



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Addie C Morris Children's School, Inc,

Public charter schools opening the fall of 2017

Due 5:00 pm EST, September 25, 2015

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

CHARTER SCHOOL

2016 Application Process

To open a charter school in the 2017-2018 school year

APPLICATION DUE DATE/TIME

September 25, 2015 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 25, 2015 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: Addie C Morris Children's School, Inc,

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

Name of non-profit organization under which charter will be organized or operated: Addie C. Morris Children's School

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

Name of contact person: English Bradshaw

Title/Relationship to nonprofit: Chair, Board of Directors

Mailing address: 1452 N Cherry St #112
Winston Salem NC 27105

Primary telephone: 727-560-1390 Alternative telephone: 727-560-1390

E-Mail address: english.bradshaw@gmail.com

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

County: FORSYTH

LEA: 340-Winston Salem/Forsyth County Schools

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

No: X

Yes:

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

No: X

Yes:

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

No: X

Yes:

What is the name of the nonprofit organization that governs this charter school? Addie C. Morris Children's School

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2017 Month August

Will this school operate on a year round schedule?

No: X

Yes:

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

Academic School Year	Grade Levels	Total Projected Student Enrollment
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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 governance, operations, 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.

addie015
Signature

Board Chair
Title

addie015
Printed Name

09/21/2015
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:

AMCS is a unique STEM learning community that will provide a rigorous, collaborative blended learning model that will develop proficient, creative, self-motivated life-long learners during their fundamental years.

Clearly describe the mission of the proposed charter school:

With STEM we will implement strategies to foster creative students using digital media, web 2.0 tools and user-friendly software to enhance academic content in a meaningful way. We will combine an integrated instructional approach that blends state of the art technological instruction fostering to think critically and develop high level technological competence. This strategic design will assure each student's capacity to succeed in a global context.

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.*

While all children are welcome, AMCS will target recruitment at specific populations in the 27101 and 27105 communities including those at-risk students who have an historical experience of socioeconomic disadvantages. Focusing our marketing plan in these two areas, AMCS expects to have a higher percentage of African American students than the LEA.

LEA Demographics for 53,365 students
African American 28%
White 42%
Hispanic 22%
Multi-racial 4%
Asian 2%
American Indian 1%
Free and Reduced Lunch eligible 51%
ELL 13%

Using 2013 data the following demographics will likely reflect the demographics of the school:

Zip Code
AA White Per Capita Income

27105 62% 30% \$15,357
 27101 58% 36% \$18,420

Rationale for selecting the location and student body:

The first rationale is the decline in regards to the education of the children living in the 27101 and 27105 zip codes.

In the WS/FCS System each zone (six in total) has two or three elementary schools, one or two middle schools, and one or two high schools allowing parents to choose from the schools in the zone in which they reside. This approach has resulted in imbalances in the economic and racial/ethnic distribution of students across schools. Elementary students are assigned to a school regardless of whether the school is high or low performing in their attendance zone and remain there until they reach middle school. There is only a 21 day opening (lowly publicized) for elementary students to apply for a school outside of their attendance zone. A number of schools in the system have over 90% of their students qualifying for free or reduced lunch. There is similar over-representation of minority students in several schools. In addition, perception as low-performing schools, in spite of intense efforts by school staff to bring improvements, has made it difficult for the schools in this area and has caused a decline in overall academic performance. Below is the 2014-2015 proficiency data of the elementary public schools within the 27101 and 27105 zip codes.

School grades 2014 - 2015

School	Grade	Read	Math	SPG	Grade	EVAAS	Growth	Status
Ashley	F	29	F	F				Not Met
Cook	F	23	F	F				Met
Diggs-Latham	F	36	F	D				Not Met
Easton	F	29	F	F				Met
Gibson	F	37	F	F				Met
Ibrahim	D	51	D	C				Met
Kimberley Park	F	31	F	F				Met
North Hills	D	42	D	D				Met

The AMCS academic model aligns perfectly to the needs and strengths of this area with its progressive diverse population. A major goal of the school will be to set a foundation for learning for career preparation in Interactive Technology (IT) employment in the city, county, and state; reduce disparities in achievement - particularly with regard to race, gender, socio-economic status and specialized instructional areas such as special education, and English Language Learners. In addition to low performance, school safety is an additional concern of the community which is critical to the learning environment and culture of a school. AMCS' children and parents will know that their child is in a safe small-learning environment focused on building relationships and learning to lead in the community. Our number one goal is to get to know each child through making connections and building community relationships. School safety and discipline plans will be stressed.

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 is grades 9-12).*

Addie C. Morris's goal is to educate 264 students in year five - making it still the smallest elementary school in the targeted area serving 200 less students* when compared to surrounding elementary schools.

*According to the NC DPI enrollment data, the average size of elementary schools in the district in 2012-2013 was 578. In the 27101 and 27105 zip code targeted areas, the average school size was 473 (7 schools) during the 2012-2013 academic year.

AMCS total enrollment at capacity will be 264 students representing <01% of the Average Daily Membership (ADM) of the county and will be the smallest elementary school by as many as 200 students in the majority of the 27105 elementary schools.

The overall school system enrolled 53,365 students in 2014. The following is the overall demographics of all schools.

African American 28%

White 42%

Hispanic 22%

Multi-racial 4%

Asian 2%

American Indian 1%

Free and Reduced Lunch eligible 51%

ELL 13%

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

As we look at each student as an individual, a large part of our program is establishing relationships and connections with students and families.

Thus, having a small school, with a unique STEM focused education plan, will be an integral component to our success when compared to the much larger traditional elementary schools in the area (noted above).

As an alternative to traditional educational pedagogy which offers a prescriptive curriculum that makes originality a constant challenge, AMCS will provide students and parents a unique choice. Over the past decade the use of technology in instruction has progressively increased and NC is setting the pace. AMCS will be technology-rich with a challenging curriculum supported with user-friendly software systems and scalable state-of-the-art equipment. This will allow us to implement a blended integrated instructional approach and provide a unique opportunity for students to learn how to think critically and understand technological utilization and to apply them to real life situations beginning with kindergarten.

Our education plan will include an effective project-based learning model (PBL) that engages students in acquiring knowledge and skills through an extended inquiry process structured around complex questions and carefully designed tasks. This approach allows students to dig deeper and learn to become exploratory and acquire deeper learning in a particular subject. All students are expected to reach the same performance standards, however, they may follow different paths to success. Building upon the unique and specific needs of individual students, AMCS will teach our educators how to

effectively differentiate their instruction. A professional learning community comprised of teachers, their teaching associates, and other support staff will meet regularly to review student data and consider multiple ways of engaging all students. Teachers will use the following instructional strategies that have proven most effective when implemented with fidelity:

Cooperative Learning: Students will be given the opportunity to work in cooperative learning groups when it is deemed as the best strategy for learning a particular skill or specific content. Research shows organizing students into cooperative groups yield a positive effect on overall learning (Marzano, Pickering, and Pollock, 2001).

Curriculum Integration: Brain research supports the theory that younger students take in many things, organize, and process them all at once. Teachers will develop an integrated curriculum that requires students to investigate big ideas through a variety of disciplinary lenses which blends and connects related components of the curriculum in meaningful ways. Our goal is to facilitate students abilities to see how information gained in one subject can help them to problem solve in another, thus creating an opportunity for seamless integration of subjects.

Targeted Interventions: Clear systems for prevention and intervention will be developed in collaboration with general educators, reading specialists, EC educators and critical friends of the school to address individual student needs based solely upon student data from regular progress monitoring.

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-218, 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.*

The legislative purposes addressed are; Encourage Use of Different and Innovative Teaching Methods that will lead to Improved Student Learning.

As described explicitly in Appendix A1, the overall academic achievement in the targeted area portrays massive academic gaps in literacy, math and science. The education plan will address these issues by offering a rigorous and focused literacy program as well as a strong STEM model.

Through our decades of teaching and community involvement as board members we believe the innovative and unique blend of instructional methods and strategies described below, in combination with our proposed small learning community, will provide AMCS students the opportunity to master the taught curriculum, build confidence and enjoy their learning experience.

LITERACY: The AMCS balanced comprehensive early literacy program supports interest and capacity for independent reading and instructional reading. Children can be most successful learning to read what they can already say and understand. Research strongly asserts that from the beginning of first grade and in tandem with basic phonics instruction, decodable texts are most appropriate for independent reading.(MetaMetrics Lexile Framework www.lexile.com). When selecting decodable text, our teachers will be aware of the difficulty level (lexile) of text relative to students' reading level.

STEM (Science Technology Engineering & Math) at AMCS will be a truly integrated approach to learning which engages and increases motivation for students to solve problems and asks them to work with others to build real solutions which includes a blended curriculum approach that will integrate the use of technologies and traditional direct instructional approaches in lessons. This will be guided by the following activities:

Integrating Technology into Education: AMCS will use Web 2.0 digital learning, software as a system (SaaS), Cloud records storing, computing and communication tools to access, manage, evaluate information, construct new knowledge to instruct students. Teachers will be well prepared for using the current technologies in educational activities. They will be trained in best practices for incorporating digital resources into the curriculum to personalize learning and integrating high tech strategies. One strategy we will use to improve writing will be to address Big Idea And Essential Questions using digital storytelling.

Digital Storytelling: In order to build critical thinking and school-wide coherence into our writing curriculum, each grade will use online templates for digital storytelling using Wikis, Moodle, Kool Tools for Schools and Wordle focusing on one Essential Question which represents significant aspects of life. The questions are generative and may present complexity, ambiguity, contradiction and multiple perspectives which invite inquiry rather than suggesting ready answers. For instance, students are asked: What is Identity? What is Change? These questions are designed to get students to ask questions about the world around them and about themselves, and they call for an understanding of more than one point of view

Student-centered Learning: At AMCS, the focus of activity will shift from

teacher to learners. The role of teacher will shift from lecturer to facilitator. We will achieve this by implementing Active Multimedia Learning, Cooperative Learning, and Inductive Teaching and Learning such as Socratic inquiry- and project based learning.

Project Based Learning: The education plan encompasses a project-based learning model as opposed to causative rule- based learning. Project-based learning (PBL) is a systematic teaching method that engages students in learning knowledge and demonstrate their skills through an extended inquiry process structured around real life situations and tasks and allows for a more relevant approach to learning which is embedded in NC ES/CCS

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.*

ACADEMICS:

According to the NC READY Accountability model, the school will meet high academic growth in three out of the first five years.

According to the NC READY Accountability model and given the growth trend results of the elementary school grades in our target area, the overall proficiency of the school will be on average 20 proficiency percentage points higher than all comparable elementary schools in the 27101 and 27105 areas by the end of year three.

OPERATIONS: The school will meet the grade level expansion and projected ADM goals in at least four out of the first five years in operation.

The school will maintain a 93% student capacity, according to the ADM projection of 192, throughout the 2017-2018 academic year.

The school will successfully obtain a permanent facility that will meet the unique needs of our targeted student population by the fourth year of operation.

FINANCES:

To build financial vitality, the school will secure a two percent contingency fund after year one.

To maintain financial vitality, the school will build a reserve fund of \$500,000 by the end of the 2021 fiscal year.

To maintain financial viability the school will partner with the LEA during its first year to establish a sound financial and bookkeeping system.

GOVERNANCE:

Each board member will participate in a minimum of twelve hours of professional development each fiscal year.

Each board member will attend at least 90% of all board meetings during a year

Each board member will conform with the school conflict of interest and disclosure policy

ORGANIZATIONAL DEVELOPMENT:

By the end of the 2020 academic year, the school will be recognized by the State of North Carolina as an official STEM school in conformance with the NC State University Friday Institute Evaluation Implementation Rubric establishing the NC STEM School Program.

By the end of the 2020 academic year, Addie C. Morris will have AdvancedEd Charter School Accreditation.

During the first five years of operation, the employee retention rate will be greater than 90%.

COMMUNICATION:

The school's goals will be communicated to the board of directors each month by the Principal and/or appointed standing committees. The board will adopt a monthly strategic outcomes based calendar that will allow the board to provide substantial oversight to the school. All goals adopted by the board will have specific deliverables (adopted into policy) that will inform the board of the school's progress towards attaining its mission, vision and purpose.

These monthly reports will be available electronically to the general public. In addition to monthly board reports, an annual report will be provided to families, stakeholders, and community partners disseminating the state of the Addie C. Morris Children's School. Parents will be informed in conformance with our progress monitoring, student progression and reporting processes that includes progress reports (minimum quarterly) that are instructional skills specific and parent friendly.

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

As part of the planning year process, the board will work with the principal, and in collaboration with the Advisory Council and critical partnerships to ensure the school's alignment towards achieving the adopted goals. This process will entail the development of an outcomes based board calendar and strategic plan for approval by the Board that provides specific action to the achievement of each performance goal.

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

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

As part of our community partnership, the school will host at minimum biannual "town hall" meetings to receive critical feedback, share action plans, school celebrations and identified areas for improvement. These data will be added to the school data and analyzed at each annual retreat to ensure the school is navigating towards its desired destination.

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.

Description of Instructional Program: Instruction at AMCS will be a combination of critical thinking teacher-led discussions in whole and small group sessions. In addition, individualized classroom sessions along with state of the art software-based interactive technology will be utilized to supplement curriculum, complement the use of books, manipulatives, and collaborative group activities. The principal will ensure specific coaching and teaching is provided to each teacher, assistant and volunteer to ensure these techniques are implemented with fidelity across all grade levels.

To meet the unique needs of our children, AMCS will utilize a variety of instructional methods. The hallmark of our instructional method will be the use of the Socratic Method of Inquiry. The Socratic process is an active student-centered learning method that works by treating the students responses with fairness and respect. It is used to help students realize that their thoughts and personal experiences can be an immediate source of learning. Students can re-examine the familiar in the light of the new and less familiar, and make connections among historical and empirical sources of knowledge and personal experiences.

Blended Learning: AMCS will establish a learning model which features flexibility in classroom instruction by utilizing multiple modes for learning. This model increases personalization and engagement for students immersed in a digital landscape. As a technology focused aspiring NC Certified STEM school, AMCS will begin building the bridge to close academic gaps through integrated online instruction.

ONGOING ASSESSMENT: Along with an effective utilization of the Socratic Method higher order thinking questions, teachers will create and administer formative and quarterly benchmark assessments (DIBELS, NWEA) in all core areas as one way to measure student learning and academic progress, enabling school leaders and the board to track and monitor student growth and instructional needs. Improving upon these techniques will be critical to the success for all students. The principal will schedule professional development throughout the academic year so teachers can build on their practice and analyze data.

As noted, an Academic Excellence Committee made up of teachers, critical friends (field experts), school leaders and parents will oversee the implementation of the myriad of programs and methods.

Summative Assessment: AMCS will participate in the NC READY initiative and required EOG tests beginning in Grade 3-5. EOG and any NC Final (K-2) assessments will be analyzed annually by the Academic Excellence Committee. Plans of action to improve the next academic year will be brought to the board as scheduled on the Outcomes Based Calendar

At a Summer Retreat, the Board will analyze school outcomes to determine relevance to our targeted student population.

Targeted Population: We strongly believe that STEM education at an early age in this erashould be tailored according to the recent technological developments, and even the very conventional curricula should be taught with the aid of novel instructional technologies so that our youth is prepared for the future labor markets of a digital world. A significant focus of our education plan will be the strong relationship among students, teachers, parents, and local community, as this harmony is vital to prepare socially active and productive citizens in a digital global world.

As noted in the organization's goals, we will strive to earn a STEM certification in North Carolina. We will be utilizing STEM specific evaluative tools to strengthen our design, curriculum and understanding of the STEM model as an organization. We routinely will seek the feedback of critical friends based on such tools to master our education model.

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.

AMCS will provide a caring and nurturing learning environment for all of our students. Focusing on making connections, students will (a)form lasting relationships with peers and adults, (b) are encouraged to make responsible choices, (c) have a sense of personal ownership and play a role in the community, and (d) are valued as individual thinkers and life-long learners. To achieve this, AMCS will offer a small class size with a goal not to exceed 22 students in a class in all grades. Small group or individual instruction will be will be utilized daily to maximize student mastery. We will start with 2 K-3 units and 1 grade 4 unit. In year two we will add another grade 4 unit and 1 grade 5 unit. In year three when the school is at enrollment capacity, there will be two full classes per K-5 grade units per grade level.

Students will attend technology lab for intensive technology instruction. Each child in grades 3-5 will have their own laptop for use. Each K-2 classroom will have a minimum of 10 student stations for laptops and interactive whiteboards in every classroom to take learning out of the books, and bring it to life.

CLASSROOM: AMCS has established a learning model which features a THREE MODES design to permit total flexibility and maximize classroom instruction time. Teachers will begin a topic in an inclusive classroom setting and then proceed to a peer-to peer session with follow-up with online tutorial assessment session.

We as an organization believe everyone is gifted and has specific expertise to share with others. Students will showcase their skills and gifts during scheduled peer-to-peer collaboration period. During this session, students will demonstrate their gifts using the interactive whiteboard or other digital device.

RESPONSIVE CLASSROOM (RC) AMCS will implement this approach to foster a safe, challenging, and joyful classroom.

This strategy uses seven guiding principles:

1. The social curriculum is as important as the academic curriculum.
2. How children learn is as important as what they learn: process and content go hand in hand.
3. The greatest cognitive growth occurs through social interaction.
4. There is a set of social skills children need to be successful academically and socially - cooperation, responsibility, empathy, and self-control.
5. Knowing the child individually and developmentally is as important as knowing the content.
6. Knowing the families and inviting their participation in their child's education.
7. How the adults at school work together is as important as individual competence.

The school community will aim to incorporate additional learning and our core values throughout the hallways of the facility (NERDLAND). We will extend environment and the culture of blended learning (technology, artifacts, pictures, mosaics) throughout the facility. The state-of-the-art facility will be transformed into a "Building as Teacher." From the sustainable elements to the careful use of materials, all of the elements will work together to be the life of the school and engage children.

It's playfulness will be both appropriate and welcome making the Addie C. Morris Children's School engaging and fun, and to ignite a child's curiosity. To ignite this curiosity we will extend the learning environment and the culture of STEM throughout the building designating areas of the facility as:

Building Area	Designated as:
School Building:	Nerdland
Principals Office:	The Browser
Assistant Principal:	The Hard Drive
Parents/Volunteers:	The Monitor
Hallways:	CyberSpace
Multipurpose Room:	FaceBook
Cafeteria:	The Megabyte
Music Room:	The Keyboard
Bathrooms:	MySpace

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.*

Curriculum Alignment with Mission: The curriculum at AMCS establishes an innovative, creative and challenging learning environment for students. The curriculum utilizes multiple methods (Blended Learning and Assessment + Socratic Inquiry + PBL) to challenge the thinking of children. Our research leads us to believe the Socratic Method in a technology focused STEM school will challenge our students and is foundational and appropriate in fostering leadership roles in a 21st Century society. In harmony with these beliefs, our mission is to strive collectively through example and accountability to educate and inspire the whole student in ways physical, intellectual, and social. Our school culture will create a learning environment that encourages a community of students who respect one another and can take risks without fear of humiliation and ridicule and to enable them to apply their knowledge and further their learning successfully.

Our balanced curriculum, integrated with digital learning programs, project based learning methods and focused formative assessments will forge the acquisition of real-life skills. This success will provide parents the opportunity to select a small and more individualized elementary school which will prepare their children to be successful throughout their life.

Targeted Population: AMCS target population will encompass all students and families living in the 27101, 27105 as well as surrounding zip codes. The specific target will be the students who are characterized as low socioeconomic, at-risk (including students with special needs, students with disabilities, migrant, homeless and ELL students). Teachers will instill the importance of building confidence and self-esteem in all of our students. Students will learn to utilize their unique gifts, see the results from overcoming their challenges while empowered to help change the world. Each student will quickly learn they have the power to make a difference when they participate.

Our organization is persistent and resilient and we won't give up on our students no matter how long it takes. We will secure quality staff and cultivate requisite auxiliary resources both local and national to support the programs we will offer. At AMCS, we are driven with the fact that all students can learn. All students can think. All students deserve to dream and set goals. Our unique program will stimulate, empower and promote creativity resulting in students thriving in our innovative STEM curriculum that is highly integrated with specific instructional technologies that will be available to all students.

To further support all of our children, AMCS has adopted an AT-RISK STUDENT ASSISTANCE POLICY for early identification of at-risk students with an emphasis on the early grades of K-3. The Policy will develop and adopt a system for the identification of at-risk students, and academic enhancement programs designed to accelerate the learning of students who are falling

behind their peers in academic achievement through remediation, accelerated learning, continuous progress learning, and other enhancements.

Accountability Model: In keeping with NC READY Accountability Model, AMCS views assessment as one of the most important processes of any educational system. It is the way to see what and how much the student learns, and if she/he can apply information in different settings. Since most of the class activities will be empirical, our assessment system will also be based on an admixture of benchmarked formative and summative assessments and performance based learning. Students will take all state and federal assessments as mandated by the NC READY Model. As stated earlier, we will implement a range of ongoing formative benchmarked individualized assessments throughout the grading period and summative evaluations at the end of the year.

- 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.*

Through quality professional development, collaboration and data analysis, teachers will work diligently to master multiple instructional strategies including the skills to craft harmonious and synergistic classroom dynamics that employ clear rules, procedures, and worthwhile consequences to ensure that all students have the greatest opportunity to master desired outcomes.

The primary strategies include:

Integrated Technology: One critical instructional strategy teachers will master is the incorporation and management of multiple virtual methods to instruct and supplement the curriculum. In today's world people, children especially, learn through virtual and physical resources that contain a variety of learning activities with the use of technology and virtual interaction. The drive towards technology has forced teachers to assume a new role. Our THREE-MODES model embraces this opportunity for deeper learning and engagement. Teachers will learn to utilize these programs to effectively engage all students in a small group setting, providing specific, individual, targeted feedback to each student. This high impact formative assessment based strategy will provide detailed information teachers need to drive future lessons and a responsive, not reactive strategy.

Project Based Learning: Our community is in need of an education model that results in a greater depth of understanding of concepts, broader knowledge base, improved communication, enhanced leadership skills, increased creativity, and improved writing skills. Our teachers will master the key strategies of the PBL model to ensure the children of AMCS learn by doing, solve real life problems and produce results that are relevant to their gifts and talents.

Socratic Questioning: We believe that the greatest learning comes from the ability and courage to ask the right questions. ALL teachers and staff will master the art of Socratic Questioning to raise the level of critical thinking in our school and surrounding community. This is a critical skill due to the rapid addition of new information and the advancement of science

and technology that occur almost daily. Our teachers must constantly expand our students' horizons beyond simply gathering information and relying on basic fundamentals of inquiry.

Literacy Strategies: To build self-efficacy, strong literacy strategies will be critical to the AMCS student achievement. ALL teachers and staff will be skilled in explicit literacy instruction. The strategies related to teaching the reading process, the foundations of reading instruction, and research-based strategies will be utilized by content area teachers. All content area teachers will support the school-wide reading program by applying critical reading strategies including and embedding vocabulary development in their discipline-based texts and support high math and science achievement by applying creative thinking and problem solving strategies.

Differentiated Instruction for ALL: To maximize our teachers' gifts and skills, all educators will regularly collaborate (common planning time and monthly mtg) to design instructional activities that take into account the strengths and needs of all students, implement research based interventions and modifications for ALL students. Formative assessment data will be reviewed consistently to significantly increase a child's opportunities and formats to learn.

ASSESSMENT AND EVALUATION: Teachers will learn to collect, analyze and adapt instructional methods to focus on student mastery of subject matter.

Connecting Curriculum Content: Rather than making STEM education a stand-alone mission, students will benefit from an integrated program that can help them make connections between the concepts and skills of the (3Rs) & (4Cs), i.e., communication; collaboration, critical thinking, and creativity. Our teachers will emphasize this cross-curricular learning by coordinating the teaching of related content in other subjects.

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.

MULTIPLE ASSESSMENTS At AMCS, we believe students are more than test results, and our student progression policy will reflect that fact. AMCS will maintain accountability, but mitigates the unintended consequences of relying solely on a single test. Through a comprehensive evaluation of student work using multiple measures, our student progression policy is a step forward for students, parents, and our school. And, we are certain that it is absolutely vital that students are ready to succeed in the next grade when they are promoted. The best way to do that is to use multiple measures to make sure students are ready for promotion. Instead of having student promotion from one grade to the next based solely on exam results, our teachers and the Principal will determine which students are at risk of not making sufficient progress based on a more comprehensive, authentic review of their classroom work in addition to their test scores. This shift to multiple measures will represent an important step toward aligning our teaching with the more rigorous NC ES/CCS.

AMCS will use the following measures to ensure student readiness and progression from grade to grade:

- * Teacher developed formative assessments/benchmarks
- * Program developed assessments and measures
- * Literacy Program Assessments
- * State Mandated Evaluations
- * Student Social and School Culture Development
- * Student Attendance

In alignment with the instructional plan, the rationale for our student progression policy may be found in the following principles:

1. The unique education plan (Socratic Process and Blended Learning Model)empowers our educators: Based on a review of student work from the year, teachers and the Principal will identify the students they believe may be at risk of not being able to succeed in the next grade, even with support. The Principal and teachers will review these portfolios and make a holistic promotion decision for each student. State mandated test results for the lowest performing students will be shared and we may use this information as one of multiple pieces of evidence to assess student readiness for the next grade level, but they will not be used as the primary or major factor in those decisions.

2. The PBL Models Portrays Authentic Student Work: The instruction plan with deliverables and multi-model assessments will result in well-rounded promotion portfolios for ALL students. Each grade level will have a specific promotional standards guide (developed by teachers and school leaders) that will be provided to parents annually. These portfolios will drive authentic feedback and discussions with students and families regarding a child's academic progress and identification for possible retention.

This student progression policy places the responsibility of assessing a child's readiness for the next grade to the people and place most knowledgeable about his or her academic performance throughout the school year -the child's teacher, parents andlead admin. Students whose promotion portfolios demonstrate that they are not ready for the next grade level, even with support, will be recommended for more intensive targeted interventions including summer school.

SWD and ELL students who have different promotion criteria will progress according to their LEP Plans, IEPs or 504 Plans and not be impacted by this policy.

Our instructional plan in combination with our progression policy will be evaluated annually to ensure each child is fully prepared to graduate to middle school with critical academic and life building skills, and preparing them to face the social and academic challenges of middle school.

The education plan/instructional design were developed by Dr. English Bradshaw. As a learning consultant, Dr. Bradshaw helped develop the programming of the high performing Socrates Academy <https://www.socratesacademy.us/> in Matthew, NC and Plato Academy <http://platoacademy.net/> in Pinellas County, Florida.

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 purpose of our school calendar will be to set the parameters for a standard annual school calendar for students that is consistent with our mission and education plan and meets all legal requirements of the North Carolina General Statutes 115C-84.2 and G.S.115C 238.29F(d)(1)

The calendar will demonstrate our commitment to student mastery. The academic calendar is based on an extended day and 190 instructional days. This does not include the multiple Saturday Academy sessions in addition to after school tutoring sessions. During the planning year the calendar will be analyzed by hired school leadership, critical friends and teachers to ensure alignment to our high academic standards and unique education plan.

The following variables will be considered as we develop the academic calendar.

- * The instructional quarters/semesters will include at least the minimum number of days necessary for students to master the proposed curriculum theme (projects).
- * Will include a half-day per month for teacher data analysis and development.
- * Each student week will be at least three days long.
- * Saturday academy will be scheduled for students for extended instruction.
- * Cover at least nine calendar months.
- * For continuity for families, we will attempt to align quarterly/semester breaks with LEA.
- * Not have Sunday as an instructional or staff work day.
- * Ensure all Federal Holidays are honored.
- * Collaborate with stakeholders to honor the multiple-cultures and beliefs of our students and community.
- * Provide at minimum 185 instructional days (proposed academic calendar is 190 days).
- * Will allow an A&B schedule for flexibility .

As noted, the school year calendar will be developed to accommodate advanced and gifted ePep and low performing students attending Saturday Academy. The Saturday instruction will be conducted through a volunteer teaching partnership arrangement with the WSSU Center for Mathematics, Science, and Technology Education (CMSTE)Program. (See Parent and Community Involvement Section).

We as a board will continue to take stakeholder input when determining the academic calendar. We will always focus on our children, and what schedule best meets their needs.

By June of each year the school will publish on the school's website and distribute the school calendar for the next school year to the school community.

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.*

AMCS will implement a progress monitoring intervention system for all students utilizing research based programs focused on indicating academic deficiencies. Along with the expertise of teachers, counselors and other personnel for early identification of students who are "at-risk," the primary prevention level includes high quality (good teaching) core instruction.

The secondary level includes evidence-based intervention(s) of moderate intensity. To ensure sustained support, students will receive a Personalized Education Plan (PEP) based upon locally determined assessments and teacher observation. Students needing remediation or intensive instructional support will be matched to strategic and intensive instruction/interventions based on screening, progress monitoring, and diagnostic assessments.

To ensure students do not miss core subject instruction, these interventions will be "push-ins" during universal classroom settings and "pull-outs" which will occur during specific times of the academic day with appropriate skilled personnel and materials, extended school day and/or Saturday Academy. Progress will be monitored through a consistent evaluation process (i.e. timed probes) at minimum each month. If no progress after four weeks of intervention, intervention implementation will be evaluated for fidelity and intervention time will intensify.

Nonlinguistic Representation: AMCS will also use nonlinguistic representation material to assist students on how to grasp the concepts and depth of other than linguistic presentation (word based knowledge). Nonlinguistic representation is the use of visual, kinesthetic, and whole-body systems to acquire and store knowledge. Mental images and physical sensation combined with linguistic modes allow students to better reflect and recall knowledge. With nonlinguistic representation students can use a variety of activities to stimulate knowledge.

The authors of *Using Technology with Classroom Instruction that Works* Marzano, R. J., Pickering, D. J., & Pollock, J. E., recommend five strategies for classroom practice:

- 1) The use of graphic organizers to represent knowledge.
- 2) Having students create physical models of the knowledge.
- 3) Having students generate mental pictures of the knowledge they are learning.
- 4) The use of pictures or pictographs to represent knowledge.
- 5) Having students engage in kinesthetic activities representing the knowledge.

The use of graphical representations was shown in Marzano's work to have one of the highest impacts on student's learning. Marzano asserts that images convey information quickly and that we process images 66,000 times faster

than text, i.e., pictures speak a thousand words. Part of this has to do with level of abstraction with text being the most abstract and a photo the least abstract. Accordingly, we will use digital nonlinguistic organizing and brainstorming software to supplement student learning.

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.*

1. ELL STUDENT IDENTIFICATION PROCESS: If parents acknowledge that English is an additional language in the home, or if they check yes to any of the determining questions on the Home Language Survey, the student is referred to the ELL liaison for testing. If student has not been previously identified as ELL, the WIDA Access Placement Test (W-APT) will be administered. If students academic records show previous ELL identification, the faculty will proceed with preparing adequate instructional plan based on proficiency level.

2. INSTRUCTIONAL PROGRAM: Our faculty will determine the appropriate means of instruction and modifications or accommodations for ELLs based on previous academic records, ELL placement test, parent input, student input, student observations, and other relevant data. We will ensure that ELL students meet the same challenging English proficiency objectives and standards required of all other students. Our curriculum will be supplemented with Web-based programs with a multitude of multimedia activities including monolingual/bilingual dictionary, grammar tools, audio support, and supplementary print coursework.

3. MONITORING AND EVALUATING PROGRESS AND SUCCESS: We will construct a new model to identify struggling students early enough to then be able to provide appropriate instructional interventions - while remaining in their current class placement. We will use the multi-tiered RTi system of support for our program. Our Model will create an ELL System of Support (SOS) Team that will review each student case and make recommendations for intervention. The team will be comprised of the ELL teachers, a Reading Specialist, a bilingual school social worker, and a bilingual school psychologist. This Team will allow us to discuss the student's progress through academic lens, social-emotional lens, and administrative lens. The ELL SOS Team will develop a Response to Intervention Referral Form with specific questions that would provide the SOS Team with valuable information about a struggling student and Tier 1 research-based interventions the teacher has implemented in the classroom. The referral form will ask specific reasons of concern, i.e., academically, behaviorally and task-related.

ACADEMIC CONCERNS:

- * Reading decoding
- * Reading Comprehension
- * Oral fluency
- * Written expression

- * Writing mechanics
- * Math Computation
- * Math problem solving
- * Quality of class work
- * Assessment Performance

SOCIAL EMOTIONAL CONCERNS:

- * Family concerns
- * Non-compliance
- * School anxiety
- * Hyperactivity
- * Physical aggression
- * Verbal aggression
- * Truancy
- * Absenteeism

TASK-RELATED CONCERNS:

- * Inattention
- * In-class work completion
- * Difficulty transitioning between tasks
- * Understanding verbal directions
- * Homework completion
- * Lack of motivation
- * Inability to verbally express thoughts
- * Difficulty getting started
- * Difficulty retaining or processing information

COMMUNICATION: To ensure compliance with state and federal guidelines for ELL students our staff will work closely with classroom teachers, appropriate professionals and counselors to facilitate communication and dissemination of information to parents. Communications will be sent, to the extent possible, in a language understood by the parents.

STRATEGIES FOR DUAL DIAGNOSED EC/ELL STUDENTS: In cases of dual identification (ELL/EC) and dual diagnosed students, a bi-lingual ELL/IEP/504 committee will convene to determine appropriate services for each student.

SERVICES FOLLOWING ELL PROGRAM EXIT:

Students who are determined to be fully English proficient based on ACCESS tests results will continue to be monitored for a period of two years, as required by state regulations. Parents will be notified and continued to be informed of monitoring progress.

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.*

In compliance with rules and regulations of the State of North Carolina, we will provide quality gifted program services with challenging educational opportunities to all eligible gifted students. We will research the process to formally house a gifted program within the first three years as an

organization unless one or more gifted students enroll prior to that timeline. A certified teacher with a gifted endorsement will be employed (part-time) to meet their specialized and individualized needs and deliver their curriculum.

In order for a student to be eligible for a gifted EC program, a student must either:

- * demonstrate a need for a special program, superior intellectual development as measured by an intelligence quotient (IQ) of at least two standard deviations above the mean. (IQ is determined by using the interquartile range where the "middle fifty" is in a data set using the first quartile subtracted from the third quartile: $Q3-Q1$). Students must also possess gifted characteristics according to a standard scale or checklist; or
- * be a member of an underrepresented group, i.e. limited English proficient or of low socio-economic status and meet the criteria in an approved public school plan for increasing participation in gifted education by underrepresented groups.
- * be nominated for screening by a parent or other individual who suspects potential giftedness.
- * additional screening when a student evidences potential giftedness.

Students will be initially evaluated using K-TEA Assessment or those scoring at least 2 or more positive standard deviations on normative assessment swill be provided the appropriate services required by that student.

These students' must then meet the criteria set forth in the North Carolina AIG Program Standards which are embedded within and responsive to the local context of the state approved plan. If a student is found eligible for the program, an Education Plan (EP) is developed for the student within 30 days of determining a student's eligibility to receive exceptional student education or related services. A multidisciplinary Child Study Team will meet to develop a plan to address the students needs. The multidisciplinary team will include school staff, and other experts, if necessary. Parents will also participate in the development of the plans, which may not be implemented until the parent provides consent for initial placement in the program.

AMCS will use clearly defined procedures to guide our Support Team through the process of screening and evaluating students who are potentially gifted.

Curriculum Modifications: North Carolina's AIG Program Standards for Gifted Learners will be used to guide our curricular modifications to create an appropriate level of challenge for gifted students. Curricular modifications will be designed to address the need for more complex tasks; exposure to a broadened scope of information; an emphasis on multipleperspectives' more rapid pace of instruction; a greater focus on higher order thinking skills; and more sophisticated performances.

College Ready: Fifth Grade students will declare an Area of Interest (AOI) in Literacy or other STEM courses.

This AOI will permit students to take further courses in their chosen area during extended day or Saturday and will serve as a career planning road map for them as they move into middle, high school and beyond.

Fifth grade students who scored a Level 4 or 5 on the EOG Reading or Math the previous year will have the opportunity to take accelerated middle school courses in the area of language arts and mathematics. Parents and students are informed that middle school courses taken in elementary school will be used to satisfy middle school promotion criteria once the student is enrolled in middle school. The grades the student earns will become a part of their middle school academic record, including failing grades, and may impact promotion in both elementary and middle school.

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)*

Methods of Identifying Students: Through the "enrollment packet" (after lottery) we may ask if the student has an IEP, 504 Plan, or other special needs, and we may request a copy of these documents and set a time frame for completion and submission of any other pertinent documentation. Upon receipt of the appropriate documentation, or notification from the parent, the student will begin receiving comparable services and the team will schedule an IEP meeting to review the information.

ELIGIBILITY FOR EXCEPTIONAL CHILDREN SERVICES Students may be referred for an evaluation for EC services by their parents or by school staff. With few exceptions, prior to referring a student for evaluation as a student with a disability, we will, in cooperation with the LEA use a problem solving/response to intervention (PS/RTI) method to develop and implement research based interventions to address the students area(s) of academic or behavioral concern. Through progress monitoring of multiple intervention cycles (6-8 weeks), a referral for evaluation will be made. No student will be evaluated for EC eligibility without the prior informed consent of the parent. The IEP team, including the parents and their guests, will review the evaluation results to determine if the student meets the requirements for eligibility under one or more NCDPI identification policies. The team will determine whether there is evidence of need for special education and related services. Following this procedure an appropriate placement in the

child's Least Restrictive Environment will be determined.

TEACHER/PARENT REFERRAL If a teacher, parent or any other school personnel has a concern or suspects a student may have special needs, progress monitoring and other specific data will be collected Teachers will make a referral in writing noting the strengths and weaknesses or needs when a student is not making sufficient progress. The referral will be given to the LEA. The LEA along with the school will then put all the data together and invite parents and professionals to review the data and then, with consent from the parent move forward with any evaluations agreed upon as a team.

We will work cooperatively with the medical community and agencies providing services to children, including FC Health Department and other community programs including Head Start, Healthy Start programs and eligible students identified in Project Child Find which is part of a statewide network that provides support services to children with special needs including:

- * Screening in the areas of communication, motor development, vision, hearing, and preschool readiness
- * Assistance in placing children with special needs in appropriate exceptional education programs
- * Information about programs available within the community for children with special needs
- * Professional consultation for parents

Management of Records of SWD and 504 Accommodation Plans:

We will comply with federal law requiring that education records, including school records which relate directly to a student, be held in confidence. Parents will have a right to inspect and copy their child's education records unless a court limits or restricts a parents access. The SBE, its agents, and the State Auditor will have the right to examine/copy all records, reports, documents, and files relating to any activity, program, or student. We will also comply with IDEA which requires access of student records to juvenile, law enforcement officials and emergency medical personnel.

REQUESTING RECORDS: When a student withdraws or transfers, we will forward the students records to the LEA and a copy to the receiving school when the student enrolls in the school upon written request.

RECORDS COMPLIANCE ON SITE: AMCS comply with all DPI records policy and will consult with the DPI regarding the school's records retention schedules to determine the disposition of the records and assistance in interpreting school records.

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.*

It is the firm belief of AMCS that the goal of exceptional student education

services is to support the needs of students with disabilities to ensure their success in the general student populations learning environment. This will be attained with the appropriate support and services integrated within the AMCS program. Our program will provide appropriate services, accommodations and modifications as necessary to permit access to our technology-based learning environment and the related services provided in the students IEP.

Our modifications and adaptations may include, but are not limited to:

- * Adapted curriculum assignments
- * Test modifications
- * Computer pacing and remediation
- * Adapted computer devices
- * Provisions for a Free Appropriate Public Education (FAPE)
- * A non-discriminatory policy regarding identification, evaluation, selection and location
- * Individual Education Plans (IEPs) in accordance with 34 CFR 300.340 - 300.350

Federal Guidelines and Principles:

AMCS subscribes to all principles set forth to ensure the academic success of every student, including:

- * All students held to the same challenging standards
- * All students must be assessed
- * Progress of students is consistent
- * Assessment results reported to parents
- * Student progress is monitored regularly and improvements noted.

Services Provided:

Accordingly, services will be provided to exceptional students that comply with federal, state, and local policies and procedures. These services will be determined by the Level of exceptionalities and appropriate Services Domains as contained in the IEP and/or 504 Plan. The Services Domains are designed and provided in each of the five Levels of exceptionalities with Level 1 representing the lowest level of service and Level 5 representing the highest level of service based on the information contained in the student's current individual educational plan.

The Service Domains will be based on the individual student needs resulting from a disability within and not simply reflect services offered to all students in a particular class or program. For instance Level 2 (Domain A: Curriculum and Learning Environment) may indicate the student will receive assistance on a periodic basis or minor supports, assistance, or the student may require scheduling, or setting accommodations, or the use of an electronic device to record lectures or enrichment activities. We will examine critical factors that will impact our decision-making on the appropriate level of services which include the frequency and intensity of the services and the qualifications of personnel required to provide the service.

Service Domains may include:

- * Domain A: Curriculum & Learning Environment
- * Domain B: Social or Emotional Behavior
- * Domain C: Independent Functioning

* Domain D: Health Care

SERVICES OF LEVELS 1 - 3 ACCORDING TO EXCEPTIONALITIES:

Level 1

* Requires no services or assistance beyond that which is normally available to all students

Level 2

- * Accommodations or supports to the general curriculum
- * Curriculum compacting
- * Differentiated instruction
- * Electronic tools used independently
- * Accessible instructional materials
- * Accommodations on assessment or accessible assessment materials
- * Assistance with note taking and studying
- * Referrals to agencies
- * Consultation on a monthly basis with teachers, family, agencies, or other providers

Level 3

- * Differentiated curriculum
 - * Electronic tools and assistive technology used with assistance
 - * Alternate textbooks, materials, assessments, assignments, or equipment
 - * Special assistance in general education class requiring weekly consultation
 - * Assistance for some learning activities in the general education setting
 - * Direct, specialized instruction for some learning activities
 - * Weekly collaboration with family, agencies, or other providers
- If AMCS does not employ qualified staff or if the identified related services are beyond the scope of those which AMCS staff are able to provide, thus requiring the purchased services of personnel not employed by the school (usually Levels 4 and above), AMCS will secure the appropriate services through the LEA or a qualified external entity. AMCS will not remove existing or not initially identify needed services in a student's IEP because of a lack of qualified personnel or the cost associated with securing the services of a qualified external entity.

AMCS will develop an IEP Team consisting of the following :

- * the child's parents
- * EC Teacher/Coordinator
- * a representative who has authority to commit the resources of the school
- * general education teacher
- * social worker
- * LEA representative
- * interpreter if needed

This Team will create an individualized education program for the student by:

- * reviewing all assessments results and reports from teachers and parents;
- * discussing the needs and strengths of the student, writing goals and benchmarks, and determining the types of services and modifications that are required;
- * as above, deciding which Levels of Services and Service Domains would best meet those needs;

- * reviewing placement decisions annually at the Team review meeting;
- * reviewing the cumulative folders of students coming from another school.

Written documentation of the Team's determination of eligibility due to the presence of a specific learning disability will include:

- * statement whether the student has a specific learning disability;
- * the basis for making the determination;
- * the relationship of that behavior of the student's academic functionality;
- * the educationally relevant medical findings, if any;
- * statement whether there is a severe discrepancy between achievement and ability that is not correctable without special education and/or related services; and
- * the determination of the Team concerning the effects of environmental, cultural, or economic disadvantage.

Parents:

AMCS will supply to the parent(s) or guardian during a conference or by mail, in language understandable to the general public and in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so:

- * a copy of the IEP if requested;
- * a description of the rights of the parent(s), including the right to review and challenge the data, and to provide additional data that may have some effect on the placement, program, and services to the child;
- * information concerning their right to an independent evaluation at public expense if they disagree with the evaluation obtained by the LEA;
- * information concerning the right to appeal the decision and a copy of the appeals procedure.

As stated, if the school determines it cannot provide a FAPE in the least restrictive environment, AMCS will seek to contract services with the LEA or qualified service provider for a fee based upon enrollment reports from the school.

IEP Progress Monitoring Process Progress monitoring process will include a system that includes:

- *An ongoing process of collecting and analyzing data to determine student progress.
- *A statement of present levels of academic and functional performance;
- *An explanation of the extent, if any, of non-participation in the regular classroom;
- *A statement of any appropriate accommodations on state wide assessments;
- *A statement of dates and duration of services;
- *A statement of how the child's progress toward the annual goals will be measured.

This information will be given to the parent(s) during a conference or by mail, in language understandable to the general public and in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so.

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.*

Student Performance Standards for whole school as an organization will be determined in accordance with NC READY Model and focused on individual student growth.

Baseline Data: EOG scores for schools in 27101 and 27105(2016-2017)
AMCS 2016 BOG3 (3rd Grade)

Academic Goals In year one, students will meet growth (3rd grade)and have a higher proficiency than all other 27105 and 27101 elementary schools.

In Years 3 - 5, student proficiency on all assessments (per grade, per subject) will increase at least five percent each consecutive year for students who earn a "proficient" score (according to the State) or above.

The school will achieve an overall proficiency exceeding 20% of feeder elementary schools in the area (27101 and 27105 zip codes).

The school will meet Expected Growth annually and Exceed Growth in three of the first five years.

The school will be recognized as an official STEM school by the state of North Carolina by year five.

Formative and Summative Evaluation Tools:

Student progress will be measured and monitored to ensure growth occurs annually according to levels of expectation. Student improvement will be measured consistently with curriculum/program embedded evaluations and by nationally normed assessments DRA, NWEA and DIBELS administered each school year that provide information about student achievement and cognitive ability. This will allow us to determine, based upon students overall achievement level, where a student is academically at the beginning of the school year and how much that student is predicted to educationally grow throughout the course of the assessment period. For each student, using an annual comparison of the beginning and ending results, it will be determined if he/she has met or exceeded his/her statistical expectancy using overall academic achievement levels, or it will indicate in which areas the student did not succeed. Not only will these tests provide a measure of each individual student's educational growth in comparison with his/her own statistical expectations, but the item-by-item, area-by-area analysis provided by these tests will also identify specific educational areas needing remediation or intervention. In all cases, growth expectations in each area will be in excess of minimum predicted measures as determined by nationally norm-referenced assessments.

How Data will be Used to Drive Instruction:

AMCS will use a continuous improvement model which is based on a year round process of analyzing data, developing timelines, adjusting instruction to meet the needs of students and the assessment of students. An annual comparison of pre and post test results will be conducted to determine if each student has met or exceeded his/her statistical expectancy, or to indicate in which areas the student did meet the expected growth standard. These test results, which measure progress in specific areas in overall academic achievement will also determine if a student is gaining at least a year's worth of learning for every year spent in the school. Identified targets and components of each student's personal education plan (PEP) will be evaluated to determine if milestones have been met and to correlate any gaps in the PEP with gaps in the school's curriculum.

PROMOTION STANDARDS

To be considered for promotion to the next grade level, students in K-2 will be required to meet specific locally developed and adopted academic and social benchmarks focused on literacy, basic math skills, communication and academic fluency.

In grades 3, 4 and 5 students will be required to score at least a Level III on state end-of-grade tests in both reading and mathematics, and meet additional promotion standards (grades and attendance). Students who do not meet the promotion standards will attend Summer Academy, re-assessed and based on closing the gap, promoted to the next grade level with a personal education plan.

Program Evaluation: STEM rubrics and critical friends with STEM expertise will evaluate the implementation of STEM curriculum.

Grades K-3: By end of third grade students must have demonstrated mastery of skills as measured by:

- * North Carolina K-2 Assessment
- * EOG Tests (Mastery > Level III)
- * Other school-based and state recommended assessments, portfolios, student attendance and social development.

To be promoted to fourth grade, a student must score a Level 3 or above on the EOG Reading. If a student does not demonstrate proficiency on EOG Reading, they are required to attend a Summer Reading Camp. EOG Reading is not the sole determiner of promotion. Additional evaluations, including portfolio reviews and assessments will assist us in knowing when a child is reading at or above grade level and ready for grade promotion. Some third graders can be exempted from the retention requirement and be promoted to fourth grade using a "good cause exemption."

Grades 4-5: By the end of fourth and fifth grades, students must demonstrate mastery of skills as measured by:

- * Teacher assessment
- * EOG (Mastery > Level III)
- * Other school-based and state recommended assessments

Writing: Students in grade 4 will demonstrate adequate progress on a writing assessment as measured against state or AMCS developed rubrics. Writing assessment strategies and a portfolio will be developed for use in the 5th grade for those students who did not pass the 4th grade writing assessment.

Writing progress, as evidenced by the Personalized Education Plan (PEP) documentation and writing portfolio documents will support whether the student should be recommended for promotion along with EOG information.

PROMOTION STANDARDS FOR STUDENTS WITH DISABILITIES:

To the extent possible, students at AMCS with disabilities will be held to the same promotion standards as all other students. However, for students who take alternative assessments in lieu of the end-of-grade tests, promotion decisions will be based on criteria recommended by the IEP team. All intervention strategies and other opportunities, benefits and resources that are made available to students without disabilities will be made available to those students with disabilities who are subject to the student promotion standards. Such opportunities will be in addition to the special education services provided to the student.

Remediation and Retention Provisions for Students with Disabilities:

AMCS teachers must document the implementation of identified accommodations and/or adaptations and intensive instruction and/or interventions as indicated in the student's IEP before assigning a failing grade to a student with a disability with an IEP. The teacher must document the implementation of identified accommodations on the Section 504 Plan and intensive instruction/interventions as indicated in the student's Progress Monitoring Plan (PMP) before assigning a failing grade to a student with a disability with a Section 504 Plan.

Parents will receive written reports about their child's grades and behavior and attendance at least three times during each grading period, as well as a report card at the end of the grading period. The school will provide parents formal written notification of anticipated retention at the end of the first semester or any time thereafter that a student is in danger of failing a subject.

The exit strategy for ELL students from the ELL program will occur after they have been determined to be fully English proficient by the ELL Committee.

CHARTER SCHOOL ACADEMIC PERFORMANCE FRAMEWORK GUIDE:

As the school progresses, AMCS will comport with the recently adopted NCSBE Performance Framework Measures for Charter Schools including addressing the following Measures:

- (1) Measures 1a,1b,2a,2b,3a,4a of the Charter School Academic Performance Success Framework and,
- (2) Measures 2.4.3 in the NCSBE 2014 Strategic Plan

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.*

Classroom Management Plan (CMP) Each class will have a CMP to help students learn appropriate behaviors and to develop a positive attitude towards school. The CMP will align with our beliefs and values. Teacher and students will work cooperatively in order to create a safe and inviting classroom and will inform and involve parents in class decisions as well.

The CMP will be written in contract form which will create a set of class rules based on expectations and needs with clear and effective consequences. Students rights, and expectations will be openly discussed on the first day of class and reviewed periodically as a preventive measure. The CMP will include expected behaviors for the student, positive recognition for compliance, and consequences for failing. The rules will be short and reflect the concepts of mutual respect and personal responsibility. They will be agreed upon and understood by everyone in the class and students will understand that when rules are broken, consequences will be applied fairly and consistently.

AMCS teachers will spend the first six weeks of every school year reviewing these school rules, positively reinforcing them in all situations throughout the school year, and rewarding/praising children daily. In the event that a child is displaying continual misconduct, the student will be disciplined in accordance with the CMP which includes Response to Intervention positive behavior support to discuss measures that will be taken to adjust the child's behavior.

Teachers will be trained to implement elements of the Positive Behavioral Interventions and Supports (PBIS) and Responsive Classroom programs so that students are motivated by their positive behavior rather than just punished for negative actions. As often as possible, students will be redirected and reengaged into their learning activities so that the enforcement of the discipline policy can be avoided. However, when necessary, AMCS teachers and staff will follow the leveled protocol outlined in the AMCS Student Handbook Appendix D for handling matters of misconduct.

Student Discipline System: A School-wide discipline system will be utilized to motivate and reward students for positive behaviors and progress. The System is an organized framework designed to shape students' social, emotional, and academic behaviors. The general offenses of the four level system can be found in Appendix D, student handbook.

AMCS will have a strict discipline policy for students who engage in bullying, fighting or other aggressive behavior as outlined in the school Code of Conduct. In addition, students who are disruptive or a danger to themselves or others will be dealt with immediately.

Rights of Students with Disabilities: EC students will be disciplined

according to state and federal EC guidelines and the behavior intervention plan prescribed in their IEP. If the child accumulates 10 days of suspension, AMCS, the parents and members of the student's IEP team will meet to determine if the conduct in question was caused by, or had a direct and substantial relationship to the students disability. IEP services will not be interrupted while the child is enrolled at AMCS.

This system meets the mission and student population because we believe failure is an event, not a person. We strive to ensure each child is treated with respect and consistent practices. Students will understand that in life there are consequences for each action. We will reward, praise and celebrate the right actions; teach, re-teach and provide relevant consequences for wrong actions. We will ensure the safety and security of ALL students through clear and consistent practices.

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: Addie C. Morris Children's School

Mailing Address: Addie C. Morris Children's School

City/State/Zip: Winston Salem NC 27105

Street Address: 1452 N Cherry St

Phone: 727-560-1390

Fax:

Name of registered agent and address:

English Bradshaw
1452 N Cherry St
Winston Salem NC 27105

FEDERAL TAX ID: 45-5627491

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?

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.*

Governance Description: The organization will maintain seven to eleven voting members. To ensure effective oversight, the founding members will appoint at minimum four standing committees (Academic Excellence, Finances, Operations and Governance). These committees will be made up of board members, stakeholders, critical friends and employees of the organization. Their roles and responsibilities can be found as Appendix H.

Functions: In addition to ensuring the school navigates toward our mission and meets our promise to the community, the primary function of the board is to oversee the effectiveness of the organization's plans in regard to academics, operations, finances and governance plans.

The Primary Roles of the Board Are:

1. Recruit and cultivate appropriate personnel to enhance the organization: This entails ensuring the Principal has the resources and skills necessary to effectively carry out ALL operational plans with fidelity. The board will continue to recruit new members, critical friends and stakeholders to strengthen the organization.
2. Identify Major Pitfalls: Our board has developed a recruitment plan, clear roles and responsibilities and polices to preclude typical pitfalls of a governing board.
3. Strategic Planning (Long Term): With the support of our critical friends, stakeholders and Principal, the board will develop a long term strategic plan and continue to monitor progress in accordance
4. Develop, Adopt and Uphold Policy: Policies will be reviewed annually by the governance committee.
5. Oversight of ALL aspects of the organization: The strategic outcomes calendar will ensure all aspects of the organization will be reported on regularly.
6. Hire, Evaluate, Terminate Leadership: The board will recruit, hire and "evaluate to develop" the Principal. The evaluation is based on achievement of the organizations goals, standing with the community and legal standing.
7. Analyze Reports and investigate unacceptable results: Our board is designed to ask strategic questions and oversee the organization through multiple lenses. Our standing committees will deeply analyze all results to ensure our organization is not only successful, but significant in the growth of the community.

The Three Main responsibilities of the board are to oversee: Academic Programming: Through the Academic Excellence Committee, the board will analyze the effectiveness of the academic program through approved internal and external measures and take responsibility for student learning and meeting the academic performance criteria set by the charter by:

- *Knowing the education plan.
- *Setting clear evaluative measures.
- *Requesting evidence of deliverables monthly

- *Ensuring teachers can implement with fidelity.
- *Reading reports and Investigate unacceptable results

Operational Programming: Through the Operations Committee, the board will ensure the organization is faithful to the terms of charter and take responsibility for operational compliance (Federal, Statutory and Local) by:

- *Knowing the operational overview.
- *Developing clear operating systems
- *Set clear evaluative measures for executive leadership.
- *Know the law, fix compliance issues immediately.
- *Ensure leader is equipped and skilled to lead the organization.
- *Request specific evidences of legal compliance monthly.
- *Read reports and investigate unacceptable results

Viable Organization: Through the Finance and Governance committees, the board will take responsibility for financial vitality and compliance, meet specific criteria set by the charter agreement and ensure the organization maintains a competent, professional staff by:

- *Understanding financial reporting requirements including revenue vs. expenses reports.
- *Setting clear evaluative measures for the organization and Principal

Principal. Ensuring school leadership and teachers can implement education with fidelity.

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.*

We start with a small group of dedicated Founding Board members and will continue to recruit, cultivate and enhance the organization. The desired size of the permanent chartered operating Board will be no less than seven members. (See Appendix G)

BOARD SKILLS, EXPERTISE and CONSTITUENCIES:

1. English Bradshaw has 15 years as a charter school developer and educational consultant
2. Kyle Haney is currently a Budget Analyst for Forsyth County Commissioners and expert in Finances;
3. April Broadway is an Exceptional Children Education and Business Developer for Nonprofit Organizations;
4. Aynn Daniels is an Education Consultant and is an expert in Education, Charter School Law, Personnel, and strategic planning.
5. Ron Davis is a recently retired elementary school Principal.
6. Gail Hairston is a recently retired reading coach and kindergarten teacher with specialty in Early Childhood education.

EVALUATION OF SUCCESS:

The board will adopt specific deliverables that demonstrate the progress toward each organizational goal. The Principal and each standing committee will collect and analyze specific data and report to the board based on the

schedule according to the Outcomes Based Calendar. The Principal will create a plan based upon the data analysis. In addition, the board will host an annual retreat to gather to analyze year-long data and program evaluations to determine if adequate progress is being made.

SCHOOL LEADER:

AMCS believes the purpose of evaluation is to promote personal and professional growth. The AMCS lead administrator will be evaluated based on the progress towards the organizational goals, management of the school's budget, development and navigation of the organization, and standing with NCDPI and community.

ACTIVE REPRESENTATION BY KEY STAKEHOLDERS:

All of the Board Members for AMCS have been keenly interested in programs that can help those in need, particularly "at risk" students. AMCS has engaged only the best community leaders at the forefront of community leadership, parental affairs, administration, public policy, financial, legal business, and above all, education. The result of this partnership is a diverse governing entity that will be able to recognize, comprehend, and articulate the needs of our students through educational policies and social outreach efforts. The professional strengths each Member brings to the Board will contribute to the initial and continuing success of the School.

PARENTS:

The Governance structure for AMCS has been carefully crafted to optimize open and direct communication between the Board and parents. A permanent seat on the Board of Directors will be held by a parent representative selected by the School Advisory Council and a member of the Board of Directors will hold a permanent seat on the School Advisory Council. This will provide additional communication between the two entities and provide for an orderly process for concerns of the Advisory Council to be addressed with the Board. The representative recommended by the School Advisory Council (voted by the board) will be a parent who has demonstrated excellent human relations skills to assist parents to become involved in meaningful activities to facilitate parental engagement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The representative must reside in the school district and may be a governing board member, employee, or individual contracted to represent the governing board. Contact information for the representative will be provided in writing to parents each year, and will be posted prominently on the school's web site.

- 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?*

Board Recruitment: AMCS' incorporators and Board members have been active in the community for many years in the development and concerns for the education of the children in Winston Salem and have voiced an unwavering determination to see this project through that will give our children an opportunity to receive an excellent education which this school will offer. The incorporators have continued to recruit specific expertise annually. Notwithstanding the "slow walk" and past efforts to establish a school, as well as the sustained practices of AMCS' passionate and engaged board attempts, AMCS will ensure our plan meets its mission to the community and

will provide a high performing learning organization for students in Winston Salem. It is not only critical now, but three years from now as the school grows. Over the past two months the incorporators have recruited local community members from events held at the university and town meetings. We have also added members through speaking engagements and through word of mouth. The board will continually recruit stakeholders and experts to sit on standing committees to provide current information and contemporary insight. The permanent board will always carry a minimum of seven members and will complete an annual diversity checklist to ensure the board has a plethora of skill sets represented as stated above. As positions become available, or skills sets needed are identified, the board will advertise these positions to the community, local university staff, other public school entities, and recruitment programs.

Board Selection: The initial term of office for all Members commenced with the organizational meeting following the review and recordation of the Articles of Incorporation with the NC Department of State and review of the bylaws. All Member initial terms are staggered (3 years, 2, years and 1 year) in order to allow for continuity. After the expiration of the Members initial term, all subsequent members terms will begin on July 1. Three year Members will be eligible to serve three (3) consecutive years. Two year members will be able to serve two consecutive years and will be eligible to serve a three year term upon completion of the initial two year term. One year members may be eligible to serve a three year term upon completion of the initial one year term.

Nominating Committee. On or before May 1 of each year and beginning with the second year of the schools operation, the Board will name a three person Nominating Committee to perform the duties set forth below.

Nominations. Each year, the School Advisory Committee will nominate two or more persons from its membership, including a parent to fill Seat 1 (annual seat) on the Board of Directors. The nominations will be forwarded to the Nominating Committee and the Nominating Committee will advance those names to the Board. If the Nominating Committee deems it helpful, the Committee may conduct personal interviews of the nominees. The name(s) of the nominee selected by the Committee will be forwarded to the Board of Directors by May 31.

Selection. The Board of Directors must make the selection for Seat 1 from the list of nominees forwarded by the Nominating Committee from the School Advisory Council. The remaining Board seats will be filled from nominees selected by the Nominating committee or from those persons selected by the Board of Directors.

Vacancies. Any vacancy occurring in the board of directors will be filled by the affirmative vote of a majority of the remaining directors (quorum must be present) at the annual meeting. If the permanent board falls below the minimum seven members, there will be a special meeting called to put a plan in place to address the vacancies. The governance committee will vet any applicants and provide recommendations to the full board at the next meeting.

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

The board will hold regular meetings monthly and develop a strategic outcomes based calendar for maximum oversight of the organization. Standing committees will meet between meetings for a deeper dive and analysis of the organization's progress. Advisory Council and critical friends will be called upon for their expertise support quarterly.

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).*

Board Training Every member of the Board will participate annually in governance training on or before August 1 of each calendar year. Training will include a minimum of four (4) hours of instruction focusing on NC Open Meeting Law, Conflicts of Interest, Ethics, and Financial responsibility provided by a governance expert.

* A minimum of two (2) hours of refresher instruction on the four (4) topics may be offered if the schools governing board is composed entirely of members who have served continuously on the schools board for ninety (90) days or more, and all board members have completed four (4) hours of instruction.

I. Training Overview:

The school will provide its Board Members with appropriate training to gain the knowledge and expertise needed to make informed policy decisions regarding their role as school leaders within a charter school environment. The training sessions will be conducted by highly qualified trained personnel who have extensive experience as charter school consultants, leaders and developers. Training will cover topics such as Open Meeting and Public Records, Conflict of Interest, Ethics, and Financial Responsibilities Charter School Law. At the end of each module and classroom session there will be training exercises for practice with the software system and quiz questions to test participants knowledge.

II. Description of Training Content: Training Objectives: To develop and provide a comprehensive training program which is:

- (a) tailored to meet the collective and individual needs of an effective charter school governance board;
- (b) comprehensive; and
- (c) have a high likelihood of producing well qualified charter school board members who fully understand their statutory and fiduciary responsibilities and compliance with ethical standards.

A. Financial:

After completion of training, participants will be able to demonstrate knowledge of creating, presenting, monitoring and implementing a sound financial plan and an approved budget. Participants will identify overall financial strength - viability; return on investment - financial planning; revenue growth - enrollment projection. Participants will define at least 4 sources of revenue funding for charter schools including: State Funding, Average Daily Attendance, Local Contribution, Federal Charter School Grant Program, Best Practices - Dissemination Grant, Capital Outlay, Title I,II, III, E-Rate, Fundraising

B. Ethics:

Participants will demonstrate knowledge of the codes of ethics and professional conduct in the NC Ethics in Education Act. They will adopt policies and procedures regarding an understanding of the codes of ethics; establish standards of ethical conduct for school personnel and governing board members which affects the health, safety, or welfare of students

C. Conflict of Interest:

Participants will review conflict of interest and standards of conduct and obtain a sufficient mastery level of the materials covered to be able to establish and adopt a reasonable set of bylaws and be able to list at least 3 reasons why they are a member of the governing board. They will define kinship relationships and their relevance to governing board members and employees of the school

D. Open Meetings Law:

This training will address the issues associated with this law regarding public board meetings and public records in an effort to afford participation by as wide a spectrum of the community and parents as possible.

Additional trainings will be sought for orientation of new members or as strategic issues arise.

Policy Development

Roles and responsibilities

Effective planning and oversight

Non-profit strategic planning Parliamentary Procedures

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.*

ETHICAL STANDARDS AND CONFLICTS OF INTEREST

We will implement a robust conflict of interest program which is defined in our bylaws and Conflict of Interest Policy: Article IV:Section 10. The bylaws state; "A conflict of interest transaction is a transaction with the corporation in which a director of the corporation has a direct or indirect interest. This actual or appearance of a bias in the decision making process is based upon the dual role a member, who in addition to serving on the Board of Directors may be affiliated with other organizations, either as an employee(er), a member, or in some other capacity".

AMCS Summary of Conflict of Interest Policy: There exists a fiduciary duty between all members of the board which carries with it a broad and unbending duty of loyalty. The decision makers have the responsibility to administer the affairs of the school honestly and prudently, and to exercise their best care, skill and judgment for the sole benefit of the school.

Persons Concerned: This policy is directed not only to Directors and officers, but to all employees who can influence the actions of the school or its Board, or make commitments on their behalf. This will include all who make purchasing decisions, all persons who might be described as "administrative personnel" and all who have proprietary information concerning the school.

Disclosure: Full disclosure of identity of kinship relationships of the governing board and charter school employees will be communicated and vetted openly. In compliance with the law, the following procedures will be implemented and will apply to board members and all school personnel operated by AMCS. Disclosure will be made as soon as a potential conflict is discovered. When a possible conflict has been disclosed, the Board will determine whether a conflict actually exists and whether it is material. Where a material conflict exists, the Board will determine whether the contemplated transaction or other conflicting involvement may be authorized

as just, fair and reasonable as to the school. The decisions of the Board will be guided by independent counsel as appropriate, and their guiding principle will be the integrity and best interests of the school and the advancement of its purposes.

The following describes the procedure that the Board will employ when dealing with a potential conflict of interest:

Any Board member having a possible conflict of interest on any matter will not vote or use his or her personal influence on the matter, and will recuse themselves from final discussion and voting after answering all Board questions and fully informing the Board of all pertinent detail.

The Chair of the Board will appoint a disinterested person or committee to investigate alternatives to the proposed transaction. After exercising due diligence, the Board will determine whether the school can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest. If a more advantageous transaction is not reasonable, the Board will determine whether the transaction is in the school's best interest. The Board will make its decision as to whether to enter into the transaction in conformity with such determination.

The Minutes of the Board will reflect all conflicts of interest disclosures and abstentions from voting and the existence of a quorum.

To further promote and facilitate the full disclosure of potential and actual conflicts of interest, each decision maker will complete the Annual Conflicts of Interest Questionnaire upon appointment to the Board and at least once each year thereafter. (See Appendices H and J)

Currently there are no existing relationships that could pose actual or perceived conflicts. The board will continue to monitor the membership and discuss effective governance practices at each meeting. These discussion topics would be our roles, conflicts and governance vs. management.

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

Decision-making Processes. The primary decision-making process the Board will use is deliberation as an authorized group (full-Board or committees) in monthly regular or special meetings to address the issues regarding the school's operation and compliance with Federal, State, Local Laws and Regulations and SBE's contractual requirements.

Board Meetings will be open to the public and held in an effort to afford participation by as wide a spectrum of the community and parents as possible. Meetings will be noticed and will include a standing agenda including an opportunity for public comment. All meetings will be in keeping with applicable state law. Any person may submit a petition to the Board requesting the adoption, amendment or repeal of a policy by the Board. Upon receipt of a petition, the Chair of the Board will address the petition and direct it to the Board members. The petition must be in writing and contain the following information:

- * an indication of the subject area to which the petition is directed;
- * either a draft of the proposal or a summary of its contents
- * reasons for proposal
- * effect on existing policies
- * any data supporting the proposal
- * effect of the proposal on existing practices in the area involved, including cost factors
- * names or a description of those most likely to be affected by the proposal, and
- * name and address of petitioner.

The issue will be presented to the Board for the first time for discussion. The purpose is (a) to allow the Board to become familiar with the proposed issue; (b) to engage in preliminary discussion of the issue; (c) for staff to inform the Board of input already received during the formulation of the policy, and (d) to provide staff with further instructions on the issue. At a subsequent meeting, the Board will indicate whether it has approved the item and ready for final approval or whether the item is still under deliberation. The minutes of the meeting will indicate which process the Board has followed for the policy action.

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.*

SCHOOL ADVISORY COUNCIL:

A volunteer Advisory Council will be established to work with the Principal. The objective and basic policy of the Council will be to serve in an advisory capacity to the Principal to assist in the development of the educational program, financial plan and the School Improvement Team in the preparation and evaluation of the School Improvement Plan.

Responsibilities of the Council will include the following:

1. Assist in the preparation and evaluation of the School Improvement plan,
2. Work with the Principal in the preparation of the school's annual budget and financial plan,
3. Make recommendations for the disbursement of ADM and federal categorical funds
4. Review the results of any surveys or needs assessments conducted by the school,
5. Assist in designing the plan to implement state education goals, indicators of student progress, strategies, and evaluation procedures.
6. Assist in defining adequate progress for school goals and the School Improvement Team to advise on professional development, the annual Progress Monitoring and Accountability Plan and/or School Improvement Plan.

This Council will include outside curricula specialists and will be composed of the school Principal and an appropriately balanced number of teachers, educational support employees, parents, business and community representatives.

A majority of the members will be persons who are not employed by the school. A simple majority of 51% or more must be made up of parents and community members. Members will be representatives of the ethnic, racial and economic community served by the Council. The maximum size of the Council will be dependent upon the ratio of representatives required of the ethnic, racial and economic community served by the Council.

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

Resolving Disputes Between a Parent and the School. The Principal will be experienced school leader with knowledge of NC School Law and will have an inherent business acumen and appropriate customer relationship skills. AMCS will institute the following dispute resolution procedures:

Step 1: The school will first work with selected personnel appointed by the Principal to resolve the dispute.

Step 2: If after discussion with appropriate persons appointed by the Principal the dispute is unresolved then the next step will be a discussion and/or review of the disputed issue between the school Principal.

Step 3: If the disputed issue is unresolved after a discussion/review then the issue will be discussed and reviewed by the Principal.

Step 4: If the issue remains unresolved it will be reviewed by the Governing Board of the School.

Step 5: If the dispute still exists, then the School will submit to mediation pursuant to NC law and the NC Rules of Civil Procedure wherein each party will appear at a mediation (non-binding) conference by the physical presence of a representative with full authority to negotiate on behalf of the entity and to recommend settlement to the appropriate decision-making body of the entity.

Step 6: If, after mediation, the dispute persists, the parties agree to submit the matter to the Circuit Court of competent jurisdiction as an action requesting a declaratory decree from the presiding judge.

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.

The following positions are proposed for the FIRST YEAR of operation

- (1)Principal
- (1)Business Manager
- (1)Technology Teacher
- (1)Administrative Assistant/Student Information Data Input Manager
- (2)Kindergarten teachers
- (2)Grade One teachers
- (2)Grade Two teachers
- (2)Grade Three teachers
- (1)Grade Four teacher
- (.05)ESL Teacher
- (1)PE Teacher
- (.05)EC Teacher to coordinate related services contract with WS/FCS and/or other qualified providers
- (1)Reading Coach
- (2)Assistant Teachers
- (1)Food Service/Lunchroom Aide
- (1)Custodian (Contracted)
- (2)Extended day/Saturday Instruction Substitute teachers
- (1)On-site Educational Consultant w/o benefits

In the second year of operation we plan on adding the required teachers to expand our grade levels and any other staff member to strengthen our plan, especially positions to ensure the students' mastery of our unique STEM education plan. An AIG teacher will be added no later than year three unless multiple students enroll. Depending on the current budget, we may look in-house to effectively meet the needs of those children.

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

Recruitment: AMCS will strive to recruit top-tier diverse talent reflective of our mission and goals. We will seek teaching personnel with experience in differentiated instruction, project-based learning, technology integration, and interdisciplinary teaching methods. We will require a portion of our staff to have a focus in science, technology, engineering, and/or math.

We will take a broad recruiting approach to include advertisements in local venues, like The Winston Salem Journal or Chronicle, and the North Carolina Employment Security Commissions website, as well as internet sites specific to recruit teachers, like Teachers-Teachers.com, SchoolSpring.com, TeachForAmerica.org, Teach4NC.org, and EducationAmerica.net.

We will also work with local universities to post openings (WSSU, WFU, Salem College and Piedmont University). Additionally, we will optimize use of social media, as well as have open house and career fairs to recruit personnel.

Our goal will be to identify only those teachers with a clear commitment and dedication to our mission of propelling high student achievement.

Retention: Our greatest tool to retain quality educators will be to treat them as the professionals they are and provide them opportunities for expanded professional roles such as designing and developing curriculum, internal leadership promotions, school-wide mentoring, instructional coach, professional development and community involvement.

We will prepare our teachers for these roles by providing and seeking high quality professional development as well as traveling to other urban schools (locally and nationally) to observe effective urban school models. Here we will learn as a team the characteristics of a highly effective urban community public charter school, how to implement school improvement initiatives and most importantly what they look like. Through these opportunities we strive to develop the leadership capacity of our organization.

- 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.*

Relationship Between School Employees and the Board:

The board is the policy-making body establishing employment policy for the school and is the ultimate employer of the organization, officially approving or terminating all employee contracts. The Principal will be the only employee directly hired and supervised by the Board. The Principal will develop a hiring process based on the board's adopted hiring policy to recommend to the Board any positions for hiring. The full board will vote in open session to approve all hires and contracts.

The teachers and other staff members would report directly to the Principal. The custodian and other product/service providers would report to the Principal. If there is a grievance with the Principal by an employee, the employee will follow the adopted employee grievance policy.

The board will communicate and foster an open dialogue between all employees of the school. Members of the board will not have authority except as a whole and will not as individuals exert undue influence over staff except as defined in the employment policies, which will be approved by the board of directors.

Restriction on Employment of Relatives: The employment of relatives policy will apply to board members and all school personnel.

Full Disclosure of Identity and Kinship Relationships:

As delineated in the bylaws, AMCS will provide full disclosure of kinship of board members.

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

Hiring process:

1. Advertising of a position vacancy.
2. Resume and certification is screened.
3. Initial Phone interview with teacher leadership team.

4. Additional interview with other staff
5. Interview with Principal
6. Recommendation to the board

Candidates approved for employment will be offered a letter of appointment, confirming the employee's start date and pay rate. The purpose of the letter is to define and clarify circumstances under which employment will occur. Employment is "at-will" and may be terminated by the employee or the school with a thirty (30) day notice. The committee will help facilitate final referencing and criminal background check, and then the candidate will be presented to the board for consideration for employment. Criminal background checks must be completed and examined before formal offers of employment are tendered. Candidates who receive formal offers of employment must notify the Principal of their acceptance or rejection of the offer within seven business days.

Termination Process:

1. All employees will have a clear job responsibility and clearly aligned evaluation process.
2. All employees will receive two evaluations/feedback sessions per year.
3. Evaluations will focus on development and growth
4. Employees not meeting goals or adhering to job responsibilities/organization values will be placed on an action plan (notice to the board).
5. Action plan will be reviewed weekly by the Principal, employee and additional staff member for support (i.e. mentor)
6. If issues continue the Principal will recommend termination or non-renewal at the term of the contract.

Level II Investigation Criminal History Background New hires will require the passage of a Level II criminal background check and fingerprinting for a complete criminal history. Some applicants may not be cleared based on the seriousness of the offense and the disposition of the criminal charges.

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

AMCS seeks to recruit the most highly qualified employees. Therefore the salaries, benefits, and working conditions must be enticing and competitive. The board of directors consulted the North Carolina Public School Personnel State Salary Guide to determine the appropriate salary range of all potential employee salaries. Wages and salaries will be competitive with other employers in the marketplace in a way that will be motivational, fair and equitable.

FIRST YEAR

- Principal: (\$60,000)
- Teachers (Certified) Bachelors: (\$36,000) with zero - 5 years experience)
- Masters: (\$40,000 - 6 years experience)
- Reading Coach:(\$35,000)
- PE Teacher: (\$35,000)
- Specialty EC Teacher: (.50 @ \$36,000)
- Specialty ESL Teacher: (.50 @ \$36,000)
- Assistant Teachers: (\$22,000)
- Business Manager: (\$35,000)
- Clerical: (\$25,000)
- Technology Teacher: (\$37,000)

Lunchroom Aide: (\$22,000)

Custodian: (\$30,000) Contracted

Extended Day/Saturday Instruction: (2 x \$13,000 = \$26,000)

Educational Consultant Contracted (\$35,000)

SECOND YEAR

School Counselor: (\$27,000)

Educational Consultant Contracted (\$10,000)

Benefits: Eligible employees will be able to participate in the school's retirement benefit plan. The school will match up to 3% of the employees contribution. Or, the board may elect to participate in the State health Plan.

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

Termination Procedure:

Employees' will receive an interim and year end evaluation with ratings of DOES NOT MEET STANDARDS. This evaluation will be given during the same school year of the rating.

(1) Employee warned of termination based on DOES NOT MEET STANDARDS performance

(2) Principal recommends to the Board for termination.

(3) If Board approves, teacher receives a letter of notification of intent of dismissal from the Principal

(4) Teacher has 10 school days to meet with the Principal to review the decision.

(5) If termination decision remains unchanged, Principal notifies teacher of the termination decision.

Grievance Procedure:

(1) Identify Problem: (written Complaint Registered by Grievant) Within 5 days of occurrence, grievance states perceived grievance in writing with suggest proposed solution.

(2) Response: informal meeting between party respond within 5 days to accept or offer alternative solution (3) Mediation: If unable to resolve - jointly appoint a mediator

(4) Resolution: Upon resolution both parties develop written resolution

(5) Legal Remedies: If all efforts to resolve within a reasonable time, parties seek arbitration.

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

Position: ESL Teacher/Core content teacher Funding Source: State Funds/Title I Part D, Title III Part A Sec.2123(a)(3)(A)

Depending upon availability of funds and student needs the following positions may be developed:

Position: Interventionist Coordinator

Funding Source: Title I, Part A, Sec. 3111(a)(26)(A);

Position: Exceptional Children's Teacher/ Reading Coach:

Funding Source: EC Funds/Title I Part B&D; Title V Part A Sec.2123(a)(3)(A)

Position: Principal/Testing Coordinator

Funding Source: State and Local Funds

Position: Teacher/Licensure Coordinator/PD Coordinator

Funding Source: State and Local Funds

Position: Business Manager (Will support organization operations and student accounting)

Funding Source: State and Local Funds

Position: Administrative Assistant (Assist the Principal, student attendance and Powerschool data person) Funding Source: State and Local Funds

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.*

QUALIFIED STAFFING FOR SPECIAL NEEDS, ELL AND GIFTED STUDENTS:

* ELL and Gifted teachers will be currently certified in core academic subjects with ELL and/or AIG Endorsements.

* In addition to our EC Teachers, the Principal will be trained in special needs compliance, statutes, IDEA, Section 504, implementation of Due Process Procedures for special needs students and other important special education policies and procedures.

* EC Teachers will have current North Carolina Exceptional Children and ESOL endorsement certification.

Related Services will be contracted out to a third party with current credentials, licenses and impeccable recommendations including the Winston Salem/Forsyth County Schools District for a fee.

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).*

NC law does not require all charter school teachers to be certified in order to meet "Highly Qualified" teacher criteria. However, all AMCS lead administrators and teachers who teach core subjects including Math, Literacy, and Science will possess appropriate certifications to accomplish the school's mission.

Principal: The Principal will serve as a lead partner with the teaching staff and clerical staff. A qualified candidate will hold a masters degree in education administration or be eligible to hold a masters degree and have a minimum of five years classroom teaching experience or equivalent combination of training and experience in curriculum and administration.

Highly Qualified Teacher: A highly-qualified teacher will have a bachelors degree and be certified in the grades taught, be open to teaching in unconventional ways in order to uncover student strengths and utilize these in differentiated learning experiences that address multiple learning modalities, multiple intelligences and multiple achievement levels according to the school's mission, be a learner, flexible and willing to grow, be able to collaborate, utilize effective classroom management techniques in a project-based learning environment, attend weekly staff development and/or meetings during designated school hours, and communicate regularly and effectively with parents.

Technology Facilitator: A highly-technology facilitator will possess a bachelors degree. A 077 (instructional technology) license is preferred. The technology facilitator will collaborate with teachers and other staff to develop curriculum materials and specific lesson plans that integrate technology, model the integration of technology in all curriculum areas, facilitate school participation in technology programs and activities, conduct staff development in the areas of technology integration, the NC Computer/Technology Skills curriculum, and the NC Technology Competencies for Educators, assists with planning the design of the technology infrastructure so that information resources are continually available to the school community, promotes family, business, and community partnerships that support the academic success, career readiness, and general well-being of all children, assists in maintaining hardware, software, and network infrastructure, serves as the school contact for addressing hardware and software issues.

Special Education Teacher: In addition to the qualities of a regular education teacher listed above, a highly-qualified special education teacher will attend necessary IEP/special education meetings and provide leadership and guidance at those meetings, keep all special education paperwork updated, complete, and secure, and communicate special education students IEP goals to teachers and parents. **ELL teacher:** In addition to the qualities of a regular education teacher listed above, a highly-qualified ELL teacher will collaborate with staff to meet the needs of ELL students within the regular classroom setting, keep all ELL paperwork updated, complete and secure, communicate student goals to teachers and parents, and conduct any necessary ELL testing and screening.

Specialist/Electives teachers: Physical Education, music, art teachers will have a bachelors degree in the areas they teach. A teaching license is preferred. They will believe and adhere to the school's mission, be an expert in their area,

Staff Evaluation and Professional Development

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

Developed by teachers in collaboration with the Principal. The admin secretary will maintain teacher licensure records and professional development requirements. It is the responsibility of the teachers who hold licensure for renewal requirements.

- 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.*

To meet the school's mission, AMCS will implement clear expectations for teachers tied to a strong mentoring and general professional development in STEM programs. Educational technology standards and foundational skills will be established for our teachers in STEM pre-service and in-service sessions.

It is our goal to further our collaboration with WSSU to provide AMCS teachers extensive mentoring and professional development to upgrade their certification and endorsement as a STEM educator. They will also be mentored by experienced teachers and critical friends in the field who will enhance their and professional growth for STEM instruction.

Mentoring will include the following areas:

- * Technology operations and concepts
- * Planning and designing learning environments and experiences
- * Teaching, learning, and curriculum * Assessment and evaluation

Teacher evaluation will require specific skills to be effectively administered and to understand and work with computer-adaptive and computer-based testing in real time, as well as with acquiring and interpreting results. They will also need to learn how to integrate these expectations into their own classrooms which must be introduced over several months and followed by ongoing support for a minimum of one year.

Demonstrated experiences will include oral, written, and collaborative engagement in teaching, learning, and evaluating the knowledge, skills, and dispositions and practices related to implementation of the NC ES/CCS and assessments.

AMCS will implement a mentorship plan that is:

- * Aligned with rigorous state student academic achievement standards and school improvement goals;
- * Conducted among learning teams of educators, including teachers, paraprofessionals, and other instructional staff at the school;
- * Facilitated by a well-prepared Principal and professional development experts, mentors, or other teacher leaders, and
- * Engages established learning teams of educators in a continuous cycle of improvement.

The Plan will also analyze student, teacher, and school learning needs through a thorough review of data on teacher and student performance.

This will include:

- * Defining a clear set of teacher learning goals based on analysis of the data;
- * Achieving teacher learning goals by implementing coherent, sustained, and evidenced-based learning strategies that improve instructional effectiveness and student achievement, such as lesson study and the examining of student work;
- * Providing classroom-based coaching or other forms of assistance to support the transfer of new knowledge and skills to the classroom; and,
- * Regularly assessing the effectiveness of the professional development plan in achieving identified learning goals, improving teaching, and assisting all students in meeting challenging state academic achievement standards.

Additionally, teachers will be cognizant of how AMCS interrelates their achievement and professional growth in the overall achievement of the school. They will have a clear vision and understanding of the components of the AMCS Technology Plan which include the following:

- * Clear goals and realistic strategy for using telecommunications and information technology;
- * A professional development strategy to ensure that staff knows how to use these new technologies;
- * An assessment of the telecommunication services, hardware, software, and other services needed;
- * A sufficient budget to acquire and support the non-discounted element of

the plan; the hardware, software' professional development, and other services that will be needed to implement the strategy; and
* An evaluation process that enables the school to monitor progress toward the specific goals.

Retention: Our greatest tool to retain quality educators will be to treat them as the professionals they are and provide them opportunities for expanded professional roles such as designing and developing curriculum and internal leadership promotions.

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.*

AMCS will develop a professional development plan developed in concert with WSSU Center for Mathematics, Science, and Technology Education (CMSTE) Center and the School Improvement Team as it relates to the School Improvement Plan and STEM education and NC Common Core Standards. The Plan will include student data, teacher data, and technology data. Specifically, the plan will focus on effectiveness and will be based on:

STUDENT DATA:

- *Student achievement i.e., (EOG, Value Added Score, Summative and Formative
- *School Discipline data i.e., (Classroom Management, Attendance, Referrals, Incidents)
- *Annual Measurable Objectives

TEACHER DATA: Professional Growth Plans

- * Identifying a clear set of individual professional learning goals based on a comprehensive, sustained, and intensive approach to improving our teachers, administrative staff and parents effectiveness in raising student achievement
- * Analyzing student, teacher, and school learning needs through a thorough review of data on teacher and student performance
- * Reviewing teacher certification needs, classroom level disaggregated student achievement and behavioral data related to content area skills, school initiatives, and the overall school and team goals.

TECHNOLOGY and TRAINING:

- *Establishing a technology team consisting of teachers, technology teacher, administrator, and community members with significant technology knowledge to work throughout the year to coordinate activities and staff development in the school.
- *STEM education technology in which the diverse needs of all individuals are met and ongoing assessment of student learning and educational results using online STEM research modules created by teachers that guide students through investigations using the resources of the Internet.

Internally, we will utilize the expertise of our teachers and critical friends to develop effective and sustained professional learning communities that enhance all aspects of AMCS.

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.

Our goal is to have all teachers under contract by July 1, 2017. At this time we will begin building our professional plans for growth based on the unique AMCS education plan and its components by conducting the following.

Catalyst Trainings (beginning by the last week of July)

Academics and Culture:

- (A) Socratic Method of Inquiry;
- (B) Components of an effective STEM classroom
- (C) Managing a Three Modes Classroom (Virtual and Technology Integration)
- (D) Curriculum
- (E) Project Based Learning
- (F) Serving ALL Students (At-Risk and Special Needs work sessions)
- (G) Using Assessment Data to Inform Instruction & Developing Educational Programs;
- (H) Student Goal Setting and Progress Monitoring
- (I) Positive Behavior Interventions and Support
- (J) Communicating to Connect (Building Common Ground in the classroom and community)

Operations:

- (A) School Policies
- (B) Student Safety
- (C) Consistent Procedures and Processes
- (D) Student Discipline Procedures
- (E) Powerschool

These topics will be continually addressed throughout the year.

Challenging Aspects of the curriculum and methods:

(A) Teachers will be trained for the online curricula embedded Open Court for Reading and Saxon Math Programs. (B) Consultants from Learning3.com will conduct on-sight training for EasyTech Technology, Aha!Math, Ah!Science courses and curriculum embedded assessments and will complete on-line PBIS courses.

Technology Standards and Performance Indicators To Facilitate Leadership And Vision:

In order for AMCS to inspire a shared vision for comprehensive technology integration and foster a STEM environment and culture conducive to the realization of the mission the Principal will:

PRINCIPAL:

- * maintain a cohesive process to develop, implement, and monitor the technology plan to achieve the vision.
- * foster and nurture a culture of responsible advocacy policies promoting continuous innovation with technology.
- * use data in making leadership decisions.
- * advocate for research based effective practices in use of technology.
- * advocate for funding opportunities that support implementation of the school Technology Plan.

TEACHERS:

In order for teachers to ensure that instructional strategies, and learning

environments integrate appropriately with STEM technologies to maximize learning and teaching, teachers will:

- * identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards based curriculum leading to high levels of student achievement.
- * facilitate and support collaborative technology enriched learning environments conducive to innovation for improved learning.
- * provide for learner centered environments that use technology to meet the individual and diverse needs of learners.
- * facilitate the use of technologies to support and enhance instructional methods that develop critical thinking, decision making, and problem solving skills
- * take advantage of professional learning opportunities for improved learning and teaching with technology.

PRODUCTIVITY:

In order to facilitate productivity and professional practice to increase their own productivity and others, teachers will:

- * model the routine, intentional, and effective use of technology.
- * employ technology for communication and collaboration among colleagues, parents, students, and the larger community.
- * create and participate in learning communities that stimulate, nurture, and support technology for improved productivity.
- * engage in sustained, job related professional learning using technology resources.
- * maintain awareness of emerging technologies and their potential uses in education.

ASSESSMENT:

In order to facilitate assessment and evaluation, teachers will learn to use technology to plan and implement comprehensive digital literacy systems of effective assessment and evaluate data, interpret results, and communicate findings to improve instructional practice and student learning.

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.

Student data and observations will drive professional development for staff. Professional development will be a part of the school improvement planning discussion and will focus on skills teachers need to support improvement areas identified during the plan development.

Half days will be built in throughout the year to focus on the tenets of the unique education plan, progress monitoring data and the individual needs of the AMCS children and families.

Our goal is to provide eight hours per month and 60 hours at the beginning of the year (over 3 weeks) to grow and develop our professional educators.

Calendar Alignment: We will align our annual school improvement planning cycle with the school calendar to ensure the professional development plan is finalized by the beginning of each new school year. This will allow faculty and staff to focus on professional development needs of school goals for the entire year and maximize instructional time devoted to improvement.

Training Schedule: Professional development will include a plan to provide

duty-free instructional planning time for every teacher under G.S. 115C-301.1, with the goal of providing an average of at least five hours of planning time per week.

To accommodate staffing structure, early release days and substitute teachers/volunteers will be used to provide common time for PD and coaching.

Budget:\$17,000 for professional development and instructional support is included for release time, substitutes and field experts.

Teachers will be required to attend weekly staff meetings as well as a two week preparation period for staff development before the school year starts. During this time teachers will be trained in pullout sessions by IT consultants and technology vending training staff.

Teachers will receive 3 days of curriculum planning and training by Learning3.com and SRA MHM.

The professional development plan to improve teacher familiarity with our annual goals that provide progress indicators toward the yearly outcomes. Each annual goal will have a regular review and feedback cycle at least quarterly. More frequent reviews may be conducted to ensure teacher progress is tracked regularly and that data is used to inform instruction in the classroom before it is too late to impact student learning.

Administration and staff will be trained by WS/FCS in the use of all online reporting and accounting procedures including NC Student Information System PowerSchool before school opening.

In addition to curriculum and systems training, teachers will receive two days of training including child abuse reporting, sexual harassment, fire and safety procedures, health issues, and team building activities.

As relates to core STEM courses teachers will attend Saturday sessions for CEUs conducted by WSSU which may include:

COMMON CORE PROFESSIONAL DEVELOPMENT ACTIVITIES

Grade: Kindergarten Content Courses Unit (Math)

Kindergarten Math: Counting and Cardinality

Implementation of Math CCS: School-sponsored professional development on PD days

Grades 1-5 Content Courses Unit (Math)

Implementation of Math CCS:

Grade 1-2 Number Core Concepts;

Grades 3-5 Fundamentals of Fractions School-sponsored professional development on PD days

Three hours of monthly PD (evenings or Saturdays)

Grades 1-3 English Language Arts

Kindergarten Content Courses Unit

Comprehensive Literacy Academy

Oral Language Academy Literacy Academy I

Phonological Awareness

Literacy Academy II: Systematic Phonics
Informational Reading and Writing Academy

Grade: School-sponsored professional development on PD days
Writing Academy Grades: 1-5

Teachers will continue to receive professional development over the course of additional four sessions in professional learning communities led by instructional coaches, and explore the different resources that can be used to teach the CCS. Teachers will also use these sessions to collaborate on effective instructional strategies.

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.218.45(a-i) 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-218.45(e)).

ENROLLMENT AND MARKETING:

AMCS board will initiate an aggressive campaign to publicize the school to a broad audience in order to foster a student body that is representative of the local community. We will also utilize targeted publicity efforts to specific populations to help ensure representation from various constituencies. Both broad-based publicity efforts and targeted marketing will emphasize the mission of the school so that self-selection by students and parents will help ensure an appropriate match between the schools mission and the educational and personal needs of applicants.

Please see our proposed marketing calendar:

Application Phase: (January 2016 - September 2017)

Goal:

Gather specific information regarding the educational need or interest for a public charter school from 50 families, recruit additional board members and add five potential community/stakeholder partnerships to enhance the organization.

Action: We will conduct a series (three scheduled) of public relations endeavors to publicize the school to the community at large so that all interested parties will be aware of the schools upcoming application submission and revised board. Build a social media outlet.

Proposed Budget: %1,000

Application Support Phase: (October 2016 - June 2017)

Goal: Strengthen community momentum within the community for continued support of the applications need in the community.

Action: Send a press release to four publications. Email blasts, social

media binge and local representatives regarding application submission.

Proposed Budget: \$1,000

Preliminary Planning Period (July 2016 - January 2017)

Goal: Obtain >60% Letters of Intent (LOI) (Balance the % across all grade levels)

*Educate parents that Letters of Intent cannot be utilized as applications for enrollment.

Action: Collect contact information utilizing LOI format, recruit prospective volunteers, board members. We will utilize our best marketing tool, our enrolled families, and utilize them to host community gatherings, public charter school town hall meetings and potential employment fairs.

Final Approval, Student Enrollment, and Planning Period (January 2017 - July 2017)

Goal: 150% Capacity enrollment and wait list (Balance the % across all grade levels)

Action: Send direct mailing to households in zip codes 27101 and coterminous zip codes. We will utilize our best marketing tool, our enrolled families, and utilize them to host community gatherings, public charter school town hall meetings and potential employment fairs.

Proposed Budget: \$1,000

First 20 Days of School (Approximately August 2017)

Goal: Build and sustain wait list >25% above capacity per grade (Balance the % across all grade levels).

First Semester of School (August 2017 January 2018)

Goal: Begin marketing 2017-2018 year.

Action: Contact Information, Letters of Intent, Prospective volunteers, board members

Proposed Budget: \$1,000

Open Enrollment/ Enrollment Period/ Finalizing Plans and Expansion for Year Two. (January 2017 August 2018) Goal: 150% Capacity enrollment and wait list (Balance the % across all grade levels)

Action: Send direct mailing to households in zip codes 27101 and coterminous zip codes. We will utilize our best marketing tool, our enrolled families, and utilize them to host community gatherings, public charter school town hall meetings and potential employment fairs.

Proposed Budget: \$1,000

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.*

We believe that our charter school is unique because of its mission, vision, and our education plan. However, the physical growth of AMCS will directly correlate with the board and school leadership's ability to deliver an effective and safe school in the eyes of the stakeholders.

Because an integral piece of school choice is parents' trusting that their child will be taught in a safe learning environment, we will provide continued information to the stakeholders and prospective parents through community gatherings, celebrations and board meetings regarding our focus on student safety, school improvement initiatives and activities of the school. We will disseminate our Parental Partnership Engagement policy that explains our mission and purpose and how the school will become a bridge that connects home, community and school.

Below are a few of the many initiatives we will develop to engage the parents in the life of AMCS by asking them to participate and/or LEAD:

Parent Academy:

AMCS will actively engage with parents and the community and develop a Parent Academy with the community-based advocacy organization Neighbors for Better Neighborhoods for parents and caregivers to enhance student achievement. Participating parents will learn their way around the education system, become proactive advocates for their children, attend workshops and activities and acquire the tools necessary to foster learning beyond the classroom setting. (See Appendix U Parent Academy Brochure)

Mentoring:

All adult staff at AMCS will be mentors including teachers, administrators, secretary, lunch room aides, maintenance, and other adults. We will also ask parents and community members (it takes a village) to join our mentoring program where they can, and will reinforce and enhance student learning within the school (All non-staff mentors will require proper criminal background checks).

Life-Long Learning Programs:

Additional support (academic and social) will include peers within AMCS or community-based tutoring programs (such as SES) conducted after school on campus, in neighborhood centers and area churches.

Community Engagement Community Service:

AMCS wants its students to feel that they are not only from the community but also of the community. Students will learn early their responsibilities as fellow citizens and well being of the community as a whole. Third, fourth and fifth graders will conduct a community service project each year.

Community Partnerships AMCS will partner with the WSSU Center for Mathematics, Science, and Technology Education (CMSTE) which is the NC Mathematics and Science Education Network (NC-MSEN). NC-MSEN seeks to increase the pool of students who graduate from NC high schools prepared to pursue careers in mathematics and science. The Pre-College Program include a Saturday Academy, a Summer Enrichment Program, tutoring, mathematics and science competitions, field trips, Parent Involvement for Excellence (PIE) Clubs, leadership development, guest speakers in the fields of mathematics, science, technology, and engineering. The students receive academic instruction in mathematics, science, English, and technology. In addition to mathematics and science topics covered throughout the year, parent workshops that focus on supporting children's education and academic preparation also are included. The Summer Enrichment Program allows students to become actively engaged in hands-on mathematics, science, and technology activities

and enhance their communications skills, critical thinking, and writing ability.

WSSU Simon G. Acres Community Garden:

AMCS will participate in WSSU urban community garden which serves as an exercise in empowerment, community building and will be a source for producing healthy foods for the school and scientific exploration for students.

Forsyth County Cooperative Extension Services:

In addition, AMCS will utilize the resources of the Forsyth County Cooperative Extension Services.

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.*

For year one the open enrollment period will begin after January 15, 2017 (or after SBE final approval) and last for a minimum of 30 consecutive days but no more than 60 consecutive days.

Requirements for eligibility:

*Any child who is qualified under the laws of NC for admission to a public school.

*The student must not be currently under long term suspension or expulsion.

*Students must have domiciliary within the state of North Carolina during the open enrollment period.

*Lottery enrollment form must be completed and submitted within the open enrollment dates.

The lottery application will request basic information (Parents name, contact information, Student name, birth date, projected grade level, and second contact information for enrollment acceptance.

The lottery will be hosted within three business weeks of the closing open enrollment date. Applications received after the open enrollment date will be time stamped and will be placed on the wait-list in the order the application was received per grade level.

Lottery Policies and Procedures:

AMCS will follow the steps outlined below to ensure this procedure is equitable to all applicants.

*The lottery will be conducted by an individual who is not affiliated with

the school.

*Name cards will be generated from an admissions spreadsheet prepared from each application.

*A card with each applicant(s) first and last name will be contained in grade-specific envelopes.

*The names from each envelope will be placed into a large tumbler and selected one at a time to fill each class roster.

*After the total number of students to be accepted has been reached, all remaining names will be drawn and the order of students on the waiting list will be recorded according to the order in which names are drawn.

Student preferences (due to space allowed specific policy and procedures in student handbook)

Based on the current charter school law the following preferences will be adopted into the year one lottery process:

-Multiple birth siblings preference.

-The children of full time employees and board members (no more than 15% of the overall enrollment)

-Surname sibling preference policy (Students must meet the states definition of sibling).

Year Two and Beyond:

- State approved Sibling Preferences (current sibling must be enrolled at the time of open enrollment period).

The board will revisit the admissions policy and lottery procedures annually.

Enrollment: Once offered enrollment by the school families have 15 business days to accept enrollment. All enrollment information must be completed (including any vaccinations) and submitted prior to students enrollment in the school. Parents will complete a form providing the school permission to request records and reach out to the child's former school to gain additional information to support the student(s).

If there is no correspondence from the parent within 15 business days the child's name will move to the end of the wait list. Due to time constraints the Principal can expedite this process if the time period is within 10 days to the start of school.

Once a student is enrolled they will not be required to complete any forms to maintain enrollment. The school may send a form to gather information regarding intent to return to the school, but this will only be utilized to gather information for the upcoming lottery. This form will NOT dictate child's enrollment for the next academic year. Students enrolling into AMCS at any time who are not proficient in any academic area will receive immediate and intensive academic instruction.

Procedures for Student Withdraws and Transfers: When student's withdraw or transfer from AMCS, student records are sent to the requesting school (pending parent signature) by hard copy within 10 summer business days/5 school year days). Confidential files are copied and sent certified mail to ensure received and confidentiality.

PROJECTED ENROLLMENT 2017-18 through 2021-2022

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Winston Salem/Forsyth County Schools
 LEA #2
 LEA #3

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.

	2017-2018			2018-2019			2019-2020			2020-2021			2021-2022		
	LEA 340	LEA 000	LEA 000	LEA 340	LEA 000	LEA 000	LEA 340	LEA 000	LEA 000	LEA 340	LEA 000	LEA 000	LEA 340	LEA 000	LEA 000
	198			242			264			264			264		

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.

Transportation will be provided consistent with the requirements of G.S.115C.238.29F(h) which stipulates charter schools may provide transportation for students enrolled at the school. In this light, AMCS will explore various transportation options in an effort to remove barriers that may inhibit student access to the school. AMCS will develop the following options to provide transportation services to students. These options will be consistent with G.S.115C.238.29F(h).

As the preliminary planning year unfolds and a facility is identified the transportation plan will emulate that of a small magnet school.

Transportation system #1: Once students are enrolled a scatter plot of addresses will be developed to determine the proximity of students to one another and the school. As the budget unfolds the school will secure transportation funds to support families who are willing to transport more than one additional family to school. Depending upon the need, contracted van pools will be provided for students living in distant and isolated areas from the school and children facing hazardous transit conditions as outlined in option #3. Our main transportation system will be for parents to drop off and pickup their children. There are some merits to this system inasmuch as it provides the opportunity for teachers and staff to have face-to-face contact with parents who do not respond to attempts to contact them. In addition, the board, advisory council and school leadership team will develop a strategic carpool/student drop off system that will transport the majority of the students to and from school.

Transportation system #2: The school will find a transportation system to families who qualify. AMCS will reach out to negotiate a contract with LEA leadership to develop a transportation plan to provide transportation services to our students. Our goal is to provide two buses per day (cluster stops) which can transport roughly 50% of (100) of the students. Preference will be given to students who are, free and reduced lunch and live in the two targeted zip codes (27101 and 27105). If more than 100 students apply there may be a lottery for these positions.

Transportation system #3: Depending upon the need, AMCS will negotiate with the LEA to secure one or two buses from its fleet of equipment. In particular cases of hardship for students who may live in outlying areas, the school will establish safe staging areas and contract for transportation services to students. In conformance with the law transportation will be provided for students whose Individual Education Plan (IEP) has transportation as a related services; students who are subject to hazardous walking conditions; and any students with a hardship not specified above including homeless.

Timeline:

Due to high demand for buses, we will reach out in sufficient time to buy buses in the state and regionally. We will also reach out to the LEA to purchase buses and negotiate contracts for buses.

January - 2017 - April 2017 - Secure enrollment of students: we will begin to determine the extent of the transportation needs for the school and continue to work with LEA if they are still interested in partnering with the public charter school.

April 2017 - July 2017 - Secure busing and cluster stops: We will hold school bus lottery if needed (early

July). Develop carpool map for parents. Secure partnerships through town-hall meetings hosted by board and Advisory Council.

Budget considerations will include:

Option #1: Carpooling Plan

Option #2: School bus contract with LEA

Option #3: School bus plan run by ACMS

If the school elects to use Options #2 or #3, we will consider the following in our proposed budget:

* Purchase one used School bus

* Annual Maintenance

* License and Fees

* Insurance(s)

* Gas (based on four cluster stops per bus - 50 mile round trip per day)

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.

AMCS will offer a well balanced nutritious breakfast and lunch daily. Students may also bring their own lunch and parents are welcome to eat lunch with their child. We have reached out and will continue to reach out to existing public charter schools and other comparable educational institutions in the area including child care centers to ensure we are more than prepared for this undertaking.

AMCS will participate in the National School Lunch Program and conduct a needs assessment to determine eligible families based on family size and income to participate in the free and reduced priced breakfast and lunch program. A monthly calendar will be posted to the website containing the menu. We will begin applying for this process after approval.

Lunch Options: AMCS will examine multiple options for our food service operations.

First Option: During our first year, we will contract with LEA to become an additional drop off site to provide school lunch.

Second Option: Issue RPF for off-site contractor with certification of Community Eligibility Program to the NCDPI Child Nutrition Program upon charter application approval.

Third Option: Depending on facility capability, we will engage an onsite caterer (Subway, Wendys) to provide food services on a space rental basis and a percentage of food sales for revenue generation for the school.

Fourth Option: Depending on facility capability, we will participate in and complete required US Department of Agriculture National School Lunch Program (NSLP) training and become our own food service sponsor. This is a lengthy process and if the board deems this lunch option, we will begin our planning to recruit required staff and acquire necessary facility equipment during our third year.

Our \$50,000 budget line item for food services is based on a predicted loss in revenue in our first year. In addition, we have budgeted for one staff member to organize the food service

Civil Liability and Insurance (GS 115C-218.20):

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		\$6,000.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$1,400.00
Property Insurance	\$250,000		\$1,200.00
Motor Vehicle Liability	\$1,000,000		\$850.00
Bonding Minimum/Maximum Amount	\$225,000	\$1,000,000	\$1,100.00
Other	\$1,000		\$1,000.00
Total Cost			\$11,550.00

*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 § 115C218.75.

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.

addie015 08/18/2015

(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).

We will utilize several parameters in our search for an acceptable site. These parameters will take into consideration such factors as: square footage, accessibility, zoning, safety, exterior lighting, parking, public transportation routes, and neighborhood demographics. All efforts will be made to make certain that all settings are conducive to safe learning environment including both the interior and exterior presence of the facility.

The board has spent the past four years searching for and vetting facility owners and agents. We have lost a few great options in that time, however, we know these opportunities will appear once again. We are hesitant to share the exact locations for our vision based on prospective competitive applicants.

The board will appoint a facilities committee in the spring of 2016 to begin researching local agents to support the goal of finding a facility. after vetting, our goal is to contract with an agent in the summer of 2015. We will provide this agent the following parameters for our building located within easy access to our targeted population within the 27101 and 27105 zip codes. Our goal is to NOT spend more than %15 of our total revenue on our facility, leaving maximum funding for academics and teacher development.

We will occupy facilities with no less than 16,000 square feet with spacious administrative offices and cafeteria. If needed, the facilities will be renovated and retrofitted to meet all current fire and safety code requirements. In addition to the above, some of the characteristics of the facility will include:

- * Twenty-four hour inside/outside monitoring system.
- * Sprinkler system throughout the building
- * Fire/Burglar system
- * Classrooms 24x32sf including classroom entry doors with windows
- * Administrative suites; conference room

- * IDEA accessible restrooms
- * Air conditioning and heating throughout the building
- * Technologically sufficient for Internet connection.

The facilities will comply with applicable health codes and inspection/safety requirements and will be properly maintained according to the NC Building Code. The facilities will also comply with the NC Fire Prevention Code and will comport with the provisions of 40 CFR Part 763, Asbestos Hazard Emergency Response Act (AHERA) and the state Asbestos Management Plan (AMP).

School Readiness:

AMCS will ensure that the facility is ready for school opening and an ongoing maintenance care program which includes routine inspections, regular testing, of all systems and scheduled activities to identify and resolve potential problems with the physical plant. We will finalize arrangement for a facility no less than four weeks before the first day of school and will provide the DPI with evidence of lease and a certificate of occupancy. The school will also have a response system to address any concerns or potential problems that are identified by the Principal, custodian, teachers, or others in the school community.

The following information will also be considered when determining the adequacy of the schools needs for students.

- * current enrollment compared to the building capacity,
- * enrollment utilization when determining the amount of underutilized space.

- * physical condition of the building when determining the recommended "right size" and facility renovation.
- * how well the building is supporting, or can support the educational program.
- * site adequacy size, playing fields, parking.
- * proximity serving the same neighborhoods geographically distributed proportionately to the student population density.

Exceptional Children AMCS will use the following planning and designing options when adapting the building to meet the needs of Exceptional students

- * Versatile classroom spaces
- * Modular furniture
- * Use universal design
- * Minimize travel distances
- * Integrate general and special education programs
- * Provide for parental involvement
- * Maintain student dignity.

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.

Yr 1

Net Area: 16,000sf \$6.00 psf

Lease Pmt/Yr: \$96,000

Yr 2 Net Area: 16,000sf \$7.00 psf

Lease Pmt/Yr: \$112,000

YR 3-5 Net Area: 16,000sf \$8 psf

Lease Pmt/Yr: \$128,000

These costs are comparable with similar facilities in the surrounding area.

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.*

While working to identify and select our preferred location, our agent will be tasked with finding back-up locations to be identified.

With our goal of having a lease secured no later than February 2016. After the initial facility renovation plans and timelines are developed we will have at least two locations scouted and vetted for possible use in 2016. One being for temporary (2-3 months) the other for the entire academic year.

In the event facility acquisition for a permanent location is not finalized when school is scheduled to open, AMCS will exercise two options:

- * Seek a contract with local school district for co-use of existing facility or use of a closed facility.

- * seek community organization(s) including churches to lease temporary space

The building will need to host 10 classrooms as well as office space. We will need easy traffic access for carpooling parents, parking spaces for visitors, employees and space to hold at least two school buses.

In the event two campuses are needed, we will split the school to be K-2 and 3-4. If the school enrollment is NOT at full capacity at the time of this decision we may investigate reducing enrollment to reduce the required number of classrooms (in grades 2-3 only).

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 2017-18

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

*Refer to the
Resource Manual
Finance Section
for guidance on
estimated funding
amounts*

State Funds: 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 1st month average daily membership.

- In year 1 – Base state allotments are determined by the LEA in which the student resides
- In year 2 and beyond- Base State allotments are determined by the LEA in which the school is located.

Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

Federal Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1 340 - Winston Salem/Forsyth County Schools

Revenue	2015-2016 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2017-2018
State Funds	\$4,705.86	198	\$931,760.28
Local Funds	\$1,968.00	198	\$389,664.00
Federal EC Funds	\$3,768.11	24	\$90,434.64
Totals			\$1,411,858.92

Total Budget: Revenue Projections 2017-18 through 2021-2022

INCOME: REVENUE PROJECTIONS	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

***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 2017-18 through 2021-2022

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	2017-2018			2018-2019			2019-2020			2020-2021			2021-2022		
	<i>Num Staff</i>	<i>Avg Salary</i>	<i>Total salary</i>	<i>FTE</i>	<i>Avg Salary</i>	<i>Total salary</i>									

Operations Budget: Expenditure Projections 2017-18 through 2021-2022

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

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.

Keeping AMCS significantly smaller than other area schools was the primary consideration when determining our student enrollment. Our school is projected to serve on average 200 less students than the surrounding elementary schools as noted in Section II. It was concluded that two small classes per grade level (44 total students) would provide the best balance between student diversity, positive social development and teacher collaboration with sufficient financial resources for successful operation. AMCS's projected location contributed to our planning in that it is convenient to large and growing student populations in downtown Winston Salem. We project 100% of our students will come from Forsyth County.

We projected our Exceptional Children's population between 10% and 12% of the total population of the school based on local county numbers. We expect the identified EC population to grow rapidly over the first few years based on early identification of students through our Progress Monitoring Systems. The child nutrition budget of \$50,000 was projected based upon the assumed loss in annual revenue.

DEMAND FOR SCHOOL ENROLLMENT: As the world shrinks, AMCS expresses the fact that the future of education is already here - except, that it is not evenly distributed as specifically addressed in Section II, Educational Need of the public charter school. Our unique STEM academic model fits perfectly to the needs and strengths of students in this target area with its progressive diverse population and draws a connection between our ability to successfully educate students of all socio-economic statuses despite their background. Our model creates a coherent system of life-long learning, that stretches from cradle to college or career and expands learning beyond the traditional school settings and into the global economic marketplace.

Most important, the school will set a foundation for learning for career preparation in IT employment. Our curriculum model is designed to help students build the solid conceptual foundation in mathematics, science and technology that will enable them to apply their knowledge and further their learning successfully. The model also teaches critical thinking skills and effective problem-solving methods and offers parents the educational opportunity to select a small, more individualized, elementary school setting to prepare their children to be successful in middle, high school and beyond.

AMCS will specialize in innovative instructional methods that focus on "how" to effectively teach and expand learning experiences for students in the target area who are identified as at risk of academic failure or academically gifted.

Based on projected revenue and expenses over the next five years, the student enrollment break even point is: Year One: 183

Year Two: 217

Year Three: 232

Year Four: 236

Year Five: 246

**Please note there is an annual 5% annual reserve/contingency fund built in the operations section of the budget.

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

It is imperative to note that the budget for AMCS is based on revenue figures two+ years prior to the school opening and lacks other revenue that our targeted population is entitled to (i.e. Title I and II funds).

The board will establish a contingency plan to meet unexpected shortfall.

We are prepared to:

* Secure sixty day net from vendors for accounts payable;

* Negotiate restructured lease agreement;

* Partnering with sponsors and foundations to support school programs;

* Solicit beta marketing for discounted manufacturing products and services

* Restructuring staffing and scheduling of certain positions and programs

* If enrollment is lower than budget by more than 10%, delay hiring one teacher (salary and benefit).

* Delay hiring office clerical staff for annual savings (salary and benefits).

* If revenue is lower than 75% of our projections, then teacher, operational expenses, technology and materials would be reduced by 10% to account for the lower enrollment.

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

The school will maintain its fiduciary responsibilities effectively and will manage all public funds with integrity and not rely on other sources or fundraising activities in this proposed budget.

This five year projected budget was specifically developed using three revenue sources:

2014-2015 STATE ADM

2013-2014 Local Per Pupil Funds (Provided on the OCS web page)

2014-2015 Exceptional Children's Funding

In addition to additional federal funding (child nutrition, Title I and Title II) available based on our student population, we will, aggressively solicit federal and state grants and other resources specifically addressing STEM education and programs whose activities focus on eligible students in our target population including minority and at-risk groups. Private funding from professional associations which are engaging in STEM education and programs will also be solicited.

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

22:1 In each grade level

- 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.*

AMCS will contract with the WS/FCS to provide financial and student accounting services for year one. See Appendix U. We may contract with the LEA or third party to support our transportation plan.

After year one we will contract with a reputable financial consultant to provide finance accounting oversight services.

In extreme Exceptional Children related services (Levels 4-5) which are beyond the capabilities of current school staff, we will contract with the LEA or other qualified providers to ensure all needs are being met.

PURCHASING: Criteria For Selection of Contractors: The Board Finance Committee will conduct a search for contractors and large purchases.

The Finance Committee will: (1) Establish factors to use for the evaluation of services provided by the contractor which includes certifications and are duly licensed by the State of North Carolina; (2) Issue public request for proposal to interested firms; (3) Evaluate proposal provided by qualified firms and rank and recommend three firms to be the most highly qualified to perform the services.

If fewer than three firms respond to the request for proposal, the Committee may recommend the firms it deems to be the most highly qualified.

If compensation is one of the factors in evaluating a proposal, the Board is not required to select the first-ranked firm, but must document in its public records the reason for not selecting the first-ranked firm. If compensation is not one of the evaluation factors, the Board will negotiate a contract with the first-ranked firm.

Criteria For Selecting Large Purchases: The school will establish an effective purchasing system that will allow the school to provide quality materials, supplies, and equipment in the right quantity and in a timely, cost-effective manner. The school will also establish written policies to govern its purchasing practices that are specified by state laws, rules, and regulations whose policies are direct adoption of those laws, rules, and regulations. Individual purchasing procedures will be developed into a comprehensive procedures manual for the schools purchasing operations, detailing the process steps for each critical purchasing function, and taking each function from the beginning to completion of the process. Careful planning and cost-effective practices such as bulk-purchasing and price/bid solicitation including the resources of US. Communities will be used for the efficient procurement of goods and services.

Examples of purchasing procedures will include:

* requisitioning process, big ticket items capital improvements, construction will be submitted to the Governing Board for approval to requisition such services;

- * bid process - Invitations To Bid (ITB) and Requests For Proposals (RFP);
- * purchasing card process with card limits and restrictions - for quick and efficient purchasing and paying for goods.

The school will also establish a monetary threshold for small purchase procedures

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

The budget establishes sufficient resources to provide the necessary tools, i.e., equipment, personnel, technology and training to achieve the mission and objectives to operate a highly successful STEM school, including the following:

Personnel: Sufficient classroom teachers and specialty teachers including extended day and Saturday instruction and support staff with benefits.

Staff Development: Appropriate technical assistance provided by digital consultants and vendors, WSSU and curriculum specialists in addition to the funding set aside to develop all employees to become literacy specialists as well as increasing their capacity to education urban youth.

Exceptional Children Services: When needed we will contract services with LEA or third-party providers.

Instructional Materials: Online licenses for supplemental courses including Learn3.com Aha! Math; Aha! Science;

Curriculum Text: Open Court Reading Imagine It, Saxon Math, First Move Chess Curriculum; Easy Tech Technology Curriculum, and free website downloads

Online Testing Materials: Childrens' Progress Academic Assessment (CPAA), Study Island, IXL digital Math Assessment Paper Testing Materials: K-2 Literacy Tests, ITBS,

Interactive Technology Classroom Equipment: Mimio Classroom; Student Response System, Short-throw Smart Boards, Digital Cameras; Projectors. E-Rate: Internet Connectivity and Priority I telecommunications equipment

Computer Equipment: Discounted laptops; discounted Mimio wireless tablets and Mobile Laptop Carts

Student Information Accounting System: UERS, PowerSchool

School Software: RenWeb Learning Management System, Quickbooks

Computer Software Licenses for Language Arts and Science: MacKiev Digital Storytelling; ThinkQuest, FOSS Virtual Science Curriculum: Web 2.0 Kool Tools for Schools, Wordle, Moodle, Wikis, Mimio Studio for videoing and internal telecasting.

EC IEP preparation and related services: Contract with WS/FCS

Transportation: Vanpool for cluster pickup, transportation as required by IEP, field trips;

Building: The facility will have sufficient wide-band and T-5 cabling for efficient internet connectivity; Raptor Security System, Interior/exterior cameras, monitors, and electronic access.

Each of these items are supported in our budget.

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.*

AMCS FUND BALANCE POLICY The school will maintain a positive yearly fund balance. An annual fund balance of at least five percent of revenue will be the goal of the school (in operations budget). We will develop a Fund Balance Policy which is intended to provide guidelines during the preparation and execution of the annual budget to ensure that sufficient

reserves are maintained for unanticipated expenditures or revenue shortfalls. It also is intended to preserve flexibility throughout the fiscal year to make adjustments in funding for programs approved in connection with the annual budget.

The Fund Balance Policy will be established based upon a long-term perspective recognizing that stated thresholds are considered minimum balances. The main objective of establishing and maintaining a Fund Balance Policy is for the school to be in a strong fiscal position that will allow for better position to weather negative economic trends.

FUND BALANCE POLICY CLASSIFICATIONS Our fund balance will consist of Nonspendable and Unassigned accounts.

The Nonspendable Fund Balance: This classification will consist of funds that cannot be spent because they are either not in spendable form (e.g. inventories and prepaids), or legally or contractually required to be maintained intact

The Unassigned Fund Balance: This classification will consist of excess funds that have not been classified in a previous category. All funds in this category are considered spendable resources. This category also will provide us with resources necessary to meet any unexpected expenditures and revenue shortfalls.

AUTHORITY TO COMMIT FUNDS The governing board will have the authority to set aside funds for a specific purpose will require the passage of a resolution. The passage of a resolution to commit funds must take place prior to June 30th of the applicable fiscal year. If the actual amount of the commitment is not available by June 30th, the resolution must state the process necessary to calculate the actual amount as soon as information is available

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

Any purchase or lease financing will be developed by the Finance Committee of the board of directors. The school will not have an initial financing structure for purchasing facilities inasmuch as we will not be purchasing capital assets and facilities during our initial term of the charter. Our lease structure for this application includes a graduated long-term five year net net lease with a base fee beginning at six - seven dollars per square feet for year one, then escalating to seven - eight dollars per square feet in year two and capping at eight - nine dollars in year three.

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.

The school will have no other capital assets from other sources, however we will aggressively seek revenue bearing resources including interest bearing CD's and other financial products.

The school will begin collecting furniture from other schools, surplus units, local universities and other non-profit donating organizations. As the charter school is in finance survival mode the first three years, these opportunities to save every dollar will be utilized to the fullest.

Additional budget assumptions:

Revenue based on three sources. Local funds from Forsyth County, State ADM funds for the projected students and a 12% exceptional children's population. This budget does not include revenue such as Title I, Title II and child nutrition. All will support the proposed personnel and operations funds in the budget to alleviate the tight budget.

There is at least a 2% surplus/contingency fund budgeted each year. By year three the board would like to increase this surplus/contingency fund to 7%-10% by year three. Our goal is to have a half a million dollars in surplus by year five.

Proposed personnel salary scale was taken from the 2014-2015 teacher salary scale:

<http://www.ncpublicschools.org/docs/fbs/finance/salary/schedules/201415schedules.pdf>

We assume the majority of our teachers will have less than five years experience making the average teacher salary at \$36,000. Our goal will be to pull funds together to supplement their salary. Because we will be matching the teachers retirement contribution up to 3%, this will save each teacher a few hundred dollars per year. A small raise, but a raise. The board will analyze the budget each month to ensure the funding is focusing on people, priorities and performance.

Current retirement plan will be a 3% match per employee. We hope to increase this to 6% by year five if budget allows. This will provide our teachers a raise based on not having to contribute the full 6% as they do in the state's retirement system.

Substitute Teachers line item will be \$5000 based on 50 missed days which cannot be covered by current personnel. The school will also rely on retired volunteers who have passed criminal background checks and participated in specific teacher and program trainings to cover parts of the daily schedule.

Tutors: To maximize the time on task and specific interventions, our plan will be to utilize additional funding (Title I) to hire multiple teacher tutors to carry out progress monitoring interventions, literacy small groups, and the online component of the three mode classroom. There is no projected cost at this time as it will depend on the at-risk revenue.

Child nutrition line is based on a projected loss in funding to ensure all of our students are provided two healthy meals and a snack at school per day.

The transportation line item is based on purchasing used buses in year one. If this appears to be a heavy annual cost the school will look to third party vendors, the LEA or fundraising to purchase an additional bus.

Technology will be the forefront of the education plan. We will pursue computer leasing programs to ensure our students have the most updated technology tools. We are aware that many third parties donate computers to schools. However, this equipment is old and sometimes requires additional funding just to keep them running. We may look at utilizing strategies such

as linking four screens to one program license in the first few years to manage additional costs.

In the insurance cost there is an additional \$1,000 premium for the \$50,000 dissolution bond now required for public charter schools. This was added to the estimated insurance cost in September 2014.

Operations Costs: Research and Information from August 2014 presentation by SelfHelp regarding average public charter school operations costs. We utilized these percentages in addition to current public charter school leaders and other financial experts advice.

Expense Item	Cost per ft
Utilities	\$1.50
Repair	\$.75
Roads/Grounds	\$0.50
Cleaning	\$.75
Security	\$.50
Administrative	\$1.25
Total Operating Expenses	\$5.25
Fixed Expenses	\$1.50
Total Operations and Fixed Expenses	\$6.75 x 92,000

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?

Following Year One when the school assumes internal financial control, the board and school leadership will maintain a number of internal financial controls and bookkeeping practices that provides fiscal control and accounting procedures that are in accordance with Generally Accepted Accounting Principles.

The board will receive a monthly financial report that will consist of:
Income statement (revenue and expenses) with budget comparison.
Balance Sheet showing financial position at the previous month end.
Asset status report listing asset acquisitions, disposals and needed repairs/maintenance.
Enrollment report.
Fundraising status report.
General ledger summary report with detail available.

INTERNAL CONTROL:

System will be reviewed and evaluated annually by an independent auditor in accordance with generally accepted audit standards. We will use the following internal control checklist:

- Are accounting records kept up-to-date and balanced monthly?
- Is a standard chart of accounts with descriptive titles in use?
- Are adequate and timely reports prepared to insure control of operations?
- Monthly financial statements (Balance Sheet, Income Statement)
- Comparison of actual results with budget Cash and other projections
- Does the Board take an active interest in the financial affairs and reports available?
- Are personal expenses kept separate from business expenses?
- Are employees who are in a position of trust bonded? Are monthly bank reconciliations reviewed by Admin?
- Are job descriptions prepared? Is there any separation of duties?
- Are governmental reporting requirements being complied with in a timely manner?
- Is insurance maintained and is this coverage reviewed periodically by a qualified individual?

PAYROLL:

- Assurance all contracts and changes in pay are formally approved by the board (vote and signature)?
- Is there a folder for each employee that contains an employment application, W-4, authorizations for deductions, etc.?
- Are there controls to prevent the payroll from being inflated without the knowledge of the Admin by fictitious employees or padded hours?
- Is there a checks and balances (different people) between requesting checks and who signs the checks.
- Does the Principal sign all payroll checks?
- Is the payroll bank reconciliation prepared by someone other than the bookkeeper?

CASH RECEIPTS:

Does the client have adequate documentation of cash receipts?

Are checks immediately endorsed for deposit only, deposited promptly and intact?

Are over-the-counter receipts controlled by cash register, pre-numbered receipts, etc., and are these reviewed by the Principal?

Are checks returned by the bank followed up for subsequent disposition?

ACCOUNTS RECEIVABLE:

Are work orders, sales orders, shipping documents and invoices pre-numbered and controlled?

Are sales invoices reviewed for price, terms, extensions and footings?

Is an aged trial balance prepared monthly, reconciled to the general ledger and reviewed by the Principal?

Are monthly statements reviewed by Principal?

Are zero and credit balance statements mailed?

Are write-offs, credit memos and special terms approved by the Principal?

Is there sufficient separation of the receipts function and the application of payments to the accounts receivable?

Are notes and other receivables under separate control?

Do adequate controls exist to assure receipts from miscellaneous sales?

ACCOUNTS PAYABLE, PURCHASES, DISBURSEMENTS:

Are pre-numbered purchase orders used and are these approved by the Principal?

Are competitive bids required above prescribed limits?

Are payments made from original invoices?

Are supplier statements compared with recorded liabilities?

Are all disbursements made by pre-numbered checks?

Whose signature is required on all checks?

How many signatures?

Are checks signed only when they are accompanied by original supporting documentation?

Are they checked before Invoices are paid?

Are all voided checks accounted for?

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

AMCS does not have any possible funding relationships at this time, but is aggressively soliciting local resources to develop such relationships.

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.

AMCS will invite at least three firms to bid. The following companies plus one more will be invited to submit bids to provide auditing services:

Preston Sims & Darden, CPA

3410 Healy Drive # 201K Winston Salem, NC 271031568 Phone: (336) 794-0662

Email: marktp@aol.com

Thomas & Gibbs CPAs 6114 Fayetteville Rd Durham, NC Main Number:(919) 544-0555 Fax (919) 544-0556 Toll Free: (866) 956-5544

LB&A, Certified Public Accountants, PLLC 1801 Stanley Rd Suite 220
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