



# ATLANTA NEIGHBORHOOD CHARTER SCHOOL

helping students learn to use their minds well

## Atlanta Neighborhood Charter School

### Board Meeting

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**Date and Time**

Tuesday November 18, 2014 at 6:30 PM

**Location**

ANCS Governing Board Meeting

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Notice of this meeting has been posted on the ANCS website and Facebook page and in the main office at each ANCS campus.

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## Agenda

	Purpose	Presenter	Duration
<b>I. Opening Items</b>			
A. Record Attendance and Guests		Melissa McKay-Hagan	2
B. Call the Meeting to Order		Grace Burley	2
C. Public Comment		Grace Burley	10
D. Approve Minutes	Approve Minutes	Melissa McKay-Hagan	3
E. Principals Open Forum		Cathey Goodgame	5
F. PTCA Report		Grace Burley	10
<b>II. Fund Development</b>			
A. Fall Feedback Surveys	Discuss	Matt Underwood	10
B. First Read: Guidelines for Collaborative School-Home Partnership	Discuss	Matt Underwood	10
C. 2015-16 SY Schedule and Calendar Proposal	Discuss	Matt Underwood	10
D. ANCS Grading Practices	Discuss	Matt Underwood	15
<b>III. Educational Excellence</b>			
A. ANCS Policy Manual Update	FYI	Alice Jonsson	5
<b>IV. CEO Support And Eval</b>			
A. Monthly Finance & Operations Report	FYI	Mitch White	10
<b>V. Business &amp; Operations</b>			
A. Monthly Fund Development Report	FYI	Narin Hassan	10
<b>VI. Board Governance</b>			
A. Monthly Personnel Report	FYI	Lia Santos	5
<b>VII. Other Business</b>			
A. List of Upcoming Events	FYI	Grace Burley	2

**VIII. Closing Items**

<b>A.</b> Adjourn Meeting	Vote	Grace Burley	2
<b>B.</b> Brief Meeting Reflection	Discuss	Grace Burley	5

## Agenda Cover Sheets

**Section:** I. Opening Items  
**Item:** F. PTCA Report  
**Purpose:** FYI  
**Goal:**  
**Submitted by:**  
**Related Material:** PTCA Report November 2014.docx

**Section:** II. Fund Development  
**Item:** A. Fall Feedback Surveys  
**Purpose:** Discuss  
**Goal:**  
**Submitted by:** Matt Underwood  
**Related Material:** Fall 2014 Feedback Surveys.pdf

**BACKGROUND:**

On a quarterly basis, students, parents, and faculty/staff are given the opportunity to give feedback about different aspects of the school. This report gives information about responses from the Fall 2014 ANCS Feedback Surveys.

**RECOMMENDATION:**

N/A

**Section:** II. Fund Development  
**Item:** C. 2015-16 SY Schedule and Calendar Proposal  
**Purpose:** Discuss  
**Goal:**  
**Submitted by:** Matt Underwood  
**Related Material:** Communication re 2015\_16 calendar and schedule proposal.pdf

**BACKGROUND:**

The school's leadership team and board-created "teacher collaboration time" task force developed a proposal to increase full faculty and staff collaboration time through adjustments to the 2015-16 school schedule and calendar. This document contains the proposal and communication to parent community about proposal and feedback process.

**RECOMMENDATION:**

N/A

**Section:** II. Fund Development  
**Item:** D. ANCS Grading Practices  
**Purpose:** Discuss  
**Goal:**  
**Submitted by:** Matt Underwood

**Related Material:** GradingPracticesforboard.pdf

**BACKGROUND:**

Over the past year and a half, the school's faculty and staff have begun an effort aimed at improving (1) the consistency of grading and assessment practices used by teachers across the school and (2) the clarity of communications with students and parents about grading and assessment of student progress. These documents provide an update on that work and a draft document "Grading and Assessment Practices at ANCS - Frequently Asked Questions".

**RECOMMENDATION:**

N/A

**Section:** **IV. CEO Support And Eval**  
**Item:** A. Monthly Finance & Operations Report  
**Purpose:** FYI  
**Goal:**  
**Submitted by:**  
**Related Material:** 10\_31\_14 Finance Committee Report.pdf  
October 2014 B&O Report.pdf

**Section:** **V. Business & Operations**  
**Item:** A. Monthly Fund Development Report  
**Purpose:** FYI  
**Goal:**  
**Submitted by:**  
**Related Material:** Fund development report Nov.ppt  
Nov 2014 Report Only - Oct Donations.xlsx

## ANCS PTCA Board Report November 2014

### Overview

We were pleased with the information provided by the school at our PTCA General Meeting for our Data Night. The presentations by the staff were very informative and those who attended were highly complementary. Thank you to Matt Underwood for organizing it and we hope this can become an annual tradition.

### Challenges or Issues

The PTCA Officers and the Executive Director have begun collaboration on a document that will help guide us on how we as adults (faculty, staff, and parents) work together and make decisions in our school community. We are looking at the CES for guidance but also at our tradition of strong parental engagement and partnership.

### Monthly Highlights

- Fall Festival raised over \$6,000 for the PTCA.
- Since the school has decided to return Winterfest to its roots and hold the performances at the Elementary Campus, the funds budgeted for a venue are being spent to purchase an additional set of risers so more students will be on the stage safely at one time.
- Our next PTCA Dine Out is Tuesday December 9 at Six Feet Under.

#### Upcoming PTCA Events

**November 21:** Third Friday Coffee  
EC

**December 5:** Principal's Coffee  
MC

**December 9:** Dine Out at Six Feet  
Under

**December 13:** Barnes and Noble  
Shopping Day

## ANCS Fall 2014 Feedback Surveys

The first of our quarterly feedback surveys for the current school year were open to students, parents, and faculty/staff from October 14 to October 29.

### Response Rates

#### *Student Survey*

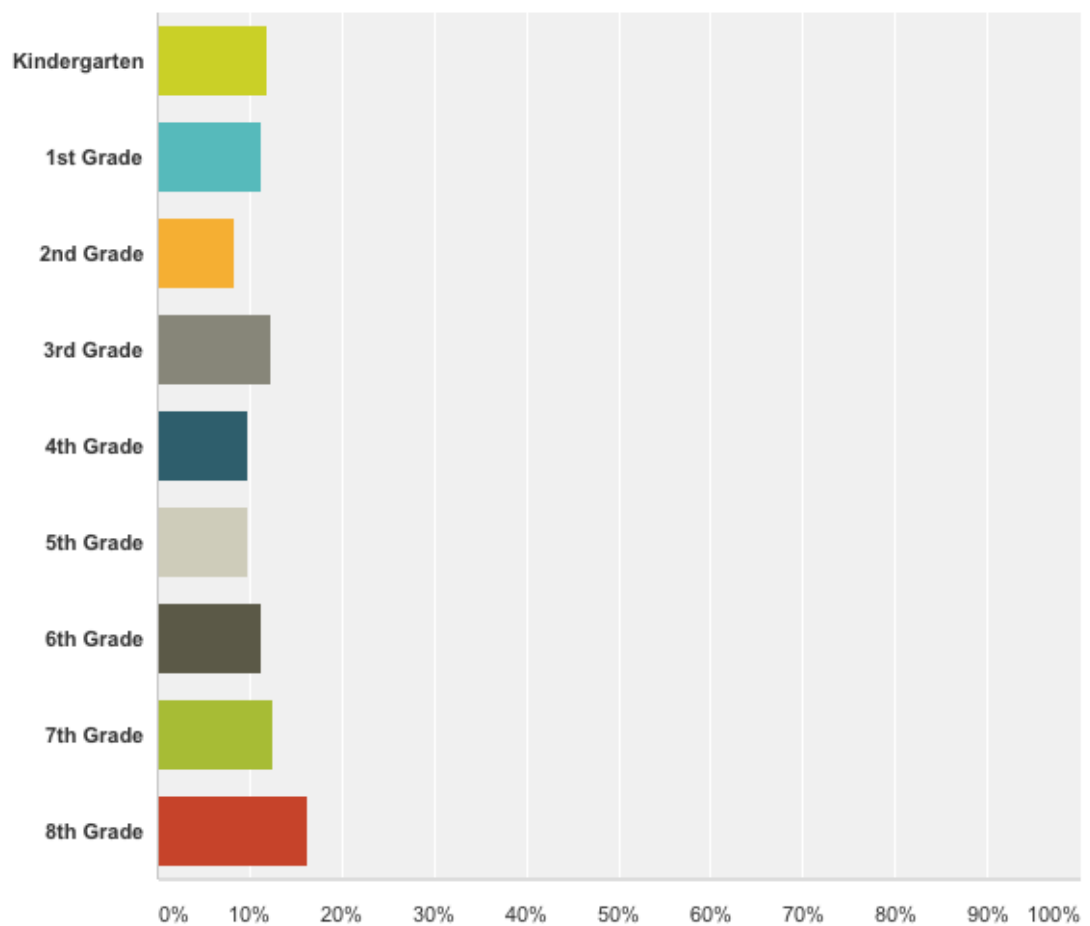
- 441 students in 3<sup>rd</sup>-8<sup>th</sup> grade responded to the survey

#### *Faculty/Staff Survey*

- 61 faculty/staff members across the school responded to the survey

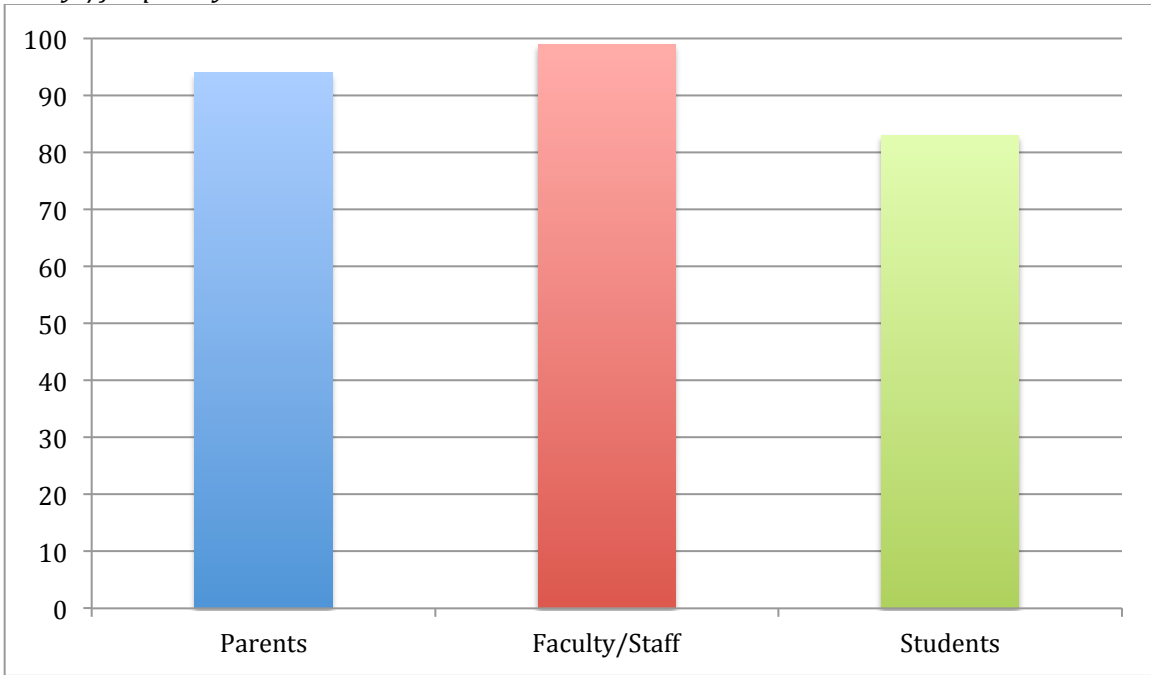
#### *Parent/Guardian Survey*

- 326 parents/guardians across the school responded to the survey from a range of grade levels

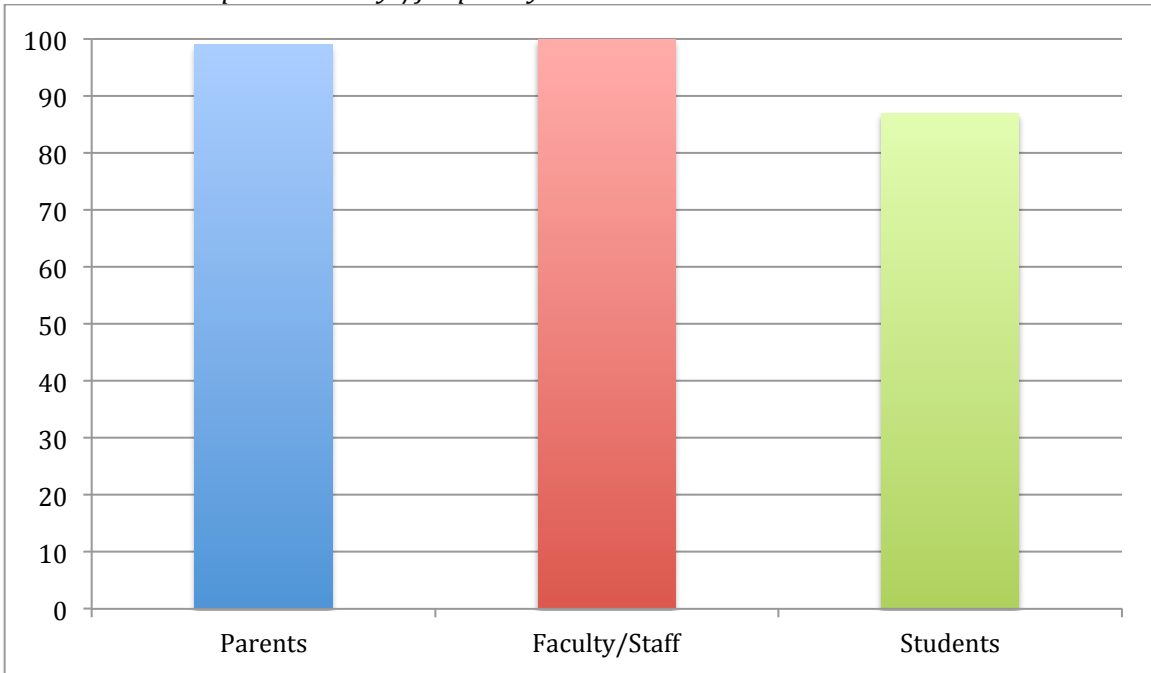


## **Question Responses**

*Overall satisfaction with school (for students, "I enjoy coming to school.") - % responded always/frequently*

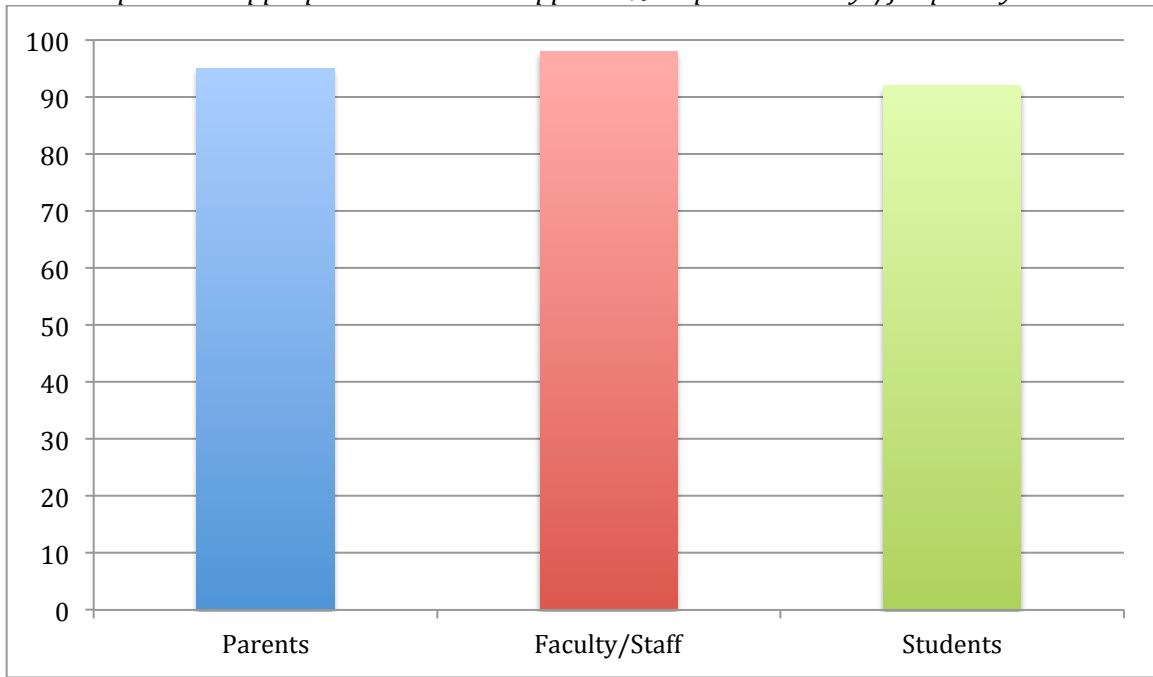


*Students are known well and have developed a positive relationship with at least one adult at the school - % responded always/frequently*

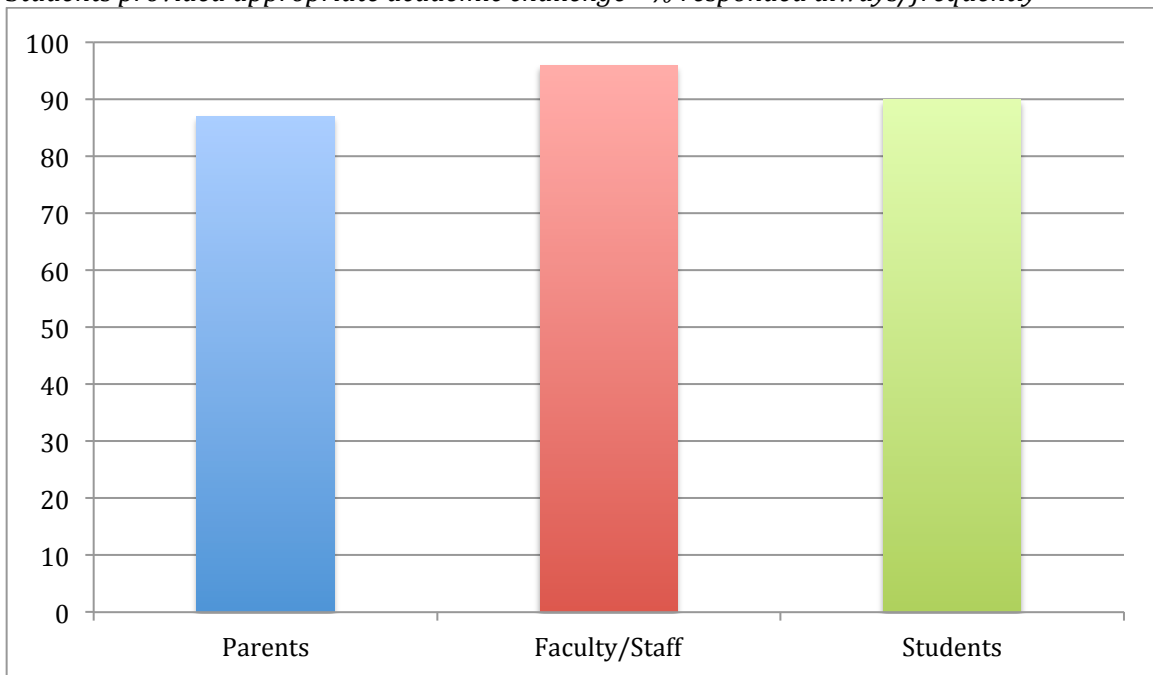




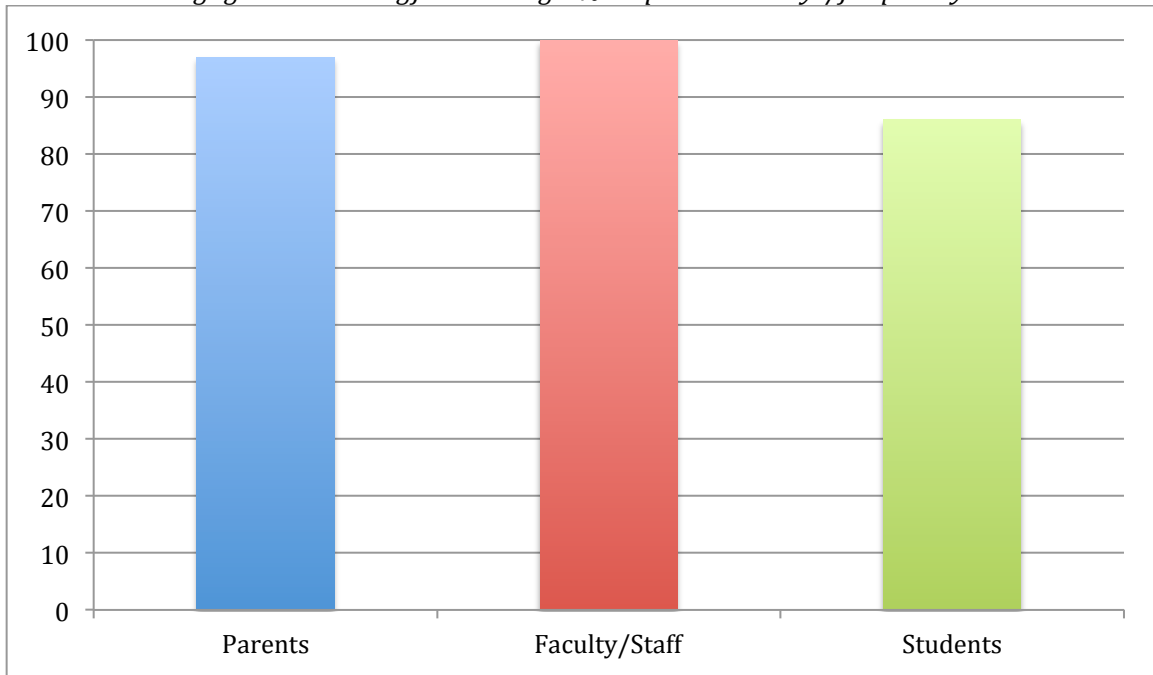
*Students provided appropriate academic support - % responded always/frequently*



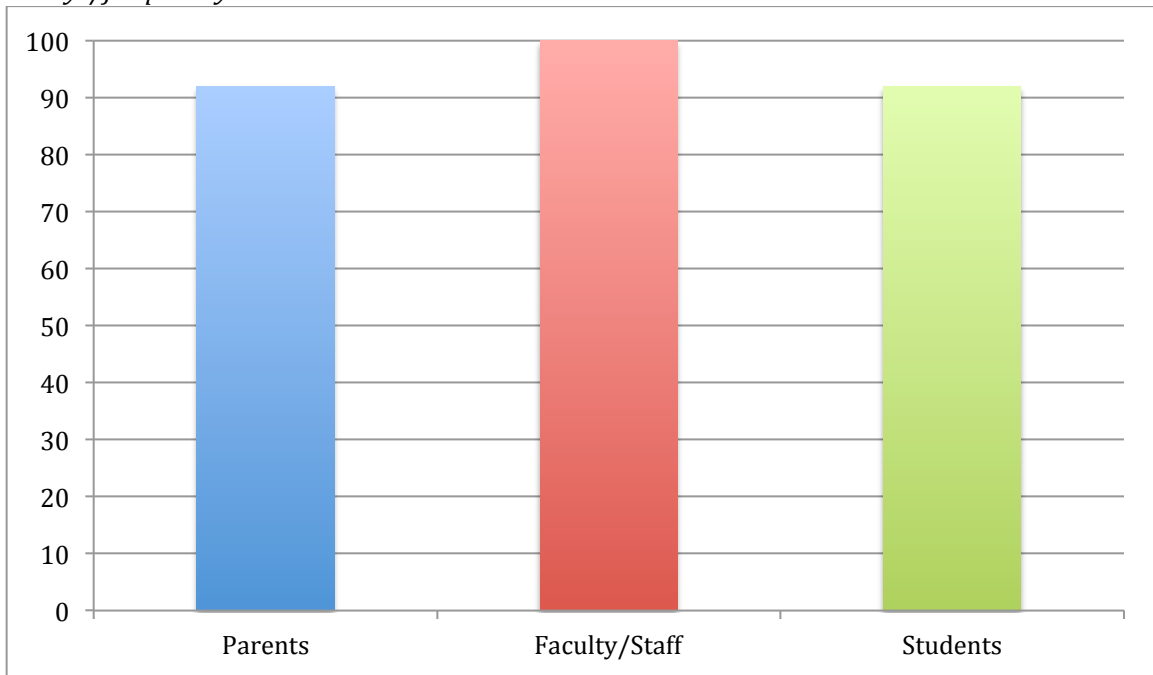
*Students provided appropriate academic challenge - % responded always/frequently*



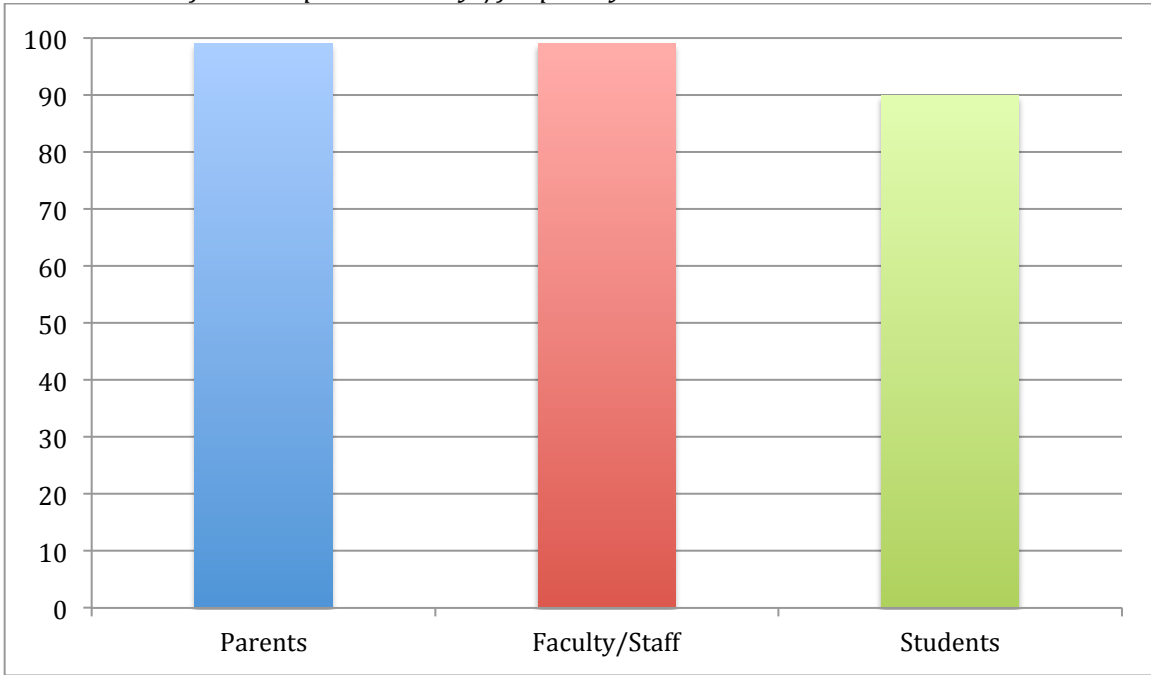
*Students are engaged in meaningful learning - % responded always/frequently*



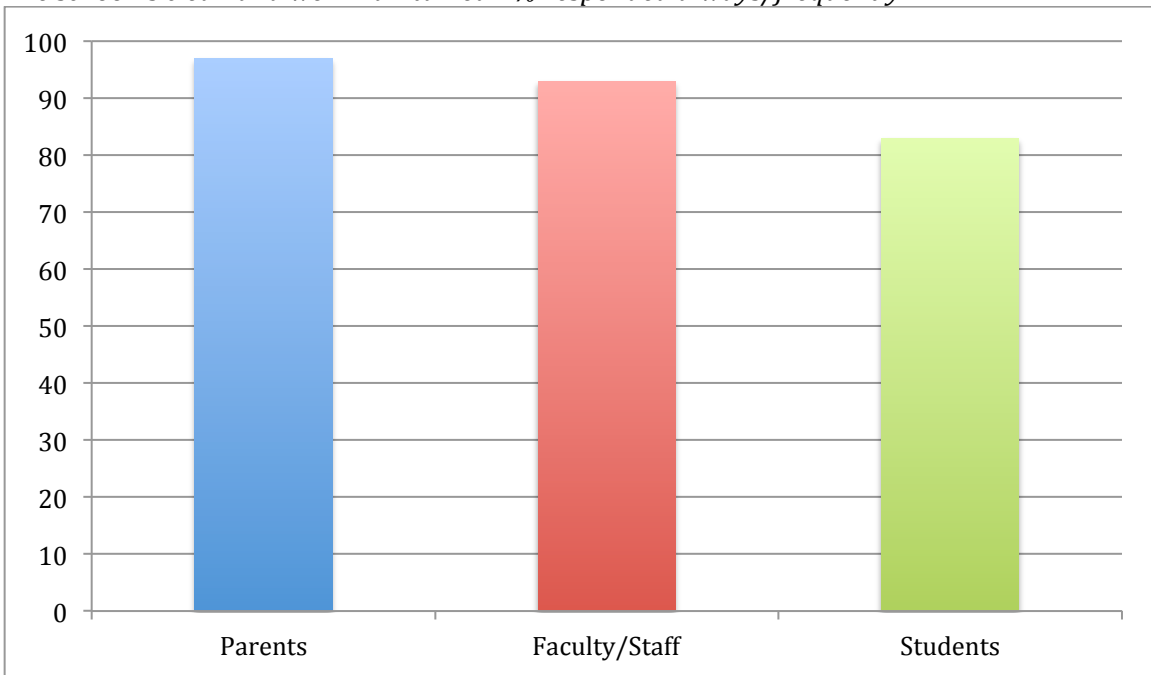
*Effective communication between teacher and parent (or teacher and student) - % responded always/frequently*



*The school is safe - % responded always/frequently*



*The school is clean and well-maintained - % responded always/frequently*



Dear ANCS Community,

Providing students with deep, meaningful learning through exploration and inquiry is the core of the educational program at ANCS. Our own assessments and the feedback we've received from students and parents indicates that we are fairly successful in carrying out this work, with well over 90% of students and parents responding on recent surveys that they were happy with the ANCS experience and students were engaged in meaningful learning. Yet sustaining this approach demands lots of time for teachers and staff to collaborate together for the creative process of developing curriculum, assessing projects, and personalizing learning for students, time that currently is only about 10-15% of a teacher's stated work week. A recent survey of our faculty and staff showed that over 50% do not feel they have enough time to effectively collaborate with their colleagues. Coupled with increasing accountability requirements because of changes to state law, there is a heightened need to configure our calendar and schedule to provide for more and better collaboration time for teachers and staff so that we may create the best school possible for our students—all of which is why this is an area of focus in the school's recently-approved strategic plan.

Some of you may know that the school's leadership team and governing board explored this topic last year. We learned that in considering changes to the use of time in our calendar and schedule we first need to provide opportunities for input and discussion among the full community of parents and faculty/staff before final decisions are made. A small task force was formed by the board in the spring, and, in consultation with the school's leadership team, the task force is bringing forward **a proposal for the 2015-16 school year to increase teacher and staff collaboration time through adjustments to the calendar and schedule**. The proposal along with different ways you can get more information and provide input are below. Please take some time to carefully read it. **The leadership team and task force will review input from parents and from teachers and staff about the proposal before bringing a recommendation for the 2015-16 calendar and schedule before the school's governing board at its December meeting for a vote.**

Sincerely,

**[Matt Underwood](#)**  
Executive Director

**[Greg Parent](#)**  
ANCS Governing Board Member and Calendar/Schedule Task Force Chair

## Proposal to increase teacher and staff collaboration time - 2015-16 school year

### Purpose:

To align school calendar and schedule with teacher and staff collaboration time needed for enhanced student outcomes

### Why is increased teacher and staff collaboration time needed?

Reasons why regular, consistent collaboration time among the full faculty and staff is needed include:

- the demands of learning about and implementing new Common Core standards;
- complicated new school accountability requirements to which our school is held;
- curriculum is planned by teachers around creative projects that cut across disciplines rather than relying on simple, superficial textbooks;
- to provide high levels of feedback and information for students and parents—through blogs, narrative report cards, conferences;
- there is a higher percentage of students with special needs at ANCS than most other schools which requires more training and more time in which teachers are involved in SST and IEP meetings;
- K-8 alignment—educationally and operationally—across two separate campuses; and
- sustaining a healthy and engaged faculty and staff so we can retain great teachers for many years of work with our students.

### How will increased teacher and staff collaboration time be used to improve student outcomes?

Some examples of how this regular collaboration time would be used to improve student outcomes:

- looking together at student work to norm what “meeting” and “exceeding” the standards looks like in different skills at each grade level
- analyzing schoolwide and grade-level student assessment data to identify students in need of support and challenge
- taking part in professional workshops on areas of schoolwide learning (such as Conscious Discipline, meeting the needs of academically advanced students) to insure consistency across the school
- conferencing with other teachers about individual students
- receiving training in critical areas of compliance (special education, allergy management, emergency protocols, mandated reporter, CPR) so that a safe and supportive environment exists for all students

### What are the proposed ways to create increased time for teacher and staff collaboration?

In order to gain regular and sufficient collaboration time, on one day each week school is in session, the regular school day would end and students would be dismissed earlier—at 1:30 PM at the elementary campus and at 2:15 PM at the middle campus. This is an approach several other charter and traditional schools locally and nationally use to schedule collaboration time for their professional staffs, including our middle school campus since 2008. We propose making this structure consistent across both campuses.

On this day each week, teachers and staff would be engaged in activities such as those described above for approximately 2.5 hours. For students, regular ANCS after care would be available immediately after dismissal until its regular end time at the same daily rate as all other days of the week and with scholarships available for families who need them. Other after care programs that pick up from ANCS—such as the Boys and Girls Club—would pick students up at this earlier dismissal time.

The proposed day for this earlier student dismissal for teacher and staff collaboration time is Wednesday. Why Wednesdays? The school's leadership team—made up of the Executive Director, Principals and Assistant Principals, Director of Business & Operations, Special Education Coordinator, and Director of Collaborative Learning & Partnerships—sees Wednesdays as the best day to engage in professional learning and collaboration away from the busy-ness that comes with the start and end of each week. Wednesdays also allow teachers and staff to address and adjust to school issues that unexpectedly arise early in the week or will be coming later in the week. The leadership team realizes that, for some families, Friday might be a preferable day for a weekly earlier dismissal time. The leadership team does not see Fridays as the ideal day for several reasons. Several Fridays throughout the year would be lost due to school holidays, and scheduling the most creative, collaborative work for the final hours of the day at the end of a work week does not seem like it would be productive in any profession. As well, many student activities—in particular, nearly all athletics games—occur on Friday afternoon and evenings, which would make an earlier dismissal and extended block of collaboration time logistically challenging for many. However, knowing all of this, we are open to your feedback on this proposed day.

Although students at ANCS are already in school approximately 1-3 hours more each week than most other area elementary and middle schools, we heard in feedback from many last spring that it is important to maintain a high level of in-class time for students. Therefore, this proposal includes potentially adding two school days to the 2015-16 calendar to compensate for the weekly early dismissal day. With a commitment to keeping the ANCS calendar as aligned as possible with the calendar for the Atlanta Public Schools, the options for where to add two days to the school calendar are:

- August 3rd and 4th (starting school two days earlier than APS calendar)
- October 8th and February 16th (fall and mid-winter breaks each one day shorter than APS calendar)
- November 23rd and 24th (Thanksgiving week break two days shorter than APS calendar)
- May 26th and 27th (ending school two days later than APS calendar)

*How can I ask questions or give input about this proposal?*

There are several opportunities to ask questions and/or give your input on this proposal:

- 1) Short survey: [https://www.surveymonkey.com/s/parents\\_Nov14](https://www.surveymonkey.com/s/parents_Nov14)
- 2) Open listening sessions:
  - Wednesday, December 3rd from 7-8 PM in middle campus library
  - Friday, December 5th from 8:15-9:15 AM in elementary campus cafeteria

## Improving Grading & Assessment at ANCS

At ANCS, the assessment of student progress towards skill and content standards is guided by our belief in [the principles of the Coalition of Essential Schools](#). A few specific sentences and phrases from the CES principles highlight elements of our approach:

- *The school's goals should apply to all students, while the means to these goals will vary as those students themselves vary.*
- *Teaching and learning should be documented and assessed with tools based on student performance of real tasks. Students not yet at appropriate levels of competence should be provided intensive support and resources to assist them quickly to meet those standards. Multiple forms of evidence, ranging from ongoing observation of the learner to completion of specific projects, should be used to better understand the learner's strengths and needs, and to plan for further assistance.*

Although we are guided by these ideas, there has admittedly been, through the years, *inconsistency in the ways they are reflected in practice by different teachers and varying degrees of clarity in how student progress gets communicated to students and parents.* Feedback from many teachers and parents identified these two areas for improvement, and over the past year, our faculty and staff has started on a path towards addressing them.

Last year, we began this work with a yearlong focus on using a common language and approach to planning curriculum units. Based on the framework known as ["Understanding by Design"](#), our teachers now work more closely in teams to prepare for their teaching by "planning backwards": first articulating the standards of what students should know and be able to do at the end of a unit, then determining how they will assess those skills, knowledge, and understandings, and finally, mapping out the learning activities and practice that will support students towards those standards. We continue to refine our use of this outlining of units.

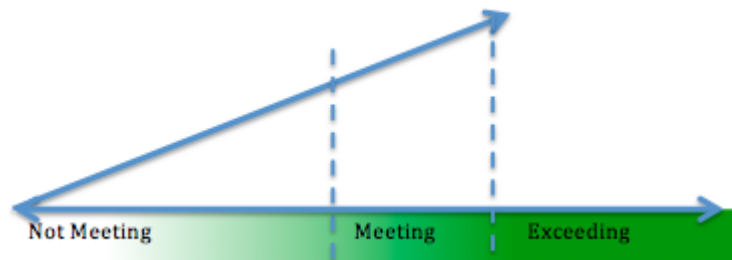
The next phase of our improvement has been centered on defining the common language and practices we aim to use across the school. A task force made up of teachers from K-8 worked over the summer to look at survey responses from teachers and parents, discuss similarities and differences in our current grading and assessment approaches in different classrooms, and to research current best practices in assessing student progress. One result of their work is the draft of the "Grading and Assessment at ANCS - Frequently Asked Questions" document that follows. The document incorporates their thinking along with feedback from the full faculty/staff and a range of parents to serve as a starting point for explaining how students are assessed and practices we aspire to use consistently at both campuses.

As we continue to develop consistency in practices across the school, the next steps on our path towards improving our assessment system will focus on greater clarity in how we communicate about student learning progress: (1) the terms we use to show where a student is at in relation to learning standards, and (2) the way we structure our forms of communicating with students and parents (rubrics, progress reports, etc.)

## ***Draft--Grading & Assessment Practices at ANCS--Draft Frequently Asked Questions from Parents***

***I hear that ANCS uses “standards-based grading”. What does that mean?*** We define standards-based grading as “a system of reporting student proficiency in a number of specific learning goals (or standards). This system provides students with multiple assessments and opportunities to show their proficiency in each of the skills and/or content areas assessed. The idea is that at the end of the unit, a student is working towards mastering the essential content and skills necessary for the next level. This system is focused on knowledge and skills demonstrated and progress over time rather than points earned.”

***So my student’s grade isn’t just the number of points he got divided by the number of points possible? That’s how I was graded, so now I’m confused!*** A student’s work on major graded projects and assignments is not given a traditional number grade or letter grade that represents lots of points added up and then averaged. Those approaches often don’t give accurate information about a student’s learning (for example, having one poor performance skew a grade or mixing in work habits like “participation” or “homework completion” in with what students actually know and can do). Instead, a student’s work is given a “grade” that really serves as an assessment of where along a continuum his skill and demonstration of knowledge fall in relation to what’s expected for students based on the standards for that grade level in whatever is being assessed. So the grade conveys where a student is on the journey towards “meeting” the standards (see image below). It is our belief that with practice and feedback all students can and will meet the standards—it may just take students different lengths of time to get there and different means of doing so.



### ***How do my students and I know what the standards are?***

Each unit/project for a student is tied to some of the standards in the Georgia Performance Standards. Ideally, students should be provided a rubric that outlines the specific standards (what they should know and be able to do) on which they will be assessed and for that rubric to be reviewed with students near the start of a unit. As noted earlier, this is a practice on which we are working towards more consistency.



***If my student is “meeting” the standards, is that where she should be?*** The short answer is “yes”. If a student is meeting the standards, then that means she is *showing skills and knowledge that are expected at that time for that grade level*. That doesn’t mean that this level of proficiency will always result in pieces of work that look exactly the same from student to student on the same project. Just like two figure skating routines in the Olympics might receive similarly high marks but look different, there is a range of what “meeting” the standard can look like on an assignment. This also means that students may meet the standard but still receive feedback about ways that they can deepen their learning next time so that they may improve their work.

***If my student is “exceeding” the standards, what does that mean?*** The short answer is “showing skills and knowledge on a project that’s about a grade level beyond where we would expect him to be”. Again, that doesn’t mean that every piece of work that receives an “exceeding” will look the same—and students who exceed can and should still receive feedback about how to further their skills and learning.

***Ok, I get how this works for individual projects. But how’s my student’s grade for an academic term determined?*** Another reason we don’t use a more traditional grading practice of assigning points and then determining a final grade by taking the average of all the points earned in a term is because it can be misleading in communicating information about a student’s actual performance (for example, a student who does poorly on one assessment is hampered by that one assessment if grades are averaged even if she meets the standards on all the other assessments). Instead, we look at how a student has performed relative to our grade level standards across a term and report a grade that reflects the consistency of their performance over the term (in statistical terms, that’s called the “mode”). The grade reported aims as much as possible to reflect a student’s accumulated competency in the skills and knowledge assessed in that class for that term, paying more attention to recent performance trends as a better indicator of where a student is at rather than earlier performance, especially if a student has shown recent growth. Also, a student’s work habits are reported on separately so that there’s a clear picture of her academic skills and knowledge as different than areas like her effort, persistence, and engagement

***I’ve got a student at both ANCS campuses. Is there a reason the grading scale is different between the two?*** We attempt to have consistency between the two campuses in how teachers communicate when a student is “exceeding” or “meeting” the standards. For grades below meeting, there are slight differences between the scales used at each campus that are largely because of the systems used before the two campuses merged to form a single school. As our International Baccalaureate (IB) exploratory task force takes up looking at whether it would be beneficial for ANCS to become IB-authorized, we are holding on making any changes to the grading scale because IB has its own grading scale. Once there is clarity on whether we decide to pursue IB-authorization, we will look more closely at the differences in the grading scales between our campuses.

***What happens when my student goes to high school (or any school other than ANCS)?***

***How will they know how he's doing?*** We provide an explanatory letter about our grading system with the records we provide to a student's new school. Many of the high schools where we have had multiple students go through the years have told us how much they appreciate the depth and richness of the feedback they get from our grading system and narrative reports that go beyond simply giving a letter or number grade or average.

***What can I do to help support my student in this kind of grading system?*** First, please help remind her about all of the answers to the questions above—some of them may have the same questions. Second, help her to focus on the feedback and comments she receives as much as (maybe even more than) the “grade” itself. We want students to understand clearly what they are doing well with in their skills and learning and how they can improve and feedback will always do a better job at communicating this than even our grades. Finally, remind students that grades are simply a form of communication and like all forms of communication, it's not perfect—if there's something that doesn't make sense to your student or you, always feel free to follow up with the teacher, especially as we work as a faculty on improving our consistency and clarity.

**ATLANTA NEIGHBORHOOD CHARTER SCHOOL**  
**Budget to Actual FY2015**  
**YTD Octoer 2014**

Period Ended 10/31/2014

	YTD Actual	YTD Budget	YTD \$Variance	Annual Budget
<b>Income</b>				
Local/State Funding	\$2,092,680	2,072,815	19,865	6,909,382
Grants	\$371,785	0	371,785	0
Contributions & Fundraising	\$25,878	78,333	(52,456)	235,000
Program Income	\$184,503	102,167	82,336	306,500
Nutrition Income	\$64,921	51,667	13,254	155,000
Other Income	\$4,793	21,667	(16,874)	65,000
<b>Total Income</b>	<b>\$ 2,744,559</b>	<b>\$ 2,326,648</b>	<b>\$ 417,911</b>	<b>\$ 7,670,882</b>

**Expenditures**

Salaries and Benefits	\$2,208,443	2,037,889	(170,555)	6,113,666
Professional Development	\$94,341	19,500	(74,841)	58,500
Curriculum & Classroom Expenses	\$57,325	29,441	(27,884)	88,323
Program Expenses	\$36,441	101,555	65,114	304,665
Building & Grounds	\$205,635	160,896	(44,739)	482,689
Fixed Asset Expenditures	\$516,638	48,978	(467,660)	146,934
Professional Services	\$24,240	10,000	(14,240)	30,000
Gen&Admin/Insurance/Interest Expense	\$100,545	40,027	(60,518)	120,080
Nutrition Program Purchases	\$47,273	62,267	14,994	186,800
Equipment Rental (Copiers)	\$10,635	11,000	365	33,000
Furniture & Equipment (Non-Capitalized)	\$5,504	0	(5,504)	0
Fundraising Expenses	\$3,263	32,833	29,571	98,500
<b>Total Expenditures</b>	<b>\$3,310,282</b>	<b>2,554,386</b>	<b>(755,896)</b>	<b>7,663,157</b>
Operating Income/Loss	\$ (565,723)	\$ (227,738)	\$ (337,985)	\$ 7,725

# Business Operations Dashboard

Finance “Big Rocks”	Operations “Big Rocks”
<ul style="list-style-type: none"> <li>✓ Refinancing for MC</li> <li>❑ Produce 2015–2016 Annual Budget</li> <li>❑ Annual Financial Audit Report / Firm Selection (March 2015)</li> <li>❑ Fixed Asset Audit</li> <li>❑ Support for Charter Renewal</li> </ul>	<ul style="list-style-type: none"> <li>✓ Implement “in-house” food service</li> <li>✓ Approve Technology Plan (Oct. 2014)</li> <li>❑ Phase One MC projects</li> <li>❑ Long-term facilities plan</li> </ul>
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <ul style="list-style-type: none"> <li>✓ Completed</li> <li>❑ In Progress</li> <li>❑ Not Started</li> </ul> </div>	
<b>Operating Cash (Checking + MMA)</b> (as of 9/11/14)	<b>\$283k</b> (Bank of North Georgia)
<b>Investments (CDs)</b> (as of 9/11/14)	<b>\$660K</b> (Edward Jones + Self-Help + SunTrust)
<b>Line of Credit</b> (as of 9/11/14)	<b>\$0K</b>
<b># Students</b> (as of 9/11/14)	<b>667</b>
<b>YTD Operation Income or (Loss)</b> (as of 9/11/14)	<b>\$(565,723)</b>

# Business & Operations Committee

- ▶ Ryan Camp has joined as committee member
- ▶ Cash balance down almost \$200k
  - \$283k v. \$467k last month
  - \$200k payment for HVAC this month
  - We believe we're in good shape for the rest of the year, will know for sure after re-budget in Dec. re-budget. Will defer planned improvement expenses if necessary
- ▶ Addition drivers of variance continue to be budget "lumpiness", salaries

# Business & Operations Committee

- ▶ \$3mil / 3-year Investing in Innovation grant will relieve some budget pressure starting in 2015–2015
  - –Had absorbed 5 salaries previously funded by NTRP
  - –Full report on grant in Fund Development
- ▶ We have an NTRP receivable of \$47,000
- ▶ Continue to look for Technology subcommittee chair

# Fund Development Report

- “October 2014 total received:\$6637.00
- “Year to date received:\$24,745.00
- “Recent activities: A campaign table was set up for GP Special Friends Day/Fall Festival (Oct 17/18). We are in the process of planning the next Fund Development Social for January and planning other fund development activities (student penny drive in January; courier posts).
- “New yard signs are ready and at each building.
- “Annual campaign mailer design is complete and in progress for printing and mailing.

“Fund Development (cont.):

“The campaign has a new theme. Materials have been prepared with the goal to use them for more than one year, so we can build on the brand. Matt Underwood has created a letter to accompany the brochure.

“The new theme is: “Gather and Grow: The Atlanta Neighborhood Charter School Fund” with the tagline: “Nurture, Cultivate, Thrive.” The brochure has a short narrative about the school’s history and includes photographs.

“Other campaign material includes new letterhead and magnets.

“We are planning to have a holiday e-blast/newsletter campaign reminder for families in early December.



# Other Fund Development News/Plans:

“Auction update:

“The auction co-chairs held the first volunteer meeting on Nov. 9. A number of K/1<sup>st</sup> parents attended along with volunteers who have worked on the event before.

“The venue contract is ready. Kari Lovell did a site visit, and we have signed the contract and sent it to the GA Freight Depot along with an initial deposit.

“Date is set for March 7, 2015

## External Funding news:

The U.S Department of Education named ANCS one of 26 "highest-rated" applicants nationally for a development grant in its competitive "Investing in Innovation" (i3) program. ANCS submitted the i3 application as the lead partner in collaboration with APS, GSU, Georgia Tech, and the Emory-Tibet Program to build on the New Teacher Residency Project to create a multi-year new teacher training program focused on math and science that would also build professional learning and social capital between charter and district-run schools in APS. The ANCS application was the second-highest rated of all development grants named "highest-rated". If the project can secure a minimum of 15% matching funds (approximately \$450,000), we'll receive a nearly \$3 million grant to implement the project with our partners over the next four years.

## ANCS Annual Campaign Monthly Report

Month of Receipt	Nov-14
Received this Month	\$6,637.00
Total Received To Date	\$24,745.00
Count Of Donations	209
Thank You Letters Sent	69

	<b>Method of Payment</b>				<b>TOTAL</b>	
	Direct Mail	Online	Direct Debit ACH	Other	Received In Sep 2014	Received To Date
<b>Parents and Guardians</b>	\$240.00	\$3,622.00	\$430.00	\$0.00	\$4,292.00	\$12,252.00
<b>Grandparents and Special Friends</b>	\$1,100.00	\$830.00	\$0.00	\$0.00	\$1,930.00	\$4,955.00
<b>ANCS Faculty and Staff</b>	\$50.00	\$100.00	\$120.00	\$0.00	\$270.00	\$870.00
<b>Other</b>	\$63.00	\$82.00	\$0.00	\$0.00	\$145.00	\$6,668.00
<b>Total</b>	\$1,453.00	\$4,634.00	\$550.00	\$0.00	\$6,637.00	\$24,745.00