To: Office of Charter Schools
   NC Department of Public Instruction

From: English Bradshaw, PhD.
       Chair, Board of Directors
       ACMCS

The following information is submitted in satisfaction to OCS Request for Clarification:

**Other than technology, how will other aspects of STEM be incorporated? How is STEM going to be fully implemented?**

The mission nor the description clarifies anything other than technology as part of STEM. A clear reading and understanding of our purpose and intention will reveal that 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 society.

**How is the STEM concept other than technology going to be incorporated into the school?**

ACMCS will be technology-rich and implement a blended integrated instructional approach to 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.

**Information provided does not address parental interest in a school in this area. All information is related to the district.**

Your attention is invited to the following community support and goodwill Addie C. Morris Children’s School has garnered over the years in Winston Salem.

COMMUNITY SUPPORT
September 15, 2014

Chair Committee
North Carolina Department of Public Instruction
North Carolina Charter School Advisory Board
301 North Wilmington Street
Raleigh, NC 27601-2925

Dear Chair Committee,

As Mayor of Winston-Salem, where we are so proud of our tradition of respect and racial tolerance for our fellow citizens, I am pleased to give my support for the Addie C. Morris Children’s School Charter School Application. The culture and history of our African American citizens plays an important role and is closely tied to the historical beginnings of this school.

I am very acquainted with the leaders of this school, some of whom have long been key and leading educators in our community. My trust in their ability to operate a school of excellence for our children is unquestionable. I am a strong advocate of providing Winston-Salem with quality educational opportunities to help our children grow into proud and successful students and citizens. Again, please accept my support for the Addie C. Morris Children’s School.

Most sincerely,

Allen Joines
Mayor

The Mayor’s letter was written in support of our previous application and has given us permission for its use in the current application.
**Community Meetings**

At a community meeting of educators, political leaders, parents and businessperson, held August 25 at the Neighbors for Better Neighborhoods Community Center it was determined that a State of Education Emergency exists in the Winston Salem/Forsyth County schools serving East Winston which includes schools located in area codes 27101 and 27105 and immediate corrective actions must be taken to rectify this situation.

**Parent and citizen survey**

NBN along with Winston Salem Housing Authority, directed by Dr. English Bradshaw and Dr. Andrew Smiler, Wake Forest University, conducted an extensive community survey to garner citizen support for new development initiatives in East Winston. Partial results of our survey and parent comments follow:

**Community Interest Survey for Charter School**

The following on-going survey was conducted by the Community Based Organization Neighbors for Better Neighborhoods (NBN) to garner community interest in establishing a STEM Charter School in the zip codes 27101 and 27105 in Winston Salem, NC.

Neighbors for Better Neighborhoods is Winston Salem’s premier community organizing organization

The survey was conducted during the time period March 2015 – August 2015 involving conversations with community people in libraries, neighborhood groups, and structured meetings throughout the zip codes. Structured meetings included:

- **Weekly:** Community and Economic Development with Organizing Circle (NBN)
- **Monthly:** Community Development Winston Salem Housing Authority Choice Neighborhoods
- **Weekly:** Parent Engagement with (NBN)
- **Daily:** Tutoring 206 Guiding Institute for Developmental Education (GIDE) Students
- **Monthly:** with GIDE Parents
- **Monthly:** Economic Development with Black Philanthropy Initiative

**Survey for Establishing a K-5 Elementary STEM Charter School**

Parent Information

1. In which part of town do you reside? (check box)
   - [119] East Winston
   - [27] North Side
   - [15] South Side
   - [5] Happy Hill
   - [0] Waughtown
   - [14] Ogburn Station
   - ZIP Code: 22101, 27105
   TOTAL: 180

2. Please indicate your child’s current source of education (check box)
   - [162] Public school
   - [0] Private school
   - [0] Home school
   - [18] Other:
   Total: 180

3. Would you be interested in a STEM charter school for students in grades K-5 for your child?
   - [180] Yes
   - [0] No
   Total: 180

Small Learning Environment

4. Do you feel that your child would benefit from a school that features a small learning environment?
   - [180] Yes
   - [0] No
   Total: 180

5. Would you be willing to take an active role in the development of a Charter School, such as serving on the Board of Directors or serving on an Advisory Committee, Volunteer?
   - [112] Yes
   - [23] No
   Total: 135

6. How does your child currently do in school?
   - [29] Above average (grades mostly A’s and B’s)
   - [72] Average (Mostly B’s and C’s)
   - [66] Below average (Mostly C’s and D’s)
   - [10] Failing or close to failing
   Total: 177
7. Check all answers that would describe your son / daughter's school experience thus far:

[66] Needs more support to develop core skills in reading, writing, math, science
[92] Loves technology
[0] Loves school; works hard and is successful
[10] Frustrated with school and not doing well
[0] Enjoys hands-on work more than "book work"
[7]Needs more challenge
[0] Loves school; does well in the current educational environment

Total: 175

8. Attendance concerns

[29] Does fine but seems bored or disengaged
[0] Enjoys school but does not work up to his / her ability
[80] Enjoys classes that use technology resources
[69] Does not participate in activities outside the school day

Total: 180

9. When your child talks about the future, what does s/he consider doing after high school? (check all that apply)

[87] Other (please specify)

Total: 135

Comments from parents and community residents:

We are under-represented when it comes to math and science. I don’t believe the schools think we know how to count. I believe the students feel under-valued. It is important to bring that value back to our students. I don’t believe we have education equity in East Winston.
We need to bring in people who believe in our parents and see students as assets. It is a systemic problem and has made education and the system fail our kids.
The problem is at the elementary school level. In elementary school, kids are assigned to that school and have to stay there until they get out. It is not like the upper grade schools where parents can choose which schools to send their children like to a magnet school. And if the elementary school in the area is no good, then our children are trapped in that no good school until they get out.
I am a college educated parent and the system is failing my kids. Everybody in East Winston is not ignorant.
Me and my husband were all set to send our son to the charter school and then we found out that it was not approved. Unless this school opens, I going to home school my son.
After looking at the efficiency level in reading and math in these schools in East Winston, I would be an irresponsible parent to send my son to one of them.

The reality of the Winston Salem/Forsyth County school system is that there is only one elementary STEM school in the target area and it received a school grade of “F” during the past school year. This not an indictment on the district.

NC law states: … education agencies will ensure ongoing integration of technology into school curricula and instructional strategies in all schools, so that technology will be fully integrated into the curricula and instruction of the schools. States are mandated to develop long-term strategies for improving student academic achievement, including technology literacy, through effective use of technology in classrooms, including through improving the capacity of teachers to integrate technology effectively into curricula and instruction…

Provide clarification on "the needs and strengths of this area with its progressive diverse population".

Progressive diverse population is a simple presentation of the overall trending demographics of the targeted area of today’s teens and twenty-somethings increasingly known as the Millennials. This generation of teens are the most ethnically and racially diverse cohort of youth in the nation’s history. ACMCS recognizes this population trend of increasing teen mothers in the target area and has developed an educational program to address the needs of these students. Within one year after the school begins operation, ACMCS will make efforts for the population of the school to reasonably reflect the racial and ethnic composition of the general population residing within the LEA in which the school is located or the racial and ethnic
composition of the special population that the school seeks to serve residing within the local school LEA unit in which the school is located.

**Provide clarification on the school's curricular focus: STEM? Project Based Learning? Blended Learning? Socratic Method?**

Clarification of the curriculum focus is to emphasize the importance of science as not only a body of knowledge but also a way of knowing. Also to demonstrate how students will come to know how to acquire knowledge, analyze and evaluate information, explore, draw conclusions and test theories. The emphasis on the importance of technology and digital literacy has been clearly demonstrated the potential to change how students learn, what they learn and with whom they learn. Additionally, our use of the Socratic Method of Inquiry will spur critical thinking at the individual level and create a habit of asking questions and critical reflection.

Our rationale for choosing these programs is based on the belief that students learn most effectively when they are given opportunities to investigate ideas and concepts through problem solving and are then guided carefully into an understanding of the principles involved. At the same time, our programs promote a balanced and blended and seamless program in mathematics, science and technology with core literacy achievement and social studies. Additionally, project based learning will allow our students the opportunity to demonstrate their operational skills remains which underpins our recognizing the diversity that exists among students. This is based on the belief that all students can learn and deserve the opportunity to do so and it recognizes that all students do not necessarily learn in the same way, using the same resources, and within the same time frames.

**Provide clarification on how the literacy program is innovative**

A composite description of our overall literacy program will be the inter-relationship of the Socratic pedagogical method of inquiry being complemented with the ACMCS developed Question-Answer Relationship (QAR) strategy. QAR is a comprehension strategy that requires students to pose queries while reading the text in order to challenge their understanding and solidify their knowledge. These questions may be used with nonfiction text and students’ own personal experiences or the Essential Question required of each grade annually (See Essential Question below). The strategy lets students critique the author's writing and in doing so engage with the text to create a deeper meaning. QAR also teaches students how to decipher what types of questions they are being asked and where and how to find the answers to them. QAR empowers students to think about the text they are reading and beyond it as with the Socratic method. It inspires students to think creatively and work cooperatively while challenging them to use literal and higher-level thinking skills.

**Essential Question**

Beginning with grade three, each grade along with classroom written assignments using online templates for digital storytelling usingWikis, Skype, Moodle and Wordle will focus on one Essential Question which represents significant aspects of life. At the end of each year, students will complete and present a capstone project that addresses their grade’s Essential Question.

**The applicant needs to show how STEM will be implemented in all areas not just technology.**

As stated in the application, rather than making STEM education a stand-alone mission, ACMCS students will benefit from an integrated program that can help them make connections between the concepts and skills of the (3R’s) & (4C’s – communication; collaboration, critical thinking, creativity). Our teachers will emphasize this cross-curricular learning by coordinating the teaching of related content in other subjects. To that end, matriculating students will come to know:

*The Importance of Technology: In our global tech-based economy, technology has transformed almost every human institution including work, communication, healthcare, entertainment et al. Many students are already using sophisticated technologies in their homes; however, technology use in schools is sporadic and*
rarely integrated into instruction. Digital literacy has the potential to change how students learn, what they learn and with whom they learn.

*The Importance of Science:* Science is not only a body of knowledge but is also *a way of knowing.* Scientific investigation involves exploration, experimentation, observation, measurement, analysis and dissemination of data. Today’s students need to know how to acquire knowledge, analyze and evaluate information, explore, draw conclusions and test theories.

*The Importance of Mathematics:* A global and technology-based society requires individuals who are able to think critically and learn mathematics in a way that will serve them well throughout their lives. Students need classroom experiences that will help them develop mathematical understanding; develop the ability to apply the processes of mathematics; and acquire a positive attitude towards mathematics.

**How will the board ensure that each of the instructional methods are successful?**

ACMCS will employ a variety of instructional methods and strategies to evaluate the effectiveness of the school’s program. This will include a diagnostic review and systematic analyses of the relationships between the actions we will take and the results we will achieve. Our Leadership and Decision Making; Human Capital (Personnel); Data Collection and Analysis and Student Support strategies will lend themselves to a diagnostic review and analyses which we will pursue. Standards and indicators may be aligned with these review strategies. In addition, ACMCS will develop a school improvement plan that takes into consideration the annual performance goals for the school that are set by the charter and the goals set out in the mission statement.

**Provide information regarding the relationship with the LEA partnership regarding bookkeeping**
August 17, 2015

Mr. English Bradshaw
Addie C. Morris Children's School
Winston-Salem, NC 27101

Dear Mr. Bradshaw,

Winston-Salem/Forsyth County Schools is willing to provide services to any state-chartered charter school located in Forsyth County in accordance with the attached Charter School Services Agreement including, but not limited to, processing all of your financial transactions through our UERS-approved financial system.

Sincerely,

Kerry G. Crutchfield
Budget Director
How will the academic goals be measured?
Growth measures will be in accordance with North Carolina Expected Growth or Reasonable Growth standards. Our first year will be used to establish baseline data based upon previous assessments and pre-testing to establish developmental scale scores to measure student future growth. Starting in Years 2 - 5, student performance on assessments will increase at least three percent each consecutive year for students who are “proficient” at Level III achievement or above. With appropriate intervention, students not achieving Level III will aspire to gain at least 1.5% increase each year until they are proficient. The chart below illustrates the percentage of Expected or Reasonable Growth of students achieving or exceeding mastery on identified educational goals per year in each grade level.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>75 %</td>
<td>78 %</td>
<td>81%</td>
<td>83 %</td>
<td>85+ %</td>
</tr>
<tr>
<td>1</td>
<td>75 %</td>
<td>78 %</td>
<td>81%</td>
<td>83 %</td>
<td>85+ %</td>
</tr>
<tr>
<td>2</td>
<td>75 %</td>
<td>78 %</td>
<td>81%</td>
<td>83 %</td>
<td>85+ %</td>
</tr>
<tr>
<td>3</td>
<td>75 %</td>
<td>78 %</td>
<td>81%</td>
<td>83 %</td>
<td>85+ %</td>
</tr>
<tr>
<td>4</td>
<td>75 %</td>
<td>78 %</td>
<td>81%</td>
<td>83 %</td>
<td>85+ %</td>
</tr>
<tr>
<td>5</td>
<td>78%</td>
<td>81%</td>
<td>83 %</td>
<td>85+ %</td>
<td></td>
</tr>
</tbody>
</table>

SMART Goals
All goals and objectives will be measured annually and reported in our Annual Report and School Improvement Plan. Progress Monitoring will measure our on-going academic goals at regular intervals throughout the year to ensure annual goals and objectives are reached. ACMCS will use the following metrics to monitor and measure the needs of students and the extent to which goals and performance standards are being met. Our efforts will include:

I. **Quantitative Academic Achievement Goal Areas:** Summative assessment and accountability measures will use standard scores, mean developmental scale scores, percentile ranks in each achievement level, grade equivalents, normal curve equivalents, stanines and standard deviations, and growth scale values in the following academic areas.
   Mathematics
   Reading
   Science
   Writing
   Technology acumen

II. **Qualitative Non-Academic Achievement Goal Areas:**
   Attendance
   Behavior
   Life skills
   Citizenship

III. **Qualitative School Operations:**
   Effective Board of Directors
   Compliance with federal, state, and local requirements
   Educational Leadership: facilitating the mission
   Full Enrollment: enrollment will be at or above 90% of capacity.
   Manage Expenses: maintain a balanced-budget or positive fund balance on a yearly basis.
   School Climate – welcoming, SAFE and productive school faculty
   Engage Parents: annual parent satisfaction survey with > 85% of parents responding favorably

Student improvement will be measured by nationally normed assessments (administered twice each school year) that provide information about student achievement and cognitive ability. This will allow us to determine, based upon that student’s 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 has met or exceeded his 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 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.

Student progress will be measured and monitored to ensure growth occurs annually according to levels of expectation. In all cases, growth expectations will be in excess of minimum predicted measures as determined by nationally norm-referenced assessments.

Outcomes
Some outcomes of student performance are stated in our Goals and Objectives. Additional outcomes are included below

- All EC students will be operating under current and valid IEPs.
- Teachers will utilize disaggregated data to identify student needs, meet with parents and track student achievement. Charts of disaggregated data will be addressed in all teachers’ planning.
- An active portfolio will be established on each student, and will be reviewed, initialed and consistently returned by each student’s parent each marking period.
- Students enrolled (overall) in ACMCS will meet or exceed Forsyth County’s mean student performance using norm-referenced instruments on a sample population matched demographically (race, gender, exceptionalities, and socio-economic status); prior rates of academic progress; and other mediating factors. The growth will be defined as a score mode of Normal Curve Equivalents (NCE’s). The students will maintain or gain higher NCE’s than the matched sample of Forsyth County students.
- Using ACMCS’ first year of operation as a baseline, the percentage of students who achieve a score of “3” or better on the EOG will increase a minimum of 3 percent (3%) annually, or attain a minimum of seventy-five (75) percent passage rate of those taking the test.
- Seventy-five percent (75%) of all students who have been enrolled for the entire academic school year will meet or exceed their statistical expected core total growth when assessed late in the school year.

Comparison of their t-test core total on the same assessment administered early in the fall of the same school year while comparing the difference in mean standard deviations. This goal indicates that the School’s educational plan is working in that students that were having no academic success whatsoever are now learning in accordance with their predicted growth.

20% higher than elementary schools in the same area seems unrealistic within the first 5 years.
The following graphic illustrates that 20% SPG score should not be unrealistic for elementary schools in the same area inasmuch as 20% will only accomplish a 70% SPG to the school that received the highest 51% SPG, yet still managed to achieve average and below averages in math and reading. ACMCS’ academic goals exceed that level of achievement.

<table>
<thead>
<tr>
<th>School Name</th>
<th>SPG Grade</th>
<th>SPG Score</th>
<th>Read SPG Grade</th>
<th>Math SPG Grade</th>
<th>EVAAS Growth Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashley</td>
<td>F</td>
<td>29</td>
<td>F</td>
<td>F</td>
<td>Not Met</td>
</tr>
<tr>
<td>Cook</td>
<td>F</td>
<td>23</td>
<td>F</td>
<td>F</td>
<td>Met</td>
</tr>
<tr>
<td>Diggs/Latham</td>
<td>F</td>
<td>36</td>
<td>F</td>
<td>D</td>
<td>Not Met</td>
</tr>
<tr>
<td>Easton</td>
<td>F</td>
<td>29</td>
<td>F</td>
<td>F</td>
<td>Met</td>
</tr>
<tr>
<td>Gibson</td>
<td>F</td>
<td>37</td>
<td>F</td>
<td>F</td>
<td>Met</td>
</tr>
<tr>
<td>Ibrahim</td>
<td>D</td>
<td>51</td>
<td>D</td>
<td>C</td>
<td>Met</td>
</tr>
<tr>
<td>KimberleyPk</td>
<td>F</td>
<td>31</td>
<td>F</td>
<td>F</td>
<td>Met</td>
</tr>
<tr>
<td>North Hills</td>
<td>D</td>
<td>42</td>
<td>D</td>
<td>D</td>
<td>Met</td>
</tr>
</tbody>
</table>
This is the first mention of a "STEM rubric". Provide clarification on the role of the rubric. Is this for students, staff, the board?

ACMCS’ goal is to become a certified Model STEM school which will be developed in accordance with the NC STEM School/Program Implementation Rubric. This rubric is built around the NC DPI “STEM Attributes” which describe the characteristics of a high quality STEM school. The rubric articulates implementation strategies to establish a continuum describing good-to-great STEM Schools/Programs. We will use this rubric as we move across the continuum to develop a Model STEM School. This continuum includes the following developmental stages for the design and implementation of STEM:

Early ➔ Developing ➔ Prepared ➔ Model. We will seek to achieve the Developing Stage during our third year and move forward to Prepared, then Model School during our fourth and fifth year.

ACMCS integrated STEM curriculum will be aligned with state and national standards and will include the following:
1) Project-based learning with integrated content across STEM subjects
2) Connections to effective in- and out-of-school STEM programs
3) Integration of technology and virtual learning
4) Authentic assessment and exhibition of STEM skills
5) Professional development on integrated STEM curriculum, community/industry partnerships and postsecondary education connections
6) Outreach, support and focus on underserved, especially females, minorities, and economically disadvantaged

Provide clarification critical friends providing feedback to master the STEM model

The following letter from Dr. Snipes at WSSU documents that institution agreement to work with ACMCS to provide professional development and feedback in implementing our STEM school model.

Dr. Bradshaw,
This letter has been written to offer our support for the Addie C. Morris Children's School (ACMCS) charter school application to be submitted to establish a grades K-5 STEM based elementary school. This support is solidified by the alignment of several key components that the Winston-Salem State University Center for Mathematics, Science, and Technology Education (CMSTE) and ACMCS have in common.

The WSSU CMSTE is committed to the core programs that will be created by the ACMCS, which include (1) a challenging STEM based curriculum, (2) a strong parental involvement component that advocates for academic achievement, (3) community service projects by the students, (4) a mentoring program by the school, and (5) an active tutoring program for the students.

Furthermore, in partnership with ACMCS, the WSSU CMSTE agrees to (1) help create a pipeline for ACMCS students to participate in WSSU CMSTE STEM based pre-college programs, (2) provide opportunities for the school teachers to participate in CMSTE professional development programs in math, science, and technology, (3) facilitate parent workshops to strengthen student academic achievement, and (4) assist in bringing STEM based community outreach activities to ACMCS.

We are excited about the opportunities presented by this collaboration and enthusiastically endorse it. We believe that the Addie C. Morris Children's School will provide significant experiences for students throughout the Piedmont Triad community

Sincerely,

Dr. Vincent T. Snipes, Director, Center for Mathematics, Science, and Technology Education snipesv@wssu.edu

The applicant introduces another strategy in this section: Socratic Seminar. The applicant should clarify exactly what strategies will be used.

There is no Socratic Seminar introduced. Rather, the hallmark of ACMCS’ pedagogy will be the use of critical thinking employing Bloom’s Taxonomy and the Socratic Method of Inquiry and teachers trained in this method as explained infra. The Socratic process is an active student-centered learning method that works by treating the students’ responses with interest, fairness and respect. It is used to help students
realize that, they, their thoughts, and personal experiences can be an immediate source of learning for them. Students can become more confident to 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. This can mean that whatever is learnt Socratically will be owned by students themselves and become the stuff of their long-term memory.

**Forces Teachers to Think:** The Socratic method forces the teacher to think about the logic of a topic, and how to make it most easily assimilated. In tandem with that, the teacher has to try to understand at what level the students are, and what prior knowledge they may have that will help them assimilate what the teacher wants them to learn. It emphasizes student understanding, rather than teacher presentation; student intake, interpretation, and "construction", rather than teacher output. Effective inquiry is more than just asking questions. Teachers are essentially trying to get students to use their own logic, knowledge, or beliefs.

While using the Socratic Method, teachers are not satisfied with a memorized answer. They wish to know epistemologically the answer to the memorized answer. They ask students to explain not just what they know. Rather, they wish to know how they know what they know and provide all cognitive approaches in reaching the answer. To wit:

**Example: ACMCS Best Practices Demonstration Using the Socratic Method of Inquiry**

**Teacher Asks:** Which Dog Is Fastest?

<table>
<thead>
<tr>
<th>Students’ Interchange and Response:</th>
</tr>
</thead>
<tbody>
<tr>
<td>My dog is the fastest.</td>
</tr>
<tr>
<td>Student A</td>
</tr>
<tr>
<td>Student B</td>
</tr>
<tr>
<td>Student C</td>
</tr>
<tr>
<td>Student D</td>
</tr>
<tr>
<td>Student E</td>
</tr>
<tr>
<td>Student F</td>
</tr>
<tr>
<td>Student G</td>
</tr>
<tr>
<td>Student H</td>
</tr>
<tr>
<td>Student I</td>
</tr>
<tr>
<td>Student J</td>
</tr>
</tbody>
</table>

**Conclusion:**

Student A has a fast dog.

Student D’s dog is a champion.

**Depth of Knowledge and Bloom’s Taxonomy**

Educational psychologists have classified thinking into levels of complexity (often referred to as Bloom’s Taxonomy of the Cognitive Domain). Bloom’s *Application* of the Cognitive Domain emphasizes students to learn for understanding which requires students not only to analyze and retain knowledge, but to create and apply it as well. Research has found students are rarely expected to think at the highest levels involving the synthesis of information and the evaluation of ideas and evidence. In other words, students are often asked to analyze and retain knowledge but rarely expected to create and apply it. This does not prepare them for the world of college and work where they will be judged primarily on performance.
Performance-based Learning
We will use performance-based learning to move students to higher levels of thinking. Performance-based learning puts students in the driver’s seat and asks them to demonstrate their knowledge and skills. Just as one would never trust a pilot who had perfect scores on the final exam in flight school but had never flown a plane before, one should not assume students have mastered material until they demonstrate they can use it in meaningful ways. Performance-based learning not only engages students, it also increases their self-confidence and understanding by challenging them to apply their knowledge in significant contexts.

Performance-Based Learning Activities for Students

- Publishing newspaper articles
- Designing Web pages
- Role playing historical figures
- Writing and presenting speeches
- Producing video
- Constructing scientific models
- Writing and running computer programs
- Planning and executing scientific experiments
- Constructing spreadsheets and databases
- Desktop publishing and graphic design
- Participating in simulations

Appendix B only shows Science. The applicant should clarify the scope and sequence.
Scope and sequence: Breadth and depth of when curriculum subject matter is taught to ensure the curriculum is taught in a logical and sequential order. Appendix B simply asked that one subject be presented and we chose science. Below is a broad scope of the school’s curriculum and subject matter.

Kindergarten
Kindergarten at ACMCS offers an environment in which children are encouraged to question, explore, and draw conclusions about who they are and how they fit into the world around them. The emotional growth of the child, including interactions with peers and adults, is central to the curriculum design. With class sizes of approximately 18 students, the program fosters the recognition of the contributions of each child, the development of a positive self-concept, and the exploration of differing cultures.

First Grade
First grade at ACMCS provides students with a supportive transition into even more formal instruction in language arts and mathematics. Language arts will provide an emphasis in letter, book, and print awareness; phonemic awareness; phonics; fluency; vocabulary and comprehension; inquiry; writing, grammar, and spelling. The mathematics program will be grounded in the sequential acquisition and application of basic skills. It is here that students first learn the importance of knowing the “how,” “when,” and “why” of mathematical applications.

Second Grade
The second grade at ACMCS resonates with the new sense of growing independence that is a developmental characteristic of this age group. Students will take responsibility for their learning through inquiry, discussion, and reflection. Students will build on the literacy skills acquired in first grade in order to become fluent readers with strong comprehension skills. Reading at this level will focus on teaching students HOW to read. Cross-curricular readings occur in the areas of science, social studies, math, art, and more. Finished products at this grade level will reflect an introductory emphasis on writing mechanics and conventions. Teaching strategies will be used in mathematics to address learning at the concrete and symbolic levels.

Grades 3-5
In addition to inculcating the above attained skills in previous grades, ACMCS teachers in grades 3-5, will emphasize reading - teaching students at this level WHAT to read using scientifically based reading research strategies daily to teach the five essential components of reading: phonemic awareness, phonics, vocabulary, fluency, comprehension, oral language.

READING
Concomitant with math, science and technology, reading is a primary focus of ACMCS and much time is devoted to explicating its importance. ACMCS will use a balanced approach to reading which will be integrated into our Positive Behavior Support Response to Intervention (PBS/RTI) for low performing
students with behavior problems. It is the philosophy at ACMCS that students are taught *How* to read in their early elementary school years and taught *What* to read and why reading is important during their middle grade school years.

**MATHEMATICS**

The curriculum will be taught in a logical and sequential order to introduce ideas in such a way that they build on one another. While teaching the Essential Standards/Common Core Math Standards, teachers will use the Socratic Method to nurture students' natural interests in, and enthusiasm for mathematics by embracing rich mathematical thinking through talking, experimenting, and sharing ideas.

**SUPPLEMENTAL MATHEMATICS**

ACMCS students will use the online interactive mathematics program Aha! Math to get more practice working with whole numbers, fractions, and decimals. This is a supplemental mathematics program to Saxon Math which allows students to drill down a little deeper in their understanding and grasps of certain concepts covered in direct instruction.

### AHA! MATH SCOPE AND SEQUENCE

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<tr>
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<td>Whole Number Division</td>
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<tr>
<td>• Types of 3-D solids and how to calculate surface area of prisms</td>
<td>5</td>
</tr>
</tbody>
</table>

**SCIENCE**

Science courses will reflect recent changes in both the NC Essential Standards/Common Core Standards and the National Science Education Standards. Rather than relying solely on lectures and textbooks, we will teach science through interactive technology, cooperative and problem-based methods of inquiry which will equip students with the requisite process skills to investigate, analyze, and draw conclusions about the wonders of science. In addition to the Essential Standards/ Common Core Standards, students will be taught
to be stewards of the environment and to embrace the role they can take to become effective agents of change when it comes to the environment.

AHA! SCIENCE
We will also supplement our science curriculum with the Learning3.com Aha! Science! digital elementary life science curriculum which is the premier provider of Web-delivered curriculum and assessment. Aha! Science, students develop observation and communication skills while exploring critical concepts in Life Science. Topics include the interaction between living things and their environments as well as the diversity and adaptation among plants, animals, and humans.

SOCIAL STUDIES
The social studies curriculum will cover the topics of Americanism; the governments of the United States and North Carolina; and the free enterprise system, including its history, theory, foundation, and the manner in which it is actually practiced. Teachers will teach “the nation’s founding and related documents, which shall include at least the major principles in the Declaration of Independence, the United States Constitution and its amendments.

HISTORY
History will be taught as history and our lessons will reflect history with integration of current events and controversial issues and “relevant concerns”. We aim to ensure that students will know about the most salient events in U.S. history (such as the Revolutionary War and Civil Rights Movement), be able to explain their significance, and have a good sense of when and why they occurred.

TECHNOLOGY
Learn3.com EasyTech is our curriculum for technology instruction. EasyTech is a web-delivered K-5 technology literacy curriculum that integrates technology into Math, Science, Language Arts and Social Studies. This program focuses on Integrated Technology subjects through Technology Integrated Education (TIE) and implementation of NETS-S integrated Technology subjects

PHYSICAL EDUCATION - HEALTH AND WELLNESS
At ACMCS, every student will have the opportunity to participate in a quality physical education and wellness program. All students in grades K-5 will receive a minimum of 150 minutes per week of physical education. Our physical education classes will be taught by certified instructional personnel to meet the needs of students. Physical education requirement for students with disabilities may be met through participation in adaptive or specially designed program as determined in their IEP’s

INTEGRATION OF CAREER PATHS THROUGHOUT THE CURRICULUM
ACMCS will offer a career path curriculum which will be integrated into all subject areas. The main focus of the career path curriculum is for students to learn that school is their first job. Students will gain valuable character traits and interpersonal skills such as the importance of punctuality, responsibility, problem solving, and cooperation. For example, in reading, students will discuss life skills and character traits related to the careers of story characters. A diverse pool of volunteers will be recruited to share the various careers they have experienced.

The applicant should clarify the student progression piece. What specifically will be looked at when promoting students to the next grade.
Progress toward the attainment of proficiency will be continuously monitored at each grade level throughout the year. Students must demonstrate proficiency in reading, writing, and mathematics at the gateway grades of 3 and 5. Student promotion and placement at ACMCS are based upon an evaluation of each student’s achievement in terms of appropriate instructional goals. The basis for making the determination is be based on consideration of student progress tests, classroom assignments, daily observations, mandated standardized state and federal assessment, mastery of course performance standards and objectives, and other objective data as appropriate or required. Responsibility for determining each
student’s level of performance and ability to function academically, socially and emotionally at the next academic level, is that of the classroom teacher, subject to the review and final approval of the Principal.

To be considered for promotion to the next grade level, students in grades 3, 4 and 5 will score at least a Level III on state end-of-grade tests in both reading and mathematics, and meet state promotion standards (grades and attendance).

Students in grade 4 will also demonstrate adequate progress on the grade 4 writing assessment as measured against state 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.

Grades K-3:
By the end of third grade, students must demonstrate mastery of skills as measured by teacher assessments; NC K-2 assessment; EOG tests (Mastery > Level III) and other school-based and state recommended assessments. The intent of the third-grade progression statute is to ensure that students have the necessary reading skills to be successful in grade 4 and beyond, where the rigors of reading in the content areas increase. According to NC law to be promoted to fourth grade, a student must score a Level 2 or above on the EOG Reading.

Grades 4-5:
By the end of fifth grade, students must demonstrate mastery of skills as measured by teacher assessment; NC EOG (Mastery > Level III) and other school-based and state recommended assessments.

In discussing the calendar, in one part the applicant states 190 day calendar and in another area it states 185 days. How many days will the school be in session? The calendar does not have specific dates as of yet.

Our annual school calendar will be 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) which mandates that we provide a minimum of 185 instructional days. Our proposed academic calendar is 190 days which take into account school closings due to weather phenomenon and other natural disasters.

We, as a board will take stakeholder input when determining the academic calendar which will always focus on our children, and what schedule best meets their needs. With the opening of the school projected two years out, specific dates are subject to change and we will look at the dates published by the LEA to coincide as much as possible to construct specific dates. In consideration for families, we will attempt to align quarterly/semester breaks with the LEA. 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.

A gifted program will be researched and begin after the first three years. How will the needs of gifted students be fulfilled until then?

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 to meet their specialized and individualized needs and deliver their curriculum.

Are you using the term LEA synonymous with the School Administrator or the Traditional LEA?
North Carolina Public charter schools are their own school district or local education agency (LEA). They are governed by their own school board which is answerable to the parents and the State Board of Education. ACMCS will be an independent LEA under state law.
Provide clarification on the role of the LEA. "The referral will be given to the LEA" Has the board established a relationship with the LEA for it to provide services to EC students when the school is not able to? Provide an explanation of this established partnership.

ACMS will be an independent LEA. Page 75, Section 22:2 reads “In extreme service cases or related services which are beyond the capabilities of the current staff we may contract with the WS/FCS/LEA or other charter schools…” in partnership with providing EC services, LEA should be construed to be the WSFC/LEA

How will a part time Exceptional Children's teacher support the projected enrollment of 24 Exceptional Students?
ACMS will practice an inclusion push-in model of instruction for EC students. Students will be taught as much as is practicable in general class settings in a least restrictive environment using the services of a general education and EC certified teacher. Inclusive education refers to educational practices enabling students with disabilities to receive appropriate, specially designed instruction within general education classrooms in the same curriculum as their peers. We don't talk about a single type of "inclusion" classroom. All classes are inclusive by relying upon different arrangements of accommodations, adaptations, instructional differentiation, related services, and special programs of instruction for individual students with disabilities.

How are you offering the full continuum of service? Are the 5 levels of service consistent with IDEA governances?
While offering a full continuum of services, we recognize that inclusion may be practices, however, we also recognize that specialized instruction outside the general education classroom may be necessary from time to time for some students. Small group work outside the classroom, for example, may be necessary at times for students with and without disabilities after determining that appropriate instruction, even with supplemental resources and accommodations, is not possible within the general education classroom. FACT: Unlike the popular concept of inclusive education, continuum of service refers to places and locations where specified instructional services are delivered. The continuum represents how restrictive recommended placements and locations of services and programs are regarded. Under IDEA regulations as ACMS will follow, recommended programs and services are regarded as more or less restrictive based upon the extent of meaningful access of an exceptional child to their non-disabled peers.

More clearly: Twice-exceptional children are gifted children of above average abilities who have special educational needs - AD/HD, learning disabilities, Asperger Syndrome, etc. Because their giftedness can mask their special needs and their special needs can hide their giftedness, they are often labeled as "lazy" and "unmotivated". ACMS will not disallow qualified students with disabilities to participate in accelerated or gifted and talented programs or require these students to give up the services designed to meet their individual needs. This would be inconsistent with Federal law. To "condition" participation in accelerated classes or programs by qualified students with disabilities by requiring these students to give up their necessary special education or related aids and services would be a denial of FAPE under Part B of the IDEA and Section 504.

For the targeted population of "at risk students" data does not support only a part-time EC teacher.
Again, ACMCS’ inclusive model addresses the issue of the role of the EC teacher. One must never assume that a population of “at risk” students is synonymous with EC exceptionality. At risk students as well as all students, gifted or otherwise, may require differentiated instruction but they may not have been identified through testing as warranting an IEP, thereby receiving instruction in a gen ed structure from a single classroom teacher. Exceptional Children is a designation for students who have different educational needs than the average child and are therefore provided for following appropriate evaluation.

FACT: Many children in exceptional children’s (EC) programs have physical, mental, or social disabilities, but in North Carolina academically gifted children are also classified as EC.

According to the plan, someone from the LEA will attend meetings, has this been arranged with the LEA?
Inasmuch as WS/FCS will provide some EC services to our students, arrangements have been made with the WS/FCS LEA to attend IEP meetings. This arrangement is included in Appendix U of the application.

Applicant does not appear to have a full grasp of exceptional children law.
This comment is extraordinarily derisive and ACMCS takes full objection to this remark. ACMCS’ board has a full grasp of IDEA statutes governing Exceptional Children Services which include certified professionals who work with institutions and exceptional children service networks serving these children on a daily basis. We have presented a conceptual framework of proposed EC services in our application, space did not allow for a complete expansion. Our EC services will follow all guidelines of Section 504 of the IDEA Act as amended.

How will the use of NWEA drive instruction and promotion decisions?
NWEA will be used as a formative and summative assessment tool to establish baseline data and progress monitoring to measure student achievement.

Student handbook states, "Students who accumulate 10 unexcused tardies for being late to school will be given one unexcused absence". Provide clarification on how this aligns with NC Student Accounting.
The State Board of Education Ten Day Rule states that when a student accumulates ten consecutive days of unlawful absences, he/she is to be withdrawn from funded membership as of the first day following his/her last day in attendance. The PowerSchool software will automatically handle the administration of the Ten Day Rule. ACMCS tardiness policy will require a conference once a student has 10 unexcused tardies. Students with 10 or more unexcused tardies will be considered for an out of school suspension of a period of one day up to the remainder of the school year.

Each student is asked to pay a supply fee of $20. Provide clarification on how this aligns with charter law.
Charter school law allows charter schools to charge a reasonable fee for intramural school and related activities. Students who cannot afford these fees will be given a financial assistance waiver.

Student handbook (D8) states, "Every family must volunteer for a minimum of 20 hours each school year. A signed contract with each family is required at the beginning of each school year. If the required 20 hours are not completed, the family will not be permitted to return to Addie C. Morris Children’s School. Please be diligent about recording your family volunteer hours." Provide clarification on how this aligns with NC Charter laws.
This handbook is a draft and when fully implemented it will comport with North Carolina’s commitment to supporting high-quality parent, effective family involvement for schools to meet the SBE’s Guiding Mission and Goals for the state as promulgated by the Parent/Family Involvement Policy on June 30, 2005

6 weeks seems like a long time to review daily procedures and rules. Applicant should clarify consequences for minor infractions.
This is a draft policy and when fully implemented it will comport with the student discipline code as developed by the governing board. Developing routines and procedures are critical to student success. Daily review of these procedures and rules will enhance and encourage positive classroom environments and greatly support instructional time. Students that understand expectations and procedures will focus on learning.

Why do the revenue projections for this section show a $51,000 shortfall for school year 2017-2018 when compared to the previous section titled "Revenue Projections From Each LEA."
Further clarification to this question is needed to provide a concise answer.

Is the school not planning to have full enrollment in its first year of operation?
The school will enroll 198 students its first year in order to start small and be effective as we grow our students and teachers until we reach capacity in year three.

If the school decides to use buses for transporting its students, how will it fund the bus driver positions?
Given the location of the school, we do not anticipate purchasing a bus during our start-up year. The majority of students live within a reasonable walking distance and if needed, we will contract for van pool service for students in outlying areas.

How will the projected amount for books and supplies support the projected number of students? For the first year, the budgeted $10,000 comes to about $50 per student for books and supplies.

Instruction will be augmented with digital programming format (computed assisted instruction – software as a system) as we move to full integration of technology as an instructional tool. We will move away from paper-based resources and textbooks with the steady increase in affordable technology. ACMCS will find new ways to engage students in learning – especially ways to assess student knowledge quickly and use that information to drive instruction and incorporate them into our teaching and learning system. Therefore, we will maximize the use of digital content instead of textbooks at every opportunity.

Provide clarification on $7,000 for computers and software for STEM/Blended Learning

$7,000 is budgeted for computers in our administration office for administrative functions – not in the classroom. We have allocated more than $35,000 for computers and software in the classroom. Both of these amounts are more than adequate as we have researched the market and discovered that much digital devices and digital content are free or available at low costs.

Is there enough money set aside for technology if this is a school to focus on STEM?

Your attention is invited to the response to this question supra. Initially, we will use the MIMIO Integrated Classroom Solutions which is a scalable and simplified software system platform for all classrooms which allows teachers to import course material from files saved in Common File Format (*.iwb) creating a tremendous savings on textbooks and paperwork reduction. By using the MIMIO technology learning tools, ACMCS will use Google Apps to integrate technologies and classroom instruction to work together seamlessly. These interactive teaching technology tools are equipped with software that is user-friendly, easy-to-use and designed to work together that utilizes software that turns ordinary whiteboards into an interactive whiteboard - instantly. This will enable teachers to create interactive assessments and class exercises on the spot. Using document cameras allows teachers to instantly capture pictures and live video and incorporate pictures, textbook content, objects, or live demonstrations and live videos into lessons, on the spot. Students can learn more because they can see more.

Provide clarification on the negative fund balance during first year of operation.

This has been clarified in our previous submission to the Office of Charter Schools request Expenditure Projections in the Personnel Budget for 2017-18 which shows an inadvertent $8,654 deficit is amended to include:

- Educational Consultant $35,000 is reduced to $25,000 leaving an overall balance of $1,346

This mistake resulted following a discussion with the Board to include the consultant in lieu of the vice principal and the change was not saved while inputting the information in the online system before moving to the next section.

The narrative states there is an annual 5% reserve built but there is a negative fund balance the first year. Clarification is needed

The annual fund balance of at least five percent of revenue will be the long term strategic goal of the school (in operations budget). This fund balance policy was established based upon a long-term perspective recognizing that stated thresholds are considered minimum balances However, we stated in our goals to build financial vitality, the school will secure a two percent contingency fund after year one.