

Notice of Intent to Apply

The North Carolina Innovative School District (ISD) is seeking proven and credible charter management/education management organizations (CMO/EMO) to partner with our district and local communities to ensure strong outcomes for students in some of the state's lowest performing schools. All prospective operators for the North Carolina ISD must submit this Notice of Intent by 5 pm EST on August 11, 2017.

This information will help the ISD team in the planning process, while also ensuring that we are focused on identifying partner operators with a strong commitment to the local communities we will be serving. If you have any questions regarding the process or timeline for applying, please email eric.hall@dpi.nc.gov or call 919-807-3435.

Submissions must be made via email to the address provided.

Draft Timeline

August 11, 2017	Notice of Intent Due
September 7, 2017	Public Release of Qualifying ISD Schools (for start-up in 2018/2019)
September 15, 2017	Application for Qualified Operators Opens
November 17, 2017	CMO/EMO Applications Due
December 7, 2017	Final State Board of Education Approval of ISD Schools
December/January	Presentations by CMO/EMO to Local School Boards and Communities Identified for Partnership with the ISD
February 2018	Final State Board of Education Approval of Contracts for CMO/EMO Partners

*Proven - "CMO/EMO has a record of results in improving performance of persistently low-performing schools."
NC Statue 115C-75.8

** Credible - "CMO/EMO has a credible and specific plan for dramatically improving student achievement in a low performing school." NC Statue 115C-75.8

Contact Information	
Name of Applicant (Organization)	Achievement for All Children (AAC)
Applicant Point of Contact (Individual)	Anthony Helton, CEO
Address (Street, City, State, Zip)	152 E. Main Street, Forest City, NC 28043
Phone (xxx-xxx-xxxx)	866-495-2221
Email	thelton@aac.school
Website	aac.school
Organizational Information	
Please provide the mission and vision of your organization.	The mission of Achievement for All Children (AAC), a North Carolina for-profit corporation, is to support the public schools in the State of North Carolina in achieving better outcomes for all children by focusing on our most socioeconomically and academically challenged K-5 public schools. Although rigorous coherent cumulative curricula is vitally important, we believe true success must also have strong community support working together with an army of talented and committed educators in each of our public schools.
Are there any geographic limitations for your organization in operating and/or partnering with a school in the state? <i>(Please list areas of the state that would be difficult for your organization to serve and why.)</i>	AAC looks forward to the opportunity to help all North Carolina students in any region of the state.
List the current portfolio of schools operated by your organization or within your existing network. <i>(Please include the location of each school.)</i>	Aristotle Preparatory Academy A Challenge Foundation Academy P: (980) 237-0371 8101 Fallsdale Drive Charlotte NC 28214 Aristotle Preparatory Academy: CFA and AAC entered into a Memorandum of Understanding for AAC to provide full consultation and direction of the school for no payment. AAC started directing the academic portion of Aristotle in February of 2017. Aristotle was an F school with a score of 33. When the grades of schools were released in the fall of 2017, Aristotle's grade was a D with a score of 47. Still not where we wish to be but a vast improvement.

Board Information	
What is the status of your organization's Board of Directors?	<input type="checkbox"/> No members yet <input type="checkbox"/> 1-2 Members <input checked="" type="checkbox"/> 3-5 Members <input type="checkbox"/> 6 or More Members <input type="checkbox"/> CMO/EMO Board would develop local advisory members
At this time, how many of your board members are based in North Carolina?	Four
Please provide a list of your current Board Members and Officers.	Anthony Helton, Philip Byers, Rob Bryan, Darrell Allison, Brad Miller

Additional Information

Part I: Provide a brief overview of your organization's "theory of action" for improving outcomes in low performing schools. (500 words or less)

The group of leaders put in place by Achievement for All Children has a strong background in education. Darrell Allison is a leader in school reform both in North Carolina and across the nation. While serving in the North Carolina Legislature, Rob Bryan, a former Teach for America teacher, has been a leading advocate for education for all children. Brad Miller has an extremely strong background in finance and serves on multiple national boards associated with education including the board of the highly acclaimed Core Knowledge Foundation. C. Philip Byers has worked in education at every level. Philip earned a degree in K-12 Education, taught for seven years in the North Carolina Community College system and presently serves as a Governor on the University of North Carolina's Board of Governors. As a former sheriff, Mr. Byers understands the need for a well-rounded, quality education to allow all citizens the opportunity to rise. Tony Helton has worked at every level in North Carolina K-12 education. For ten years Mr. Helton served at Thomas Jefferson Classical Academy: CFA. TJCA was and is consistently ranked in the top 1% of all schools nationwide and in the top ten of all schools in NC, in some years standing at number 1 among public school systems west of Greensboro in SAT scores. Mr. Helton was a 6th grade history teacher, an Advanced Placement United States Government and Politics instructor, Head Football Coach, Athletic Director and Dean of Students. He became School Director at Brevard Academy and moved the state proficiency score from just about 40% to just above 70% with the model AAC will use with the Innovative School District.

Part II: Provide an overview describing how your organization would plan to engage with parents/families, the community and the local school district. Examples of this in your existing or past work would be helpful in this description. (500 words or less)

To improve academic Achievement for All Children, families and community members must support and be involved in the school. Family and community participation is crucial to improving individual student achievement and overall school success. AAC will help schools clearly communicate its mission and vision with staff, parents, and the community at large to ensure an academically rigorous school.

AAC will establish a local advisory council made up of school and community leaders. The council will consist of 7 to 11 stakeholders from various backgrounds. The council will meet monthly and work closely with AAC during the new partnership and throughout the turnaround process. The advisory council will be the first priority as AAC attempts to become a true partner with the school, local school system, community and families.

AAC will cultivate a relationship with the local education agency. In some states, partners attempting to help innovative school district have met strong opposition. We believe our home state of North Carolina can be a shining light of how to work together with our neighbors to provide the opportunity to receive a quality education. AAC will provide regular updates to the public, making sure the local LEA is in the loop of success for the Innovative school. *Perhaps reword: not sure what is meant by loop of success*

Each school will administer the NWEA™ MAP® test, a nationally-normed test that measures growth and proficiency. The administration of the test creates conditions in which schools can identify individual student needs and share instructional strategies in each subject and grade level.

Access and understanding of the data are essential for school staff and parents to have informed dialogue while making decisions for educational plans for students. By engaging both families and the community, we will foster positive dialogue and a positive school culture to directly impact each individual student.

Before the first day of class, the school will schedule meetings with each individual student and his or her family. The meetings will be held at the school with the student's teacher and a member of the leadership team to assess each individual's academic starting point, thoughts of the family, and personal introductions.

With effective communication using digital media and in-person meetings with key stakeholders, AAC will build a culture that is beneficial to school turnaround and student achievement. By having conversations early and often about individual student data, AAC intends to have students and families engaged in their learning process to help close the achievement gap. Data provides a basis for communication between parents and schools, and for partnerships with parents.

In addition to engaging the community, we will ensure all students learn to make choices that benefit themselves and society at large. We require high standards and self-discipline and teach each student the importance of citizenship and outstanding moral character.

Armed with a proven curriculum, data, community support, strong teachers, and self-disciplined students, AAC knows this is the model for success.

Part III: Briefly describe which research or evidence-based strategies your organization has engaged in producing a record of results. (500 words or less)

A coherent, aligned curriculum is the only path to academic success. The schools that are identified to work within the Innovative School District will be in dire circumstances. Achievement for All Children believes that research and actual implementation prove that the Core Knowledge Sequence, Core Knowledge Language Arts reading program, and Singapore Math provide a strong foundation for educating the next generation of American citizens.

The Core Knowledge Sequence is a detailed outline of content knowledge and skills to be taught in language arts, history and geography, visual arts, music, mathematics, and science from kindergarten through grade eight. The Sequence complements the general skills and objectives found in the state curriculum. Key topics are revisited in greater depth in later grades: for example, the Constitution is covered in third grade, fourth grade, seventh grade, and eighth grade.

Students simply must have the background knowledge to be successful in any endeavor. Most people are familiar with the saying, "3 strikes and you're out". Imagine if you have no background knowledge of baseball. Without that background knowledge, even the Mensa member struggles to comprehend this simply saying. The Core Knowledge Language Arts program (CKLA) used in grades Kindergarten through 5th grade is an all-encompassing reading program that not only provides much needed background knowledge but also opens students to multiple topics, including *A Midsummer Night's Dream*, Native Americans, "What's in our Universe?", the War of 1812, and immigration.

For links to numerous studies on the effectiveness of the Core Knowledge Sequence and Core Knowledge language arts, please see <https://www.coreknowledge.org/our-schools/results-research/research-studies/>.

Singapore Math is a world-renowned program recognized as a leader in mathematics education. The results are staggering when the program is used in its entirety. Schools struggling to see results have sudden shifts upward, and schools already near the top see gains as well. Singapore Math is designed to teach for mastery, not just to pass a test. Covering specific concepts each year in depth allows for mastery while meeting North Carolina standards.

Both visual and auditory learners have found success with Singapore Math, which begins with hands-on group activities with objects the students already have seen like buttons or coins. Singapore Math also uses a layered strategy in which one skill is used as the foundation of the next. Singapore consistently ranks among the top nations in the world in mathematics education on the [TIMSS](#) and [PISA](#) tests.

AAC is not overlooking Exceptional Children's education, a fair but firm discipline approach that is supported by the families, school pride and a teamwork atmosphere. Those things and more are so important in delivering a complete education to allow students an opportunity at success.



I certify that I have the authority to submit this *Notice of Intent to Apply* and that all information contained herein is complete and accurate to the best of my knowledge. The individual named below for this *Notice* is authorized to serve as the primary contact on behalf of the organization.

Name of Primary Contact (Printed) Anthony Helton

Position of Primary Contact (Printed) CEO

Signature of Primary Contact: Anthony Helton Date: September 27, 2017

This form should be submitted to the NCISD by e-mailing it to eric.hall@dpi.nc.gov. If you have any questions or need any additional information, please contact Dr. Eric Hall, Superintendent for the North Carolina Innovative School District at 919-807-3435.