



## NORTH CAROLINA CHARTER SCHOOL APPLICATION

# Academy of Excellence

**Public charter schools opening the fall of 2016**

**Due by 5:00 pm EST, September 26, 2014**

North Carolina Department of Public Instruction  
NCDPI/Office of Charter Schools  
301 N. Wilmington Street  
Raleigh NC 27601-2825  
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Raleigh, NC 27699-6303

**CHARTER SCHOOL  
2015 Application Process**

**To open a charter school in the 2016-2017 school year**

**APPLICATION DUE DATE/TIME**

**September 26, 2014** A complete **online** application package, in the Office of Charter Schools **by 5:00 pm EST.**

**\*Non-Refundable \$1000 Application fee due to the Office of Charter Schools\***

*Application Fee Payment Details can be found on the Office of Charter Schools Website*

**APPLICATION SPECIFICATIONS**

Applicants can submit applications prior to the deadline September 26, 2014 at 5:00 pm EST. **All applications must be submitted using the online portal** and applicants are to use the following specifications:

1. All required Appendices should be clearly titled, include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...), and submitted in the appropriate places within the application.
2. **Any** answer given within the application which is not original to the applicant, the applicant must provide a citation to the source of the answer.
3. Review all elements of your application for completeness before submitting. **An incomplete application will result in the elimination of the application.**
4. **Any** document attached to the application or within the online system **must be** in PDF format.
5. Late submissions **will not** be accepted. No exceptions.

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## I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Academy of Excellence

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

Name of non-profit organization under which charter will be organized or operated: *Academy of Excellence Charter School*

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

Name of contact person: *Sherry C Lykes*

Title/Relationship to nonprofit: *Administrator*

Mailing address: 612 S Race Street  
Statesville NC 28677

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

E-Mail address: *Aofexcellence@yahoo.com*

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

County: IREDELL

LEA: 490-Iredell-Statesville Schools

Was this application prepared with the assistance of a third party person or group?

No:

Yes:

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

No:

Yes:

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

No:

Yes:

What is the name of the nonprofit organization that governs this charter school? *Academy of Excellence Charter School*

Is this application for Virtual charter school: Yes: No:

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

Projected School Opening: Year 2016 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (5 Years)

<b>Academic School Year</b>	<b>Grade Levels</b>	<b>Total Projected Student Enrollment</b>
First Year	K,01,02,03,04,05,06,07,08	150
Second Year	K,01,02,03,04,05,06,07,08	150
Third Year	K,01,02,03,04,05,06,07,08	180
Fourth Year	K,01,02,03,04,05,06,07,08	216
Fifth Year	K,01,02,03,04,05,06,07,08	259

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

*I certify that I have the authority to submit this application, that the initial board members and I were regularly involved in the development of this application, and that no part of this application is plagiarized. All information contained herein is complete and accurate. I realize that any misrepresentation will result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the non-profit organization.*

aofexcellencecs  
*Signature*

SHERRY C LYKES  
*Title*

aofexcellencecs  
*Printed Name*

09/21/2014  
*Date*

## II. MISSION and PURPOSES

(No more than three total pages in this section)

### **Mission:**

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

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

Academy of Excellence Charter School's (AOECS) mission is to empower all K-8 students to achieve high academic standards, take responsibility for their learning through modern technology, and to explore and affirm human values.

*Clearly describe the mission of the proposed charter school:*

Our mission is to change student aspirations and expectations, foster pro-social behaviors, reduce problem behaviors, alter study habits and time spent in non-productive activities; facilitate greater parental involvement and improve parent-child relationships through exceptional educational solutions focused on preparing every student for North Carolina's most competitive high schools through an integrated academic design.

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

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

The Iredell County School district consists of 45 public schools; 23 elementary schools, 114 middle schools, 8 high schools, and 6 alternative schools. This district is more diverse than most in the surrounding districts. Iredell-Statesville Community has an ethnic breakdown of 81% Caucasian, 13% African American, 4% Hispanic/Latino, and 2% Asian. This diversity gives the community a unique opportunity to model the challenges and benefits of a global community within the community. The Iredell County School System consists of approximately 22000 students. 4186 of those students are in grades K-8 which represents 19% of the overall student body for this school district.

- 2. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA in grades 9-12).*

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

yielding enrollment for year 3 to be 180 students which represents 0.8% of the ADM; year 4 enrollment is 216 students which represents 1% of the ADM; and year 5 enrollment is 256 students which represents 1.20% of the ADM.

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

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

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

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

Today's students are different from those even a decade ago. They are growing up in a digital age that is changing very rapidly. All research tell us that those born in the new culture learn its languages very easily, while they resist using the old. We have faced the fact that our children are no longer the people our educational system was designed to teach. These children work best in participatory environments and a significant part of their literacy is digital. Their attention spans are more limited and they demand more than to consume information. Instead, they want to create, evaluate, synthesize, and share information. They do not want to work alone at their desks. These new age children are collaborative learners who want to learn by doing. They are multi-taskers who are comfortable jumping into situations not knowing ahead of time what the outcome will be.

Our learning will focus on what is relevant for the 21st Century: academic skills and the development of character. Knowledge must be open, accessible, and collaborative. We will present it through a wide range of multimedia. We will take the curriculum which is already overburdened with content and find what is truly important to know so that we can leave time for students to develop the skills necessary to succeed in the coming century in the areas of critical thinking, communication, creativity, and

collaboration.

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

4. *In the appendices (Appendix A1), you must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).*

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

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

By leveraging these components of the intervention model, the Academy of Excellence Charter School educational mission is to change the aspirations and expectations, foster pro-social behavior, reduce problem behaviors, alter study habits and time spent in non- productive activities, facilitate greater parental involvement in the child's education, embed students and

their families in a network of community bridging institutions, reduce levels of family stress and disorganization, improve parent-child relationships, and enhance student academic achievement, with every child performing at grade level or above in all academic subjects at the end of each school year.

**Goals for the Proposed Charter School:**

*1. Provide specific and measurable goals for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.*

1. SCHOOL OPERATIONS

a. By the end of the 2017 SY, charter school will have retained at least 95% of their eligible students in each of the previous years.

b. AO ECS will maintain a friendly and inviting atmosphere for prospective families.

c. AO ECS shall maintain a staff of Board certified educators.

2. ACADEMICS.

a. At the end of the 2016-17 SY, 90% of all tested students in grades 3-8 will perform at the proficient or advanced level on the EOG.

b. At the end of the 2017-18 SY, 90% of all students assessed using MAPS assessment will show at least 1 year of growth in reading from the year prior.

b. By the end of the 2016-17 SY, (90%) of all tested students in grades 3-8 will perform at the proficient or advanced level on the EOG.

3. FINANCE

a. At the end of the 2016 SY, annual financial audit will show no adverse findings.

b. At the end of the 2016 SY, AO ECS revenues will be greater than its expenses resulting in a surplus of funds.

c. Constant Budget monitoring by Finance Officer.

d. Monthly meetings to report updated financials.

e. School will complete an annual audit.

4. GOVERNANCE

a. Throughout the 2016-2017 SY, school will operate with a fully functioning board that will hold monthly meetings and advertise meetings publically.

b. School will maintain a high level of parental engagement.

c. School will engage in community and business partnerships.

d. By June 2016, school will have partnered with at least 5 business/community organization which align with the school mission and vision.

e. By June 2019, school will have at least 20 solid business partnerships.

*2. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?*

During monthly Board Meetings, the Curriculum and Instruction Committee will present a detailed report of student performance and weekly assessments to the Board of Directors. Information of student performance in all CORE subjects will be presented to show student growth or decline. If there is a decline based upon assessment information, the Curriculum and Instruction Committee will confer with the teaching staff to make necessary adjustments to the mode of teaching first. Secondly, all teachers will make an assessment of any learning gaps within the student body per CORE area. Thirdly, the actual curriculum design may be adjusted to accommodate students as they progress toward academic balance according to their specific grade level.

### III. EDUCATION PLAN

(No more than ten total pages in this section)

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

#### **Instructional Program:**

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

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

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

Following are examples of how the Lower School (Grades K-5) and Upper School (Grade 6-8) divisions will be incorporating these basics tenets in their units:

#### 1. Academic rigor/Pursuit of Excellence

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

#### 2. Moral Education

Teaching students to make good, moral choices is critical to the mission of the Academy of Excellence Charter School. Creating an environment characterized by trust, respect and warmth is the first step to moral education. In order to create this environment, all adults in the building must model appropriate behaviors and choices.

#### 3. Encouraging Love of Learning

The careful selection of teacher is critical to encouraging a love of learning. When teachers love what they are doing as well as the students

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

#### 4. Attending to Diverse Learning Styles

Academy of Excellence Charter School recognizes that children learn in different ways. We employ a cooperative approach to education and train our teachers in differentiated instruction. For those students in need of additional support, we recruit tutors from local universities and partner with local organizations for supplemental services. We understand that many of our top performing students will require academic enrichment. For those students in the 8th grade we will offer Honors seminars. Additionally, our Accelerated Reading Program not only encourages independent reading, but also allows student to be continually challenged by Literary Arts.

### **Curriculum and Instructional Design:**

*Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*

The academic program at the Academy of Excellence Charter School will prepare its students to meet or exceed the performance standards set forth by the North Carolina Department of Education. We will offer a rigorous curriculum based upon the four major core content areas of English Language Arts, Mathematics, Science, History-Social Science, with special emphasis placed on Mathematics and Science. Students will also be offered courses in Art, Physical Education/Health, and other courses such as Technology, Communications, Keyboarding. Life and study skills will be embedded in the daily curriculum and classroom activities, creating a holistic educational experience for our students. All instructional activities will be site-based, with students in grades K-8, grouped in mixed grade level cohorts at a class ration of 16:1.

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

#### I. Academic Looping

Allow students to remain with their cohorts and with the same teacher for a period of two to three years. The advantages of learning amongst the same peer group and with the same teacher for multiple years can be immeasurable. The traditional single-year pattern is particularly stressful for children in the primary grades, and looping is ideal for reducing anxiety in these critically formative years. During the middle school years, the stability provided by looping may be more important as students battle the hormonal and physical changes that occur in adolescence. For a student who may have an inconsistent home life, the security and structure found in a looping

classroom can have tremendous benefits on his or her emotional well-being; and, hence, on his or her academic achievement.

## II. Mentoring and Multi-Grade Grouping

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

## III. Collaborative Work Environment

It is important that in a class derived of adverse students, learning is organized as a social event. Providing instructional opportunities that allow for social interaction acknowledges the effective needs of diverse students and increases opportunities for them to fully engage in learning activities. Moreover, brain development and social development, particularly in students in the elementary years, are extremely intertwined so to effectively teach diverse students, curriculum must be designed so that classroom activities are group centered.

Provide a synopsis of the planned curriculum, including:

1. *One sample curriculum outline (in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*
2. *If you are proposing a high school, as Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.*
3. *Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

The curriculum design will reflect alignment with the North Carolina course of study and the proposed charter will participate in the ABC's model and conduct the statewide testing. The curriculum design will be integrated within and across all subject areas and any other statewide standards. The community will serve as an educational resource for each teacher and student. Teachers, students, parents, and all stakeholders will be engaged in the process of developing life-long learning skills.

The school will meet all statewide standards and conduct the student assessments required pursuant to North Carolina Education Code, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. Our curriculum design will be pursuant to the following common core subjects:

English/Language Arts  
Mathematics  
Science  
History/Social Science

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

- 4. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*

The teacher competencies critical to student achievement have changed significantly. To teach effectively, teachers must possess a rich understanding of pedagogical and content-specific knowledge. Teachers will add to their instructional repertoire as their instructional skills will only evolve if they learn new methods and approaches. They must demonstrate an extensive knowledge of practical strategies, and be accomplished in the skills needed to teach their students. Teacher and student learning must be interconnected. We will improve the tools of our educators through the following six features of instruction that efficiently accommodate and accelerate student learning.

1. Big ideas concepts and principles that facilitate the most efficient and broadest acquisition of knowledge across a range of examples.
2. Conspicuous strategies that are an approximation of the steps experts follow covertly to solve complex problems and difficult tasks.
3. Primed background knowledge before the understanding of new information can occur, necessary background knowledge must be taught or "primed." This requires teaching component steps and concepts that allow an in-depth understanding of a big idea or strategy.
4. Mediated scaffolding-refers to the guidance, assistance, and support that a teacher, peer or task provides to a learner.
5. Judicious reviews should be (a) sufficient for initial learning to occur, (b) distributed over time, (c) varied for generalization, and (d) cumulative.
6. Strategic integration of the process whereby prior learning is integrated into more complex concepts.

- 5. Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program*

*completion.*

AOECS instructional plan and graduation requirements will be in keeping with our local LEA standards and will comply with the North Carolina Department of Education guideline. Our instructional program is designed to enforce the NO Child Left Behind Act and as such we have allowed for children of all different learning capacities to be accommodated. Through advanced instruction models and the enhancement of our educator skills we are confident that our students will be more than ready to advance from one grade to another. Of course, we will use End of Grade standardized testing as a final assessment of student performance and readiness.

6. *If you are proposing a high school, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours and how grade-point averages will be calculated?*
7. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*
8. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

The Academy of Excellence Charter School calendar will consist of 185 school days and will align with the Iredell-Statesville School calendar with the exception of and additional five (5) days of attendance. Our school year will operate on a 9 week quarter basis, two quarters per semester. At the end of each quarter there is a scheduled teacher's workday. Mid-quarter progress reports are sent home at 4 1/2 weeks.

### **Special Programs and "At-Risk" Students**

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

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

Academy of Excellence Charter School is committed to providing an inclusive education for all students. Our school will contract with the necessary agencies, within budgetary constraints to provide related services for students with identified needs. To address these needs, the school will hire a full-time special education coordinator/teacher, a social worker, implement an inclusion program, practice differentiated instruction, and partner with service providers. The services to be provided may include, but are not limited to, speech-language pathology audiologist services, psychological services, physical and occupational therapy, therapeutic

recreation, orientation and mobility services, diagnostic and/or evaluative medical services and student and/or parent counseling.

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

If inclusion is not an appropriate setting for the student, the school will provide a program appropriate to meet the needs within the continuum of placement options. Those students whose needs are so unique or severe that the needs cannot be addressed at the school, the student will be appropriately referred to another educational setting. Academy of Excellence Charter School will work together with Iredell Statesville County School Board to ensure that the need of all exceptional students are met. An Individualized Exceptional Program (IEP) will be developed for every enrolled student requiring or receiving exceptional educational services. The IEP will be utilized to provide services addressing the individual needs of exceptional students. Those who qualify for exceptional student services will be palced in various progt

2. *Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:*

- a) *Methods for identifying ELL students.*
- b) *Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ELL students.*
- c) *Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.*

Academy of Excellence Charter School will use the State Education Departments process for identifying students who are English Language Learners (ELL) as follows: 1) Home Language Questionnaires will be used to screen all new enrollees for potential limited English proficiency; 2) If the home language is other than English or the students native language is other than English, appropriate school staff shall conduct an informal interview in the students native language; 3) If the student speaks a language other than English and the student speaks little or no English , the school will administer the Language Assessment Battery-Revised (LAB-R). A score below the designated cutoff score for the child shall determine eligibility for services. The LAB-R shall be administered only once to each incoming student. All teachers will receive professional development training on technique for supporting students who have English language deficiencies and on communicating with students designed as ELL students and their parent/guardian(s). Such activities will focus on the language, cultural heritage and instructional methodologies, including ESL methods for teaching content areas, and support services appropriate for learners of a second language. Any student suspected of having limited English

proficiency will be tested to determine if and what level of services are needed.

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

Ensuring that our English Language Learners are not "left behind" is a critical goal at Academy of Excellence Charter School. We will use the research validated E.L. Achieve matrix as a rubric for our Ells. Students will be assessed quarterly, or as often as the ELL teacher will develop an action plan for each student not meeting quarterly targets. Teachers will also be required to group students together who need language support.

Proficiency of an identified ELL student in the English language will be measured at least annually to determine whether continued special services are needed. Students who are identified as limited English proficient are required to be tested annually. The ACCESS for ELLs in North Carolina required assessment that complies with title III of federal No Child Left Behind (NCLB) legislation of 2001. Beginning with the 2016-17 school year, NCLB has required states to provide an annual assessment of English Language proficiency in the areas of listening, speaking, reading, writing, and comprehension in English to all students identified as Limited English Proficient (LEP) in the schools served by the state. Due to federal legislation, all students identified as LEP are tested annually on state-designated English Language Proficiency Test during the window established by the state to determine student progress and English language proficiency.

3. *Explain how the school will identify and meet the needs of intellectually gifted students, including the following:*
  - a) *Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.*
  - b) *Plans for monitoring and evaluating the progress and success of intellectually gifted students.*

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

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

2. Summative assessments in the form of unit tests, papers, projects, presentations, and demonstrations indicate mastery of content. Teachers re-teach and reassess as necessary.

3. AO ECS instructional program encompasses the classroom instruction outlined above and additional "need-based learning". Students who are identified through standardized assessments and teacher observation as performing below grade level to receive additional support in the classroom.

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

5. If students have an Individualized Educational Plan (IEP) goal they are not supported by an interventionist as they are supported by Exceptional Childrens staff.

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

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

1. Exceptional students. Academy of Excellence Charter School will provide an accelerated program.

Student selection is based upon their high scores on the North Carolina End-of-Grade test, the Assessment test, Performance Series grade level test, and through teacher recommendation. Students must score in the 97th percentile or higher in either Reading or Math to be considered for the Accelerated Program.

2. Academy of Excellence Charter School will use very extensive assessments of all students to identify those who are exceptional or gifted.

3. All new students will be given a need assessment in Word Reading, Reading Comprehension, Math Concepts and Applications, and Math Computations. This allows our staff to design an instructional program that will make the student successful.

### **Exceptional Children**

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

### **Identification and Records**

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

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

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

2. Provide the process for identifying students who may be eligible for special education services as identified in the federal "Child Find" mandate. Student evaluations and assessments will be completed.

a.) AO ECS will use referral to identify students by and educator or parent.

b.) Upon referral, child will be screened for possible disabilities and developmental delay by the appropriate agency.

c.) Based upon results of screening, if found to have special needs, child will be referred for service in accordance with the Individuals with Disabilities Education Act (IDEA).

d.) AO ECS will follow the Individual Educational Plan for student.

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

a.). A formal request will be sent to the school requesting student records. However, AOECS encourages parent to get a copy for their files from the school before transfer of student file is made. Upon receipt of such records, EC teacher will review. If the EC teacher determines that the existing IEP is appropriate and shall be adopted as written, the school shall serve the student consistent with the IEP with consent of the parents. The appropriate agencies will be notified upon trans of a student with disabilities.

b.) Record Confidentiality (on site)- As with all records, records of students with disabilities will be contained in a locked file and maintained according to federal law.

c.) Record Compliance (on site)-Records are viewed only on a need to know basis. The students teachers will be give access to file by administrative staff.

#### 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.*

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

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

Academy of Excellence Charter School is committed to providing an inclusive education for all students. Our school will contract with the necessary agencies, within budgetary constraints to provide related services for students with identified needs. To address these needs, the school will

hire a full-time special education coordinator/teacher, a social worker, implement an inclusion program, practice differentiated instruction, and partner with service providers. The services to be provided may include, but are not limited to, speech-language pathology audiologist services, psychological services, physical and occupational therapy, therapeutic recreation, orientation and mobility services, diagnostic and/or evaluative medical services and student and/or parent counseling.

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

If inclusion is not an appropriate setting for the student, the school will provide a program appropriate to meet the needs within the continuum of placement options. Those students whose needs are so unique or severe that the needs cannot be addressed at the school, the student will be appropriately referred to another educational setting. Academy of Excellence Charter School will work together with Iredell Statesville County School Board to ensure that the need of all exceptional students are met. An Individualized Exceptional Program (IEP) will be developed for every enrolled student requiring or receiving exceptional educational services. The IEP will be utilized to pro

### **Student Performance Standards**

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

AOECS will serve students in grades k-8; therefore, the children in grade 3-8 will be required to take the End-of-Grade test as mandated by the State Department of Education for all public schools. Test results will be used in order to make adjustments to the school curriculum, prescribe differentiated instruction to individual students and inform families of their students learning with both technical and narrative information to

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

2. Explain the use of any evaluation tool or assessment that the proposed charter will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve curriculum over time for the benefit of students.

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

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.

AOECS policies for graduation and promotion will be in keeping with the standards of the NC Department of Education guidelines. Teachers will approach any students who are identified as "struggling" (as early as in the first quarter) and arrange extra tutoring help. Parents are also notified at this time and intervention strategies are developed or both school and home. If, by the third quarter. Students are in danger of being retained, the teacher will reach out to parents and discuss a plan to prevent retention. The school expects all students, barring extenuating circumstances, to attend at least 90% of the school year and display an understanding of all NC core subjects and AOECS grade exit requirements in order to be promoted to the following grade. Student unable to meet these criteria will be given the opportunity to attend summer classes in order to be reassessed and promoted prior to the start of the following year.

4. Provide public charter schools exit standards for graduating students. These standards should set forth what students in the last grade served will know and be able to do.

### **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 specific to the proposed charter school within the appendices (Appendix D).*

*Be sure to include:*

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

See Academy of Excellence Student Handbook

**IV. GOVERNANCE and CAPACITY**

(No more than ten total pages in this section)

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

**Governance:**

**Private Nonprofit Corporation:**

\*The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

*Name of Private Nonprofit:* Academy of Excellence Charter School

*Mailing Address:* 612 S Race Street

*City/State/Zip:* Statesville NC 28677

*Street Address:* Suite C

*Phone:* 704-873-9727

*Fax:* 704-873-9726

*Name of registered agent and address:*

TAMEKA C MOODY  
2102 TARAS TRACE DRIVE  
STATESVILLE, NC 28625

*FEDERAL TAX ID:* 46-2034590

**Tax-Exempt Status 501 (c)(3)**

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

Yes (copy of letter from federal government attached: Appendix E)

X 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 initial members of the nonprofit organization.

Board	Board	County/State	Current	Past or Present	Has any disciplinary
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Member Name	Title	of Residence	Occupation	Professional Licenses(s) Held	action been taken against any of these professional licenses?
Tameka C Moody	President	IREDELL	Teacher	Teacher	N
Lisa B Perry	Member	IREDELL	Teacher	Teacher	N
Myrah C Lykes	Member	IREDELL	Retired Teacher	Teacher	N

**Please provide the following in this location of the APPLICATION:**

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

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

The Officers-The officers of the board shall be the President, one (1) Vice President as determined by the board, a Secretary, and a Treasurer. One person may not hold more than one of these offices at a time, except that the Secretary and the Treasurer may each hold the office of Vice Chair.

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

**Functions and Roles of the Officers:**

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

Vice-President- The Board may elect one (1) Vice President. The Vice President shall have the powers and perform and perform the duties of the President of the Board during the absence or inability of the President of the Board to act. Vice-President shall have such other powers and duties as the Board, by resolution, may from time to time prescribe.

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

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

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

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

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

The job of a charter school administrator is extremely demanding. As an instructional and business leader, they bear more responsibility than their tradition public school counterparts, particularly when the school is new or experiencing significant growth. Over-extension leads to burnout and high turnover. The Board can take steps to ensure the demands on the administrator remain at a reasonable level. They should begin by creating a job description that a single person can effectively delegate and develop leadership roles among the staff. When the school reaches a certain size, the Board shall consider hiring a Vice-Principal.

AOECS governing board is very weighted with educational expertise. The skill sets that are very critical to educational planning and strategies are very well represented through our Board of Directors. With a combined experience of more than 20 years in the field of education, the board will lead the school to educational and operational success. The board will evaluate the success of the Lead Administrator on a quarterly basis during the first year of operation. The Board will ensure that any areas of professional development that is lacking be afforded to the Administrator to obtain optimum success. This success will involve the active representation of al key stakeholders, especially the parents.

- 3. Explain the procedure by which the founding board members have been recruited and selected.*

*If a position is vacant, how and on what timeline will new members be recruited and added to the board?*

The board members of the AO ECS were selected and recruited based upon desire and an expressed interest to see our children better served through the educational process. As concerned parents and/or educators themselves offered to serve on the governing board. These board members have a combined experience of more than 20 years of educational experience. Expertise in curriculum design, Mathematics, language Arts Exceptional Children, and policy.

At this time, there are two vacant slots on our governing board, and through a thorough selection process we have identified two candidates for which we will recruit for these positions.

*4. Outline below the strategic board calendar detailing how often the board will meet according to the bylaws established.*

The Board of Directors shall meet monthly on the 1st Monday of each month. The General meeting shall be held annually on the 1st Monday in September. In the event of an emergency meeting, the Board President may call quorum meeting of board members. Meeting can be held via tele-conference.

*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 J).*

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

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

Board member shall serve with compensation. Any contracts with the school involving a member of the Board, or the Board member's family, shall be approved by 2/3 of the Board with interested member abstaining. Each board member is responsible to make known to the Board any circumstances that could involve a potential conflict of interest as defined in the North Carolina Charter law.

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

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

obligations relative to the day-to-day management of the school.

All school policies shall be voted upon at the monthly meeting and approved by 2/3 vote of the Board. In the event that policy needs to be incorporated before the convening of the board a quorum meeting can be called by the President of the Board to establish emergency school policy.

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

NOT APPLICABLE

9. *Discuss the school's grievance process for parents and staff members.*

GRIEVANCE POLICY AND PROCEDURES:

Any grievance at the school will fall into one of three primary categories:  
(1) Complaints about a student, the classroom experience, or with a teacher.  
(2) Complaints or concerns about a school-wide policy or administration.  
(3) Complaints or concerns about a parent or community member involved with the school.

Where a grievance involves an issue arising in the classroom, parents should first seek to resolve the issue with the classroom teacher.

If resolution with the teacher is not feasible or the grievance involves a school-wide policy or another parent at the school, the parent pursuing the grievance should seek to resolve the issue with the principal at that particular campus. The grievance should be acknowledged via written response within 10 business days.

If resolution with the principal is not feasible or efforts to resolve the issue have been exhausted, then the parent should bring the grievance to the attention of the Principal. The grievance should be acknowledged via written response within 10 business days.

Once all efforts to resolve a grievance have been exhausted with the schools staff and leadership, then a parent may bring a grievance to the attention of the Governing Board as follows:

Any grievances should be made in writing. This allows all parties involved to work from a consistent body of information.

Generally, the Board will not address a grievance that is made anonymously, based on hearsay, or made on behalf of another family.

Generally, the Board will not address a grievance where resolution has not been exhausted through the teachers, the principals.

Generally, the Board will not address specific grievances about the performance of an individual school employee in a public meeting. Any such grievances brought at a public meeting will be taken under advisement by the Board and responded to at a later time.

The Board may, at its discretion, notify individual school employees about grievances brought against them. Parents may, however, request that they not be personally identified as the party bringing the grievance.

For any grievance presented to the Board, discussion will take place in a closed session. A response via written letter will be sent within (30) thirty days of receipt of the grievance.

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

### Include in the Appendices:

1. *A well-defined organizational chart showing the relationship of the Board of Directors to the*

parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils). (Appendix F)

2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix G).
3. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix H).
4. A copy of the articles of incorporation from the NC Department of the Secretary of State. (Appendix I)
5. Copy of any board policies if adopted already (Appendix J).
6. Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix K).

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

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

**X Not Applicable**

**Private School Conversions:** *complete ONLY if the proposed charter is a private school conversion. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.*

**X Not Applicable**

**Charter School Replication:** *complete ONLY if the proposed charter is a replication of an existing charter school. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.*

**X Not Applicable**

**Projected Staff:**

Outline below, 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, course offerings and align with the proposed budget.

ALL POSITIONS ARE LISTED IN THE PROJECTED PERSONNEL BUDGET.

**Staffing Plans, Hiring, and Management**

Include the following information for the proposed charter school:

Hiring support staff for the charter school will begin after the district has approved the charter and its enrollments are confirmed. Teaching personnel and other staff will be recruited beginning in the spring and continuing into summer each school year. Instructional and other staff will be recruited with advertisements in well known educational trade publications such as Education Week, via online job recruitment sites such as Monster.com and in local media throughout North Carolina. School

administrator will also attend job fairs and setup recruiting sites to inform teachers about the school and interview them. An effective method of recruitment is by referral from current teachers. The number and types of teachers recruited will depend on student need from year to year. Ongoing enrollment will necessitate hiring throughout the year as necessary. Teacher candidates will be interviewed by the Lead Administrator and make hiring recommendations to the Board. State statute requires that all instructional staff have background screenings. Teachers will be hired by the school. Benefits will be secured. Teachers will receive a salary based upon the experience and years of teaching as well as the class level of their license.

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

The Board of Directors will govern the school. The Principal will be given the responsibility of handling the day to day operations of the school. However, all final decisions for hiring, firing, and promotions will rest with the Board of Directors. All grievances will go through the Principal to the Board of Directors.

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

PLEASE SEE THE EMPLOYEE HANDBOOK AT APPENDIX O.

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

PLEASE SEE THE PROJECTED PERSONNEL BUDGET FOR ALL SALARIES AND BENEFITS FOR ALL POSITIONS.

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

PLEASE SEE THE EMPLOYMENT POLICIES AT APPENDIX O.

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

THERE WILL BE NO POSITIONS WITH DUAL RESPONSIBILITIES. NOT APPLICABLE AT THIS TIME.

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

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

9. *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).*

AOECS administration staff consisting of the Lead Administrator and Assistant Administrator are responsible for ensuring that the mission and vision of the school is being upheld by all staff members. The Lead Administrator will be responsible for educational focus of the school. The administration will ensure that all staff members have the necessary tools

to be effective in the classroom. The Lead Administrator will conduct the teacher evaluation process throughout the year, track the educational progress of the student body and ensure teachers and staff are being properly trained (professional development).

The Assistant administrator will assist in the development of our students' character and to uphold the students' code of ethics. This position will enforce student conduct policies and assist teachers with classroom management. Lead Administrator and Assistant Administrator will be required to have a four year degree from an accredited college or university and at least three years of teaching experience and advanced courses in educational curriculum and educational design.

AOECS core teachers must have a four year degree from an accredited college or university and at least 75% of our staff will have a NC Teaching License. The 6th grade core teacher can have a K-6 endorsement to teach 6th grade. Teachers who teach 7-8th grade will have a secondary education license. Our core teachers will have the responsibility to teach the NC Core Curriculum with innovative teaching methods to further our student's knowledge.

The special education (EC) position must have a four year degree from an accredited college or university and Special Education endorsement. This position is responsible for assisting our special need students with their overall development and adhering to the No Child Left Behind rules and regulation. Our school counselor must have a four year degree with special concentration in counseling.

The office staff must have a high school degree and some office experience with Microsoft Word, Excel, and PowerPoint

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

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

The Lead Administrator will be responsible for ensuring that all teachers maintain current licensure. It is also the responsibility of the Lead Administrator to seek out and schedule regular professional development events for all staff.

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

### **MENTORING:**

AOECS will setup a mentorship program to accelerate the experience transfer from one teacher to another. We have budgeted the appropriate amount of staff development. Through mentoring, we will develop innovative teaching methods, share ideas, and build a cooperative learning and working environment. As the school grows in size and faculty, our staff will become the mentors to our new teachers. NEW AOECS teachers will have one extra orientation before other teachers show up for the school year. As a team, there will be three professional development days before the start of the school year and two days of year-end evaluation days after student dismissal day. There will be mandatory professional development on all scheduled teacher workdays.

Charter School conferences, workshops, exchange teaching, as well as other teacher related conferences and professional opportunities are planned to be available to teachers and academic staff throughout the school year contingent upon the teacher/school needs and available resources,

RETAINING:

Retaining good highly qualified teachers will be a priority for AO ECS. Maintaining professional consistence among our staff is crucial to the success of the school. Maintaining an open door policy is an important factor along with meeting the needs of out teachers professionally and personally (as much as we can) will assist in retention of teachers. Also, AO ECS will create a positive and exciting working environment for our teachers to foster their love of education. Lastly, we will our teachers to have a voice in the direction of the school.

EVALUATING STAFF:

AO ECS will utilize the NC Teacher Evaluation Process which evaluates teacher leadership, teacher knowledge of content, teacher facilitation to student, teacher established respectful environment, and teacher reflection on practice.

AO ECS will support and encourage administrators, teachers, and other instructional support staff to pursue their professional development which they believe would be exciting and beneficial to their profession. Teachers will also create academic improvement plans as well as behavioral plans for the students who are struggling in their classroom.

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

1. Digital Literacy in the K-12 classroom

Students need continual guidance in building digital literacy. Teachers will learn how best to provide that guidance and to refine their own skills. This class will provide a sound guiding into digital literacies.

2. Building and Sustaining Professional Development

Provide charter leaders and teacher leaders in establishing systems and structures for planning, designing, and evaluating high quality professional development.

3. Connecting with our 21st Century Learners

Ensure that as teachers we prepare our students to meet the challenges 21 Century Skills frame. Teachers learn to design lesson using 21sr Century skills, tools, and methods of teaching

4. Developing and Maintaining a Positive Classroom Environment

Teaches strategies that will enable teacher to shape the management of their classrooms by building relationships with students, establishing procedures, and planning lessons.

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.*

AOECS will ask its staff to stay late on the first Thursday of each month for an hour during the nine week quarters. The estimated time of professional development, departmental meetings, end of year, and summer meetings equates to 33 days.

Departmental Meeting~First Friday of each month after last period

Year End Meetings~ June 26, 27, 28 (2017)

Grade Level Meeting~First Tuesday of each month (planning period)

Conference/Workshops

Professional Development~ Nov 8, 2016 Feb 1, 2017 April 17, 2017

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.

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

In Addition AOECS will have two days of professional development prior to the school opening.

## **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)).*

AOECS will use several ways of recruitment for potential students and their families. It is a recruitment model which has been used successfully by

charter schools in other states to attract diverse student bodies by using variety of marketing techniques; matching the charter school Program and applicable educational and personal needs.

1. AO ECS members and representatives will meet with community leaders throughout the district and state. Including those low income areas; both urban and rural to recruit students.

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

3. AO ECS may participate in organized grade-appropriate awareness activities through local and state sponsored events.

4. North Carolina Virtual Academy and K12 Inc may inform students and families about enrollment opportunities and other program informations through a variety of media such as radio, TV, internet, and out of home advertising (e.g. Billboards).

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

6. AO ECS will participate in radio, television, and newspaper interviews as necessary.

7. After initial enrollment is finalized, parents of students enrolled in AO ECS will be invited to one of several parent organizations sessions that will be conducted in the district, state, or online.

8. AO ECS will distribute recruiting materials about the school. mission, curriculum, leadership, and the application process to, public places such as libraries or schools.

### **Parent and Community Involvement**

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

A cornerstone of our work at AO ECS is engaging families in the school. Parental involvement is a serious sharing of responsibility for each child's learning and development. We believe that parents are a child's most important teachers and understands that each child's education relies on a

committed support network of adults who work together to help students achieve their potential.

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

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

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

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

We encourage parents to become involved through the Parent-Teacher Organization and support their children by being present in the school by leading a workshop or activity, assisting in classrooms or acting as a mentor to students.

**Admissions Policy**

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

- 1. *Tentative dates for the open enrollment application period; enrollment deadlines and procedures. \*Please be advised schools cannot accept applications until after final approval from the SBE.*
  - 2. *Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.*
  - 3. *Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.*
  - 4. *Explanation of the purpose of any pre-admission activities (if any) for students or parents.*
  - 5. *Clear policies and procedures for student withdraws and transfers.*
1. Tentative dates for open enrollment application period; deadlines and procedures.

OPEN ENROLLMENT	MAY 2016
APPLICATION VERIFICATIONS	MAY 2016
LOTTERY NOTIFICATIONS	MAY 2016
LOTTERY	MAY 2016
WAITLIST NOTICE	JUNE 2016
REGISTRATION	JUNE 2016

2. Clear policies and procedures detailing open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences

Prior to AOECS opening, the open enrollment period will be established and announced. At the end of the enrollment period parents will be notified if their child has been accepted at AOECS. If the number of applicants exceed the total allotment of program, they will be given a lottery number. If the number of the program allotment are not met, applications will be accepted on a first come basis.

In the proceeding years, applications will be accepted during the established enrollment period. AOECS will use the lottery system to generate a number for each application. We will continue to draw applicant until all names have been drawn or until we have met the allotment of our program per grade. All other applicants will be paced on a waiting list.

3. Clear policies and procedures for student waiting lists, withdrawals, re enrollment, and transfers

After all class assignments have been made and we have not met our allotted quota, we will approve application based upon the order in which they were received. Parents will be notified in writing of their child's acceptance into the AOECS and will have 10 day from the date of letter to accept. If the parent declines, to accept, the space will be given to the next name on the waiting list.

4. Explanation of the purpose of any pre-admission activities for students or parents.

There will be no pre-admission activities for AOECS.

5. Clear policies and procedures for student withdraws and transfers

Student have the option to withdraw from the AOECS at any time and attend another school. AOECS will keep verifiable records on the students who transfer or withdraw and make the necessary reports. The available slot will be offered to the next applicant on the waiting list.

**PROJECTED ENROLLMENT 2016-17 through 2020-2021**

IDENTIFY LEA FROM WHICH  
STUDENTS WILL PROBABLY COME

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

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

	2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
	LEA 490	LEA 300	LEA 020	LEA 490	LEA 300	LEA 020	LEA 490	LEA 300	LEA 020	LEA 490	LEA 300	LEA 020	LEA 490	LEA 300	LEA 020
Kindergarten	12	3	3	12	3	3	14	4	4	16	5	5	19	6	6
Grade 01	11	3	3	11	3	3	13	4	4	15	5	5	18	6	6
Grade 02	11	3	3	11	3	3	13	4	4	15	5	5	18	6	6
Grade 03	11	3	3	11	3	3	13	4	4	15	5	5	18	6	6
Grade 04	11	3	3	11	3	3	13	4	4	15	5	5	18	6	6
Grade 05	11	3	3	11	3	3	13	4	4	15	5	5	18	6	6
Grade 06	11	3	3	11	3	3	13	4	4	15	5	5	18	6	6
Grade 07	11	2	2	11	3	3	13	2	2	15	3	3	18	4	4
Grade 08	9	3	3	9	2	2	9	3	3	11	4	4	14	4	4
	98	26	26	98	26	26	114	33	33	132	42	42	159	50	50
	150			150			180			216			259		

**V. OPERATIONS**

**Transportation Plan:**

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

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

AOECS will arrange a transportation service to serve students who do not have any other options of transportation. AOECS will provide transportation service to students who do not have any other options of transportation. We will provide transportation for the students as prescribed by law such as for exceptional children.

**School Lunch Plan:**

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

The new construction will include a multi purpose with full commercial kitchen. One such use of this area will for our cafeteria. The AOECS will hire 6 cafeteria personnel to prepare breakfast and lunch for our students. The cafeteria staff will prepare meals in compliance with the daily allowance for each food grouping.

To ensure that each child receives meals, AOECS will participate in the National School Lunch Program, as our facility is located in what would be consider a low-income district of Iredell County. If for any reason we do not qualify for the National School Lunch Program, we will adjust our budget accordingly, to ensure that very student is fed.

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

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

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

Area of proposed coverage	Proposed amount of coverage	Cost (Quote)
Comprehensive General Liability	\$1,000,000	\$3,663.00

Officers and Directors/Errors and Omissions		\$1,000,000	\$5,417.00
Property Insurance		\$500,000	\$600.00
Motor Vehicle Liability		\$1,000,000	\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other		\$1,000,000	\$7,886.00
Total Cost			\$18,079.00

\*The applicant must provide a quote from an insurance provider as part of this application (as Appendix P) 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.

aofexcellencecs 09/10/2014

(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 Q).

The Board of Directors of AO ECS has discussed and affirmed its intentions to. Hold a new educational structure on the property located at 612 S Race Street, Statesville, NC. The edifice will be a two story structure that will house our lower school (K-5) on the first floor and our upper school (6-8) on the second floor. The building will include a full operational cafeteria as well as computer lab. Male and female restrooms will be located on each floor and a tea he's lounge on the second floor.

After the building is completed, AO ECS will seek out the local school inspection office for Certificate of Occupancy.

Please attach copies of Facilities Inspections as Appendix R.

*What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.*

NOT APPLICABLE AT THIS TIME. WE WILL KNOW THIS INFORMATION UPON HIRING A CONTRACTOR.

**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.*

In the event the building will not be ready by the time of public charter school opening, AO ECS will hire a realtor to assist us in obtaining a temporary site to house our school. In the event that we will need a temporary site, we will not offer cafeteria services. Students will be required to bring their lunch until such time we can occupy our permanent building.

## VI. FINANCIAL PLAN

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

### Budget: Revenue Projections from each LEA 2016-17

<p><b>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</b></p> <p><i>Refer to the Resource Manual Finance Section for guidance on estimated funding amounts</i></p>	<p><b>State Funds:</b> Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1<sup>st</sup> month average daily membership.</p> <ul style="list-style-type: none"> <li>In year 1 – Base state allotments are determined by the LEA in which <u>the student</u> resides</li> <li>In year 2 and beyond- Base State allotments are determined by the LEA in which <u>the school</u> is located.</li> </ul> <p><b>Local Funds:</b> Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.</p> <p><b>Federal Funds:</b> Charter schools must qualify and apply for the individual federal grants based on their population of students.</p> <p><b>REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS</b></p>			
	<p>LEA #1 490 - Iredell-Statesville Schools</p>			
	<b>Revenue</b>	<b>2014-2015 Per Pupil Funding</b>	<b>Projected LEA ADM</b>	<b>Approximate funding for 2016-2017</b>
	State Funds	\$4,481.68	98	\$439,204.64
	Local Funds	\$21,518.00	98	\$2,108,764.00
	Federal EC Funds	\$3,768.11	18	\$67,825.98
	<b>Totals</b>			\$2,615,794.62
	<p>LEA #2 300 - Davie County Schools</p>			
	<b>Revenue</b>	<b>2014-2015 Per Pupil Funding</b>	<b>Projected LEA ADM</b>	<b>Approximate funding for 2016-2017</b>
	State Funds	\$4,738.32	26	\$123,196.32
Local Funds	\$6,566.00	26	\$170,716.00	
Federal EC Funds	\$3,768.11	5	\$18,840.55	
<b>Totals</b>			\$312,752.87	
<p>LEA #3 020 - Alexander County Schools</p>				
<b>Revenue</b>	<b>2014-2015 Per Pupil Funding</b>	<b>Projected LEA ADM</b>	<b>Approximate funding for 2016-2017</b>	
State Funds	\$4,944.54	26	\$128,558.04	
Local Funds	\$5,507.00	26	\$143,182.00	
Federal EC Funds	\$3,283.50	5	\$16,417.50	
<b>Totals</b>			\$288,157.54	

**Total Budget: Revenue Projections 2016-17 through 2020-2021**

<b>INCOME: REVENUE PROJECTIONS</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
-State ADM Funds	\$690,959	\$675,745	\$813,362	\$978,514	\$1,176,315
-Local Per Pupil Funds	\$2,422,662	\$2,410,724	\$2,899,079	\$3,025,105	\$3,738,508
-Exceptional Children Federal Funds	\$103,084	\$103,108	\$122,833	\$137,435	\$153,323
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
<b>Z - TOTAL REVENUE</b>	<b>\$3,216,705</b>	<b>\$3,189,577</b>	<b>\$3,835,274</b>	<b>\$4,141,054</b>	<b>\$5,068,146</b>

**\*If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.**

**Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendix S.**

**Personnel Budget: Expenditure Projections 2016-17 through 2020-2021**

*The personnel list below may be amended to meet the staffing of individual charter schools: This list should align with the projected staff located in the Operations Plan.*

BUDGET EXPENDITURE PROJECTIONS Personnel	2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary									
Administrative & Support Personnel:															
Lead Administrator	2	\$68,856	\$137,712	2	\$68,856	\$137,712	2	\$69,682	\$139,364	2	\$69,682	\$139,364	2	\$70,660	\$141,320
Assistant Administrator	2	\$48,030	\$96,060	2	\$48,030	\$96,060	2	\$48,606	\$97,212	2	\$48,606	\$97,212	2	\$49,286	\$98,572
Finance Officer	1	\$40,640	\$40,640	1	\$40,640	\$40,640	1	\$41,127	\$41,127	1	\$41,127	\$41,127	1	\$41,702	\$41,702
Clerical	2	\$31,791	\$63,582	2	\$31,791	\$63,582	2	\$32,172	\$64,344	2	\$32,172	\$64,344	2	\$32,622	\$65,244
Food Service Staff	6	\$20,984	\$125,904	6	\$20,984	\$125,904	6	\$21,235	\$127,410	6	\$21,235	\$127,410	6	\$21,532	\$129,192
Custodians	2	\$20,984	\$41,968	2	\$20,984	\$41,968	2	\$21,235	\$42,470	2	\$21,235	\$42,470	2	\$21,532	\$43,064
Transportation Staff	2	\$18,980	\$37,960	2	\$18,980	\$37,960	2	\$19,207	\$38,414	2	\$19,207	\$38,414	6	\$19,476	\$116,856
Guidance Counselor	2	\$39,160	\$78,320	2	\$39,160	\$78,320	2	\$39,629	\$79,258	2	\$39,629	\$79,258	2	\$40,142	\$80,284
A - Total Admin and Support:	19		\$622,146	19		\$622,146	19		\$629,599	19		\$629,599	23		\$716,234
Instructional Personnel:															
Core Content Teacher(s)	18	\$40,537	\$729,666	18	\$40,537	\$729,666	18	\$41,023	\$738,414	18	\$41,023	\$738,414	18	\$41,597	\$748,746
Electives/Specialty Teacher(s)	4	\$43,540	\$174,160	4	\$43,540	\$174,160	4	\$44,062	\$176,248	4	\$44,062	\$176,248	4	\$44,679	\$178,716
Exceptional Children Teacher(s)	2	\$43,540	\$87,080	2	\$43,540	\$87,080	2	\$44,062	\$88,124	2	\$44,062	\$88,124	2	\$44,679	\$89,358
Instructional Support	4	\$46,161	\$184,644	4	\$46,161	\$184,644	4	\$46,715	\$186,860	4	\$46,715	\$186,860	4	\$47,369	\$189,476
Teacher Assistants	12	\$21,258	\$255,096	12	\$21,258	\$255,096	12	\$21,513	\$258,156	12	\$21,513	\$258,156	12	\$21,814	\$261,768
B - Total Instructional	40		\$1,430,646	40		\$1,430,646	40		\$1,447,802	40		\$1,447,802	40		\$1,468,064

Academy of Excellence

Personnel:															
A+B = C - Total Admin, Support and Instructional Personnel:	59		\$2,052,792	59		\$2,052,792	59		\$2,077,401	59		\$2,077,401	63		\$2,184,298
Administrative & Support Benefits															
Health Insurance	19	\$5,285	\$100,415	19	\$5,549	\$105,431	19	\$5,826	\$110,694	19	\$6,117	\$116,223	23	\$6,423	\$147,729
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	19	\$2,000	\$38,000	19	\$2,100	\$39,900	19	\$2,205	\$41,895	19	\$2,315	\$43,985	23	\$2,327	\$53,521
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	23	\$0	\$0
Disability	19	\$6,139	\$116,641	19	\$6,446	\$122,474	19	\$6,978	\$132,582	19	\$7,327	\$139,213	23	\$7,603	\$174,869
Medicare	19	\$580	\$11,020	19	\$609	\$11,571	19	\$640	\$12,160	19	\$672	\$12,768	23	\$705	\$16,215
Social Security	19	\$2,736	\$51,984	19	\$2,873	\$54,587	19	\$3,017	\$57,323	19	\$3,168	\$60,192	23	\$3,326	\$76,498
D - Total Admin and Support Benefits:	95		\$318,060	95		\$333,963	95		\$354,654	95		\$372,381	138		\$468,832
Instructional Personnel Benefits:															
Health Insurance	40	\$5,285	\$211,400	40	\$5,549	\$221,960	40	\$5,826	\$233,040	40	\$6,117	\$244,680	40	\$6,423	\$256,920
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	40	\$2,000	\$80,000	40	\$2,100	\$84,000	40	\$2,315	\$92,600	40	\$2,468	\$98,720	40	\$2,591	\$103,640
Social Security	40	\$2,736	\$109,440	40	\$2,736	\$109,440	40	\$2,873	\$114,920	40	\$3,017	\$120,680	40	\$3,168	\$126,720
Disability	40	\$279	\$11,160	40	\$242	\$9,680	40	\$254	\$10,160	40	\$267	\$10,680	40	\$280	\$11,200
Medicare	40	\$580	\$23,200	40	\$609	\$24,360	40	\$640	\$25,600	40	\$672	\$26,880	40	\$705	\$28,200
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$705	\$0	0	\$0	\$0
E - Total Instructional Personnel Benefits:	200		\$435,200	200		\$449,440	200		\$476,320	200		\$501,640	200		\$526,680
D+E = F - Total Personnel Benefits	295		\$753,260	295		\$783,403	295		\$830,974	295		\$874,021	338		\$995,512
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	114		\$940,206	114		\$956,109	114		\$984,253	114		\$1,001,980	161		\$1,185,066

Academy of Excellence

B+E = H - Total Instructional Personnel (Salary & Benefits)	240		\$1,865,846	240		\$1,880,086	240		\$1,924,122	240		\$1,949,442	240		\$1,994,744
G+H = J - TOTAL PERSONNEL	354		\$2,806,052	354		\$2,836,195	354		\$2,908,375	354		\$2,951,422	401		\$3,179,810

**Operations Budget: Expenditure Projections 2016-17 through 2020-2021**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>		<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
	Administrative & Support:					
Office:	Office Supplies	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
	Paper	\$2,000	\$2,500	\$2,500	\$2,500	\$2,500
	Computers & Software	\$5,000	\$5,250	\$5,250	\$5,250	\$5,250
	Communications & Telephone	\$3,000	\$3,150	\$3,213	\$3,277	\$3,343
	Copier leases	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
Management Company	Contract Fees	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Professional Contract	Legal Counsel	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800
	Student Accounting	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
	Financial	\$0	\$0	\$0	\$0	\$0
	Other Professional	\$0	\$0	\$0	\$0	\$0
Facilities	Facility Lease/Mortgage	\$36,000	\$36,000	\$36,000	\$36,000	\$36,000
	Maintenance	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
	Custodial Supplies	\$500	\$500	\$500	\$500	\$500
	Custodial Contract	\$0	\$0	\$0	\$0	\$0
	Insurance (pg19)	\$0	\$0	\$0	\$0	\$0
	Other	\$0	\$0	\$0	\$0	\$0
Utilities	Electric	\$12,000	\$12,600	\$13,230	\$13,890	\$14,585
	Gas	\$3,600	\$3,780	\$3,970	\$4,168	\$4,375
	Water/Sewer	\$920	\$966	\$1,014	\$1,068	\$1,121
	Trash	\$720	\$734	\$749	\$764	\$780
Transportation	Buses	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
	Gas	\$0	\$0	\$0	\$0	\$0
	Oil/Tires & Maintenance	\$0	\$0	\$0	\$0	\$0
Other	Marketing	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500
	Child nutrition	\$150,900	\$151,218	\$154,242	\$157,326	\$164,472
	Travel	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000
	Other	\$0	\$0	\$0	\$0	\$0
	K - TOTAL Administrative & Support Operations	\$269,940	\$271,998	\$275,968	\$280,043	\$288,226
	Instructional:					
Instructional Contract	Staff Development	\$10,500	\$11,000	\$11,000	\$11,000	\$11,000

Classroom Technology	Software	\$5,000	\$5,250	\$5,250	\$5,250	\$5,250
Books and Supplies	Instructional Materials	\$10,000	\$10,500	\$10,500	\$10,500	\$10,500
	Curriculum/Texts	\$20,000	\$21,000	\$21,000	\$21,000	\$21,000
	Copy Paper	\$2,000	\$2,500	\$2,500	\$2,500	\$2,500
	Testing Supplies	\$5,250	\$5,775	\$5,775	\$5,775	\$5,775
	Other	\$0	\$0	\$0	\$0	\$0
	L - TOTAL Instructional Operations	\$52,750	\$56,025	\$56,025	\$56,025	\$56,025
	K+L = M - TOTAL OPERATIONS	\$322,690	\$328,023	\$331,993	\$336,068	\$344,251

**Overall Budget:**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
J - TOTAL PERSONNEL	\$2,806,052	\$2,836,195	\$2,908,375	\$2,951,422	\$3,179,810
M - TOTAL OPERATIONS	\$322,690	\$328,023	\$331,993	\$336,068	\$344,251
J+ M =N TOTAL EXPENDITURES	\$3,128,742	\$3,164,218	\$3,240,368	\$3,287,490	\$3,524,061
Z - TOTAL REVENUE	\$3,216,705	\$3,189,577	\$3,835,274	\$4,141,054	\$5,068,146
Z - N = SURPLUS / (DEFICIT)	\$87,963	\$25,359	\$594,906	\$853,564	\$1,544,085

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

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

1. *How was the student enrollment number projected?*

*Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.*

*Provide the break-even point of student enrollment.*

AOECS chose a number that was less than one percent of the ADM.

*Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.*

If the funding is not received, there is no contingency plan. If the funding received is lower than estimated, we will make the necessary adjustments in our budget to accommodate funding received.

*Does the budget rely on sources of funds other than state, county, and federal (e.g. loans, donations etc.)? If so, please provide the source and amount. Be sure that the appropriate assurances documentation is provided in the appendices*

*There are no other sources of funding AOECS will rely. Our charter is based solely upon county, state, and, and federal funds.*

*Provide the student to teacher ratio that the budget is built on.*

The budget is built upon a 1:16 ratio.

2. *Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial etc. Describe the criteria and procedures for the selection of contractors and large purchases.*

No. All of these services will be provided by personnel stated in the Personnel Budget.

3. *Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.*

The budget aligns with the AOECS mission in that it support the number of students and the necessary staff, supplies, and operational tem to ensure that we can accommodate our students properly.

4. *What percentage of expenditures will be the school's goal for a general fund balance?*

*Describe how the school will develop the fund balance.*

AOECS will strive to use 95% of it general budget. AOEC will develop the

fund balance by using lesser quantity of supplies, operational expenditures, and we will negotiate on the contract cost of the new facility.

5. *Provide a description of proposed financing structure. Include financing of facilities, other asset financing and leases.*

NOT APPLICABLE

6. *Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends.*

NO. The only asset that AO ECS has is the land upon which the facility will be constructed.

**Financial Compliance:** (No more than a half of a page)

*How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate recording keeping?*

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

*Provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved)*

NOT APPLICABLE

*Provide the name and contact information of the independent audit firm who will conduct the annual financial statement audit. If a firm has yet to be identified please list the firms the board has investigated.*

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

www.acadianorthstar.com

email: anscharter.com

Phone: (828) 287-7897  
Fax (828) 287-9800

VII AGREEMENT PAGE

**Application Fee:**

*Pursuant to § 115C-238.29B(e) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the September 26, 2014 5:00 pm EDT deadline. Payments will be accepted in the form of a check or credit card. The Credit card Form is found on the Office of Charter Schools website. Cash is not accepted.*

*\*Application Note: The applicant must mail the check or credit card form along with a letter indicating the name of the proposed charter school, contact information and the enclosed payment amount to be received before or on the due date of September 26, 2014 5:00 pm EDT. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

*Payments should be made payable to North Carolina Department of Public Instruction*

*North Carolina Department of Public Instruction  
Office Of Charter Schools  
6303 Mail Service Center  
Raleigh, NC 27699-6303*

*I understand the requirements pursuant to G.S. 115C-238.29B(e).*

aofexcellencecs

Date: 09/21/2014

**Applicant Signature:**

The foregoing application is submitted on behalf of Academy of Excellence (*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: aofexcellencecs

Board Position: SHERRY C LYKES

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

Date: 09/26/2014

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

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

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

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

