



**NORTH CAROLINA CHARTER SCHOOL APPLICATION**

**Global Innovative STEAM Academy**

**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.

**TABLE OF CONTENTS**

I.	<u>APPLICATION CONTACT INFORMATION</u>	4
	<u>Grade Levels Served and Total Student Enrollment:</u>	4
II.	<u>MISSION and PURPOSES</u>	6
	<u>Mission:</u>	6
	<u>Educational need and Targeted Student Population of the Proposed Charter School:</u>	6
	<u>Purposes of the Proposed Charter School:</u>	8
	<u>Goals for the Proposed Charter School:</u>	9
III.	<u>EDUCATION PLAN</u>	12
	<u>Instructional Program:</u>	12
	<u>K-12 Curriculum and Instructional Design:</u>	12
	<u>Special Programs and "At-Risk" Students</u>	17
	<u>Exceptional Children</u>	20
	<u>Student Performance Standards</u>	23
	<u>High School Graduation Requirements</u>	24
	<u>Student Conduct:</u>	25
IV.	<u>GOVERNANCE, OPERATIONS and CAPACITY</u>	28
	<u>Governance:</u>	28
	<u>Governance and Organizational Structure of Private Non-Profit Organization:</u>	28
	<u>Proposed Management Organization (Educational Management Organization or Charter Management Organization)</u>	32
	<u>Private School Conversions: complete</u>	32
	<u>Projected Staff:</u>	32
	<u>Staffing Plans, Hiring, and Management</u>	32
	<u>Staff Evaluation and Professional Development</u>	35
	<u>Enrollment and Marketing:</u>	36
	<u>Marketing Plan</u>	36
	<u>Parent and Community Involvement</u>	37
	<u>Admissions Policy</u>	38
	<u>PROJECTED ENROLLMENT 2014-15 through 2018-2019</u>	40
	<u>Transportation Plan:</u>	41
	<u>School Lunch Plan:</u>	41
	<u>Civil Liability and Insurance</u>	42
	<u>Health and Safety Requirements:</u>	42
	<u>Facility:</u>	42
	<u>Facility Contingency Plan:</u>	43
V.	<u>FINANCIAL PLAN</u>	
	<u>Budget: Revenue Projections from each LEA 2014-15</u>	44
	<u>Total Budget: Revenue Projections 2014-15 through 2018-2019</u>	45
	<u>Personnel Budget: Expenditure Projections 2014-15 through 2018-2019</u>	46
	<u>Operations Budget: Expenditure Projections 2014-15 through 2018-2019</u>	48
	<u>Overall Budget:</u>	49
	<u>Budget Narrative:</u>	49
	<u>Financial Audits:</u>	52
VI.	<u>AGREEMENT PAGE</u>	
	<u>LEA Impact Statement:</u>	53
	<u>Applicant Signature:</u>	53

**I. APPLICATION CONTACT INFORMATION**

Name of proposed charter school: Global Innovative STEAM Academy

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: *Global Innovative Voice of Education*

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: *Khem Irby*

Title/Relationship to nonprofit: *Secretary*

Mailing address: 5312 Coveview Court  
Greensboro NC 27407

Primary telephone: 336-315-7634 Alternative telephone: 347-300-4998

E-Mail address: *globalinsteamacademy@gmail.com*

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

County: GUILFORD

LEA: 410-Guilford County 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? *Global Innovative Voice of Education*

**Grade Levels Served and Total Student Enrollment:**

Projected School Opening: Year 2014 Month September

Will this school operate on a year round schedule?

No: X

Yes:

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

<b>Academic School Year</b>	<b>Grade Levels</b>	<b>Total Projected Student Enrollment</b>
First Year	06,07	144
Second Year	06,07,08,09	288
Third Year	06,07,08,09,10	378

Fourth Year	06,07,08,09,10,11	468
Fifth Year	06,07,08,09,10,11,12	558
Sixth Year	06,07,08,09,10,11,12	558
Seventh Year	06,07,08,09,10,11,12	576
Eight Year	06,07,08,09,10,11,12	576
Ninth Year	06,07,08,09,10,11,12	576
Tenth Year	06,07,08,09,10,11,12	576

*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.*

\_\_\_\_\_  
*Signature*

Lead Applicant/Secretary\_\_\_\_\_  
*Title*

\_\_\_\_\_  
*Printed Name*

\_\_\_\_\_  
*Date*

## II. MISSION and PURPOSES

(No more than three total pages in this section)

### **Mission:**

*State the Mission of the proposed charter school in **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 mission of Global Innovative STEAM Academy ("Global") is to provide a rigorous education that integrates science, technology, engineering, art and math or better know as ("STEAM) resulting in highly self-motivated, independent, creative and critical thinkers, culturally sensitive, solution-minded and life-long learners prepared for high school, college, STEM-related careers and beyond college graduation. We expect our students to pursue mastery.

### **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.*

Guilford County Schools ("GCS") has 17 magnet elementary schools, 11 middle schools and 24 high school specialty programs. To date there are only two middle schools dedicated to science and technology and two dedicated to the arts. The demand for these schools is great, but unfortunately, there aren't enough seats to meet the demand.

Recently, Guilford County Schools has added a new STEM early college program in collaboration with NC A&T which opened in 2012 but unfortunately this school only offers 50 seats to the entire 8th grade of Guilford County and requires a 12-page comprised of an essay and three recommendations. In light of this, more STEM opportunities are needed for those students who will not be selected.

Montlieu Elementary school is the first and only STEM elementary school located in High Point. Global will offer these students a continuation of STEM curriculum and learning environment by introducing extensive courses in Engineering specifically designed for middle and high schools. Dudley High School offers a Pre-Engineering program open to all 8th grade students in Guilford County.

According to the Schott Report, "The Urgency of Now", the achievement gap is not closing fast enough in for African-American males. African-American males and females in general are all underrepresented in STEM careers and employers today are starved for qualified employees in these fields.

This downward trend is an issue of national importance as it affects the countrys capacity to maintain a technological lead in critical skills and

disciplines related to mathematics, science, technology and engineering. The ability for the U.S. to compete globally has been hindered. Middle School is a pivotal year when many students may lose interest in school and the NAEP data reveals that middle school students begin to regress at this time in their lives. We see STEM as a motivator in keeping middle school students engaged in the academic life while preparing them for high school graduation prepared.

The educational need to provide more STEM and Art opportunity for the families of Guilford County is pressing. More students must move into high school ready to take on more rigorous work to meet this demand. Our strategy is to being the preparation in middle school for high school.

We are targeting Guilford County and to date assignment zones 3, 4 and 5 are without a dedicated magnet school choice. Students must apply to attend magnet programs in High Point and as far as Brown Summit for middle school and high school. We see Global as an opportunity to provide a choice to these assignment zones. The United States has entered into a national decline in the number of college graduates with STEM degrees many jobs are not being filled because of this.

*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?*

The projected total enrollment of Global is 671 students at full capacity for grades 6-12 by 2020. Guilford County schools maintains an approximate enrollment of 73,000 students. The projected total enrollment impact of Guilford County Schools will be 8% of their 73,000 student population.

We believe charters serve communities best as small innovative learning opportunities to be developed and shared with the educational community as well. Charters are also an option for those underserved in their local school. It is not our desire to impact the Guilford County Schools but to offer a high quality choice for the families of Guilford County with focus in STEM and the Arts.

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

Our Comprehensive Education Plan ("CEP") will be developed by the School Leadership Council ("SLC") with the mission of preparing more students for STEM careers. This means that all will be involved in the conversation. Parents, teachers, administrators and invited community members will be welcomed to the discussion. Everyone will be seen as equal and on the same level because they are all there for one purpose, the students.

Our plan may only differ in pedagogical approach, and deliberately embraces the arts as an integrated learning tool with the STEM curriculum. Students will master their core classes and develop their interest in engineering along with the incorporation of the Arts. Our school faculty will aim to be current in their fields and will develop the appropriate pedagogical curriculum including technology and art allowing for comprehensive and meaningful instruction.

Global recognizes that there is no one-size-fits-all student and our approach will incorporate a Student Opportunity Plan ("Plan") designed for

all students. The Plan will focus on three areas, Academics, Social Skills, Health and a college and career outline beginning in high school. The Plan is designed to focus on the development of the whole student by outlining their interests, strengths, developmental needs and future life goals.

Guilford County Schools only creates mandated Individual Education Plans ("IEP") for students identified through the Exceptional Children's process. In IEP's only focus is helping students with reading and math while our Plan is a well-rounded approach, with beginning the process of becoming accountable for their academic and social development in middle school in preparation for high school. The Plan will be student-centered, inform instruction and parent-friendly. If teachers familiarize themselves with the characteristics of their learners, they will be better able to tailor their lessons to serve their needs and advance learning in their classrooms.

Guilford County is developing their personalized learning model with the use of technology. While Global is not only using technology but adding more quality teachers in the classroom to deliver personalized learning.

Global will be the first middle school with an engineering track in middle school as part of their core classes.

Students will be asked to master their subjects at with a passing grade of 75% instead of 70%.

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.*

1. Global will create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at



the school site: Global's implementation of the Team Teacher Model which includes a Lead teacher and a teacher assistant in all core classes will allow our instructors to be more student-focused and enable them to collaborate and implement their strategies through small group instruction when desired. It is important for our teachers to be fully immersed in the mission of Global, therefore it is our hope that teacher assistants will become a future teacher having developed our own in-house teacher training program.

2. Hold schools accountable for meeting measurable student achievement results: As a public charter school choice it is paramount that we provide a quality choice for the families of Guilford County. Our students will be assessed according to the North Carolina mandated standardized tests. We also place great value and respect for teachers as professionals who will develop their own assessments. Benchmark assessments and college entrance data will be used to inform the board, school, students and parents. Global will develop white papers to be shared with the Guilford education community at-large discussing our innovative educational breakthroughs.

3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system: As the first STEAM charter of its kind for Guilford County, Global will lead the way in STEM plus Arts education as a choice. Global will provide a middle and high school choice. We believe that expanding choices in the areas of education that families are seeking in Guilford County will also improve the public school system as a whole. We will give more opportunities for underrepresented groups to access STEM knowledge and skills.

4. Improving student learning: The rigor of our STEM curriculum students will improve student learning as we implement technology and engineering. The opportunities to expand science and math will improve student learning with the implementation our engineering curriculum along side the core subjects in preparing students for future careers in STEM and skills for life.

5. Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students. At-risk and gifted students will be identified and will be distributed equally throughout all classrooms. With two instructors (it is preferred that one instructor has a special education background) in the core curriculum classes, instruction will be precise and differentiated to meet the needs of all learners. The integration of art, technology and proven RTI materials will create a balanced learning classroom for all students.

6. Encourage the use of different and innovative teaching methods: As a STEAM driven school, teachers will use art, approved application downloads, small group instruction, team teaching collaboration, access to reoccurring webinars, teacher sharing blogs, student career trips and hands-on projects to improve their teaching methods.

### **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?*

Improving student achievement is the goal of public education in North Carolina, therefore, the goal of Global, is to prepare all students with the skills needed to go beyond high school graduation pursuing college or a 21st Century career. The success of a charter school includes accountability of academic achievement for students on state tests and other mandated evaluations, fiscal responsibility in the use of public funds, and compliance with all applicable laws and regulations including the NC Charter School statutes and State Board of Education Policies regarding charter schools.

Global trusts the ability of teaching professionals to develop assessments, provide interim reports, report cards and use the student's Personal Opportunity Plans to report accurate student performance.

Global's school progress report will be available to the public through the North Carolina Department of Public Instruction website.

Global understands the importance parent engagement in all areas of education, parents will be informed of their child's progress through our student progress portal in real-time.

Our Administrators will develop an internal report specifically for our students informing the board of progress in relationship to meeting our goals towards high school success, college and career-readiness. Informing the board.

*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.*

Global will meet and exceed student achievement standards with the following:

A. Students Academic Performance Goals over the first five years.

1. Students will be able to master increasingly challenging concepts in reading/writing, math, social studies science as required by Common Core Standards and also engineering.

2. Students will become effective readers and writers, and will be able to write and speak clearly with the evidence of college readiness.

3. Students will attain a solid foundation in scientific methods and principles through hands-on lab experiences, and will be able to apply these methods in real-world situations.

4. Students will be expert computer users, and will be able to utilize information technology throughout their daily lives.

5. Students will satisfy the state mandated assessments, master 75% of all

core classes and 70% in their electives.

6. Students will be career-ready upon high school graduation and equipped with employable 21st Century skills.

#### B. Schools Organizational Performance Goals

1. The school will maintain healthy finances and practice effective use of resources through the commitment and professionalism of active Board of Directors.

2. The school will establish strong bridges between parents and local organizations through community outreach and partnerships related to STEAM initiatives.

3. The school will foster an innovative and successful educational environment that retains quality teachers, promotes professional development and maintains a high level of parental involvement.

4. The administrative team and principal will be committed to maintaining a culture of trust by keeping the lines of communication open among staff, teachers, parents, and students.

### **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.

Our approach to instruction is founded in the interdisciplinary approach which engages students and helps them to develop knowledge, insights, problem solving skills, self-confidence, self-efficacy, and a passion for learning which are common goals educators bring to the classroom. As students enter the adolescent years they begin to question, "Why do I need to know this subject or that subject?" The Interdisciplinary approach will settle this dilemma as students begin to apply critical-thinking and connect their core subjects where appropriate. The interdisciplinary approach is a proven method that will allow teachers and administrators to collaborate more efficiently and connect teachers wholistically to their students.

The selection of a curriculum requires thoughtful consideration for the success of Global meeting its goal of preparing middle school students to meet the performance expectation of high school and high school students to be successful college and career-ready individuals. Global is going to serve students who are interested in STEM, underrepresented in STEM careers, students who desire to further their STEM knowledge, introduce Engineering and ultimately prepare students for life after high school and college graduations.

Global will consider and use primarily research proven curriculum that is appropriate with the schools mission and goals. The Administrators and teachers will lead the selection of the appropriate curriculum. The following curricula may be implemented but innovation is encouraged as the academic needs of students are identified any necessary changes will be made keeping the student first at all times:

Project Lead the Way Gateway to Technology - Engineering Sequence/High School Biomedical Sciences Program, Science and Technology Concepts for Middle School (6-8), Making Connections Intervention, Academy of Math and Reading, Connected Mathematics Project (6-8), and College Preparatory Mathematics (9-12), Springboard/College Board AP (6-12) are some of the tools available to teachers.

#### **K-12 Curriculum and Instructional Design:**

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

Our learning environment and strategies are designed specifically for Middle School and High Schools in mind. The following strategies will include teacher supports and student empowering tools:

1. Small Class Size. Global will enrich each core class by capping with 21 students and two instructors which lowers to the student-teacher ratio. Smaller class sizes will strengthen individualized learning and limit opportunities for classroom management and behavioril .

2. Collaborative Team Teaching. Math and ELA classes will be staffed with one lead instructor and one teacher assistant with a background in special education for all entering 6th and 9th grade students giving the students the needed transitional support and some special education services. The subsequent middle grades 7 and 8 will be staffed with a lead teacher and interning teacher. Engineering and Social Studies will be staffed with one full-time teacher and one teacher-in-training through NC A&T, University of North Carolina Greensboro and High Point University.

3. Student Opportunity Plan. All students will create a Student Opportunity Plan ("Plan"). These Plans will be reviewed by teachers to aid in differentiated instruction. The Plan will include academic goals and college preparation, personal achievement goals, test and quiz grades. The Plan reenforces student accountability to their individualized learning. The Plan also informs the teacher's instruction by getting to know their students and better relate the curriculum to real-life.

4. The Arts Inclusion. Visual Art will be interwoven into instruction. Students will also have electives in music or drama. Visuals and manipulatives meet the needs of textile and visual learners as well.

5. Opportunity to Learn. Global will open its doors at 7:30 a.m. for scheduled early drop-off and teacher preparation. Breakfast will be available to all staff and students between 8:00-8:30 a.m. Instruction begins at 8:45 a.m. - 4:45 p.m. four days a week. Wednesdays will be an early dismissal for the high school students (2:45) and Fridays for middle school. Students arriving to school early will be engaged in a planned activity such as book club, student council planning or breakfast with the principal. The shortened days are designed for one elective, town hall meetings, presentations, current event discussions, open houses, student acknowledgements, staff development, parents meetings, community service, college prep, off-site career days.

6. Technology in the Classroom. All classroom instruction will be video-taped daily and made available for students to review at home. Teachers will be encouraged to video tape any future lessons in preparation for unexpected absences.

7. Desirable Classrooms: The Layered Curriculum suggests that the environment inside the classroom must be more desirable than the environment outside the classroom. The classroom should be the reward. Students whoshow respect, participate and follow rules are "allowed" to stay. If students feel being in a school classroom is punishment, then any behavior they can exhibit to get out of the class is being reinforced when asked to leave or be isolated. Our classrooms, therefore will have rules with benefits instead of consequences. Teachers must strive for ways to make sure their classrooms are interesting and students are thrilled to attend. Students should always feel valued and encouraged, not belittled or degraded.

8. Saturday Enrichment Academy ("SEA"): We will offer more opportunities to learn through teaching artists, family enrichment trips, creative writing workshops, money management for students and parents, sewing and quilting, All Stars Mentoring Program, Entrepreneur's Club, International Civil Rights Museum, Black Wax Museum, Science Museum of Winston-Salem and any other suggested enrichments.

Provide a synopsis of the planned curriculum, including:

1. One sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B1) for one core subject (specific to the school's purpose) for each division (elementary, middle, high) the school would ultimately serve.
2. As Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered in year one through year five of the charter high school. Please ensure the projected staff and budget aligns with the course offerings.
3. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.

Our school's mission is to be able to offer a high quality option to those that are highly underrepresented in the STEM Careers, at-risk of not completing high school and those students that have a foundation in STEM and would like to go deeper. The STEM driven curriculum along with our added Engineering courses will give students in middle school a strong foundation for high school success.

We have adopted the Southern Regional Education Board's Ten Best Practices in Middle School to guide our curriculum choices. These best practices are intended to improve High School Readiness. As we know students experience a transition from middle school to high school and the high stakes of now having to be proficient in classes to gain a "credit" and pass statements is the new pressure.

The Ten Practices have been developed by the Making Middle Grades Work as a strategy and builds on a philosophy that students will be more successful in high school if we intervene in the middle grades. The practices are as follows:

1. We must continue to have a clear mission to ensure more students leave the 8th grade ready for the high school challenge.
2. Teachers and school leaders will collaborate to implement proven and promising practices. When practices change we must also give teachers time to make the necessary adjustments for the students.
3. We must create more challenging coursework and accelerate our curriculum.
4. We must engage students in learning intellectually, emotionally, socially and behaviorally. Increase the project-based learning.
5. Reading and writing must be relevant to the content area.
6. Global must maintain high expectations for ALL students and support them through reteaching, tutoring and extra help when needed.

7. Global must assess quickly and identify at-risk students early to set their Plans and interventions in motion.

8. Mentoring is important for students to see what success looks like in the future.

9. Global is committed to providing professional development. Teachers will have professional development available on-demand through membership websites. The school leader must be the lead instructor and be able to model excellent teaching as well to support instruction.

10. Finally, the principals and the school leadership council must commit to working collaboratively to meet our goals. Everyone must engage in rigorous curriculum for our middle school to have success in our high school.

The focus of science, technology, engineering, the arts and math we have determined is the best strategy at meeting our goal of college and career readiness.

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

Our mission and strategies will address the need to prepare students for education transitions from middle to high school to college to future careers. Teachers will not be forced to rely on one method of teaching but offer activities that will reach as many different learners as possible. Layered Curriculum, is a student-centered model of differentiated instruction, focuses on tactile, visual, and auditory, as well as including specific disabilities and languages. It puts the students in the drivers seat for their learning. The Layered Curriculum is flexible and is a model designed to be very open, allows for teachers to fit it to their teaching style and the needs of the classroom.

The following three components will be used to make it a Layered Curriculum classroom:

1. Choice - "Choice" doesn't have to be for every learning objective. Teachers will add choice by requiring homework one day this week, or a choice in what type of quiz a student takes. The goal is for students to independently begin to move up to providing choices in HOW they will learn the subject matter.

2. Accountability - Involves teachers looking for ways to hold students accountable for the actual learning of the objective, not just "doing the assignment". This adds tremendous transparency to your classroom. Students preferably in a written form will be told what they are expected to know or be able to do in order master that objective. After the completion of the assignment, students will have time to prove or demonstrate what they've learned and what they have not.

3. Promote Higher and More Complex Thinking - To promote higher and more complex thinking, we add layers. Everyone starts at the bottom layer with the more simple types of thinking - rote, basic facts, etc. Then everyone progresses through layers, each requiring a more complex thought process. The actual assignments do not need to be more complex, but the thought process does.

All instructors will instruct students in the use of Cornell Notes. Cornell notes will increase recall of what a student hears and then can be revisited through sharing with a fellow-student, the class, a group or one-on-one instruction. As a STEAM school, teachers are expected to master and use technology expertly and incorporate art as much as possible with their subject matter and student assignments.

All instructors are expected to master strategies that increase students accountability for their work, increase vocabulary, reading comprehension, critical and creative thinking, expressive and college-ready writing skills. Instructors will have access to a highly qualified school administrator capable of modeling best classroom instruction and practices, College Board online support, Association for Supervision and Curriculum Development, Association for Middle Level Education, McGraw-Hill Center for Comprehensive School Improvement, International Reading Association, and fellow colleagues for support.

Instructors will be given a yearly technology stipend. Teachers will be encouraged to seek new innovative ways to keep instruction fresh, exciting and engaging for their students. Video-taped lessons can be reviewed by teacher and administrator as an opportunity to improve instruction and implement needed professional development. Teachers can also revisit their own tapes to set their personal goals.

Instructors will meet weekly to discuss student progress and are required to record their data in Jupiter to report to the Director. The Administrator will schedule staff and individual meetings to discuss the whole school strengths and weaknesses to report to the Board monthly.

All of the above strategies have been identified as the best strategies for middle and high school students to ensure the success of Global's mission for all students.

5. Explain how the proposed instructional plan and graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

Our instructional plan is designed based on strong curriculum, instruction and assessments that reveal how close a student is to college readiness instead of where they are at the moment. The interdisciplinary approach, rigorous curriculum, high student expectation, teacher expectation, and instruction strategies all culminate and produce a career and college-ready student.

Students will be able to succeed in any arena they decide to plant themselves. In relationship to underrepresented students in STEM careers, Global will be able to be a driving force in closing the graduation and skills gap. Our students will be able to fill the void of the nation's identified lack of skilled workers for hundreds of thousands of unfilled STEM related jobs. Our students will graduate with a proficient and near expert working knowledge of Microsoft and Adobe skills that are highly sought after by their future employers and can be developed into entrepreneurial opportunities for our graduates.

College Readiness - According the work of the Educational Policy Improvement Center, with over decade of research in the field of college and career readiness has resulted in the development of a system of tools designed to equip educators with what they need to prepare students for success beyond



high school. The College and Career Readiness System is comprised of three distinct categories: Calibrate, Create, and Connect. Global must measure this with diagnostics that measure college and career readiness with greater precision. We must create course work that increases college and career readiness. Schools must become linked to the colleges themselves. By offering internships to the educational institutions in Greensboro, we will become connected and begin to bridge the gap. Our students and parents will also commence college tours in the 6th grade.

Students can no longer wait for colleges to connect them to the workforce. Global will partner with our small business community for students to do on-site career days throughout the year. Our strategy of redirecting students taking part in their development, teachers making their classrooms and instruction interesting and inviting and administrators available to support teachers instead of managing changes the culture of a school and we will see students planning their own careers and knowing what it takes to accomplish success.

6. 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.

Teachers will report for staff orientation at least one week before school commences. School will begin after Labor Day, Wednesday, September 3, 2014. Family, Community and Friends will be welcomed to celebrate our opening on September 12, 2014.

Global students will have completed 189 days of instruction with the proposed calendar not including the weekly Saturday Academy. With the use of technology and scheduling of classes, professional Development will be interwoven into the school days and will alleviate the closing of Global and students not being in attendance. Teachers will be afforded the time during their hours at work to plan, assess and develop.

The following holidays will be observed and used as possible service-learning opportunities for students and school, Veteran's Day (November 11), Open School (November 4), Thanksgiving Break (November 26-28), Winter Break (December 22-January 2, 2015), Martin Luther King, Jr. Day (January 19), Open School (March 6), Spring Break (April 2-6), Memorial Day (May 25), Last Day of School for students (June 19), June 22-26 Staff Development.

Our calendar will include some national holidays, off-campus career days, school or class community service projects, college tours, in-school relevant days of celebration in line with STEAM initiatives and special days of acknowledgement designed by the students relevant to their era and culture, such as Martin Luther King Jr. day of service, Funding Development Day - let's talk Grants/Fundraising, Earth Day, Women in Engineering Day, Global visits Greensboro Veterans, International Food Festival, Parent Leadership Workshops, Men In Black Day or Hip Hop meets Jazz in celebration of Music History Month. It is important that the school calendar support middle school and high school student interests as well.

### **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.

Parents are the drivers of their child's education and need to know about

key assessment issues. This knowledge can help parents gain perspective on their child's learning needs and their role as parents. Global will encourage parents to keep the school aware of their concerns and keep a critical eye to assessment results. Teachers will be able to share the results of the data with parents accurately.

If parents have a better understanding of assessments they can adjust their own "parenting styles" to help their children achieve. Parents' engagement for at-risk students is key to the student meeting their goals in reading and math.

Teachers will develop carefully scaffolded lessons, students learn to use skills and apply strategies to master comprehension. Blended instruction integrates the best of teacher-led, face-to-face instruction with engaging, individualized online instruction to maximize the depth, intensity, and effectiveness of the intervention. Woven through every lesson are multiple opportunities to build students' vocabulary and fluency. Teachers are also encouraged to expand their strategies from their prior knowledge of other best practices and resources. The following strategies will be in place but not limited to:

Instead of pulling out students for resource our collaborative team teaching is pushing in more instruction for the students are in danger of not meeting their expected performance goals and academic progress, Instructional strategies that meet their learning styles, Tutoring in Saturday Enrichment Academy, Small group instruction (will be daily or as teachers design).

Customized curriculum for students with severe disabilities, who might not meet the learning outcomes in general education, Global will give priority and comply with all the instructional mandates of an existing Individual Education Plan of all incoming students to meet their expected goals as designed in the original 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.

Parents are encouraged to share their child's individual educational plan with the school before assessments. Teachers can begin to create their lesson plans to include the needed modification for the student.

1. Methods. Under the Annual Measurable Achievement Objectives for NCLB Title III (Limited English Proficient) Global will administer a home language survey to every student at the time of enrollment which will be maintained in the student's permanent record. As Global identifies limited English proficient students who need assistance, the school leader and student performance team will implement effective methods of determining the students' current level of English proficiency in order to determine what types of assistance are needed. The student performance team will observe, interview, administer formal and informal proficiency tests, review the data, former teacher referrals or recommendations if available, parent

information; monitor student course grades; and portfolio-based assessments. Based on the home language survey, students identified as Limited English Proficient ("LEP") will be administered the WIDA's English Proficiency Exam.

2. Specifics. Global will be guided by the following principles: (1) Teachers will make connections to students' background knowledge and engage students in their previous learning and build upon students' languages and culture. Teachers will teach the text backwards by building context first, work through vocabulary and then the reading text, (2) Students will increase their comprehension with the use of visuals, demonstrations, modeling and shared reading but will not be limited to these strategies as teacher will apply what is needed for the students, (3) Teachers will use Think-Pair-Share as a strategy to increase student-to-student interactions to build language confidence, and (4) students will increase their higher order thinking and use learning strategies. These strategies can be applied to our inclusion model classes as well as individuals. The instruction will be modified based on whether the needs are building language or building content.

3. Plans. LEP students will also be immersed in mathematical discussions, explaining, writing, representing and presenting as they master English. This is critical to their success in mathematics. Research shows that LEP students are most successful when their instructional environments are language-rich, actively involve students in using language, require that students both understand spoken or written words and also express that understanding orally, in writing and require students to use words in multiple ways over an extended period of time.

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.

Global will develop an Academically Intellectually Gifted ("AIG") program based on the NC AIG Program Standards. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and relate to the categories related to NCs AIG legislation.

Parents are very important in identifying their child's abilities as they are the experts for their individual child. Parents will share their child's strengths through the development of their Student Opportunity Plan ("SOP").

Global believes that all students are diverse learners and are gifted. These students can be identified through proper assessments and performance indicators. Therefore, differentiated curriculum and instruction will be infused into the academic day for all students. Global will strive to develop these gifts through rigorous, creative and interesting curricula.

Global teachers will be professionally prepared to differentiate their instruction for gifted learners.

Global believes that gifted learners have special intellectual, social, and emotional needs that require an enriched educational environment. Gateway

to Technology engineering program is designed to develop superior thinking skills with curriculum that offers greater complexity, more depth and dedicated to providing differentiated instruction for students from a variety of social, economic, and cultural backgrounds. Gateway to Technology will help students foster self-directed, life-long learning by encouraging exploration, inquiry, in-depth study, and reflective thinking.

In line with preparing our students for 21st Century success, we will introduce a curriculum to AIG students fostering independent learning through the exploration of entrepreneurship. Students will learn how to create a business plan for their products or services as well as understand the responsibilities of having a successful small business. This will be done by students visiting small businesses for the on-site career days. This type of real world exposure gives students the communication skills and critical thinking skills needed beyond college. Students will be familiar with such things as a business plan, non-profits and basic business banking. These are skills that can be used throughout their life.

The new global economy, the jobs that exist now might not exist by the time todays students enter the workplace. To succeed in this ever-changing world, students need to be able to think like entrepreneurs: resourceful, flexible, creative, and global. Our AIG program is designed to cultivate independent thinkers who are willing and able to use their learning differently to create jobs and contribute positively to the globalized society. AIG students will be able to use their newly acquired skills using Microsoft and Adobe and their hobbies to understand the entrepreneurial spirit and harness it to be economically independent and resourceful. Computer skills are not just acquired for practical use but as a skill leading to economic empowerment as the economy changes.

Students' interests, strengths, and needs are critical components of designing effective curriculum and programming; therefore, as the academic and social/emotional needs of the gifted students change, curriculum and programming must change as well. Our program envisions a future in which all AIG students are empowered to succeed and become world class learners, prepared to meet future global challenges.

### **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)

A student is entitled to a Section 504 Accommodation Plan if they have been identified and the evaluation shows that the individual has a mental or physical impairment that substantially limits one or more major life activities. Section 504 does not require school districts to develop an individual educational plan (IEP). However, the district should document what evaluations were performed and/or decisions were made regarding each student considered under Section 504. The quality of educational services provided to students with disabilities must be equivalent to the services provided to nondisabled students. Teachers must be trained in the instruction of persons with the disability in question, and appropriate materials and equipment must be available. 34 CFR 104, Appendix A 104.33(b). Previous 504 plans will be requested in writing and with permission of the student's parent. Upon receipt, the Intervention Specialist will meet with the parent and team to begin the needed accommodation within 30 days.

The following steps will be taken:

1. Concern - Student, parent, teacher, counselor, or administrator believes they are observing a student with substantially limited performance in one or more major life activities that is believed to be caused by a physical or mental impairment.
2. Referral - The concerned individual should complete the Referral Form and give it to the designated building team
3. Screening - The designated team reviews the referral, completes an appropriate review of the students files, and consults with teachers, parents/guardians, peers, professionals, and/or student.

Parents will be provided with the following safeguards:

- a. Notice of their rights
  - b. An opportunity to review relevant records
  - c. An impartial hearing: It is important that parents or guardians be notified of their right to request a hearing regarding the identification, evaluation, or educational placement of individuals with disabilities and to be represented by counsel. [34 CFR 104.36]
  - d. Review procedures: Compliance with the procedural safeguards under the IDEA is one way of meeting these requirements.
4. Results - If determined that student requires accommodations, Global will meet with the parent to discuss, upon parent consent the accommodations will be made for the student.
  5. Implementation - Parents will receive a copy of all results and a copy of the Student Accommodation Plan ("SAP").
  6. Records Secured - All records will be properly managed by the Intervention Specialist. All records will be secured in a locked file cabinet with access to only for the Principals and authorized specialists. Students will be reevaluated every three years or the parent may terminate

the accommodation in writing at any time.

### 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.

Global will ensure to comply with Federal and State regulations for serving exceptional children.

Enrollment to all children will be open, regardless of disability status, which is in compliance with the regulation states: All exceptional children are entitled to an appropriate free public education, therefore existing IEP accommodations including assistive technology devices, occupational therapy, physical therapy and speech therapy will be met within 30 days of enrollment.

Global's classes are designed with intervention as part of the day with one general education teacher and one special education teacher in the reading and math classes. Teachers suspecting a student may need additional services will notify the student's parents immediately to arrange an initial conference to discuss the teachers concerns. Parents must give consent to the testing within 10 days of the meeting. If parent refuses the testing, then documentation of the parent's refusal will placed in the school file.

If parent consents to testing, upon completion of the testing, the first initial IEP meeting will commence with the parent and the Team. After careful explanation of the testing results if parent agrees with recommendations then Global will implement services within 30 days. Global will not interrupt core subjects for any services.

It is important that students maintain their instruction in core classes with their peers as much as possible. Therefore, exceptional children may also receive additional educational opportunities, depending on the types of exceptionality and IEP mandates, afterschool intervention may also be implemented. Students with severe disabilities, who might not meet the learning outcomes in general education will have a customized curriculum to help them reach their goals.

All IEPs will be reviewed annually by the Team. Parents may initiate a review at any time during the course of the school year.

Related services will provided as prescribed by the IEP. Global understand that such services may include, audiology, counseling services, early identification, family training-counseling and home visits, health services, medical services, nursing services, nutrition services, occupational therapy, orientation and mobility services, parent counseling and training, physical therapy, psychological services, recreation and therapeutic recreation, rehabilitative counseling services, school health services, service coordination services, social work services in schools, speech pathology and speech-language pathology, transportation and related costs, and assistive technology and services.

Students with different abilities will be included in all programs at Global. "The true essence of inclusion is based on the premise that all individuals with disabilities have a right to be included in naturally occurring settings and activities with their neighborhood peers, siblings, and friends" (Erwin, 1993, p. 1). Supporters of inclusive education like Global use this term with this understanding. All students will benefit in a learning environment that is inclusive and not exclusive.

### **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.

All students must maintain a passing grade of 75% in all their core subjects to be promoted and 70% in their electives. The overall academic average will be based on students' performance in the core subjects of math, science, english, writing, and social studies.

As Global builds curriculum, instruction and accountability teachers need immediate feedback on student skills to ensure that they are ready for testing. Therefore, CASE ASSESSMENTS will give the benchmark assessments and teachers will access student scores within 48 hours. Teachers can then identify individual student and classroom needs and reinforce or reteach skills. Benchmarks will be given at six or nine weeks. 60% of questions measure higher order thinking, questions are tightly aligned with state standards assessments are designed to have an overall p-value of .55 to .62 or 2.60 to 2.75 score on 4 point rating scale, content vocabulary will be given appropriate for the subject/level and tests are aligned to meet the NC standards and format and question stems mirror state tests. Global will use the new ACT Aspire, NC standardized tests EOG and EOC to validate the learning.

While students are challenged to exceed the standards Global places more value in classroom assessments and student work produced throughout the year for promotion and not one test. Global students are constantly tracking their own progress along with their families and will be informed of their individual progress. Attendance is key to the success of teaching and learning. Students must be in attendance at 95% of the school year.

Promotion Doubtful: All families will be notified with a formal notice of any student not meeting the standard of 75% in their core classes. It is important for families to be contacted early in this process to being intervention. Families will be know in November whether their child is approaching standards. Parents are encouraged to respond with a formal teacher conference and devise and implement changes to the student's Plan. Middle grade students who are not performing on grade level will require aggressive measures which may include mandatory tutoring, teachers may reteach, provide hands-on, real-world experience to show the student the relevance their learning and other online learning interventios can be

implemented. Given the model of collaborative team teachers, students will not go unnoticed and will receive the support directly in their classes.

At the end of 8th grade all students will be ready to meet the requirements of a rigorous curriculum when they begin high school. All middle school students will have successfully completed three years of English, Math, Science and Social Studies. Students assessed and prepared will have taken Pre-Algebra, Algebra I and Geometry before entering high school with strong English Language Arts and Writing over their middle school years. Our middle school students will develop into responsible students desiring excellence and mastery. At the completion of high school, students will have taken many high level courses in their STEM curriculum. Students will enter college or the workforce with knowledge of engineering, computer programs, advanced sciences balanced with creative arts. Students will graduate well-rounded in their completion. All students will take the ACT, PLAN or WorkKeys to demonstrate their college and career readiness.

Promotion Standards: All students are required to meet statewide standards for promotion from 8th and high school graduation. Students will meet the same standards on grade level in reading, writing and mathematics before being promoted to the next grade. All students must acquire 75% in all core classes and 70% in their electives. Passing EOG and EOC tests not a criteria for promotion and will weigh only 5% in the overall grade upon passing. Tests are viewed as a teaching tool to inform instruction and the school.

### **High School Graduation Requirements**

1. If implemented, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts.
2. Explain the plan for graduating students with special education needs.
3. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

In order to graduate from Global Innovative STEAM Academy students must successfully complete all of the requirements for the state's college/university preparatory course of study. Students will complete at least two years of a foreign language. All students will meet the NC core standards of graduation. The Minimum Graduation Requirements/Transcript are as follows:

Science 3 units (Biology, Chemistry, Envir. Science, Physics)

Engineering 1 units (Intro. to Eng. Design, Principles of Eng., Civil Eng. and Architecture, Digital Electronics)

History 4 units (World History, Civics and Economics, U.S. History, African or Asian History)

English 4 units (English I, II, III, IV)

World Language 2 units

Math 4 units (Algebra I, Geometry, Algebra II, Pre-Calculus)

Health 1 unit

Art 1 unit

Technology 1 unit - Computer Science, Microsoft, Adobe Photoshop, Game Design

Music 1 unit

Electives 4 units (Offsite Internships can satisfy 1 unit)



Total 25 units - Students entering 9th grade passing the required EOCs for either math or science will be eligible for AP or Honors courses.

Grading System - 92-100 - (A) - Above Proficiency, 91-85 - (B) - Average Proficiency, 84-77 - (C) Proficient and 76-70 - (D) - Partial Proficient - Students in this range are implemented an additional Personal Improvement Plan which will include a mandatory parent consultation to discuss and agree upon strategies. Global will not use (F) for a formal grade. 69-below - (W) "Warning/Not Proficient".

To calculate GPA: an A = 4 points, a B = 3 points, a C = 2 points and a D = 1 point.

All general education high school students will be required to receive 75% in all core subjects and 70% in electives in order to earn credit hours. All students with IEPs will be required to maintain 70% in core classes. All students are committed to high performance standards and mastery of core subjects. Students with IEPs will meet their state required standards with the proper supports to achieve their individual success. All students must meet 90% attendance in order to be recommended for graduation.

Students with Disabilities - NC issues a Graduation Certificate. As a last resort and recommendation of school support team a special IEP meeting with the parents is required to discuss their child's options. The school support team may suggest that the student may exit high school with a Graduation Certificate. After parent acknowledgement of consultation and parent authorization, the Principal will recommend to the board the receipt of the Graduation Certificate. Students also have the right to participate in graduation exercises.

Students at Risk of Dropping Out: We anticipate that all students will meet the requirements. Students will be motivated and committed to their Student Opportunity Plan and their success. Teachers must consult with parents and if appropriate, an online credit recovery option will be offered to the student to restore the credit if 75% is not met by the end of the course.

College Readiness: We will administer the NC Early Mathematics Placement Test (NC EMPT) to all students enrolled in Algebra II or any upper-level math course in order to help reduce the percentage of entering college freshmen who require math remediation. The test is a facsimile of the actual math placement tests currently given at the states colleges and universities. Students and teachers will receive test results that provide a snapshot of current readiness for college-level courses. As we move away from just test scores, we will use extended essays and inquiry-based projects to assess readiness as well.

The Student Opportunity Plan ("Plan") will be reviewed at all parent conferences to ensure students are meeting their goals. The Plan will show students' credit standing as courses are mastered, grade point average, and college preparatory tasks such as written essays.

**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.

Students with disabilities are protected under IDEA at all times. Students with special needs exhibiting discipline issues will be addressed with special care in partnership with the lead teacher, one of the teachers of exceptional students and the students parents, including the following: recommendation of an additional therapist that would assist the student in the classroom or securing a special aid/equipment to support the child's learning experience, etc. Students with disabilities and IEPs will include a behavior modification plan if needed. All programs are inclusive and created for all students.

Global is committed to policies which do not interfere with time-on-task in core subjects. Global seeks to build alternatives to suspension and expulsion unless a student is proven to be dangerous to him/herself, other students and the school staff. Middle School and High Schools need a different to promote discipline. Students at this age are well aware of the common consequences of in-school-suspension. Our desirable classroom model approaches students positively and welcomes students into the classroom. Students will no longer want to jeopardize their time in the class, thereby will respond positively to their learning environment, instructors and peers. Teachers will create incentives and rewards for students to strive for. The school will also reward student more frequently for staying on-task.

We will teach students to solve, resolve and how to effectively use their developing 21st Century communication skills through Restorative Circles. A Restorative Circle is a community process for supporting those in conflict. It brings together the three parties to a conflict those who have acted, those directly impacted and the wider community within an intentional systemic context, to dialogue as equals. Participants invite each other and attend voluntarily. The dialogue process used is shared openly with all participants, and guided by a community member. The process ends when actions have been found that bring mutual benefit.

In line with maintaining positive behavior and a safe school environment Global will also use the curriculum of the All-Stars Prevention program which addresses the pressures of adolescent years. The prevalence and intensity of substance use increases so rapidly after the beginning of high school, middle school is a logical time in which to deliver drug prevention programming.

Therefore, the All Stars "Core" curriculum includes fourteen 45 minute lessons intended to prevent substance use and to reduce bullying, violence, and other conduct problems. The program builds awareness of lifestyle, clarifies their beliefs about the prevalence and acceptability of risky

behaviors, challenges youth to make voluntary, public commitments to abstain from drugs, it promotes bonding with positive social organizations such as community groups and finally the program encourages positive parental attention through parent-child communication, and parental monitoring of the students activities. The curriculum includes games, small group activities, surveys, open discussions, homework assignments in line with Global's mission of preparing students for college. All Stars is inclusive of parents by encourageing their participation as well. With a different approach to the learning environment our Middle and High School students will no longer be attracted to the following disciplinary favorites such as: avoiding or skipping school, disruptive behavior, disrespecting teachers, engaging in hurting one another, or using profanity as their first language. We aim to avoid the following disciplinary issues: Computer violations, Inappropriate touching, failure to complete homework, and causing physical harm to others to name a few.

**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:* Global Innovative Voice of Education

*Mailing Address:* P.O. Box 8411

*City/State/Zip:* Greensboro NC 27419

*Street Address:* Not Applicable

*Phone:* 336-315-7634

*Fax:* 000-000-0000

*Name of registered agent and address:* Khem Irby  
5312 Coveview Court  
Greensboro, NC 27419

*FEDERAL TAX ID:* 46-2157848

**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.

<b>Board Member Name</b>	<b>Board Title</b>	<b>County/State of Residence</b>	<b>Current Occupation</b>
Kelvin DeMarcus	Academic Advisor	DURHAM	Educator/Journalist

Christina McClarin	Chair	GUILFORD	Finance Officer
LaKeisha Askew-Johnson	Treasurer	GUILFORD	Ashley Stewart Store Manager/Graduate Student
Melvin Irby	Financial Advisor	GUILFORD	Royalties Specialist - Li & Fung
Donya Headon	Member	GUILFORD	Independent Financial Consultant
Khem Irby	Secretary	GUILFORD	Co-Founder of the Mothers' Agenda of NY

**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.*

Global Innovative Voice of Education ("Global") will be a non-profit organization designed to increase literacy, numeracy and education of underrepresented (such as females, individuals with disabilities, African-American and Latino) families by supporting the implementation of Science, Technology, Engineering, the Arts, and Math ("STEAM") programs. The primary duties, roles and responsibilities of the board is to raise the awareness of STEAM primarily in Guilford County and surrounding counties. Global will be a source of community enrichment for families.

The primary duties of the entire board is to protect the integrity of the school at all times and ensure the mission is being fulfilled. The board will oversee all developments of the school year-to-year and ensure the administrator is supported and hire teachers with confidence, prioritizing the needs of the school.

The Director of Operations will be the first point of contact to the Middle School and High School administrators and will oversee their performance directly. The Director will express the concerns of the administrators to the board as needed. The Director will develop the evaluation process for the administrators which must be adopted by the board.

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 governing members will consist of a Director of Operations, Director of Finance, Director of Communications, Director of Curriculum and Academics, Director of the Arts/Music and Director of Marketing. Global must maintain three directors at all times. The board will not exceed more than 7 members.

Director of Operations will be the direct contact for the school

administrators. The Director of Operations role is to begin the hiring process for the administrators. He or she will secure and organize all files pertaining to the organization, appoint committee chairs, declare vacancies, and will supervise the yearly Best Practices Report to be made public. He/she must be organized, patient, diligence, detail-oriented, respect the profession of teaching and must have refined communication skills.

Director of Finance is responsible for all funds of the organization, shall have authority to open bank accounts in the name of the organization, be the primary co-signor for all checks, will assist auditors yearly, will give monthly reports of all financial transactions pertaining to the organization and will oversee all fundraising initiatives. He/she will work closely with the auditors, develop the yearly proposed budget, maintain grant deadlines, and compliance with the state of North Carolina. He/she must have a strong financial background in business, mastered at least one major accounting software, and be able to produce coherent and concise financial reports.

Director of Academics/Curriculum -

Director of Communications will be responsible for developing all communications with the public, develop social media communications, reach out to all community based organization, present the vision to local businesses, seek collaborations with advocates for STEAM initiatives, write timely press releases, make public appearances on behalf of the organization, develop working relationships with all public officials, will attend public meetings, community presentations, participate in the school recruitment process, speak on behalf of the the organization as directed. He/she must be people friendly, personable to the community at-large, master protocols in different venues, great writing and tech ability. He/she must work closely with the Director of Marketing to ensure the school's mission is reaching those that are underrepresented in STEM careers.

Director of Arts/Music will build collaborations with the Arts community, seek artistic opportunities for the organization, share new discoveries in the Arts to the organization. The Director of the Arts is not limited to local collaborations but must seek to reach out to other innovative organizations. He/she must be able to communicate in the language of the Arts, keep the administrators and teachers aware of art opportunities for the students.

All board members must be willing to learn and commit to monthly productive meetings in-person, video-conference and conference call.

- 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?*

The founding members have recruited members through observation and has shared the initial vision in numerous venues public and private. Members have been discreet at all times to ensure the integrity of the mission. The vacant positions will be filled by word-of-mouth, resume submission and consultation. We expect to fill all needed positions before July 2013.

- 4. How often will the board meet?*

The board will meet monthly to carry out its duties and responsibilities.

- 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).*

All members will be trained simultaneously during a board retreat and is committed to the State training when made available. It is important for the board to retreat to a special place in order to become more focused, develop closeness and be creative. As a group we will attend another charter school board meeting to see the work in action. Training may also be viewed through live or recorded webinars such as Guilford County Schools, NC or other state board meetings as learning tools.

- 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.*

If any member of the Board faces a conflict of interest in a matter pending before the Board, such member shall make full disclosure to the Board of the nature of the conflict. Upon full disclosure, the Board may approve the transaction only by the majority vote of Board members having no conflict of interest. However, no such transaction may be approved if it would constitute self-dealing, prohibited under Section 4941 of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws, or if it would result in the imposition of any excise tax under any other provision of Chapter 49A of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws.

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

School policies will be developed through the practice of the Comer No Fault model and then voted on with a majority of the board ruling. The Comer Model builds respect, denies finger-pointing and encourages respectful conversations for all to express and be heard without condemnation. The Board will be trained in the model.

- 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.*

The board may create ad hoc advisory councils and other standing advisory councils as needed to support the mission of the school and to build committee strength. The advisory councils will operate on a need-to-know basis and may assist the board with special projects such as fundraising, grantwriting and other voluntary services.

### 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.*

The board will actively recruit resumes through teaching professional organizations, universities, learning organizations, employment websites, school website, radio, public access television, WFMY, word of mouth and flyering of all public venues. The board will actively interview high-performing administrators, teachers and staff. The board will maintain an employable professional list in case of unexpected staffing losses. T

The administrators will make the final decision for hiring the staff. The Director of Communications will develop a working relationships with all colleges and universities within Guilford County and the surrounding counties for the purpose of staffing.

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 Director of Operations is the direct supervisor of the MS and HS Principals. It is important that each section of the school have a dedicated and specialized principal to meet the targeted needs of both sections as the middle school requirements are distinctly different than the high school requirements.

Middle School staff will report to the Middle School Principal and High School staff will report to the High School Principal. The Guidance Counselors will report to their respective school Principal.



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

The Director of Operations will advertise and prioritize all resumes for a period of one month for the MS Principal position. Upon completion of a satisfactory criminal background, credential and reference checks the MS Administrator, the board will interview at least 3 candidates. Final selection will be made at least one week after the interview with a majority of the board vote.

The MS Principal will take the lead for all instructional and office personnel in collaboration with at least two other board members. After completion of a three-month observation, the Principal will recommend teachers for permanent placement. No benefits will begin until after the three-month observation. Criminal background checks will be completed through a reliable service for all potential employees.

The Principal must following a formal removal process of verbal, written, loss of pay and final dismissal. Dismissal must relate directly to the manner in which a teacher performs his or her duties such as inadequate performance, neglect of duty, failure to fulfill the statutory duties of a teacher, insubordination and failure to comply with the reasonable requirements of the board.

All substitute staff, contract staff, report to the MS Administrator until 2015 until the HS Administrator will be hired. Substitute staff are not permanent staff and can be dismissed for lack of teacher quality. Board Policy requires a criminal records check on all employees including substitutes and volunteers.

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

Teachers starting salary is \$37,9 00 capping at 48,370. Principals starting salary is 53,532 capping at 67,416.

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

Grievance Policy. The Board encourages the administration to actively attempt to resolve differences and to reduce the potential sources of conflict between employees and administrators. Open, effective channels of communication among all employees, administrators and the Board shall be established and maintained. Any employee who has a grievance against the school or against another employee shall have the opportunity for an orderly discussion. All unresolvable grievances must then be presented formally in writing to the Board for the final resolution. The Board will render a final decision in writing to the grievant.

Reasons for Termination: (1) 3-month probationary period is unsatisfactory, (2) criminal behavior on or off school site, (3) false documentation of credentials, (4) false statements on employment application and (5) excessive absences or lateness, (6) no show and no communication report for work, (7) proven sexual harassment or homophobic remarks, acts of violence on or off the school site, (8) profanity, (9) all other reasons will be further outlined in Personnel Policies Handbook.

The Director of Operations is the direct board point of contact for the MS Administrator and the HS administrator. The Director must show in writing and other supporting documents for the dismissal of an administrator along

with fair due process a recommendation and motion can be made for dismissal. Dismissal must be based on facts and with a majority vote of the board.

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

At this time, no position will have dual responsibilities and there is no need to fund.

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.*

All teachers are required to have the proper North Carolina licensing to teach in Global. At least one special education educator is preferred for all Math and English courses to accommodate any student with an IEP along with a general education teacher lowering class size and intervening at all times. Global will meet the needs of all staffing mandates of a student's IEP.

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).*

Global will require that at least fifty percent (50%) of teachers in grades six through eight hold teacher certificates. QUALIFICATIONS:

**Personnel Director:** This person may have at minimum a Bachelors in Management or Human Resources or equivalent work experience. This person will have the ability to effectively manage the overall oversight of the personnel operations of the school. Must demonstrate ability to effectively manage systems and people. This person supervises all office and building staff. Reports to the MS Principal. No felony convictions.

**MS Principal:** This person should have a Master of School Administration (MSA) degree or similar administration degree, STEM background, strategic planning, problem solving, instructional leadership, managerial leadership, political analysis, organizational theory and development, and leadership skill application or a related field knowledge in diverse curriculum, excellent communication skills, and a minimum of 3 years teaching experience, a love for middle school and high school students, parents, and their community. Reports to the Board. No felony convictions.

**HS Principal:** This person should have a Master of School Administration (MSA) degree or similar administration degree, STEM background, strategic planning, problem solving, instructional leadership, managerial leadership, political analysis, organizational theory and development, and leadership skill application or a related field knowledge in diverse curriculum, excellent communication skills, and a minimum of 3 years teaching experience, a love for middle school and high school students, parents, and their community. Reports to the Board. No felony convictions.

**Director of Finance & DPI Reporting:** Must have experience in operating a business office. Responsible for maintaining records and processing reports as required by the various reporting agencies, including Dept. of Public Instruction and the taxing entities, not required but possible experience with the Federal Food Program procedures. Handles all purchasing and balances of the school's budget, be willing to receive training in NC accounting principles for schools. Reports to the Personnel Director. No felony convictions.

Parent & Community Liaison: Will demonstrate related experience in community organizing and grassroots community marketing. Will be able to adequately use a computer and be willing to train and learn and learn other computer programs as needed. Reports to the Personnel Director. No felony convictions.

MS Teachers: The full time teachers shall be North Carolina licensed teachers, 3 years minimum experience, in middle school, have a knowledge and understanding of the Middle School curriculum and demonstrate the ability to teach the curriculum to all learners. Reports to MS Administrator. No felony convictions.

HS Teachers: The full time teachers shall be North Carolina licensed teachers, 3 years minimum experience in highschool, have a knowledge and understanding of High School curriculum and demonstrate the ability to teach the curriculum to all learners and effective classroom management skills. Licenses can be waived under certain circumstances. Reports to HS Administrator. No felony convictions.

Office Assistant: Will be proficient in MS Suite/Adobe Acrobat programs, Razors Edge and be willing to train and learn other computer programs as needed. Experience working in a school environment preferred. Assist with marketing and community outreach from time-to-time. Must be polite and able to talk with the public in a pleasant manner and High school diploma. Reports to the Personnel Director. No felony convictions.

Teacher Assistants: Preferred Special Education Major. At minimum must have formalized training which includes college semester credits specializing in English, Mathematics for Middle School students, special education, reading and writing methods.

Guidance Counselors: Masters degree in school counseling and experience working in urban schools. Reports to the the appropriate school Administrator. No felony convictions.

### **Staff Evaluation and Professional Development**

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

The school administrators will maintain all teacher licensure requirements and be responsible for designing professional development for all staff. Teachers will adhere to the requirements of NC in maintaining their licensure.

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.*

Teachers will be held accountable to the school through a transparent process. Teachers will be expected to submit on-demand lesson plans at Principal's request. If the teacher is not prepared, it will be noted on their PDP. The Principal will give the teacher to correct this matter.

Principals will meet individually a week before school begins to discuss and develop the instructor's professional goals thereby creating a Professional Development Plan ("PDP"). Realistic goals will be set and evaluated at least twice a year. PDPs will be filed in the teachers' performance file. Teachers are expected to revisit their goals individually and collectively

discuss with colleagues to keep on track.

At the end of the year, PDPs will be shared at the closing staff development meeting and will be used to plan future professional development.

- 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.*

Implementing our Engineering track requires the instructor to attend a mandatory training and suggests that all teachers can benefit from the training.

- 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.*

The school will schedule a local retreat giving teachers and staff the opportunity to bond, develop agreed upon best practices, review the budget, discuss school environment, share teaching practices, resources, propose student trips, develop lesson plans, discuss the common core standards, review discipline strategies, and plan future professional development options throughout the year.

All teachers will report to school with two weeks of lesson plans.

- 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.*

In-house professional development will be conducted throughout the year and rotated by teachers. Each teacher will be given the opportunity to plan a desired or needed workshop. Teachers will have access to online webinars and webtrainings through academic websites. Teachers are expected to record their trainings in the PDP. It is expected that teachers will have at least five days of plan professional development yearly. The first year of operation will require a three day retreat. The design of the school hours and scheduling of classes will allow Global to provide professional development without closing the school to students.

Teachers are also required to report to school one hour before students at 7:45 a.m. to prepare their classrooms for the instruction of the day or schedule parent meetings. Our schedule will allow Wednesday student early releases for high school and Friday early release for middle school for teacher collaboration or professional development.

### **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 reflects*

*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)).*

Guilford County is a diverse county, therefore we will seek to ensure that the families of Greensboro, Jameston and High Point are informed and have access to the same information through actively using public arenas such as libraries, faith-based institutions, radio, free press, news ads, local colleges and university schools of education, open houses, 1st Fridays downtown events, social media and other community based organizations around Guilford County to seek potential students of Guilford County. Global will also develop parent friendly brochures and flyers for distribution.

With the use of technology, Global will create use Youtube and Gotomeeting webinars to engage parents, the community and business alliances to keep them abreast of our ongoing goals and accomplishments.

Every board member will be responsible for creating opportunities to engage the community with their personal networks, extended family and other resources.

### **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.*

Global believes in the strength of family, community and school partnerships. Engaging parents will be paramount to the furtherance of the mission of Global. Parents will be encouraged to develop an independent organization in collaboration with teachers and staff is so desired.

Global believes that parents must be given the tools to empower and encourage their engagement in their child's education. The Parent Commnuntiy Engagement Officer will work in collaboration with parents to develop their voice of communication with the school and provide parent workshops upon request and identified need.

Parents will have access to in-time data through the development of the online school portal as well as mailings and home phone calls for those that do not have access to personal computers. Parents will attend parent conferences and relevant family participation programs such as Science and Technology Nights and future college tours.

Parents will have a parent-elected board member and a parent advisory committee ("PAC") to the board to represent their concerns and give input. The PAC will be representattive of all students such as G&T, ELL, Title I and Exceptional Children.

Teachers will be required to give a syllabus and timely updates such as newsletters discussing the class lessons and parent tips. Teachers will be able to use voice messaging, texting and their webpage to share pertinent information with parents. Teachers will be accessible to parents by scheduling meetings to discuss student progress.

Finally, parents will be encouraged to develop their parent resource room within the school building. This endeavor will be supported and supplied within the school budget.

## **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.*

Global is a charter school that will serve grades 6-12. Global will be open to all students entitled to attend a charter school in the State of North Carolina who submits a timely and complete application. Global will not discriminate on the basis of race, color, gender, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability (as well as actual or perceived disability), age, religion, ancestry, athletic performance, and association with an individual who has any of the aforementioned characteristics. All applications will be considered for admission without regard to achievement level. Due to the diverse racial and demographic representations of Guilford County, the school is expected to represent demographic diversity of the community it serves. The school will be promoted and publicized in order to reach the entire community and all of its racial/ethnic groups. By publicizing the school throughout Guilford County, the racial/ethnic diversity of the Global is expected to be similar to that of other area public schools.

The window to enter your students information for lottery consideration for the 2014-15 school year will open on December 1, 2014 and conclude March 31, 2015.

If there are more eligible students than openings at the end of the application period in any class, a random selection (lottery) will be conducted. This lottery will take place on April 1 of each year, or the first business day thereafter. A lottery will be used to select students for any available openings not to exceed the maximum class size.

After the lottery, all applicants will be placed on a wait list until October 31. All lists will be destroyed on November 1.

Students will be given priority for enrollment in the following order:

1. Returning students are not required to participate in the lottery process)
2. Children of full-time Teachers, teacher assistants, Administrators, and according to the NC Charter Law children of Board Members may be given preference for the first year of operation only.
3. Siblings of current Global Innovative students

- a. A sibling is a brother, sister, stepbrother or stepsister of a current Global Innovative student or a foster child of parents of a current Global Innovative student living in the same household.
  - b. Multiples are defined as twins, triplets, etc. In this circumstance, the parents may request that the applications be considered jointly for lottery purposes.
  - c. Global Innovative gives preference to siblings wait listed.
4. Students who reside in the zip code of Globals Campus
  5. Students who reside in Guilford County

Families must request in writing a formal withdrawal or transfer of their student at any time during the school year thereby relinquishing their enrollment choice at Global. All original student files will be forwarded to the new school via written request by the new school. Global will keep a copy of the student file for future reference. Any student absent due to a long-term illness and doctor's requirement can return to school. Class instruction will be accessible to students online and class notes will be mailed or picked up by parents to ensure student success upon returning. Special accommodations will be made on a case-by-case basis. If a student misses 10 consecutive days and his or her whereabouts are unknown, he or she may be withdrawn. Upon such withdrawal, the student's vacated space may be made available to other applicants in accordance with the GLOBAL INNOVATIVE STEAM ACADEMY admissions and enrollment process.

**PROJECTED ENROLLMENT 2014-15 through 2018-2019**

IDENTIFY LEA FROM WHICH  
STUDENTS WILL PROBABLY COME

LEA #1 Guilford County Schools  
LEA #2 Alamance-Burlington Schools  
LEA #3 Forsyth 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 410	LEA 010	LEA 340	LEA 410	LEA 010	LEA 340	LEA 410	LEA 010	LEA 340	LEA 410	LEA 010	LEA 340	LEA 410	LEA 010	LEA 340
Grade 06	84	2		84	2		84	2		84	2		84	2	
Grade 07	84	1		84	2		84	2		84	2		84	2	
Grade 08	0	0		84	1		84	2		84	2		84	2	
Grade 09	0	0		84	1		105	2		84	2		105	2	
Grade 10	0	0		0	0		84	1		105	2		105	2	
Grade 11	0	0		0	0		0	0		84	1		105	2	
Grade 12	0	0		0	0		0	0		0	0		84	1	
	168	3	3	336	6	6	441	9	9	525	11	11	651	13	13
	171			342			450			536			664		
	174			348			459			547			677		



### **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.*

Global will set aside an initial yearly transportation mileage reimbursement of \$10,000 as enrollment increases yearly no more than \$17,000 for reimbursements based on the distance of the furthest student for all incoming students identified with a transportation hardship and all students with an IEP Transportation accommodation is included in the operating budget.

Global will attempt to partner with local faith-based organizations and other car services for assistance to assist families with transportation needs. Transportation will not be a barrier for making Global a choice for families of Guilford County. As transportation needs arise, Global will work with families to ensure safe arrival to and from school.

Global understands that under the Charter School Law we are not required to provide transportation to any student who live within one and onehalf miles of the school. Global may make an appeal to Guilford County Schools for a contract to provide transportation to students who reside in Guilford County but live more than one and one-half miles away from the school site. Global recognizes that this option may not be available at the time of the request.

It is our goal to become a charter school with no barriers to safe transportation for all students enrolled at Global Innovative STEAM Academy

Transportation for students with a 504 plan will be given transportation priority accommodations. Global may discriminate in its provision of transportation to students with disabilities. 34 CFR 104.4B(1)(1)

### **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.*

Global is not required by Charter school law to provide free lunch to its students. Students and families will be given access to My Hot Lunchbox to give their student choice and ensure a healthy lunch. My Hot Lunchbox will arrange for direct payment from families. All transactions and menu choices can be handled online. Families will chose the food providers they desire for their child or children at Global. The average cost of meals range from \$3-\$5.

With written permission from parents and proper training students will operate a designated student-only microwave. Students will be allowed to reheat food only from home during lunch time. Students will not be allowed to cook food in the microwave. Global will work with Greensboro Urban Ministry to also secure bag lunches from designated food bank distributors

for a free nutritious meal. Global will daily make available bread, crackers, peanut butter and jelly as an option as well.

Shall apply to the School Food Administration to administer the Child Nutrition Program(s) for the 201415 school year and shall provide all documents required for Global to operate a Child Nutrition program. Global will then comply with submit all required documents for the program. Global may hire a Food Nutrition Officer for required accountability to the Administration and sustainability of the program. Global will then provide free breakfast for all students, lunch and a snack or dinner for the after school tutoring, homework help and enrichment programs.

**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		\$3,730.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$2,387.00
Property Insurance	\$1,000,000		\$555.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$100,000	\$250,000	\$332.00
Other	\$945,122		\$5,266.00
Total Cost			\$12,451.00

\*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.

gisa5312                      01/07/2013

(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).*

Global is actively seeking a ready-to-move-in space throughout Guilford County. Global is actively working with Prudential-Yost Realtors. We have identified and viewed a potential school space in Jamestown which is centrally located between the Greensboro and High Point communities. The space must undergo much needed renovations in order to be used as a school facility. Prudential Yost if available at the time of opening, has identified a start-up space for the first year of operation. The building is leaseable. It is presently being used for an early childhood program. We have also identified two faith-based organizations with educational spaces that are available for long-term use.

**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.*

Global will be able to proceed with the academic program in this application.

## 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 #1 410 - Guilford County Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,552.23	240	\$1,092,535.20
Local Funds	\$2,431.00	240	\$583,440.00
Federal EC Funds	\$3,570.84	10	\$35,708.40
<b>Totals</b>			\$1,711,683.60

#### LEA #2 010 - Alamance-Burlington Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,559.70	3	\$13,679.10
Local Funds	\$1,786.00	3	\$5,358.00
Federal EC Funds	\$3,743.48	1	\$3,743.48
<b>Totals</b>			\$22,780.58

#### LEA #3 340 - Forsyth County Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,670.36	3	\$14,011.08
Local Funds	\$2,080.00	3	\$6,240.00
Federal EC Funds	\$3,743.48	1	\$3,743.48
<b>Totals</b>			\$23,994.56

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

<b>INCOME: REVENUE PROJECTIONS</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
<b>-Exceptional Children Federal Funds</b>	\$43,195	\$50,682	\$76,023	\$101,364	\$25,341
<b>-Local Per Pupil Funds</b>	\$595,038	\$840,012	\$1,112,670	\$1,318,801	\$1,632,839
<b>-Other Funds*</b>	\$0	\$0	\$0	\$0	\$0
<b>-State ADM Funds</b>	\$1,120,225	\$1,584,929	\$2,007,533	\$2,491,451	\$3,083,492
<b>-Working Capital*</b>	\$0	\$0	\$0	\$0	\$0
<b>TOTAL INCOME</b>	\$1,758,459	\$2,475,623	\$3,196,226	\$3,911,616	\$4,741,672

**\*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		
	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary
<b>Personnel:</b>															
Hs Administrator	0	\$0	\$0	1	\$53,532	\$53,532	1	\$55,608	\$55,608	1	\$57,084	\$57,084	1	\$57,660	\$57,660
Ms Administrator	1	\$53,532	\$53,532	1	\$55,608	\$55,608	1	\$57,084	\$57,084	1	\$57,660	\$57,660	1	\$58,620	\$58,620
Office Administrator	1	\$35,000	\$35,000	1	\$35,350	\$35,350	1	\$35,700	\$35,700	1	\$36,050	\$36,050	1	\$36,400	\$36,400
6th Grade Ms Teachers	6	\$37,900	\$227,400	6	\$39,380	\$236,280	7	\$40,820	\$285,740	7	\$41,980	\$293,860	7	\$42,520	\$297,640
7th Grade Ms Teachers	6	\$37,000	\$222,000	6	\$39,380	\$236,280	7	\$40,820	\$285,740	7	\$41,980	\$293,860	7	\$42,520	\$297,640
8th Grade Teachers	0	\$0	\$0	6	\$37,900	\$227,400	6	\$39,380	\$236,280	6	\$40,820	\$244,920	6	\$41,980	\$251,880
9th Grade Teachers	0	\$0	\$0	6	\$37,900	\$227,400	6	\$39,380	\$236,280	6	\$40,820	\$244,920	6	\$41,980	\$251,880
10th Grade Teachers	0	\$0	\$0	0	\$0	\$0	6	\$37,900	\$227,400	6	\$39,380	\$236,280	6	\$40,820	\$244,920
11th Grade Teachers	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	6	\$37,900	\$227,400	6	\$39,380	\$236,280
12th Grade Teachers	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	6	\$37,900	\$227,400
Exceptional Children Teacher(s)	1	\$37,900	\$37,900	1	\$39,380	\$39,380	1	\$40,820	\$40,820	1	\$41,980	\$41,980	4	\$42,520	\$170,080
Electives/Specialty Teacher(s)	4	\$37,900	\$151,600	4	\$39,380	\$157,520	4	\$40,820	\$163,280	4	\$41,980	\$167,920	4	\$42,000	\$168,000
Guidance Counselors	1	\$39,380	\$39,380	1	\$40,819	\$40,819	1	\$41,979	\$41,979	1	\$0	\$0	1	\$0	\$0
It Specialist/Network Coordinator	1	\$25,000	\$25,000	1	\$25,250	\$25,250	1	\$25,500	\$25,500	1	\$25,750	\$25,750	1	\$26,000	\$26,000
6th Grade Teacher Assistants	2	\$23,220	\$46,440	2	\$23,452	\$46,904	2	\$23,684	\$47,368	2	\$23,916	\$47,832	2	\$24,148	\$48,296
9th Grade Teacher Assistants	0	\$0	\$0	2	\$23,200	\$46,400	2	\$23,452	\$46,904	2	\$23,684	\$47,368	2	\$23,916	\$47,832
Office Assistant/Receptionist	1	\$25,000	\$25,000	1	\$25,250	\$25,250	1	\$25,500	\$25,500	1	\$25,750	\$25,750	1	\$26,000	\$26,000
Professional Development	17	\$250	\$4,250	31	\$300	\$9,300	49	\$300	\$14,700	53	\$350	\$18,550	60	\$350	\$21,000
Contracted Personnel	5	\$5,000	\$25,000	5	\$5,000	\$25,000	5	\$5,000	\$25,000	5	\$5,000	\$25,000	5	\$5,000	\$25,000

Global Innovative STEAM Academy

Testing And Accountability Officer	1	\$23,200	\$23,200	1	\$23,452	\$23,452	1	\$23,684	\$23,684	1	\$23,916	\$23,916	1	\$24,148	\$24,148
Parent Liaison/Community Engagement Coordinator	1	\$30,000	\$30,000	1	\$30,200	\$30,200	1	\$30,400	\$30,400	1	\$30,900	\$30,900	1	\$31,200	\$31,200
Hs Guidance	0	\$0	\$0	0	\$0	\$0	1	\$39,380	\$39,380	1	\$40,819	\$40,819	1	\$41,979	\$41,979
<b>Total Personnel</b>	<b>48</b>	<b>\$410,282</b>	<b>\$945,702</b>	<b>77</b>	<b>\$574,733</b>	<b>\$1,541,325</b>	<b>104</b>	<b>\$667,211</b>	<b>\$1,944,347</b>	<b>114</b>	<b>\$677,719</b>	<b>\$2,187,819</b>	<b>130</b>	<b>\$727,041</b>	<b>\$2,589,855</b>
<b>Benefits:</b>															
	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>
Disability	26	\$1,363	\$35,438	41	\$1,409	\$57,769	50	\$1,458	\$72,900	56	\$1,465	\$82,040	65	\$1,494	\$97,110
Health Insurance	26	\$1,363	\$35,438	41	\$1,409	\$57,769	50	\$1,458	\$72,900	58	\$1,465	\$84,970	65	\$1,494	\$97,110
Medicare	26	\$1,363	\$35,438	41	\$1,409	\$57,769	50	\$1,458	\$72,900	56	\$1,465	\$82,040	65	\$1,494	\$97,110
Social Security	26	\$1,363	\$35,438	41	\$1,409	\$57,769	50	\$1,458	\$72,900	56	\$1,465	\$82,040	65	\$1,494	\$97,110
<b>Total Benefits</b>	<b>104</b>	<b>\$5,452</b>	<b>\$141,752</b>	<b>164</b>	<b>\$5,636</b>	<b>\$231,076</b>	<b>200</b>	<b>\$5,832</b>	<b>\$291,600</b>	<b>226</b>	<b>\$5,860</b>	<b>\$331,090</b>	<b>260</b>	<b>\$5,976</b>	<b>\$388,440</b>
<b>Total Personnel Budget</b>															
	<b>152</b>	<b>\$415,734</b>	<b>\$1,087,454</b>	<b>241</b>	<b>\$580,369</b>	<b>\$1,772,401</b>	<b>304</b>	<b>\$673,043</b>	<b>\$2,235,947</b>	<b>340</b>	<b>\$683,579</b>	<b>\$2,518,909</b>	<b>390</b>	<b>\$733,017</b>	<b>\$2,978,295</b>

**\*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**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>		<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
Books And Supplies	Making Connections Intervention Online	\$16,550	\$0	\$0	\$0	\$0
Books and Supplies	Copy Paper	\$3,000	\$4,000	\$4,000	\$4,000	\$5,000
	Curriculum/Texts	\$10,000	\$20,000	\$25,500	\$30,000	\$35,000
	Instructional Materials	\$43,200	\$86,400	\$113,400	\$140,000	\$167,400
	School Supplies	\$3,000	\$6,000	\$5,000	\$5,500	\$5,500
	Testing Supplies	\$3,372	\$6,744	\$8,430	\$10,116	\$11,802
Human Resources Costs	Certified Background Checks	\$400	\$540	\$720	\$810	\$990
	Legal Counsel	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Other	Ascd School Membership	\$189	\$189	\$189	\$189	\$189
	Auditors	\$9,700	\$9,700	\$10,000	\$10,000	\$10,000
	Food Plan	\$7,000	\$9,000	\$7,000	\$7,000	\$7,000
	Insurances	\$13,000	\$13,000	\$13,000	\$13,000	\$13,000
	Marketing Plan	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
	National And Junior Honor Societies	\$250	\$250	\$250	\$250	\$250
	National Association Of Student Councils	\$95	\$95	\$95	\$95	\$95
	School Furniture	\$12,000	\$12,000	\$12,000	\$8,000	\$2,000
	Transportation Plan	\$10,000	\$15,000	\$17,000	\$17,000	\$17,000
Rents and Debt Services	Facility Lease/Mortgage	\$216,000	\$216,000	\$216,000	\$216,000	\$216,000
Technology Hardware	Instructional Software	\$6,000	\$6,000	\$8,000	\$4,000	\$4,000
	Network/Internet	\$7,000	\$8,000	\$8,000	\$8,000	\$8,000
Utilities	Electric	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Energy	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500
	Phone	\$3,000	\$3,000	\$3,500	\$3,500	\$3,500
Total Operations		\$380,256	\$432,418	\$468,584	\$493,960	\$523,226

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



**Overall Budget:**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>	<b>2014-2015</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
TOTAL EXPENDITURES (PERSONNEL)	\$1,087,454	\$1,772,401	\$2,235,947	\$2,518,909	\$2,978,295
TOTAL EXPENDITURE (OPERATIONS)	\$380,256	\$432,418	\$468,584	\$493,960	\$523,226
TOTAL EXPENDITURES	\$1,467,710	\$2,204,819	\$2,704,531	\$3,012,869	\$3,501,521
TOTAL REVENUE	\$1,758,459	\$2,475,623	\$3,196,226	\$3,911,616	\$4,741,672
ANNUAL NET PROJECTIONS	\$290,749	\$270,804	\$491,695	\$898,747	\$1,240,151

**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?*

If our projects of enrollment are lower than anticipated then the Board will reaccess the priority spending with operations first and possibly combine staffing responsibilities.

Our projected enrollment is based on enrolling 144 students the first year and 144 students the following.

We are committed to the school and know that the community is committed as well.

Our budgetary projects have been carefully implemented keeping in mind our fiscal responsibility to the State of North Carolina and our commitment to our mission. Our projected enrollment if successful will enable us to implement a quality choice program for middle and high school students. The budget has been prepared fairly to offer competitive salaries and cautiously keeping in mind over the first five-years we are held to a greater accountability.

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*

Global understands the importance of fiscal management, accounting practices and the responsibility of being transparent to the community. For the first two years of our school it is best that we allow a trusted management company such as Acardia North, to handle the responsibility of accounting and payroll. In reviewing the list of North Carolina approved auditors, we plan to use Rives & Associates, LLP as our certified public accountants as our auditor. Rives & Associates has assisted 40 charter schools in North Carolina to remain in good fiscal standing in the state of North Carolina.

The Director of Finance at the school level will hand purchasing, Federal Food Service accounts and day-to-day operations for a period of two years. After two years the board will review the cost of the outsourcing to see whether it will continue to contract with Acardia or any other financial firm.

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.*

In order to sustain a quality STEAM program, we must give priority to site location, teacher salaries, technical equipment which includes desktops or laptops for every classroom for students and teachers to use, books, mandated intervention, teacher engineering training and equipment, student accountability system, and school supplies. We will use every available quality free resource such as educational websites, business partners, parents and community volunteers.

Charitable donations have also declined. Many funders now have turned resources to support STEM and the Arts as their educational goals to increase opportunities for underrepresented communities in these careers. Therefore, it is timely for Global to qualify for such grants for individual students, teachers and our overall STEM program. Implementing Project Lead The Way's curriculum and training, Global will be the position to offer a fee-based STEM enrichment camp to the families of Guilford County. See Appendix \_\_\_.

Upon approval of initiating the Food Reimbursement Program will help to offset our operating costs. The Global board will commence an annual fundraising Gala Event to sponsor the engineering and expand our arts programs. There is great value in community volunteers to the operating of the school, therefore a robust volunteer program to fill the staffing gap will be developed with retired educators, college students and the small business community in the downtown area.

Using such websites as DonorsChoose and Gofundme are great sources for teachers to fund their classrooms and special student-lead projects. Non-profit charitable donations are tax-deductible. Our lease agreement will include the opportunity to sublet our space from time-to-time to other non-profit groups. Our Saturday Enrichment Academy will be fee-based for any children not enrolled in Global at \$70 per month to participate in any three activities.

The Global school community will be engaged in fundraising efforts. We will seek to recruit individuals with grantwriting experience and at least one professional development day will be dedicated to searching for funders and creative ways to raise money to offset our operating costs.

See Appendix \_\_\_ for Fundraising Dates/Budgets

- 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.*

At the present Global does not have monetary resources. We are expecting to receive donations of computers, music software and general school supplies which will add to our budget. Global is will be eligible to apply for the following grants with Wells Fargo, CHALLENGE, Google, Braitmayer Foundation, NSF and Shell Science Teaching Award. These grants are targeting underserved children and STEM related initiatives.

- 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 board will be diligent and resourceful to make the necessary adjustments to the budget and funding to accommodate all enrolled students. The budget has been balanced to ensure a net at the end of every year to ensure starting every year with salaries and school supplies for the following year. We have balanced the budget based on the enrollment of 120 students. Through continued outreach with small and large businesses we will meet our goal.

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

Our cash flow contingency is in the process of being developed carefully to ensure adequate revenue through aggressive fundraising efforts of with the board, community and future parents of Global. We are building working relationships with our local banks. We understand that the state education funds may be less in 2014. We do not want to disappoint the community and the many families looking for more STEM opportunities.

**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.*

Global's financial audits will be conducted in accordance with auditing standards generally accepted in the United States of America. Audits will include tests of accounting records and other procedures necessary to express an opinion as to whether the basic financial statements are presented in accordance with generally accepted accounting principles. An internal audit will be conducted prior to the official audit by the Finance Committee. The Finance Committee will be properly trained to conduct such audits.

*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.*

The board has identified Rives & Associates, LLP is a member of the NC Association of Certified Public Accountants and the American Institute of Certified Public Accountants, located in the following three locations: 702 Oberlin Road, Suite 410, Raleigh, NC, Phone 919-832-6848, Fax 919-832-7288, 212 West Center Street, Lexington, NC, 336-248-8281, Fax 336-248-2335 and 1023 W. Morehead St., Suite 100, Charlotte, NC, 704-372-0960, Fax: 704-372-1458.

**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 Global Innovative STEAM Academy (*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:

Board Position: Lead Applicant/Secretary

Signature: \_\_\_\_\_

Date:

Sworn to and subscribed before me this  
\_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
Notary Public

\_\_\_\_\_  
Official Seal

My commission expires: \_\_\_\_\_, 20\_\_\_\_.