have such other powers and duties as the Board, by resolution, may from time to time prescribe. The Secretary may be an employee of the School.

Treasurer-- The Treasurer shall ensure all funds and securities of the School to be safely kept, and to be deposited in the bank or banks that may be designated by the Board or otherwise invested pursuant to guidelines established by the Board, shall guarantee financial records of the Schools transactions be kept on a consistent basis, shall produce a financial report to be given for the fiscal year just completed at or before the Annual Meeting, shall render statements regarding the financial condition of the School to the Board whenever requested to do so, and shall have such other powers and duties as the Board, by resolution, may from time to time prescribe. If required by the Board, the Treasurer shall also provide a surety bond for faithful performance of his duties in such sum and with such sureties, if any, as may be required and approved by the Board. The Treasurer will be a member of the Schools business office and an ex officio member, without voting rights.

Absence of Treasurer or Secretary-- In the event of the absence or inability of either the Treasurer or Secretary to act, the Board may designate another person to act as the Treasurer or Secretary during the time of such absence or inability to act.

The board will create a job description for Lead Administrator. Recruitment strategies will include contacting other charter schools and trusted peers within the education community for candidate recommendations and advertising the position in places that cater to the charter community such as job postings websites sponsored by the NC Department of Education, The board should quarterly evaluate the performance of the administrator the first year to identify opportunities for professional growth and acknowledge areas.

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

The job of a charter school administrator is exceptionally demanding. As an instructional and business leader, they bear more responsibility than their traditional public school counterparts, particularly when the school is new or experiencing significant growth. Overextension leads to burnout and high turnover. The board can take steps to ensure the demands on the administrator remain at a reasonable level. They should begin by creating a job description that a single person can effectively accomplish without becoming overextended. The board should also provide resources to enable the administrator to effectively delegate and develop leadership roles among the staff. When the school reaches a certain size, the board should consider hiring a vice-principal.

AOECS governing board is very weighted with educational expertise. The skill sets that are very critical to educational planning and strategies are very well represented through our board of directors. With a combined experience or more than 50 years in the field of education, the board will lead the school to educational and operational success. The board will evaluate the success of the lead administrator on a quarterly basis during

the first year of operation. The board will ensure that any areas of professional development that is lacking be afforded to the administrator to obtain optimum success. This success will involve the active representation of all key stakeholders, especially the parents.

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

Vacancies-- A vacancy in any office because of death, resignation, removal, disqualification, or otherwise shall be filled by the Board. The officer so elected shall fill the unexpired term until the next Annual Meeting.

- 4. How often will the board meet?*

Academy of Excellence board will meet monthly and quorum meeting as necessary.

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

An effective board demonstrates a strong commitment to continuous improvement by engaging in professional development and training. Training will increase the boards capacity to accomplish their responsibilities, overcome challenges, and work together. Through greater understanding of school curriculum, state standards and testing, and other programmatic operations and their impact on student achievement, the board will make better long and short-term planning decisions. Through a needs assessment, boards can determine what additional training is needed. Training is available through NC Offices of Charter Schools and NC Charter Schools Association. Our board will also receive training on Conflict Resolution, Strategic Planning, and Common Core. These are just a few identified topics that AO ECS will ensure professional development training for its Board of Directors.

The Academy of Excellence Charter School Board of Directors will attend the 2013 North Carolina Charter Schools Conference in July 2013. This will give us a good assessment of the areas in which we need professional development to ensure the success of our school. AO ECS will also develop board to board relationships in which we can benefit from networking with other charter school boards which can provide advice and mentoring. Through these relationships we can share special services, special events, and equipment.

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

Board members shall serve without compensation, but may be reimbursed for any necessary expenses incurred by them in performing their duties as members of the Board per procedural manual for reimbursements. Any contract with the school involving a member of the Board, or the Board members family, shall be approved by the 2/3 of the Board with the interested member abstaining. Each Board member is responsible to make known to the Board any circumstances that could involve a potential conflict of interest as defined in North Carolina Charter law.

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

The Boards major roles and responsibilities will be to establish and approve all major educational and operational policies as they relate to the school, approving all contracts, establishing the schools annual budget, and overseeing the schools fiscal affairs. The Board will be committed to complying with the NC Open Meetings Law (G.S.143.318.9 et seq) in the conduct of their business while developing school policies. The Board intends to fulfill its obligations relative to the day-to-day management of the school.

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

Not applicable.

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

Include in the Appendices:

- 9. *A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils).*
- 10. *A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix E).*
- 11. *The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix F).*
- 12. *A copy of the articles of incorporation, if available. If not available, this document must be available prior to interview by SBE, the applicant must demonstrate that it has been applied for prior to submission of the proposed application. (Appendix G)*
- 13. *Copy of any board policies if adopted already (Appendix H).*
- 14. *Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix I).*

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

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

X Not Applicable

Private School Conversions: complete ONLY if the proposed charter is a private school conversion.

Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

X Not Applicable

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

X Not Applicable

Projected Staff:

Provide, as Appendix K, a list of positions anticipated for the charter school; (e.g., principal or director; finance officer, administrative support staff; teachers (part-time and full-time); paraprofessionals/teaching assistants,

clerical, and maintenance.). Be mindful that your predicted administration and staff match the projected enrollment noted in Section I and align with the proposed budget.

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

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

support staff for the charter school will begin after the district has approved the charter and its enrollments are confirmed. After the first year of operation, teaching personnel and other staff will be recruited beginning in the spring and continuing into the summer each school year. Instructional and other staff will be recruited with advertisements in well-known educational trade publications such as Education Week, via online job recruitment sites such as Monster.com, and in local media throughout North Carolina. School administrators will also attend job fairs and set up recruiting sites to inform teachers about the school and interview them. An effective method of recruitment is by referral from current teachers. The number and types of teachers recruited will depend on student needs from year to year. Ongoing enrollment will necessitate hiring throughout the year as necessary. Teacher candidates will be interviewed by the Lead Administrator(LA) and make hiring recommendations to the Board. State statute requires that all instructional staff have background screenings. Teachers will be hired by the school. Benefits will be secured. Teachers will receive a salary based on the appropriate classroom teacher salary schedule according to the class level of their license, experience level, and area of assignment.

2. Provide a description of the relationship that will exist between the charter school employees and the nonprofit board. Provide as Appendix L, a draft of the employment policies to be implemented by the proposed charter school.

The Board of director will govern the school. The Lead Administrator will be given the responsibility to handling the day to day operations of the school. However, all final decisions for hiring, firing, promotions will rest with the BOD. All grievamces will go through the Lead Administrator to the BOD

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

Please see By-Laws at Appendix

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

The proposed salary range is \$20,984 to \$65160. All staff will receive full benefit state employee benefit package.

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

Please see Employment Policies at Appendix L.

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

Not applicable at this time.

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

Academy of Excellence Charter School teachers will be experienced educators and highly qualified as defined by the No Child Left Behind Act of 2001. They will have a Bachelors or higher degree, be North Carolina certified, and demonstrate competency in elementary, middle school, or high school education depending on their assignment. Each teacher will also demonstrate technological competency. The faculty will include regular education and special education teachers at the elementary, middle, and high school levels. The school will employ, as needed, appropriately certified ESL or bi-lingual teachers for the ELL identified students.

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

Academy of Excellence Charter School teachers will be experienced educators and highly qualified as defined by the No Child Left Behind Act of 2001. They will have a Bachelors or higher degree, be North Carolina certified, and demonstrate competency in elementary, middle school, or high school education depending on their assignment. Each teacher will also demonstrate technological competency. The faculty will include regular education and special education teachers at the elementary, middle, and high school levels. The school will employ, as needed, appropriately certified ESL or bi-lingual teachers for the ELL identified students.

Staff Evaluation and Professional Development

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

The lead administrator shall be responsible for ensuring that all teachers maintain current licensure. It is also the responsibility of the lead administrator to seek out and schedule regular professional development event for all staff.

2. Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission, educational program, and meet the teacher certification and licensure requirements for teachers as prescribed by state law and No Child Left Behind. Be sure this overview matches with the projected staff and funding of the proposed budget section.

The purpose of our Teacher Evaluation Processes is to:

1. To provide consistent expectations for all involved in K-8 teacher evaluation
2. To provide benchmarks for performance
3. To ensure time and opportunity for any needed intervention

Each school year, each teacher and the Head of School will create the teachers Individual Professional Development Plan. The plan will have measurable objectives and be based on, among other things:

- * the previous years annual evaluation (if applicable); and

* assurance that the teacher is highly qualified in the core academic subjects the teacher teaches and certified in the same manner as all other public school teachers in North Carolina (under chapter 1012).

The teacher is the first and foremost connection between student, learning coaches, and Academy of Excellence Charter School. The effective performance of their duties is critical to student success and retention.

Clear expectations, paired with experience and training are key to their performance. Teacher will also be evaluated on specific criteria according to their area of function.

3. *Discuss the core components of professional development plan and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.*

During the first week, teachers meet synchronously, covering topics included in the list such as curriculum, measuring student progress, special education, communication, standardized testing, and virtual community, just to name a few. During the second week, teachers work from their home environments, practicing the skills learned in the first week including familiarizing themselves with the tools of the Online School such as lesson planning and tracking student progress. In the final and third week, the teachers convene

synchronously again as a group to review progress made, successes, challenges, and to address questions raised. At the end of the intake training each new teacher is also assigned a veteran teacher as a mentor to help support them as they transition to teaching in the virtual environment.

4. *Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.*

Professional Development training will be provided through the NC Charter School Association. Staff will be required by AO ECS to attend all sessions. Training of team members by a Commonwealth-approved training provider, ensures the board of school directors, school administrators, parents, students, and the public that team members have received up-to date professional training consistent with standards and appropriate procedures. Guidelines for the Commonwealth Student Assistance Program training system contain training standards and competencies for SAP team professionals

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

AO ECS school calendar will operate on a 2 semester schedule which will consist of 4 9 week quarters. At the end of each quarter there is a scheduled teacher's workday. Professional development events will be planned on these teacher workdays for all staff. This will give an accumulative total of 32 hours using this method. There will also be state sponsored events that staff will attend throughout the year as well. On the days that staff will be required to be out of the classroom, AO ECS will pull from its pool of substitute teachers.

Enrollment and Marketing:

Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions GS 115C.238.29F(g) (1-7) carefully.

Marketing Plan

Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-238.29F(g)(5)).

Academy of Excellence Charter (AOECS) will use several means of recruitment for potential students and their families. It is a recruitment model which has been used successfully by charter schools in other states to attract diverse student bodies by using a variety of marketing techniques-- matching the charter school program and applicants educational and personal needs.

* AOECS members and representatives will meet with community leaders throughout the district and state, including those in minority and low income areas, both urban and rural, to recruit students.

* Information sessions open to interested families and the general public will be held throughout the district, state, and online open to interested families and the general public. Information sessions will be advertised in various print and electronic media. During these sessions, prospective patrons have the opportunity to interact with the curriculum, including lessons and materials, and have questions answered. A proposed Parent/Student Handbook will be available. Enrollment forms will be available online. The same format is followed during the online sessions.

* AOECS may participate in organized grade-appropriate awareness activities such as flyers and sponsored events.

* North Carolina Virtual Academy and K12 Inc. may inform students and families about enrollment opportunities and other program information through a variety of media

such as radio, TV, Internet, and out of home advertising (e.g., billboards).

* The school will establish a website and will use this as the primary mechanism to communicate with interested, prospective families.

* AOECS may participate in television, radio and newspaper interviews as necessary.

* Enrollment applications for North Carolina Virtual Academy will be available online as well as at the schools administrative office.

* After initial enrollment is finalized, parents of students enrolled in AOECS will be invited to one of several parent orientation sessions that will be conducted in the district, state, or online. At the orientation session, parents will meet the administrative staff, teachers, and K12 representatives. Sessions will be designed to inform parents about navigating the program, technical support, lesson delivery, effective communication, and school policies.

* AOECS will distribute recruiting materials about the schools mission, curriculum, leadership, and the application process to public places such as

libraries or schools.

* Each fall, soon after school starts, the AO ECS will assess the efficacy of the each of the outreach strategies (TV, Radio, online search, etc.) to promote the school.

Parent and Community Involvement

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

A cornerstone of our work at Academy of Excellence Charter School is engaging families in the school. Parental involvement is a serious sharing of responsibility for each child's learning and development. We believe that parents are a child's most important teachers and understand that each child's education relies on a committed support network of adults who work together to help students achieve their potential.

All parents must commit to being involved in their child's education upon acceptance into the school. This means that parents must commit to:

- (1) one home visit with their child's teacher
- (2) two to three teacher meetings to create learning plans
- (3) four to six meetings/exhibitions over the course of the school year.

Home visits allow teachers an inside look at the interests of their students. Through observations, informal conversation, and question-and-answer sessions, the home visit provides a window on what students are excited to learn about. These visits also provide teachers an environmental context for student interests, actions, and beliefs. Highlander boasts a diverse population of students; the home visit enables the teacher to learn where each student is coming from and to understand family structure and expectations. It is an important foundation upon which we build academic, social, and organizational goals.

A learning plan outlines the academic, social and organizational goal for each student and grounds the personalized learning that occurs at Highlander. Learning plan meetings occur annually in October, January (optional), and April. The plan outlines two to four goals for each student and details an action plan for achieving those goals. The parent action plan is critical to achieving learning goals, and shared accountability sets the stage for student success.

Finally, the school hosts parents during "exhibition time," when a classroom of students showcase the academic work of the quarter, present information that they have collected and analyzed, and answer questions about their work posed by teachers, administrators and their parents.

We encourage parents to become involved through the Board of Trustees or any sub-committees. Academy of Excellence Charter School also encourages parents to support their children by being present in the school by leading a workshop or activity, assisting in classrooms, or acting a mentor to a student with similar interests.

Admissions Policy

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

1. *Tentative dates for application period; enrollment deadlines and procedures.*
2. *Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.*
3. *Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.*
4. *Explanation of the purpose of any pre-admission activities (if any) for students or parents.*
5. *Clear policies and procedures for student withdraws and transfers.*

Academy of Excellence is a public charter school open to Iredell, Alexander, Davie county students from kindergarten to 8th Grade. By North Carolina Law and regulations from the North Carolina Department of Education, students are admitted to Academy of Excellence Charter School by lottery. This lottery determines which applicants are enrolled the following school year.

All charter schools in North Carolina are required to reflect the multiculturalism and racial diversity of the city where the school is located. In Academy of Excellence Charter School's case, 75% of the students admitted to our school through lottery are Iredell county residents. The other 25% admitted through lottery are from Alexander and Davie counties combined.

The lottery takes place in the first week of March. All families will be notified of the results of the lottery by mail. When an Applicant is selected we will send acceptance letters and a copy of the Confirmation and Reservation Form to you by mail. You will have fifteen (15) business days after the postmarked date on the notification letter to return this form to the Admissions Office. Along with this form, you need to submit: a copy of birth certificate, proof of address (current utility bill), authorization to release school record form, prior school records, and special education records such as IEP and/or 504. If we do not hear from you within fifteen (15) days, we will make every attempt to contact you by the deadline. If no form has been returned by the deadline, the students space may be given to the next eligible student on the waiting list. Parents who are not available at the home address listed on the application form during the notification period should contact Academy of Excellence Charter School to make other arrangements.

Students placed on the waiting list will also get a form to return to the admissions office.

You will have fifteen (15) business days after the postmarked date on the notification letter to return the form to the Admissions Office. If we do not hear from you within fifteen (15) days, and if no form has been returned by the deadline, the student may be removed from the waiting list. Parents who are not available at the home address listed on the application form during the notification period should contact the Academyool of Excellence Charter School to make other arrangements.

PROJECTED ENROLLMENT 2014-15 through 2018-2019

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

- LEA #1 Iredell-Statesville Schools
- LEA #2 Davie County Schools
- LEA #3 Alexander County Schools

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

	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	LEA 490	LEA 300	LEA 020	LEA 490	LEA 300	LEA 020	LEA 490	LEA 300	LEA 020	LEA 490	LEA 300	LEA 020	LEA 490	LEA 300	LEA 020
Kindergarten	12	3		12	3		14	4		16	5		19	6	
Grade 01	11	3		11	3		13	4		15	5		18	6	
Grade 02	11	3		11	3		13	4		15	5		18	6	
Grade 03	11	3		11	3		13	4		15	5		18	6	
Grade 04	11	3		11	3		13	4		15	5		18	6	
Grade 05	11	3		11	3		13	4		15	5		18	5	
Grade 06	11	3		11	3		13	4		15	5		18	5	
Grade 07	11	2		11	2		13	2		15	3		18	4	
Grade 08	9	3		9	3		9	3		11	4		13	5	
	98	26	26	98	26	26	114	33	33	132	42	42	158	49	49
	124			124			147			174			207		
	150			150			180			216			256		

Transportation Plan:

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

AOECS is committed to ensuring that transportation is not an obstacle for any student with the local administrative unit and, therefore, anticipates adhering to the plan below:

AOECS is within easy access to public transportation of students to and from school. The school will present parents or guardians with carpooling options and maintain a list of participating parents. AOECS may arrange a transportation service to serve students who do not have any other options of transportation. AOECS will provide transportation for the students as prescribed by law such as for exceptional children.

School Lunch Plan:

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

Good nutrition boosts students learning potential and positively influences school performance. Healthy meals can help to improve concentration, attention and focus! Academy of Excellence Charter School offers a nutritious breakfast and lunch menu daily that meets the guidelines of . Fresh, appealing choices are prepared onsite by our school chefs, with vegetarian options available daily.

As a charter school that serves low income families, we are eligible to participate in federal child nutrition programs and will provide meals and snacks according to the nutrition standards set by US Department of Agriculture. This will ensure that every student will have a healthy breakfast and lunch daily.

Civil Liability and Insurance (GS 115C-238.29F(c)):

The Charter School shall obtain and maintain insurance at a minimum in the following amounts:

1. Errors and omissions: one million dollars (\$1,000,000) per claim;
2. General liability: one million dollars (\$1,000,000) per occurrence;
3. Boiler and machinery: the replacement cost of the building;
4. Real and personal property: the appraised value of the building and contents;
5. Fidelity bonds: no less than two hundred fifty thousand dollars (\$250,000) to cover employee dishonesty;
6. Automobile liability: one million dollars (\$1,000,000) per occurrence; and
7. Workers' compensation: as specified by Chapter 97 of the General Statutes.

Area of proposed coverage	Proposed amount of coverage	Cost (Quote)
Comprehensive General Liability	\$1,000,000	\$3,663.00
Officers and Directors/Errors and	\$1,000,000	\$.00

Omissions			
Property Insurance		\$500,000	\$600.00
Motor Vehicle Liability		\$1,000,000	\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other		\$1,000,000	\$7,886.00
Total Cost			\$12,662.00

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

Health and Safety Requirements:

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C238.29F (a).

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

slykes1 01/30/2013

(Board Chair Signature) (Date)

Facility:

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

What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. If a facility has been identified please fill out the Facility Form (Appendix N).

The Board of Directors of Academy of Excellence Charter School has discussed and affirmed its intention of building a new educational structure on the property located at 612 S Race Street, Statesville, North Carolina. The edifice will be a two story structure that will house our lower school (K-5) on the first floor and our upper school (6-8) on the second floor. The building will include a fully operation cafeteria as well as computer lab. Male and female restrooms will be located on each floor and a teacher's lounge on the second floor.

After the building is completed the Academy of Excellence Charter School will seek out the local school inspection office for a Certificate of Occupancy.

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

The Academy of Excellence Facility Contingency plan is to lease the property at to house our school until such time that our permanent facility

is completely ready. This temporary facility can house the complete operation of our programs and full school schedule.

V. FINANCIAL PLAN

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

Budget: Revenue Projections from each LEA 2014-15

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

The formula for figuring these allotments can be found in the Resource Manual Finance Section.

See Charter School Dollars per ADM on the following link for per pupil allotments by county.
<http://dpi.state.nc.us/fbs/allotments/support/>

- All per pupil amounts are from the 2012-2013 year and would be approximations for 2014-2015.
- Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying on federal funding in year one to meet budgetary goals.
- These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in 2014-2015. For local funding amounts, applicants will need to contact their local offices or LEA.

LEA #1 490 - Iredell-Statesville Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,413.03	98	\$432,476.94
Local Funds	\$21,518.00	98	\$2,108,764.00
Federal EC Funds	\$3,743.48	18	\$67,382.64
Totals			\$2,608,623.58

LEA #2 300 - Davie County Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,713.94	26	\$122,562.44
Local Funds	\$6,566.00	26	\$170,716.00
Federal EC Funds	\$3,743.48	5	\$18,717.40
Totals			\$311,995.84

LEA #3 020 - Alexander County Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$5,027.18	26	\$130,706.68
Local Funds	\$5,507.00	26	\$143,182.00
Federal EC Funds	\$3,294.26	5	\$16,471.30
Totals			\$290,359.98

Total Budget: Revenue Projections 2014-15 through 2018-2019

INCOME: REVENUE PROJECTIONS	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
-Exceptional Children Federal Funds	\$102,571	\$102,571	\$135,356	\$153,629	\$190,154
-Local Per Pupil Funds	\$2,192,781	\$2,192,781	\$2,788,362	\$3,347,442	\$3,991,421
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-State ADM Funds	\$616,805	\$616,805	\$824,542	\$991,647	\$1,178,982
-Working Capital*	\$0	\$0	\$0	\$0	\$0
TOTAL INCOME	\$2,912,157	\$2,912,157	\$3,748,260	\$4,492,718	\$5,360,557

***If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank statements, etc., on the availability of these funds.**

Assurances are needed to guarantee these additional sources of revenue are available. Please include these as Appendix P.

Personnel Budget: Expenditure Projections 2014-15 through 2018-2019

This Personnel list may be amended to meet the needs of the charter school: This list should align with the projected staff located in the Operations Plan (Appendix K).

BUDGET EXPENDITURE PROJECTIONS Personnel	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	<i># Staff</i>	<i>Salary per</i>	<i>Total salary</i>	<i># Staff</i>	<i>Salary per</i>	<i>Total salary</i>	<i># Staff</i>	<i>Salary per</i>	<i>Total salary</i>	<i># Staff</i>	<i>Salary per</i>	<i>Total salary</i>	<i># Staff</i>	<i>Salary per</i>	<i>Total salary</i>
Personnel:															
Lead Administrator	1	\$65,160	\$65,160	1	\$65,160	\$65,160	1	\$65,160	\$65,160	1	\$66,465	\$66,465	1	\$664,650	\$664,650
Assistant Administrator	1	\$59,952	\$59,952	1	\$59,952	\$59,952	1	\$59,952	\$59,952	1	\$61,150	\$61,150	1	\$61,150	\$61,150
Finance Officer	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Core Content Teacher(s)	9	\$41,817	\$376,353	9	\$41,817	\$376,353	9	\$41,817	\$376,353	9	\$42,653	\$383,877	9	\$42,653	\$383,877
Para Educator(s)	10	\$21,258	\$212,580	10	\$21,258	\$212,580	10	\$21,258	\$212,580	10	\$21,683	\$216,830	10	\$21,683	\$216,830
Electives/Specialty Teacher(s)	2	\$41,817	\$83,634	2	\$41,817	\$83,634	2	\$41,817	\$83,634	2	\$42,653	\$85,306	2	\$42,653	\$85,306
Exceptional Children Teacher(s)	1	\$41,817	\$41,817	1	\$41,817	\$41,817	1	\$41,817	\$41,817	1	\$42,653	\$42,653	1	\$42,653	\$42,653
Related Service Teacher(s)	1	\$41,817	\$41,817	1	\$41,817	\$41,817	1	\$41,817	\$41,817	1	\$42,653	\$42,653	1	\$42,653	\$42,653
Contracted Personnel	2	\$20,984	\$41,968	2	\$20,984	\$41,968	2	\$20,984	\$41,968	2	\$21,401	\$42,802	2	\$21,401	\$42,802
Food Service Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Transportation Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Staff Supplements	1	\$24,294	\$24,294	1	\$24,294	\$24,294	1	\$24,194	\$24,194	1	\$25,470	\$25,470	1	\$25,470	\$25,470
Professional Development	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Total Personnel	28	\$358,916	\$947,575	28	\$358,916	\$947,575	28	\$358,816	\$947,475	28	\$366,781	\$967,206	28	\$964,966	\$1,565,391
Benefits:															
Disability	28	\$0	\$0	28	\$0	\$0	28	\$0	\$0	28	\$0	\$0	28	\$0	\$0
Health Insurance	28	\$0	\$0	28	\$0	\$0	28	\$0	\$0	28	\$0	\$0	28	\$0	\$0
Life Insurance	28	\$0	\$0	28	\$0	\$0	28	\$0	\$0	28	\$0	\$0	28	\$0	\$0

ACADEMY OF EXCELLENCE CHARTER SCHOOL

Medicare	28	\$0	\$0	28	\$0	\$0	28	\$0	\$0	28	\$0	\$0	28	\$0	\$0
Retirement Plan	28	\$0	\$0	28	\$0	\$0	28	\$0	\$0	28	\$0	\$0	28	\$0	\$0
Social Security	28	\$0	\$0	28	\$0	\$0	28	\$0	\$0	28	\$0	\$0	28	\$0	\$0
Total Benefits	168	\$0	\$0	168	\$0	\$0	168	\$0	\$0	168	\$0	\$0	168	\$0	\$0
Total Personnel Budget	196	\$358,916	\$947,575	196	\$358,916	\$947,575	196	\$358,816	\$947,475	196	\$366,781	\$967,206	196	\$964,966	\$1,565,391

***Applicants may amend this table and the position titles to fit their Education and Operations Plans.**

Operations Budget: Expenditure Projections 2014-15 through 2018-2019

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Books and Supplies	Copy Paper	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
	Curriculum/Texts	\$20,000	\$20,000	\$22,250	\$24,950	\$28,100
	Instructional Materials	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Other	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
	School Supplies	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
	Testing Supplies	\$5,250	\$5,250	\$6,300	\$7,560	\$9,030
Human Resources Costs	Legal Counsel	\$1,800	\$1,800	\$1,800	\$1,800	\$0
	NC Wise	\$0	\$0	\$0	\$0	\$0
	Personnel Software	\$0	\$0	\$0	\$0	\$0
Other	Food Plan	\$0	\$0	\$0	\$0	\$0
	Insurances	\$12,662	\$12,662	\$12,872	\$13,124	\$13,418
	Marketing Plan	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Transportation Plan	\$0	\$0	\$0	\$0	\$0
	Travel Expenses	\$65,000	\$65,000	\$65,000	\$65,000	\$65,000
Rents and Debt Services	Custodial Supplies	\$0	\$0	\$0	\$0	\$0
	Extermination	\$600	\$600	\$600	\$600	\$600
	Facility Lease/Mortgage	\$48,000	\$48,000	\$48,000	\$48,000	\$48,000
	Maintenance	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000
	Rent of Equipment	\$25,000	\$25,000	\$0	\$0	\$0
	Security/Alarm	\$0	\$0	\$0	\$0	\$0
Technology Hardware	Instructional Software	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
	Network/Internet	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400
	Office Software	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
	Other	\$0	\$0	\$0	\$0	\$0
Utilities	Electric	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
	Energy	\$7,200	\$7,200	\$7,200	\$7,200	\$7,200
	Phone	\$2,750	\$2,750	\$2,750	\$2,750	\$2,750
	Water/Sewer/Trash	\$0	\$0	\$0	\$0	\$0
Total Operations		\$298,662	\$298,662	\$277,172	\$281,384	\$284,498

***Applicants may amend this table and the position titles to fit their Education and Operations Plans.**

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2014-2015	2014-2015	2015-2016	2016-2017	2017-2018
TOTAL EXPENDITURES (PERSONNEL)	\$947,575	\$947,575	\$947,475	\$967,206	\$1,565,391
TOTAL EXPENDITURE (OPERATIONS)	\$298,662	\$298,662	\$277,172	\$281,384	\$284,498
TOTAL EXPENDITURES	\$1,246,237	\$1,246,237	\$1,224,647	\$1,248,590	\$1,849,889
TOTAL REVENUE	\$2,912,157	\$2,912,157	\$3,748,260	\$4,492,718	\$5,360,557
ANNUAL NET PROJECTIONS	\$1,665,920	\$1,665,920	\$2,523,613	\$3,244,128	\$3,510,668

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

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

1. Describe the budgetary projections and explain the analysis utilized to project these specific enrollment figures. If your budget projections are lower than anticipated, how will the school adjust this budget and what is the determined break-even point for student enrollment?

Not Applicable

2. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors

Not Applicable

3. Explain how the spending priorities align with the school's mission, curricular offerings, transportation plans, and professional development needs. Be able to depict in chart format and discuss in a narrative how the school will maintain a small, contingency reserve and operate using sound fiscal practices. As you construct the budget, include any and all documentation about cash on hand, bonds, real estate, or grants as part of this application package.

Not Applicable

4. 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.

Not Applicable

5. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. What is the school's break-even student enrollment figure for each of the first five years?

The contingency plan is to seek out bankers, pull on the resources of our stakeholder, and apply for grants.

6. Year one cash flow contingency, in the event that revenue projections are not met in advance of opening.

No Contingency plan.

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

Describe the procedure and method for conducting an independent financial audit for the proposed charter school.

AOECS finances will be audited annually by an independent auditor retained by the school. The school shall adhere to the auditing and reporting procedures and requirements that are applied to all public schools operating in North Carolina. Auditing and reporting requirements shall be in compliance with the principles set forth in the Single Audit Guide, Financial Accounting Handbook, and the Funding Manual which are published annually by the Office of District Auditing and Field Services

Provide the name and contact information of the firm approved by the NC Local Government

Commission (LGC) that will conduct the audit. If a firm has yet to be identified please list the firms the board has investigated.

AOECS is in negotiation with the following firm to conduct the annual independent audit of AOECS. Contact information for the firm is as follows:

Acadia Northstar, LLC
P.O. Box 110
Rutherford, NC 28139

Website: www.acadianorthstar.com

email: anscharter.com

Phone: (828) 287-7897

Fax: (828) 287-9800

See letter from auditor download

VI. AGREEMENT PAGE

LEA Impact Statement:

Pursuant to G.S. 115C-238.29B(d), the charter school applicant must submit a copy of the application to the LEA in which the school will be located. The applicant must submit their application to the LEA within **seven (7) days** from the due date so that proof of submission can be included in the complete application packet. The LEA may then submit information or comment directly to the Office of Charter Schools for consideration by the State Board of Education.

Applicant Signature:

The foregoing application is submitted on behalf of ACADEMY OF EXCELLENCE CHARTER SCHOOL (*name of non-profit corporation or individuals submitting application*). The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name: slykes1

Board Position: ADMINISTRATION

Signature: _____

Date: 02/26/2013

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

Notary Public

Official Seal

My commission expires: _____, 20____.