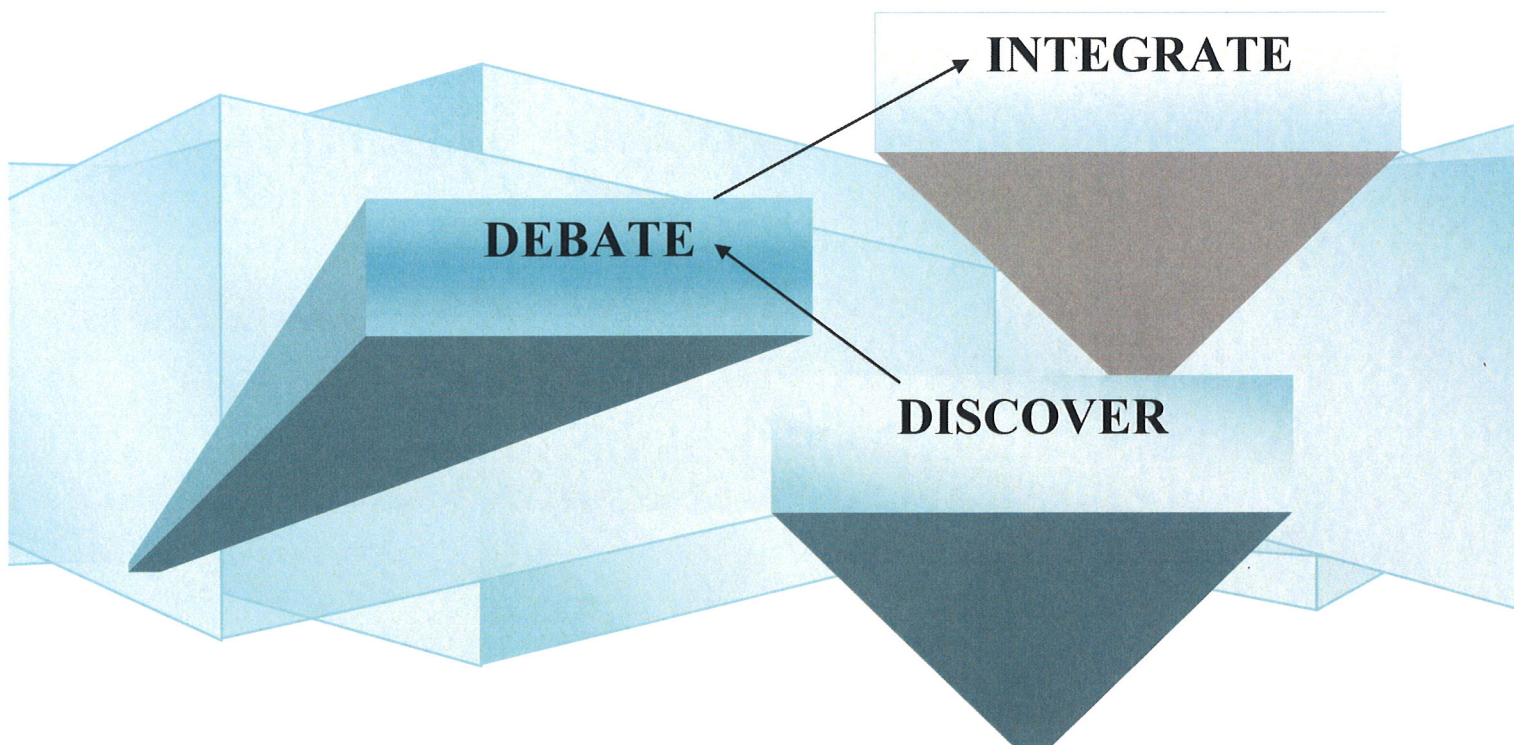


MIRACLE ACADEMY-East

CHARTER SCHOOL APPLICATION



Submitted to: North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
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OCS August 2012

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Miracle Academy-East

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

Name of non-profit organization under which charter will be organized or operated:
Miracle Academy, Inc.

Name of primary contact person: Reshall L. Williams

Title/Relationship to nonprofit: Chair, Board of Directors

Mailing address: 5308 Bellflower Lane, Charlotte, NC 28227

Primary telephone: (980) 253-6396 (cell) **Alternative telephone:** (704) 394-8749 (work)

E-Mail address: reshallwilliams@yahoo.com

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

County: Mecklenburg

LEA: Charlotte-Mecklenburg Schools (CMS)

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

No: ☒

Yes: ☐ If so, Public ☐ or Private: ☐

If yes, please provide the current school or organization web site address:

If a private school, give the name of the private school being converted:

If a traditional public school, give the name and six-digit identifier of the traditional public school being converted: - -

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

No: ☒

Note: The curriculum and policies for both Miracle Academy-West and Miracle Academy-East charter schools are originating from StudentFirst Academy. Please see the Education Plan and the replication section of this application for additional explanations.

Yes: ☐

If replication, please provide the name of the charter school and the state that charter school has been authorized to operate in.

What is the name of the nonprofit organization that governs this charter school?

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year **2014** Month **August**

Will this school operate on a year round schedule?

No: ☒
Yes: ☐

Proposed Grade Levels Served and Total Student Enrollment (10 Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K-5	192
Second Year	K-5	192
Third Year	K-5	192
Fourth Year	K-5	192
Fifth Year	K-5	192
Sixth Year	K-5	192
Seventh Year	K-5	192
Eighth Year	K-5	192
Ninth Year	K-5	192
Tenth Year	K-5	192

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

I certify that I have the authority to submit this application and that the founding board members and I were regularly involved in the development of this application. All information contained herein is complete and accurate. I realize that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications may not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.

Signature

Title

Printed Name

Date

II. MISSION and PURPOSES

Mission:

Miracle Academy, where Miracles are in the Making, and Miracles Happen Everyday, because Miracles are Expected! Our elementary school scholars DISCOVER the world, DISCOVER themselves, and DISCOVER learning in an *Academic Wonderland* at a Miracle Academy charter school where “Miracles are in the Making.” The vision is:

First DISCOVER, then DEBATE, and finally, INTEGRATE

Result: LIFELONG LEARNERS!

A Place Where Miracles Happen Everyday

Note: *Miracle Academy K-5 is targeting 2 locations in Charlotte on opposite sides of the city. The plan is to phase in a middle/high school, grades 6-12, in the 2015 school year. The Mission reflects the following transition from one level to another:*

K-5	DISCOVER	“Miracles are in the Making”
6-9	DEBATE	Miracles Happen Everyday
10-12	INTEGRATE	Miracles are Expected

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

Miracle Academy-East’s focus is to provide a strong educational choice for parents and students in the hardest economically hit areas of Charlotte. The mission is to strengthen a student’s identity while instilling a sense of leadership, teamwork, purpose, and drive as we reflect on their cultural heritage. The Greenville area of Charlotte is predominantly African American and has a history of underperforming students. This area of Charlotte has been noted to be an extreme high risk area and has subsequently been granted an initiative where philanthropists have donated millions in a project called Project Lift whose purpose is to “impact the most basic measures of student achievement – the graduation rate and overall performance,” said Anna Spangler Nelson of CD Spangler Foundation, who donated 10 million dollars to the project.

Miracle Academy-East, like the surrounding schools in the area will be predominantly African American at approximately 92.1%, 4% other, 1% white, 1% Hispanic, 1% Native American and 1% Asian. Free and reduced lunch will be at approximately 97%. The Greenville neighborhood of Charlotte is made up of 40% single mother households with a median income of \$13,000.00.

Miracle Academy-East will have an enrollment of 192 scholars in grades K-5th. Each grade will have 2 classes of 16 each for a total of 32 scholars per grade. This number would affect 0.28% of the Charlotte-Mecklenburg Schools elementary system (192 total number of Miracle Academy-West scholars / 68,276 Charlotte-Mecklenburg Schools elementary students).

There are many things that are different from Charlotte-Mecklenburg Schools. First, Miracle Academy-West has an extended day from 7:30 am - 5:30 pm and an in-house Master Teacher program, where teachers are trained and given feedback through observations, vidcotaping, and peer reviews on skills necessary to become a “master teacher.”

The curriculum is very different from CMS because our focus is to instill in our scholars a sense of discovery and pride in themselves, their community and the world. We achieve this through the following programs designed as individual modules.

a. **Leadership Academy** which introduces and reinforces our 10 Secrets to Success. This program brings the school culture of responsibility, honor and respect to the forefront. The

Pay2Learn Program is our in-house incentive program that allows scholar to earn a paycheck based on our in-house “Owl Bucks” that they spend in the Owl’s Nest, the school store.

b. **Global Program of Study (GPS)** introduces and teaches scholars about various cultures on a monthly basis. Scholars learn the history, numbers, colors, greetings and currency of the featured language, as well as, having visitors come share their experiences, knowledge and artifacts about the culture.

c. **Growing Up American** – A formal Rites of Passage Program based on indigenous cultures throughout the world who advocate for a distinct mark where a boy is removed from the care of his mother and placed with the father and elder men of the community to create a man: one that is self-assured, mentally and physically strong, resolute, a leader, courageous, intuitive in caring for the community and knowledgeable: knowing his place in his culture’s history and the role he will play in it for the future. Girls have similar experiences learning from the females of society. This is the mission of Growing Up American: create the foundation of identity for boys and girls. Scholars have mental, physical and spiritual/character challenges. Classes in Respect and Character, Etiquette and Appearance, Leadership, Anger Management, Bullying, Sensitivity and Sexual Harassment, Tools and Skill Set Development for Job and Career Planning are taught. Classes in Cultural History round out the program, as well as, courses for students who require remedial reading and writing.

Growing Up American is based on identity crisis work purpose to fill a need and create successful men, but what makes our program unique? Each student will be blood typed so they may be informed on proper diet using *EAT RIGHT FOR YOUR TYPE* by Dr. Peter D’Adamo. Students will also have their DNA tested to determine their direct maternal lineage which will give the students a foundation for their identity! Our program also includes giving our students a “passage name” to indicate they have exhibited the strength, desire and endurance towards achieving another step to manhood. The program ends with a Naming and Honors Awards Ceremony.

d. **ArtFirst** is a program that allows elementary school scholars to discover the world of art by providing a rotation of instruction in the visual arts, music, photography, videography, martial arts, and dance.

e. **Health/Nutrition/Wellness Initiative** teaches healthy eating and living to the scholars to incorporate it into their lifestyle.

Please refer to Appendix A1 for community statistics on Greenville and Druid Hills to justify the need for Miracle Academy-West.

Purposes of the Proposed Charter School:

	Legislative Purpose	Miracle Academy's Response to Address Legislative Purpose
1.	Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.	Teachers will be part of the Master Teacher program at StudentFirst Academy Charter. This program creates strong learning communities for teachers while providing instruction in techniques to become a more effective instructor.
2.	Hold schools accountable for meeting measurable student achievement results.	Weekly grade level meetings to address curriculum, unit studies and scholar performance. Quarterly meetings with administrators to address scholar performance issues.
3.	Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.	Parents are given expanded choice through the Leadership Academy, Global Program of Study, Identify Me and ArtFirst: all of which are components of Miracle Academy.
4.	Improving student learning.	Small class sizes and consistent training of teachers to improve their classroom management and identify the needs of their scholars.
5.	Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.	Miracle Academy's program is very diverse having programming to address not just the at-risk student but ALL children. <i>The Leadership Academy</i> (Building Leaders of Tomorrow): <i>Global Program of Study</i> (Learning Takes Place in the World, not Just in School): <i>Identify Me</i> (Growing Up American): <i>ArtFirst</i> (Discover Talent)
6.	Encourage the use of different and innovative teaching methods.	Miracle Academy has strong collaborations and training provided by Paideia, Linda Mood Bell Learning Processes (sensory and cognitive based learning) and The Rankin Institute (an educational outreach program that provides training in students with learning disabilities) .

Goals for the Proposed Charter School: Miracle Academy will measure success with various measurable and the non-measurable indicators. Some non-measurable success goals include: a love for learning and honor and respect at school, home, and in the community. Please refer to Appendix R for additional performance goals for Miracle Academy in the following areas: global competitive curriculum, leadership development, integrated cultural arts, community engagement, and a democratic school setting.

III. EDUCATION PLAN

The curriculum and policies for both Miracle Academy-West and Miracle Academy-East charter schools originated from StudentFirst Academy. The founders of StudentFirst Academy have a vision of “making a difference” in underprivileged areas of Charlotte. The Miracle Academy charter schools are part of this vision, which include implementing the Paideia curriculum, innovative programs, strong technology, cultural arts, and experiential learning, at each school. The Paideia Model, enriched with Marzano’s thinking processes, is the foundation of StudentFirst Academy’s curriculum and instructional implementation to facilitate mental agility acquisition. As such, it will be the foundation for **all** schools established by these founders, such as the Miracle Academy charter schools. Additionally, like StudentFirst Academy, each of these schools will focus on teaching the “whole child” by focusing on the following four areas of student development:

Whole Child =====Cognitive-----→Emotional----→Psychomotor----→Social

Instructional Program:

Miracle Academy is a Paideia model school which emphasizes that all children can learn and want to learn when given high expectations, structure and consistent tough love fused with the Lindamood Bell Learning Process where we teach children and adults to read, spell, and comprehend by focusing on the development of language processing skills, so scholars can learn to his or her potential. In order to be a proficient learner, in any subject, it is critical that an individual is able to efficiently process information, either by listening or reading. Our instructional methods focus on the development of processing skills. These skills are necessary for independence and self-correction. Within our instructional model we also incorporate the Trivium of classical education which is essential in higher education and throughout life: independent learning, critical thinking, logical analysis and a lifelong love for learning. This is seen in the mission of Miracle Academy where the Trivium is evident. The focus of learning for our elementary school students, K-5, is on DISCOVERY. (In the Trivium, this is called the grammar stage.) In this stage the foundation for the love of learning is set and the child is ready to absorb knowledge, memorize and learn facts, the rules of phonics, spelling and the vocabulary of other languages. In grades 6-9, the focus is on synthesis of information as the middle school student begins to explore for a greater understanding of subject matter. (In the Trivium this is called the logic stage.) Middle school students begin to ask questions, set logical order and synthesize information. The very nature of this stage is argument and DEBATE. The final stage in the Trivium is called rhetoric. This is the communication mecca of development. As high school students grades 10-12 they have gone through the natural presentation of information for the foundation of their learning, then moved into the practical use of information as a young teen and in this final stage children begin to theorize and demonstrate the mental agility needed to be highly engaged in learning, creating an air of excellence, ownership and intellectual dynamics. This is INTEGRATION.

To compliment the high energy, high expectation academic wonderland culture of Miracle Academy, the Growing Up American Program, has been created. This program addresses the high rate of educational disengagement of the students we serve, estimated to be 94% African –American, (based on area school statistics) due to identity crisis. This issue plagues many African Americans due to the lack of historical foundation. An individual’s sense of identity is grounded in their cultural identity. A strong cultural identity contributes to people’s

overall wellbeing. Growing Up American,” formerly *The Rites of Passage Program from StudentFirst Academy*, provides a backdrop for children to navigate through the complex and complicated identity crisis that plagues so many children of color, especially boys of color! As many get caught between understanding their ethnic identity or lack thereof and mainstream America, it adds stress to the already daunting task of finding one’s identity. This struggle to blend in is played out in many ways, usually destructively. In school, poor grades, lack of self-control, self-respect and respect for others are often followed with frequent discipline referrals, poor attendance, lack of empathy for others, untidy appearance and grooming and the list goes on and on until eventually, with no hope and shattered dreams, the student no longer sees a need or purpose for education and thus dropping out school with no plan: becoming a societal ill that the public displaces blame on from one sector to the next. We, at Miracle Academy, know that infusing students with a sense of purpose, support, discipline, and identity works to create a Miracle Everyday!

Assessments are vital to improving quality programming and Miracle Academy will routinely be reviewing its programming and its effectiveness through various methods. Along with state mandated tests, Miracle Academy will also use as an assessment tool student portfolios, student- led conferences and student attainment of daily goals. The Northwest Evaluation Association –NWEA, will also be used to provide Miracle Academy with periodic assessments to measure student growth quarterly, each semester and an summative evaluation at the end of the year. The Paideia model includes a principle that states “each student’s achievement of these results would be evaluated in terms of that student’s competencies and not solely related to the achievement of other students.” This principle can be realized through the NWEA tool as it measures each student’s individual growth; highlighting specific areas of strength and weakness and offering a target expectation of growth by the end of the academic year. With this data a teacher can drive instruction and work to strengthen areas of deficiency and improve strengths through purposeful academic coaching and seminar.

MAP assessments will be used quarterly and each semester to determine student progress, content delivery effectiveness, and areas for improvement. Miracle Academy will align its curriculum and instruction with the North Carolina Standard Course of Study and Common Core. School faculty and staff will work collectively to meet benchmark goals as established by the North Carolina Department of Public Instruction. As a charter school, Miracle Academy will have multiple degrees of freedom in determining the course of instruction for its student population. “What is taught” and “when it is taught” will be largely dependent upon “where the students are” and expected outcomes as evaluated primarily by the instructor. On-going assessment during the instructional plan will determine the pace of teaching.

K-8 Curriculum and Instructional Design:

Small class size is instrumental in creating a harmonious and accelerated approach where students perceive one on one attention. Miracle Academy will have 32 students [two (2) classes per grade of 16 each] K-5 with a 1:8 teacher ratio in grades K-2. The National Education Association endorses small classroom size for the following reasons: improved discipline, safety, individualized attention, and the ability to close the achievement gap with good teaching. The ratio in grades 3-5 is 1:16. In addition to small class size, Miracle Academy values the impact consistency has on academic success, therefore grades one (1) and two (2) are looped and grades three (3) and four(4).

Synopsis of Planned Curriculum (sample course scope in Appendix B):

Our elementary school scholars DISCOVER the world, DISCOVER themselves, and DISCOVER learning in an *Academic Wonderland* at Miracle Academy where “Miracles are in the Making.” Miracle Academy’s mission interacts well with the Paideia curriculum and Linda Mood Bell Learning Process. Although interactive instruction is not unique to Paideia, one must tie this approach to the twelve Paideia principles governing the entire school and as a result the happenings in the classroom mirror the climate of the school. In a fully realized Paideia school the student develops intellectual self reliance and discipline; the personal habits of mind that, in turn, foster lifelong learning.

Lindamood-Bell processes teaches teachers to identify learning disorders in the classroom while using strategies and processes to help scholars improve reading by teaching teachers to identify gaps in the 5 areas of reading as outlined by the National Reading Panel Report of 2000: phonics, phonemic awareness, fluency, vocabulary, and comprehension. These skills are critical for overall academic achievement. Lindamood-Bell also stresses excellent instruction and trains teachers to effectively teach reading, spelling, and comprehension. Lindamood-Bell is also a Turnaround Provider, which assists low performing schools to dramatically improve academic performance. Due to the nature of the scholars Miracle Academy will serve (we anticipate 70-90% of our scholars will be low performing based on area statistics) our curriculum thoroughly trains ALL teachers to identify literacy challenges in ALL scholars via Lindamood-Bell and offers at its core the belief that all children can learn, will learn and will love learning when given the opportunity to explore and interact with the world via the Paideia curriculum. Miracle Academy has aligned itself with Lindamood Bell to implement comprehensive assessment tools to diagnose individual learning needs, differentiate instruction, and measure program efficacy along with school improvement. We will do this via Needs Assessment, mid-year, and end of the year reports on student progress / school improvement, State achievement test reports and Response to Intervention (RTI) progress monitoring and Real-time diagnosis which align with the NC Accountability Model.

Miracle Academy has a very unique structure when it comes to instructional strategies. We utilize the philosophy of the Trivium to guide instruction based on where a child is developmentally, then we integrate two systems that complement each other, the Paideia and the Lindamood-Bell Learning Processes. Both Paideia and Lindamood-Bell systems have proven to be programs that keep students engaged and with a thirst to learn.

The Paideia method of instruction which includes didactic instruction 10 – 20%, and up to 90% on coaching and seminar is a proven method to promoting active learners. Schools having the highest degree of Paideia implementation produced academic outcomes with the most desired result, including higher scores, suggesting that a critical mass of Paideia activities produce the most positive achievement. In terms of student achievement, schools that made a solid commitment to Paideia instruction (through initial teacher training) outperformed schools with few or no Paideia -trained teachers. The Paideia program has a positive effect on school climate. Where Paideia was in place there was less friction in classes with fewer discipline problems. Students expressed the sentiment that they felt safer and enjoyed greater flexibility in their classes and this increased student perceptions of the quality of teachers, their self-concept and their sense of self-efficacy. Teachers trained in the Paideia method were better at explaining material, students were better able to understand material and were expected to work harder with more attention to independent thinking, and academic experiences were identified as “fun” and

students in Paideia classrooms had increased perceptions about the clarity and consistency of rules. (From the National Paideia Centers Research article Successful Paideia Schools)

The Lindamood-Bell process-based, sensory-cognitive instruction develops the underlying skills required for competency in reading, comprehension, writing, math, and critical thinking. These skills are necessary for proficiency in the common core state standards. Lindamood-Bell develops the 5 core components of reading and helps all students learn to their potential, K-12. It aligns to Common Core Content Standards and has proven results in Title 1 schools and Special Education. It is also an effective intervention for students with disabilities, K-12 and English Language Learners. Scholars who are taught using Lindamood-Bell strategies show significant progress in measures of reading and comprehension, which positively affect proficiency in Common Core State Standards.

Miracle Academy Charter Schools Calendar (2014-2015) 185 school days 18 Teacher Workdays 26 holidays & vacation days	
Description of School Events	Date(s) of School Events
Teacher Workdays	August 11-25
First Day of Classes	August 25
Labor Day	September 1
Columbus Day	October 13
First Quarter Ends (43 days)	October 24
Teacher Workday	October 31
Veterans Day	November 11
Thanksgiving Holidays	Nov 26 – 28
Christmas / New Year's Holidays	Dec. 22 – Jan. 2
Second Quarter Ends (44 days)	January 16
Martin Luther King Jr. Day	January 19
Early Release Parent-Teacher Conferences (K-5)	January 20 – January 22
Teacher Workday	January 23
President's Day	February 16
Spring Break	March 2 – March 6
Third Quarter Ends (46 days)	April 2
Good Friday / Easter Break	April 3 – April 6
Teacher Workday	April 10
Early Release Standardized Testing (K-5)	May 18 – May 20
Early Release Parent-Teacher Conferences (K-5)	May 21 – May 22
Memorial Day	May 25
Last Day of Classes / 4th Quarter Ends (52 days)	June 19
Teacher Workdays / Post Planning	June 22 – 26

High School Curriculum & Instructional Design: N/A This school will serve grades K-5

Special Programs and "At-Risk" Students

Under the supervision of Administration, the teacher is responsible for monitoring the performance of each student under his/her instruction. With the data provided by the NWEA, the

formative assessments given on a regular basis, and the expectation of all students maintaining an 80% average in each subject we have set a high expectation for the entire school's academic achievement. We realize, however, that most students face an obstacle at some point that hinders their mastery of certain concepts and for this reason the Scholar's Academy was created to provide support for students whose performance falls below 80%. Students have the opportunity to attend Scholar's Academy from 7 -8am and after school from 4:30 – 6:00pm. Students will stay in Scholar's Academy until their performance has improved to 80% minimum.

For students who continue to demonstrate a lack of proficiency in one or more areas of study Miracle Academy will comply with the IDEA act and have in place a process for identifying at risk and exceptional children with the first stage including a Child Study Team prepared to individualize interventions to support the student's academic growth through 504 Plans or IEP's if necessary. All teachers at Miracle Academy complete quarterly individual goal sheets on scholars beginning in the 2nd quarter to chart the effectiveness of their teaching on individual student growth. Miracle Academy believes scholars are individual projects and the school and teachers are directly responsible for the scholar's academic, social, artistic, and emotional growth.

The types of training and support given to the teachers of Miracle allows all of our teaching staff to become proficient with identifying undiagnosed learning disabilities and identifying areas of weakness in reading and/or math which is causing any slow progress in learning, all while having a high energy, highly engaging academic wonderland in the classroom. How will we do this? Paideia training and an in- house Paideia certified instructor will be with us for a year providing immediate feedback, ideas, and demonstration in the interactive model of Paideia. One or two Lindamood-Bell certified trainers will "live with us" for up to two years to provide testing of scholars, and the following for our teachers: training, coaching, immediate feedback, a teaching lab and an observation classroom. A partnership with StudentFirst Academy Charter will also exist to create an even larger learning community and allows our staff to take part in their Master Teacher's program.

English language learners (ELL) are in the unique position of being able to operate in two worlds and Miracle Academy encourages this dynamic intellectual ability. Scholars will be identified as ELL on admission through assessment using the World Class Instructional Design and Assessment--WIDA MODEL as a screening tool and to set benchmarks, so scholars will be placed appropriately through scheduling or classroom placement. A team teaching approach will be utilized where scholar's ELL contact time will be performed in the scholar's primary classroom. Inclusion and equity are the foundation of the co-teaching model endorsed by the WIDA Consortium, a group of educators from across multiple disciplines who work with english language learners in the classroom, schools, and districts and whose job is to bridge language theory with practical application in the classroom. Avenues is the text tool that will be utilized in the classroom.

ACCESS for ELL, a three-tiered test, will be used to monitor and evaluate ELL programming while following the WIDA Standards will set reasonable expectations for scholar language development and recognize the growth in scholar's academic English language proficiency providing us scholar growth over time. This snapshot over time, co-teaching, inclusion and the WIDA Standards gives us a full picture related to quarterly, semester and year end growth providing us with the information for an exit strategy.

Scholars Academy was created was to address the needs, additional challenges, problem-solving and critical thinking that the above-average and gifted student craves. Scholars

Academy provides individual instruction to students who have a high interest or ability in an area above the average student. The Dean of Students with teacher input will monitor and track academically gifted student progress periodically.

All students have the opportunity for advanced learning through field trips, which serve as another avenue that Miracle Academy uses to promote a love of learning, engage students, expand their knowledge and provide experience.

Exceptional Children

Miracle Academy strongly believes that all children have an unalienable right to a free and appropriate public education. Students with disabilities will be provided with a learning environment that includes a certified special-education professional not only to facilitate instruction but to also serve as a member of the school-wide pre and post NWEA evaluation/assessment students take upon admission and in the spring. The special-education member will also participate on the student intervention team that is responsible for overseeing the RTI process. Miracle Academy promotes an environment of inclusion for students with disabilities as faculty and staff will receive appropriate professional development as provided by the North Carolina Department of Instruction; the Exceptional Children Division and from the Positive Behavior Supports Regional and Charter School Coordinator who provides assistance to schools implementing positive behavior support (www.ncpublicschools.org/ec/supportprograms/consultants).

Miracle Academy has also fostered a relationship with the Fletcher School of Charlotte, NC that provides training for students with specific learning disabilities. The Fletcher school will invite faculty and staff of Miracle to attend their scheduled trainings and workshops at a free or reduced rate. Trainings are held year round and the administrators of the Miracle Academy and The Fletcher School (Appendix U) will collaborate on the specific coordination of the effort.

Identification and Records

Miracle Academy has intentionally located its facility in underserved demographic areas of the Charlotte community where the history of academic proficiency has been low. With that history, there is an expectation of admitting students who fall below grade level proficiency, therefore, Miracle Academy has adopted North Carolina's Response to Instruction plan that has been defined as: "North Carolina Response to Instruction (NCRTI) is a multi-tiered framework which promotes school improvement that engages high quality instruction by using a team approach to guide educational practices using a problem solving model based on data to address student needs and maximize growth for all" (ncpublicschools.org).

Miracle Academy has established a student intervention team that will focus on identifying students who may be eligible for special education services as identified by the federal "Child Find" mandate. The team consists of an administrator, a special education professional and 2-3 other teaching staff. The team will use the 4 Tier process of RTI for intervention strategy and the Team Initiated Problem Solving (TIPS) model to structure the meetings that have been accepted by the North Carolina curriculum department.

In summary, the RTI process will begin with a school wide assessment, Northwest Evaluation Association (NWEA), to determine each student's level of proficiency. Teachers will then meet with parents to discuss area(s) of deficiency identified by the NWEA and determine basic in class and at home interventions (tier I). If formative assessment shows improvement is unsatisfactory then the teacher will consult with another professional, e.g. an administrator, for

alternative approaches that may include support staff (tier II). Again, if formative assessment shows improvement is unsatisfactory then the entire student intervention team will convene with the teacher to develop an intensive plan of action to address the area(s) of deficiency (tier III). Lastly, if all interventions have not resulted in satisfactory improvement, determined by formative assessment, then a referral for special education testing and services will be made to ensure the student's right to a free and appropriate education (tier IV).

Student records are confidential and in no way open to the public or board of director members in accordance with General Statute GS 115c-4024e, no personal student information is available to the board of directors. In addition to the permanent student record as outlined by the Family Educational Rights and Privacy Act (FERPA) in accordance with the Individuals With Disabilities Education Act (IDEA) parents of scholars receiving special education services will be notified as to the type of services available and parents must have access to their scholar's records within 45 days. Parents are to also receive access to their child's records prior to any Individualized education program (IEP). Also a list of people who have access to a student's special education services record is kept. In addition, to Parental Rights and securing student records, IDEA also dictates the contents and maintenance of special education records, destroying the special education record and release of information.

Student records are assessed through transcript requests once a student is admitted to Miracle Academy. A follow up with the former school will be made in two week increments until the records are received. All student records are housed in a secure manner under lock and key or password protected in the main office.

Exceptional Children's Education Programming

Miracle Academy has also fostered a relationship with the Fletcher School of Charlotte, NC that provides learning for students with specific learning disabilities. The Fletcher School has an educational institute called The Rankin Institute and this partnership will allow our staff members to attend a series of workshops designed to assist the teacher to identify learning disabilities. The other tool that will serve our entire scholar body well is the use of Lindamood-Bell Learning Processes. Under the guidance of this powerful literacy program that improves reading, comprehension and literacy, a Lindamood-Bell trainer will be working in our building for up to two years directly in our building daily to do observations, train instructors in identifying learning disabilities and the strategies to address the disability and provide a model classroom for our teachers to observe.

When a student has been identified as needing to receive special education services a needs assessment will be performed to determine the level of services needed. As per IDEA FAPE we must include any modifications or accommodations to a scholar to ensure his growth and progression.

Events that Occur After a Scholar is Identified as Requiring Special Education Services		
1. Scholar is evaluated	2. Eligibility is determined with a team including paraprofessionals and parents as defined by IDEA	3. If yes, IEP team must meet within 30 days to write scholar's IEP
4. IEP meeting is scheduled and all contacts are made including parents	5. IEP meeting is held and IEP written. Parents must consent to scholar receiving services.	6. Services are provided. Miracle Academy ensures IEP is carried out.
7. Progress is measured and reported to parents	8. IEP is reviewed annually or more often if necessary	9. Scholar is reevaluated every 3 years at a minimum.

Student Performance Standards

Scholars of Miracle Academy are actively engaged in their learning process. This is demonstrated through various student performance standards. Miracle Academy scholars are able to speak and write well for various audiences and reasons. Miracle Academy scholars are able to multitask, exhibiting skills in listening, reading and analyzing information in various forms. Miracle Academy scholars are skilled in presentation skills of all kinds: oral, written, and artistic. Miracle Academy scholars are masterful in rhetoric using supporting evidence to support their positions. Miracle Academy scholars are leaders in the community exhibiting personal responsibilities and community responsibilities. Miracle Academy scholars understand math language in mathematical and written terms. Miracle Academy scholars approach activities with a critical thinking mindset when problem solving. Miracle Academy scholars integrate their knowledge to represent a world view. Miracle Academy scholars use their knowledge of the arts to communicate orally and in writing. Miracle Academy scholars DISCOVER the world, DISCOVER themselves and DISCOVER learning in an Academic Wonderland.

Along with state mandated testing, Miracle Academy will use the Iowa Basic Skills Test as an individual assessment for individual student needs. The Iowa Basic provides necessary feedback to teachers and administrators to assess year-to-year changes in a student's progress providing crucial information to parents to individualize summer programs and early school year reviews. Test results also serve to supplement annual programming review and support critical administrative decisions to improve student performance. Iowa Test results are used as part of the school's improvement plan.

The Northwest Evaluation Association (NWEA) will provide Miracle Academy access to the Measures of Academic Progress, or MAP, assessments to supplement state and/or federally mandated tests. MAP assessments will be used to measure student growth within a specific content area quarterly, each semester, and for summative evaluation purposes for the academic year. The assessments are computer-based and measure competency within content areas using computer adaptive testing that provides teachers and administrators immediate feedback on level of proficiency and subjects for additional instruction. MAP assessments will be used quarterly and each semester to determine student progress, content delivery effectiveness, and areas for improvement.

A convincing plan for ongoing curriculum development (e.g., revision of standards and benchmarks, improvement of curriculum alignment, and assessment development) is included. Miracle Academy will follow several steps to evaluate its ongoing instructional program.

Scholars will be promoted to the next grade when they demonstrate proficiency in areas related to the core subjects and standardized tests. Miracle Academy does not believe in social promotions. For ESL and scholars with disabilities whose IEP does not require promotion modifications be proficient in core subjects must also be achieved. For scholars with disabilities whose IEP calls for promotion modifications, the modified standard will be applied. For all scholars and scholars who do not meet the modified standard and are not promoted, summer school will be recommended and the scholar will be reassessed in August.

Miracle Academy's curriculum builds on itself as a scholar progresses through the system from grade to grade. Dr. Hirsch's book series of *What Every Grade Should Know* and the Core Knowledge curriculum timetable creates a backdrop and template for the standards that Miracle Academy students will achieve from grade to grade.

High School Graduation Requirements N/A The school will serve grades K-5.

Student Conduct:

Conflict resolution or Creating Win-Win Situations is part of the Leadership Academy and mock courts, in classrooms and school wide, are used to provide a true democratic society. For conflict beyond the scope of mock court, the Disciplinary Consequence is a 5-tiered one:

LEVEL 1 Verbal Warning/Reprimand	This option is provided to teachers for handling minor classroom discipline problems. Options available are student/teacher conferences, calling parents, requesting parent conferences and/or other consequences outlined in classroom rules.
LEVEL 2 Conference	Options available to teachers are requesting counseling, parent teacher conferences, calling parents, after school detention and other consequences outlined in the teacher's classroom rules.
LEVEL 3 Intervention	Out of school suspension will be determined by the Dean of Students. The number of days suspended is at the discretion of the Head/Deputy Head and will be determined by the seriousness of the offense. Time-out, detention, Behavior Contract, student support team, confiscation, restriction, probation, mediation, and written communication are all types of intervention.
LEVEL 4 Suspension	Out of school suspension with behavior modification and self-exam is reserved for those students with serious or repeated offenses. This disciplinary option requires a qualified individual (psychologist or counselor, specializing in children and teens) to assess a student at the parent's expense. The student will not be allowed to return to school until an unopened and sealed official letter addressed to the Dean of Students is received. In this letter the qualified individual will list any recommendations for behavior modifications, length of treatment required and any other recommendations. At that time, a course of action will be determined by the Dean of Students based on recommendations.
LEVEL 5 Expulsion	Expulsion will be used when other options fail or when the infraction requires severe consequences or frequent or repeat offenses
Special Note: Students with disabilities will receive discipline based on the recommendation of their Individualized Educational Plan	

For scholars with an individualized education plan (IEP), the IEP will serve as the protocol for disciplinary action. Appropriate/inappropriate behaviors in response to specific stimuli will be delineated within the IEP and will be reviewed quarterly and on an as-needed basis to govern exceptional children behaviors. Non-compliant behaviors will be evaluated by the student's instructor, exceptional children coordinator, and student's guardian. Recommendations to address student non-compliant behaviors will be made to the Dean of Students to determine final disciplinary actions.

Although Miracle Academy's philosophy is to minimize out of school time for our scholars, there are some behaviors and offenses that warrant suspension or expulsion. Every effort will be made to provide a productive transition during the time out of school.

Suspension			Expulsion
Alcohol	Arson	Battery with or without injury	Arson, Bomb threats, Weapons
Bomb threats	Cheating	Drugs	Battery with or without injury
Insubordination			Sexual harassment
Defiance, class disruption, cheating,			
Fighting (with or without injury)	Explosive devices	Forged signature	Repeated cutting class
Gambling	Graffiti	Interference of scholars	Fighting with injury
Robbery/extortion	smoking	theft	Hate Violence
Vandalism	Verbal assault		Harassment

Miracle Academy is committed to maintaining a safe and orderly school environment for all of its students, staff, and visitors. Individuals may not trespass; display dangerous, disruptive, intimidating or threatening behavior on school property; or otherwise prevent the orderly conduct of Miracle Academy business or activities. The Board grants the authority to the Head of School or his/her designee(s) to restore a safe and orderly environment and to deny access to school property to those individuals displaying such behavior; acting in a manner that disrupts or disturbs the normal educational functions of Miracle Academy; and/or to any individual who does not have lawful business to pursue on school property.

SUSPENSION PROCEDURES

When an administrator (or designee) determines that a student should be suspended, the following procedure will be followed:

1. A meeting will be held prior to the suspension of any student. At this meeting, the student will be entitled to:
 - a. A written or oral statement of the charges.
 - b. If the student denies the charges, a summary of the evidence against the student will be presented and;
 - c. The student will be provided an opportunity to explain his or her conduct.
2. The meeting shall precede suspension of the student except where the nature of the misconduct requires immediate removal. In such situations, the meeting will follow the suspension as soon as reasonably possible following the date of the suspension.
3. Following the suspension, the parents or guardians of suspended students will be notified in writing. The notification will include the dates of the suspension, describe the student's misconduct, and the action taken by the Head of School.
4. Students with Disabilities may be held to the same standard if it is noted in their Individualized Educational Plan.
5. For students with disabilities who do not qualify for conduct and discipline inclusion, they will have an alternative plan outlined in their Individualized Educational Plan.

EXPULSION PROCEDURES

When an administrator (or designee) recommends that a student be expelled from school, the following procedure will be followed:

1. The Head of School may conduct an expulsion meeting or may appoint one of the following persons to conduct the expulsion meeting.
 - a. Legal counsel.
 - b. A member of the administrative staff who did not expel the student and was not involved in the events giving rise to the expulsion.
2. An expulsion will not take place until the student and student's parent are asked to appear at an expulsion meeting conducted by the Head of School or the person designated above. Failure by a student or student's parent to appear at this meeting will be deemed a waiver of rights to contest the expulsion or to appeal it to the school board.
3. The request to appear at the expulsion meeting will be in writing, delivered by certified mail or by personal delivery, and contain the reasons for the expulsion and the date, time and location of the meeting.

4. At the expulsion meeting, the administrator (or designee), will present evidence to support the charges against the student. The student or parent will have an opportunity to answer the charges against the student and to present evidence to support the student's position.
5. If an expulsion meeting is held, the person conducting the expulsion meeting will make a written summary of the evidence heard at the meeting, take any action found to be appropriate, and give notice of the action taken to the student and student's parent.
6. When the final notice is given to an expelled student's family, a list of educational institutions will also be given.

The student or parent has the right to appeal the decision of the person conducting the expulsion meeting to the school board within ten days of receipt of notice of the action taken. The student or parent appeal to the school board must be in writing. If an appeal is properly made, the board must consider the appeal unless the board votes not to hear the appeal. If the board hears the appeal, it will consider the written summary of the expulsion meeting and the arguments of both, the school administration and the student and/or the student's parent. The board will take any action deemed appropriate. The board may designate the principal administrator to hear all appeals.

A draft copy of the student-parent handbook is located in Appendix C.

IV. GOVERNANCE, OPERATIONS and CAPACITY

Private Nonprofit Corporation:

Name of Private Nonprofit: Miracle Academy, Inc. (**Note:** applied for, but currently not authorized by the NC Secretary of State)

Name of registered agent and address: Phyllis Handford
5308 Bellflower Lane, Charlotte, NC 28227

FEDERAL TAX ID: TBD

Tax-Exempt Status 501 (c)(3)

The private nonprofit listed as the responsible organization for the proposed charter school has received

501 (c)(3) status:

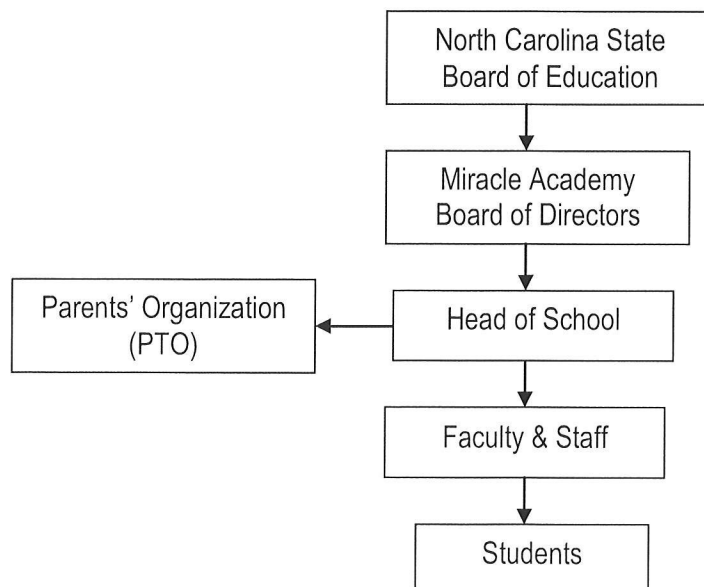
- ☐ Yes (copy of letter from federal government attached: Appendix D)
☒ No

Governance and Organizational Structure of Private Non-Profit Organization:

Listed below are the founding board members for Miracle Academy.

Board Member Name	Board Title	County/State of Residence	Current Occupation
Reshall Williams	Chair	Mecklenburg/NC	StudentFirst Academy Charter, Academic Coordinator
Ken Simmons		Mecklenburg/NC	CPCC, Part-time professor
Gyasi Foluke		Mecklenburg/NC	Lecturer, Author, Activist
Derrick Long		Mecklenburg/NC	PAL, Director of Operations
Jason Stragand		Cuyahoga/OH	I CAN Schools, Chief Academic Officer

Miracle Academy Organization Chart



“Good governance is a key to great charter schools.” Joseph H. Reich, Chairman, Board of Directors, New York City Center for Charter School Excellence.

Below are the descriptions of the functions, duties, roles, and responsibilities for the Miracle Academy board officers.

Board Governance Philosophy

The Miracle Academy Board of Directors embraces a view toward governance that is strategic, future-based, prudent, positive, ambitious, and deliberative. Our beliefs encourage sharing of diverse viewpoints, reinforce the centrality of board policy-making, and empower the school’s faculty and leaders with clear direction. More specifically, the Board will:

1. Operate in awareness of its trusteeship obligation to its charter and stakeholders,
2. Acquire the skills and knowledge that make for board excellence; support each other's learning; and assess the board’s growth and progress through annual evaluations, compilation of board activity throughout the year, and other measures.
3. Lead the organization through the careful establishment of the broadest organizational policies with a primary focus on results developing a school that accomplishes its mission.
4. Accept collective responsibility for excellence in governance, using the expertise of individual trustees to enhance the work of the Board as a body and provide valued advisement to school leaders
5. Monitor and discuss the Board's process and performance regularly for continuous improvement.
6. Assure we constantly know 1) our status in meeting our goals, 2) where we need to go to meet our goals, and 3) the best strategy to use.
7. Seek input from various sources including staff, students, alumni, employers, and other community members on board policies on purposes.
8. In decision-making, focus on productivity and success; continually consider how Board actions will increase opportunities and improve learning.
9. Make decisions by majority vote, and support decisions made.

Board Officers

The officers of the Board of Directors for Miracle Academy shall be Chair, Vice-Chair, Secretary and Treasurer. Each officer shall serve a two (2) year term beginning at the annual organizational meeting. Annually, a slate of positions and terms will be available for the record.

Method of Election of Officers

The four (4) officers of the Board—the Chair, Vice-Chair, Secretary and Treasurer—shall be elected by majority vote of those present* at the annual organizational meeting during the year their term in office is ending.

Any board officer vacancy may be filled at any meeting of the Board provided that all members of the Board have been notified prior to any meeting at which a Board officer vacancy will be filled.

* **Note:** Present does not exclusively mean physically present. A board member may participate via a conference call or through computer meeting software. The board member must be able to hear and participate in the proceedings.

Responsibilities of Board Officers

Board Offices	
Chairperson:	The chairperson establishes the meeting's agenda and ensures members have all the information they need in their packets. The president is usually the chief liaison to the administrator, acts as the primary signing agent for official board documents, and is responsible for ensuring the board is in compliance with the charter contract, board manual, and bylaws
Vice-President:	The vice-president serves when the president is absent
Secretary:	The secretary records minutes for the meetings and keeps copies of agendas and minutes, correspondence between the board and other parties, committee reports, articles of incorporation, charter contracts, and the bylaws.
Treasurer:	The treasurer keeps financial records and inventory lists, tracks and records deposits to school accounts, provides assistance during financial audits, and interacts with the business manager for the school. When a school does not have a business manager, the treasurer generally assists with approval of payments

The board of Miracle Academy will have a maximum of seven (7) members. The current board, five (5) members, consists of an educator, a community activist, a director of a community organization, a former principal of public and charter schools, and an executive of a very successful CMO.

The board will periodically review the data from standardized tests to ensure the mission and goals are being served and any suggestions for program improvement to improve outcomes are discussed. The Parent Teacher Association will give updates to the board quarterly. Community Town Hall meetings are done twice a year to get community input and buy-in. The Head of School will attend board meetings regularly and be in regular contact with the board chair through informal and formal reports.

The founders of Miracle Academy understand the importance of a supportive school board and hold each member in the highest regard. When considering the composition of the board, the primary qualities considered are community members who 1. Have a passion for educating youth and 2. Occupy certain professional roles such as a lawyer, accountant, banker, realtor, community leader, educator or concerned parent. Individuals are named and contacted by the Founders and if the interest is mutual then Candidates will make application. Finalists will be asked to attend an informational meeting, after which commitments will be made and the first official meeting time scheduled.

The Board has the option of filling board vacancies at any point during the year. If a vacancy occurs due to resignation, death, removal or other circumstances, the Board shall elect a

successor to fill the unexpired term of the person whose seat became vacant. The quorum rule is in effect for the action to have Board sanction.

The Miracle Academy board, which meets monthly, is actively seeking two additional board members, preferably an attorney and a banker or finance person. New board members receive an orientation and have required reading materials prior to joining the board. There is annual training of board members and annual strategic planning retreats. Board members sign a Conflict of Interest Policy and notifies the board in writing if there are any real or perceived conflicts. When matters are decided, the board member(s) with conflict refrain from voting. The following 3 underlying principles guide the board's practice when related to conflicts:

1. A Director, officer, or employee shall not have or acquire any financial interest or association which might influence or interfere with the independent exercise of his or her judgment in the best interest of Miracle Academy.
2. A Director, officer or employee should not personally profit from, or otherwise take advantage of, opportunities which are obtained by reason of such Trustee, officer or employee's position with the school unless such Trustee, officer or employee's involvement is disclosed and properly approved.
3. Directors, officers and employees should refrain from those transactions or activities conducted in their capacity as a Director, officer or employee of Miracle Academy which, while not involving personal profit or gain to the Director, officer or employee involved, are nonetheless detrimental to the best interests of the school.

Disclosure – Procedures and Guidelines

No person shall be disqualified from serving the school by reason of any pre-existing financial interest. However, all such interests must be disclosed to the Board of Directors upon nomination for Board service or employment at the school, or in the case of a sitting Director, when and if such an interest develops. Every Miracle Academy Board member shall be required annually to provide full written disclosure of any financial interests or relationships that may in any way present a conflict between his/her business or professional roles and his/her role as a Board member.

Any Director, officer, employee who has an interest in or is directly or indirectly a party to, a contract or transaction presented to the Board of Directors (or one of its committees) for authorization, approval or ratification, shall make a prompt, full and frank disclosure of his or her interest to the President of the Board of Directors, or in the President's absence, to the Vice-President of the Board of Directors, prior to the Board's (or school's) acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction and the person's interest or relationship to the contract or transaction.

Where a potential conflict of interest exists, it shall be the responsibility of the person involved or any other person with knowledge to notify the Board of Directors of the potential conflict, so that the Board of Directors can provide such guidance and take such action as it shall deem appropriate. Any Director who has a potential conflict of interest may, and at the request of the President, will excuse himself or herself from any participation in the Board's decision on that matter, other than to present factual information or to respond to the Board's questions, before absenting him or herself from all discussion and voting. *Any such excused Director temporarily reduces the number of total Board members for the purposes of determining the existence of a quorum, or for calculating the margins of success required for various kinds of votes, during that part of the meeting of the Board.*

The minutes of the meeting shall reflect the conflict of interest disclosure, the action(s) taken in its regard, and abstention(s) from participation in subsequent discussion and voting, where applicable

One of the major roles of the Board is to provide leadership and guidance through the adoption and review of policies. Since policies provide the framework under which Miracle Academy operates, it is important to establish a clear process for policy development, adoption, and review and to have a uniform policy format. Therefore, the Miracle Academy's Board requires that all policies proposed for Board approval, regardless of source, shall be made available to the public for comment. Any person may propose new policies, changes to existing policies, or elimination of existing policies. Suggestions for policy development or revision will be processed through the Head of School. When Miracle Academy recognizes the need for a policy revision or a new policy, the Head of School/designee will provide relevant policy information, analysis, and data to the Board.

Miracle Academy will have a Parent Teacher Organization (PTO) whose role will be to support the students by supporting the school. The Parents' Association (PTO) is responsible for identifying immediate needs; setting goals for specific needs they deem a goal and fundraising to accomplish the goal. This organization works closely with the administrator's office.

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

☒ **Not Applicable**

Miracle Academy does not currently plan to contract for services with an educational management organization (EMO) or charter management organization (CMO), but reserves the right to do so in the future should it be deemed appropriate by the Board of Directors. If the board decides to pursue a contract for either type of service, the selection process, contracts, agreements, and other federal and state mandated requirements shall be followed strictly.

Private School Conversions ☒ **Not Applicable**

Note: Neither Miracle Academy-West or Miracle Academy-East are conversion schools.

Charter School Replication:

☒ **Not Applicable**

Note: The curriculum and policies for both Miracle Academy-West and Miracle Academy-East charter schools originated from StudentFirst Academy. The founders of StudentFirst Academy have a vision of "making a difference" in underprivileged areas of Charlotte. The Miracle Academy charter schools are part of this vision, which include implementing the Paideia curriculum, innovative programs, strong technology, cultural arts, and experiential learning, at each school. The Paideia Model, enriched with Marzano's thinking processes, is the foundation of StudentFirst Academy's curriculum and instructional implementation to facilitate mental agility acquisition. As such, it will be the foundation for **all** schools established by these founders, such as the Miracle Academy charter schools.

There will be a new board overseeing Miracle Academy-West and Miracle Academy-East charter schools.

Projected Staff: See Appendix K
Staffing Plans, Hiring, and Management

Miracle Academy is committed to hiring a talented, diverse and highly qualified, as per North Carolina standards, community of teachers and support staff who share the passion and educational philosophy as Miracle East. In effort to attract a wide range of educators, Miracle Academy will advertise in national, regional and local newspapers and publications including the National Charter School website, The Charlotte Observer and Education Week. We will also post positions online and in script at various universities, schools of education, vocational schools, and professional associations.

Miracle Academy is also committed to the Charlotte community and reaching professionals who are familiar with and committed to contributing professionally to educating youth here. In addition to local marketing campaigns through print and online, Miracle Academy will sponsor job fairs open to any applicant with interest. Our goal is to secure a diverse staff that reflects the cultural and ethnic richness of our community.

Miracle Academy realizes that school community begins with recruiting the right staff and must be maintained by retaining staff. Consistency in the lives of our students is important to their sense of wellbeing and self- image therefore one of our objectives is to retain the staff who prove to be in line with the school's mission. We will offer incentives to staff funded by contributions and grants secured by the school. In addition we will highlight staff publicly, vote for "teacher of the month" and other community building efforts agreed upon by staff.

The Board is an integral part of creating the strategic plan, foundation and framework of the school and overseeing that all participants work toward its mission. As it relates to the relationship that exists between the Board and the staff it is twofold; primarily formal with intentional actions toward informal interactions. In its formal state the relationship between the Board and the staff will be rooted in school governance as directed by the Board and carried out through the Head of School who leads the staff. We do however, want the Board to be part of the community, therefore with each Board meeting a number of teachers will be invited to sit through the opening and introduce themselves to the Board members and share their role and dreams and in return Board members can ask questions to understand and know who is teaching the students. Board members are also welcome to visit classrooms to interact with staff and students and will always be invited to any event scheduled at Miracle Academy.

Upon selecting candidates for hiring; the Hiring Committee will present their recommendations to the Board of Directors for approval. The Board will offer the approved candidate an employment contract. Miracle Academy believes staff satisfaction is important to the overall success of the school. Part of the satisfaction is having open and honest communication between all staff members. This will be achieved through monthly staff meetings, an open-door policy and bi-annual staff retreats. Grievances and complaints are part of this tool of communication, as well as 90 day evaluations for new staff members and annual reviews for all staff members.

In accordance with 115C-238.29K©, the School Board will require Miracle Academy administrator to check references for prospective employees and will use fingerprints submitted to conduct a background check through the North Carolina Department of Justice's criminal history records. All information received in accordance with the required criminal history check is privileged information, not a public record, and only for the exclusive use of the School Board. The cost of conducting the criminal background checks will be paid by Miracle Academy. Miracle Academy will not hire individuals who have a criminal history which is defined as a county, state or federal criminal of conviction of a crime, whether a misdemeanor or a felony that indicates an individual either poses a threat to the physical safety of students or personnel, or has

demonstrated that he or she does not have the integrity or honesty to fulfill his or her duties as a school employee.

Proposed Salary Ranges for Key Employees

Administrative		Support Services	
Head of School	65,000	Maintenance/Custodial	25,000
Deputy Head of School	55,000	Security	25,000
Dean of Students	35,000	Secretary	25,000
Director of Cultural Arts	35,000	IT	40,000
Program Development/Marketing	35,000	Elementary Teachers	
Test Coordinator	35,000	Senior Teacher	35,000
Secretary	28,000	Junior Teacher	18,000
Director of Academics	35,000	Other Teachers	
		Physical education/Ath	
Director of Food Service	35,000	Director	35,000
School Staff		Art	35,000
Elementary School Coordinator	35,000	Music	35,000
Media Specialist	30,000	Foreign Language	35,000
Special Education Specialist	38,000	Computer	35,000
		Other Part-Time	
Nurse	38,000	Instructors	30,000
Pay2Learn Coordinator	25,000		

Each employee will also get a full benefit package that includes health, dental, and retirement.

A complaint/grievance is anything you perceive it to be – there is no definition for a complaint/grievance and only you as an individual can determine whether or not you feel aggrieved. It is advisable, in the first instance, to try and resolve the problem informally with the person with whom you have the grievance.

Stage One: If the matter is not resolved informally, you should raise the matter in writing with the class Teacher or Supervisor of the staff member in question. If the grievance is with the Teacher or Supervisor, you should refer to Stage Two of the grievance procedure. The Teacher or Supervisor will deal with your grievance as quickly as possible and normally you can expect to receive a verbal response with a short period, and a written response to your grievance within one (1) week.

Stage Two: If the matter is not resolved at Stage One or the grievance is about the Teacher or Supervisor, you should raise the matter in writing with the Deputy Head. You can normally expect to receive a verbal response within a short period and a written response to your grievance within one (1) week.

Stage Three: If your grievance has not been resolved in at Stage Two you have the right to raise the matter with the Head of School. To do this you must inform the Head in writing that this is your intention and formally request that your grievance is brought to the attention of the Board. A panel will be formed by the Board, headed by the Chair, with at least three persons present who have not been directly involved in the matters detailed in the complaint. One person at least should be independent of the management and running of the school.

Your grievance, along with any supporting documentation submitted by yourself and any other relevant information / evidence brought to the attention of the Head during the course of

Stages One and Two will be presented to the Panel. You will be given the opportunity to present your grievance at this meeting, and may be accompanied if you wish, although you will not be able to remain during any deliberations that may take place following your presentation.

It is within the discretion of Administration to call any individual to assist in the discussion. Findings and recommendations of the Panel will be drawn up, and copies issued to the complainant, the School Board, the Head of School, and where relevant, the person(s) about whom the complaint was made. Written records are kept of all complaints, indicating whether they have been resolved at the preliminary stage, or whether they have proceeded to a Panel hearing. All correspondence, statements and records of complaints are kept confidential.

Dismissal for Adequate Cause:

Staff and faculty members may be dismissed for just cause as defined by GS 126-35.

Miracle Academy places a premium value on maintaining small classroom sizes. As a result, many of the Cultural Arts positions must be appointed dual responsibilities in order to meet full time employment requirements. The configuration of roles will be determined during the planning year as staff is hired, for example, a counselor with a background in music may teach choir to ensure 35+ hours of weekly employment. This model is supported by the school's budget as the number of FTE is determined in the budget projections included in this application.

Miracle Academy has chosen to locate its facility in underserved areas of Charlotte, NC, as a result there is an expectation of students who are at risk and who have special needs. In anticipation of such factors, Miracle Academy will recruit and hire staff with qualifications and experience in the areas of special education and ELL. In addition, Miracle Academy expects to identify students who are gifted and require a more rigorous level of challenge and in anticipation of this factor we will use the Scholars Academy as an avenue to pursuit loftier cognitive processing of the core subjects as well teachers with experience with creatively challenging gifted students will be recruited and hired.

Staff Evaluation and Professional Development

Miracle Academy places a high value on the professional development of its teaching staff. We understand that without quality teachers the instructional design cannot be effective. We have created in our staffing model the position of Director of Academic Affairs. The role of this person is to oversee all area of academia including licensure and professional development as required by the Department of Instruction.

The mission of Miracle Academy for K-5 students requires us to foster a learning environment conducive to a child's **discovery** of the world because Miracle Academy believes scholars are "Miracles in the Making". Miracle expects all of its staff, from the kitchen to the Head of School, to perform their individual roles in a manner that creates a culture of miracles.

With regard to teaching staff, concentrated efforts will be made to assist them in mastering the craft of effective classroom delivery and overall student achievement. To demonstrate to our staff that their growth in teaching mastery is a priority we have established a "master teacher" program/concept that is based on the growth of a teacher's skills over a three year period. Under the direction of the Director of Academic Affairs, the program is a three year process during which, all teachers have an individual development plan that will assist them with achieving their professional goals while mastering a skill set that is required of all staff. Internal

development will be provided for teachers to master the Paideia instructional model, Linda Mood Bell Language Arts, Everyday Math, Shurley Grammar, science and social studies. Every four to eight weeks, and as needed, very specific training will be offered for teacher mastery in the core subjects.

During the three years teachers are expected to master:

- ◆ Instructional model; initial and follow up training by consultants of the Paideia Institute and Director of Academic Affairs (or his/her designee)
- ◆ Each curriculum they teach; initial training by consultants and long term follow up by Linda Mood Bell and Paideia Trainers and Director of Academic Affairs (or his/her designee)
- ◆ Leadership development in students, initial training and follow up provided by Director of Academic Affairs or his/her designee
- ◆ Classroom management; initial and follow up training provided by Director of Academic Affairs or his/her designee
- ◆ Test preparation; initial and follow up training provided by the Director of Academic Affairs or his/her designee
- ◆ Data driven instruction; initial training by NWEA representative and follow up provided by Director of Academic Affairs or his/her designee

During the 2014 summer training, teachers will be given an individualized plan of growth (IPoG). The IPoG will list goals and assessment tools to measure teacher growth and leadership as a Miracle teacher, including any licensure and/or ECU obligations to the state of North Carolina and No Child Left Behind. The IPoG will supplement the teacher evaluation tool used by North Carolina Department of Instruction. The Director of Academic Affairs will provide constant management of the goals, through weekly observations and regular one on one meetings with teaching staff. In addition, the Director of Academic Affairs, or designee, will coordinate a teacher mentor program that follows the guidelines established by the North Carolina Department of Instruction.

The first summer training in 2014 will begin mid- June or early July and continue to the day before school opens in August of 2014. During this extensive training, staff will receive all of the initial training listed above with more time given to the Paideia instructional model and the Linda Mood Bell Language Arts program that are the foundation of the academic day and teachers must show a proficiency before the start of school. The second year of the school's life and thereafter the summer training will begin two (2) to three (3) before school begins under the expectation that returning teachers will not need as much training with Linda Mood Bell and Paideia and new teachers will have experienced teachers who can act as lead teachers in the areas. During all academic years, teachers will have ten (10) to fifteen (15) workdays scheduled for the purpose of trainings, workshops and/or student records.

The Director of Academic Affairs will coordinate efforts to mentor retain and evaluate staff in a manner that supports Miracle Academy's belief that teacher growth should be a lifelong endeavor as is learning for Miracle students. Monthly staff meetings to address curricular and student needs will be held. Quarterly meetings will revolve around specific educational topics relevant to the core curriculum or education in general. Grade level teachers meet weekly to align class goals with school goals and meet with school coordinator to address any grade specific issues and development. Lead teachers hold monthly meetings with whole school teachers to address school issues.

Peer to peer observations are also used as assigned by school by lead teachers to improve classroom management skills and improve school culture by introducing staff members to all

students in their assigned teaching levels. Unit studies, self-study and partner studies will be used to create teamwork as well as improve teacher performance.

Periodic Performance Review

It is the policy of the Board that at yearly intervals, the performance of teaching staff must be reviewed by members of the department or unit and the department chairperson or unit head. The review must be conducted in terms of the teacher's continuing performance in the following general categories : (a) teaching effectiveness/department effectiveness, (b) creative activities (c) professional related services, (d) other assigned responsibilities, and (e) overall contributions to Miracle Academy.

Enrollment and Marketing:

Marketing Plan

Once granted approval as a charter school, Miracle Academy will begin a multi-tiered approach to market to various sectors of the community.

Tier 1- Recruitment: Staff

Methods: Advertise in local and regional newspapers and publications, Advertise through various university and school of education publications, as well as professional associations and teacher's unions, Actively participate in teacher's job fairs, Post positions with the NC International Educators Association, Partner with local universities and education departments for utilization as a preferred site for student teachers who may become viable staff candidates

Tier 2 – Recruitment: Students

Methods: Monthly open house programs for prospective students and parents on site, Community Service and advertising partnerships with local churches in the community, Partnerships with other Local community groups with a focus on children (i.e. Jack and Jill, Boy and Girls Clubs, Big Brothers and Big Sisters of America), A comprehensive and informative website built largely by existing students that focuses on the school's strengths from a student's perspective

Tier 3 – Recruitment: Parents

Methods: We will host a monthly parents-only forum during the period between charter approval and the beginning of the 2014-2015 school year, for the purpose of answering any questions from prospective parents and to let them know of their expected involvement should their student join Miracle. Existing and alumni parents will be encouraged to attend these sessions to provide a first-hand perspective of their experiences. We will host monthly parent events during the school year to continue to emphasize parent involvement, encourage communication between parents, and allow prospective parents to benefit from the experiences of our existing parent base. Advertisement about the schools will appear in local news papers Parent volunteers will promote the school in the local neighborhood to gain support of local businesses in the West Charlotte area. Parent-targeted advertisements about the school will appear in local publications aimed at parents (i.e. "Charlotte Parent" and "Pride" magazines) A parent-focused blog will be set-up to allow existing parents to share their personal testimonies, and encourage an exchange of information between existing and prospective parents

Tier 4- Community Partners

Methods: We will actively engage local businesses and individuals for support through invitations to events and newsletters.

Parent and Community Involvement

Miracle Academy recognizes the need for parental involvement in a child's educational journey and will target parents who seek a quality affordable educational experience without qualifiers. Miracle Academy will use our marketing towards parents to emphasize the importance of parental involvement in a student's educational success, through the following means:

Monthly parent forums hosted at school facility or an alternative location. The forums will be scheduled during the period between the charter approval and the 2014-2015 school year. Forums will serve to answer any questions from prospective parents and to inform them of school culture and parental expectations should their child attend Miracle Academy. Existing and alumni parents will be encouraged to attend these sessions to provide first-hand insight of their experiences. Monthly parent events will be hosted on a monthly basis during the school year to provide continued emphasis on parent involvement. These events will also serve to encourage communication between parents and allow prospective parents to benefit from the experiences of our existing parent base.

Miracle Academy places a strong emphasis on the school-parent-student relationship as a foundation for academic success. Miracle Academy will continue to engage parents in the life of the school. Miracle Academy will continue to engage families via program efforts that may include:

Parent Teacher Organization or Parent Teacher Association will be encouraged to coordinate student centered events and activities. A "parent room" will be dedicated to parents to hold various events like fundraising, work force development classes, meetings etc. Parent University classes to assist parents with understanding curriculum and to address various issues related to raising and educating students. Teaching staff will organize opportunities for parents to volunteer in class and from home. Each class room will also request a parent to fill the role as "class mom" or "class dad."

Admissions Policy

Miracle Academy will not discriminate against any student on the basis of ethnicity, national origin, gender, or disability, and will not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. Pursuant to GS 115C-238.29B(b)(11), the School's Board of Directors may refuse to admit any student who is suspended or expelled from any school due to actions that would lead to suspension or expulsion from a public school under GS 115C-391 until the period of suspension or expulsion has expired.

Pursuant to GS 115C-238.29F(d)(1), Miracle Academy's school year will consist of at least 185 days. For the 2014-2015 school year only, Miracle Academy will hold an open enrollment period beginning March 4, 2014 or the day after the school receives final approval (the later of the two dates) from the State Board of Education, and ending April 29, 2014. In all subsequent years, the school will hold an open enrollment period from January 1st through February 28th of each year. If, in any year, February 28th falls on a Saturday or Sunday, then the enrollment period will end on the preceding Friday.

Recruitment & Lottery

Recruitment of new students will be an ongoing strategic process. Beginning February 2014, Miracle Academy's Board of Directors and the marketing committee will implement a structured plan of recruitment which clearly identifies actions and activities, completion dates, responsible parties, and the resource/funding stream that will be utilized to engage potential students and families. Starting March 4, 2014 students will have an opportunity to apply for the 2014-2015 school year through an open enrollment period that will end April 29, 2014. All applications for enrollment will be placed in a lottery which will held on May 11, 2014 after being reviewed by the Board of Directors. Notifications of admitted and "wait-listed" students, if any, will be mailed to parents on May 13, 2014. All students who have been accepted into Miracle Academy will be required to attend a school orientation during the week prior to the first day of school, which is August 25, 2014. All students who submit a complete application by 5:00pm on the last day of the enrollment period will be admitted, unless the number of applications received for any grade level exceeds the number of openings at that grade level.

If the number of applications received for any grade level exceeds the number of openings at that grade level, then a lottery will be held to determine admissions for that grade. Children of the school's Head and Deputy Head, teachers, and teacher assistants will be given enrollment priority. Beginning with its second year of operations, the school will also give enrollment priority to siblings of currently enrolled students who were admitted to the school in a previous year. Finally, and only for its first year of operation, the school will give enrollment priority to children of the initial members of the Board of Directors, so long as these children are limited to no more than ten percent (10%) of the school's total enrollment.

For the 2014-2015 school year only, the admissions lottery will be held (if necessary) on May 11, 2014. In all subsequent years, the admissions lottery will be held on the second Saturday in March. The lottery will be conducted in a board meeting, which is open to the public by one or more members of the Board of Directors who do not have any children enrolled in, or applying for admission to the school and at least one additional disinterested person from the community to ensure fairness. All names will be randomly drawn and students will be admitted based on the order of selection. The lottery will continue until all names are drawn, and The parent or legal guardian of each child accepted must then confirm the child's eligibility for enrollment and intention to enroll within 14 days of receipt of the notice of acceptance. Prior to enrollment the following documentation, for each accepted student must be submitted by his/her parent or legal guardian:

*Copy of birth certificate *Immunization record *Social security number *Records transferred from previous school

Students not admitted will be placed on a waiting list in the order in which their names are drawn. If any admitted student declines to enroll in the school, then admission will be offered to students on the waiting list, in order. If openings remain available for any grade after the enrollment period ends, then additional applications will be accepted on a first come, first served basis until there are no further openings. Additional applications may also be accepted, in the order in which received, and placed on a waiting list in the same order. Applications will be date and time-stamped upon receipt. Students on the waiting list but not admitted for any year will be required to file a new application to be considered for admission in a later year. The Head of School will send either a "notice of acceptance" or "wait-listed" letter to the parent of each applicant.

Policy Statement (Students) Regarding Student Transfers / Withdrawals

I. Purpose

- A. To ensure that students attend school in the established area in which they reside or to the school assigned.
- B. To provide a fair and equitable process for all families requesting a transfer for their child(ren) from another school.

II Policy Statement

Miracle Academy expects that each student will attend as a matter of school choice. However, Miracle Academy recognizes that there are limited circumstances (i.e., course of study, certain health-related problems and before and after school child care up to the end of grade 8) where consideration may be given for a student to attend another school.

III. Delegation of Authority

The Head of School has the responsibility for enforcing this policy by communicating it to all relevant parties and for developing administrative procedures defining under what circumstances a student may attend a school other than his or her home school.

IV. Exceptions

There are no exceptions to this policy. However, the Board, by majority vote, may temporarily suspend all or part of this policy.

VI. Expiration/Review

This policy will be reviewed at the end of three years, or sooner, if approved by majority vote of the Board. Any changes in this policy are subject to all related state and federal laws and the rules and regulations of the North Carolina Department of Non-Public Education.

VII. Effective Date March 1, 2013

Administrative Procedures (Students) Regarding Student Transfers / Withdrawals

I. Guidelines: Each student in Miracle Academy is expected to attend school in the established area in which he/she resides or is assigned in accordance unless certain circumstances warrant consideration of a transfer into another school. Special circumstances will be considered if a student meets at least one of the provisions outlined in these procedures and if the school being requested is not closed to or out of transfers due to over-capacity status as defined below.

II. Limited Circumstances: Requests for student transfers must be categorized at least one (1) of the following circumstances/provisions for accurate tracking:

- A. Course of Study
- B. Health-Related Needs
- C. Elementary and Secondary Education Act
- D. Other

III. Calculation of School Over-Capacity Status: Space availability in the receiving school or school program will be considered in each circumstance. When 90% of the functional capacity of a school or grade within the school has been reached, the school/grade will be determined closed to student transfers. The functional capacity of a school or a grade/class will be determined by the school Head of School and will be based on the curricular program being implemented, the instructional program being delivered and the facilities available to each grade to accomplish the curricular and instructional mission. Decisions about functional capacity of the school/grade will be forwarded to the Head of School.

IV. Processing the Request: The parent or guardian must complete the application process. The Head of School's designee will investigate the information presented and code the request appropriately. When coding the request should meet one of the following criteria:

A. Course of Study

1. Students who require a course of study for graduation or a co-curricular activity not offered in may request a transfer. Co-curricular activities are defined as activities where after school responsibilities must be fulfilled in order to receive in-class credit for the class/course.
2. The Dean of Students or his/her designee will determine if there is space available in the class/program being requested.

B. Health Related Needs

1. Students requiring a transfer into or withdrawal out of Miracle Academy who have a health related need must show proof of medical need via a medical form found in the registrar's office.
2. The Dean of Students or his/her designee will determine if there is space available in the class/program being requested.

C. Family Relocation

1. Students whose families will be relocating must provide a forwarding address
2. The Dean of Students or his/her designee will determine if there is space available in the class/program being requested.

D. Family Conflict in School Hours for Child Care

1. Students whose families have a conflict in providing child care for students in K-8, around the school hours must provide in writing the reason why a conflict exists
2. The Dean of Students or his/her designee will determine if there is space available in the class/program being requested.

V. Student Withdrawal from Miracle Academy Procedures

Parent/guardian and child must be present when withdrawing the child from Miracle Academy. To complete the withdrawal in a timely manner it is recommended to withdraw student when school is in session.

A. Withdrawal form (parent/guardian)

1. A withdrawal form must be signed by parent and indicate reason for the withdrawal.
2. The withdrawal form is available in the front office as well as in the registrar's office.

B. Student Withdrawal / Record Transfer Form (student)

1. Student must return all textbooks and notify teachers of their withdrawal from Miracle Academy.
2. Teacher to indicate on form of missing textbook or classroom obligations.
3. Students having current and outstanding obligations will not be prohibited from withdrawing, but no official documents will be available until obligations are removed.

C. Completing withdrawal

When all forms, (parental withdrawal, student withdrawal record), are all complete with appropriate signatures and notices, parent or student will be provided a set of unofficial documents to assist with enrollment to next school.

VI. Student Transfer into Miracle Academy

Students transferring into Miracle Academy must complete the admission process by filing an Application Packet, an unofficial transcript and complete the Transcript Request Form. All forms, proof of immunizations, birth certificate, and student social security card, along with proof of North Carolina residency must be on file before student is allowed to attend school. The Dean of Students or his/her designee will determine if there is space available in the class/program being requested.

Prior to submitting an application, a student and his or her parent or guardian will be encouraged to attend an informational session at which the school's philosophy and educational

approach will be explained, and questions answered During open enrollment, students and families will have an opportunity to attend 3-4 open houses scheduled in during March and April, 2014. During the open house parents will gain first hand knowledge of the benefits provided through a charter school education, the Paideia curriculum, policies and procedures, and the commitment and engagement required of the families so their children can achieve academic success.

PROJECTED ENROLLMENT 2014-15 through 2018-2019

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY COME

LEA #1 Charlotte-Mecklenburg (100%) LEA #2 _____ LEA #3 _____

	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3
K	<u>16</u>	<u>0</u>	<u>0</u>	<u>16</u>	<u>0</u>	<u>0</u>	<u>16</u>	<u>0</u>	<u>0</u>	<u>16</u>	<u>0</u>	<u>0</u>	<u>16</u>	<u>0</u>	<u>0</u>
1 st	<u>16</u>	<u>0</u>	<u>0</u>	<u>16</u>	<u>0</u>	<u>0</u>	<u>16</u>	<u>0</u>	<u>0</u>	<u>16</u>	<u>0</u>	<u>0</u>	<u>16</u>	<u>0</u>	<u>0</u>
2 nd	<u>16</u>	<u>0</u>	<u>0</u>	<u>16</u>	<u>0</u>	<u>0</u>	<u>16</u>	<u>0</u>	<u>0</u>	<u>16</u>	<u>0</u>	<u>0</u>	<u>16</u>	<u>0</u>	<u>0</u>
3 rd	<u>16</u>	<u>0</u>	<u>0</u>	<u>16</u>	<u>0</u>	<u>0</u>	<u>16</u>	<u>0</u>	<u>0</u>	<u>16</u>	<u>0</u>	<u>0</u>	<u>16</u>	<u>0</u>	<u>0</u>
4 th	<u>16</u>	<u>0</u>	<u>0</u>	<u>16</u>	<u>0</u>	<u>0</u>	<u>16</u>	<u>0</u>	<u>0</u>	<u>16</u>	<u>0</u>	<u>0</u>	<u>16</u>	<u>0</u>	<u>0</u>
5 th	<u>16</u>	<u>0</u>	<u>0</u>	<u>16</u>	<u>0</u>	<u>0</u>	<u>16</u>	<u>0</u>	<u>0</u>	<u>16</u>	<u>0</u>	<u>0</u>	<u>16</u>	<u>0</u>	<u>0</u>
6 th	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
7 th	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
8 th	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
9 th	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
10 th	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
11 th	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
12 th	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
	<u>192</u>			<u>192</u>			<u>192</u>			<u>192</u>			<u>192</u>		

Transportation Plan:

Our vision for Miracle Academy is that of a small school, which is physically integrated into its surrounding neighborhood. While we will recruit and accept students from throughout Mecklenburg County and beyond, carefully selecting an accessible location will help reduce transportation costs. We hope that many students will be able to walk to school. As permitted by GS 115C-238.29F(h), we do not anticipate providing transportation to students who live within one and one-half miles of the school, or to students who reside in counties other than Mecklenburg County. However, for students who are not able to walk or ride to school on their own, we will use a variety of approaches to ensure that a lack of transportation will not preclude access to, and enrollment in, the school. These strategies may include: cluster pick up stops, carpools organized by the parents' organization, use of public transportation by older students, use of cab service (primarily for students with disabilities) and point-to-point transportation between Miracle Academy and strategically located pickup areas (either through a school-owned bus or via a contract with a local bus company).

School Lunch Plan:

Miracle Academy will participate in the income based National School Lunch Program's Free and Reduced Priced Meals to ensure that no child is lacking a daily meal. Students will have breakfast and lunch served daily on campus. Miracle Academy, along with its Board, has not decided at this point how the food service program will be implemented. The options are to have food prepared by Miracle Academy staff or under contract with a food service vendor such as StudentFirst Academy Charter, Sodexo, or Aramark. The choice will be made during the planning period. The Board will also contact the Mecklenburg County Health Department to determine what requirements must be followed. Miracle Academy will comply with all state and local regulations concerning food handling, including compliance with the Mecklenburg County Food and Facilities Sanitation Program (F&FS), which is a component of the Environmental Health Division of the Mecklenburg County Health Department.

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

Listed below is the proposed coverage for each of the Miracle Academy charter schools (Miracle Academy-West and Miracle Academy-East). A copy of the insurance quote is located in Appendix M. It provides additional details of the insurance coverage, such as what's in the "other" category.

Insurance Estimate for Miracle Academy

Type of Coverage	Proposed Amount	Cost (Quote)
Comprehensive General Liability	\$1,000,000	\$3,733
Officers and Directors/E&O	\$1,000,000	Included
Property Insurance	\$300,000	\$500
Motor Vehicle Liability	\$1,000,000	\$181
Bonding Minimum/Maximum	\$250,000/\$250,000	\$332
Other	Varies	\$6,979
Total Cost		\$11,725

Health and Safety Requirements:

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C-238.29F (a).

We, the Board members at (Charter School Name) will develop a written safety plan and policies to be shared with staff, parents and students and be available upon inspection from the Department of Public Instruction and local Health Departments.

(Board Chair Signature)

(Date)

Facility:

We are currently having discussions with American Charter, HighMark School Development, local commercial construction companies, and local realtors, to determine the best options for acquiring school sites for Miracle Academy-East and Miracle Academy-West.

Facility Contingency Plan:

In the event that the permanent facilities are not going to be ready by Day 1 of the school year for either Miracle Academy-West or Miracle Academy-East, we are speaking with local churches in the area to use as temporary sites.

VI. FINANCIAL PLAN**STATE AND LOCAL CALCULATIONS (2014-2015 through 2018-2019)**

LEA: Charlotte-Mecklenburg Schools LEA Code: 600	2014-2015				
	ADM	x	\$/ADM	=	Funding
State Funds - Mecklenburg	192	x	\$ 4,438.40	=	\$ 852,172.80
Local Funds - Mecklenburg	192	x	\$ 2,332.48	=	\$ 447,836.16
State + Local					\$ 1,300,008.96
Special Education (EC) Funds	29	x	\$ 3,743.48	=	\$ 108,561.00
Total 2014-2015 Funding (total per student revenue + EC Funds):					\$ 1,408,569.96
LEA: Charlotte-Mecklenburg Schools LEA Code: 600	2015-2016				
	ADM	x	\$/ADM	=	Funding
State Funds - Mecklenburg	192	x	\$ 4,438.40	=	\$ 852,172.80
Local Funds - Mecklenburg	192	x	\$ 2,332.48	=	\$ 447,836.16
State + Local					\$ 1,300,008.96
Special Education (EC) Funds	31	x	\$ 3,743.48	=	\$ 116,048.00
Total 2015-2016 Funding (total per student revenue + EC Funds):					\$ 1,416,056.96
LEA: Charlotte-Mecklenburg Schools LEA Code: 600	2016-2017				
	ADM	x	\$/ADM	=	Funding
State Funds - Mecklenburg	192	x	\$ 4,438.40	=	\$ 852,172.80
Local Funds - Mecklenburg	192	x	\$ 2,332.48	=	\$ 447,836.16
State + Local					\$ 1,300,008.96
Special Education (EC) Funds	33	x	\$ 3,743.48	=	\$ 123,535.00
Total 2016-2017 Funding (total per student revenue + EC Funds):					\$ 1,423,543.96
	2017-2018				
	ADM	x	\$/ADM	=	Funding
State Funds - Mecklenburg	192	x	\$ 4,438.40	=	\$ 852,172.80
Local Funds - Mecklenburg	192	x	\$ 2,332.48	=	\$ 447,836.16
State + Local					\$ 1,300,008.96
Special Education (EC) Funds	35	x	\$ 3,743.48	=	\$ 131,022.00
Total 2017-2018 Funding (total per student revenue + EC Funds):					\$ 1,431,030.96

	2018-2019				
	ADM	x	\$/ADM	=	Funding
State Funds - Mecklenburg	192	x	\$ 4,438.40	=	\$ 852,172.80
Local Funds - Mecklenburg	192	x	\$ 2,332.48	=	\$ 447,836.16
State + Local					\$ 1,300,008.96
Special Education (EC) Funds	36	x	\$ 3,743.48	=	\$ 134,765.00
Total 2018-2019 Funding (total per student revenue + EC Funds):					\$ 1,434,773.96

BUDGET: REVENUE PROJECTIONS 2014-2015 through 2018-2019

Year	2014-15	2015-16	2016-17	2017-18	2018-19
Total Projected Enrollment	192	192	192	192	192
EC Estimated Headcount (12%)	23	23	23	23	23
Local Funding (1)	2332	2332	2332	2332	2332
State Funding (2)	4438	4438	4438	4438	4438
EC funding (3)	3743	3743	3743	3743	3743
Total Local Per Pupil Funds	447836	447836	447836	447836	447836
Total State ADM Funds	852173	852173	852173	852173	852173
Total Per Student Revenue	1300009	1300009	1300009	1300009	1300009
Total State EC Funds	108561	116048	123535	131022	134765

REVENUE CALCULATIONS: (1)-(3) From the Resource Manual for 2012 Charter Application

SALARY PROJECTIONS 2014-2015 through 2018-2019

Year	2014-15	2015-16	2016-17	2017-18	2018-19
Grade Levels	K-5	K-5	K-5	K-5	K-5
Max. Student population	192	192	192	192	192
Administrative					
Head of School	65,000	65,000	65,000	65,000	65,000
Deputy Head of School	55,000	55,000	55,000	55,000	55,000
Dean of Students	35,000	35,000	35,000	35,000	35,000
Director of Cultural Arts	17,500	17,500	17,500	17,500	17,500
Program Dev/Mkting/Grant Writer	17,500	17,500	17,500	17,500	17,500
Test Coordinator	14,000	14,000	14,000	14,000	14,000
Secretary	14,000	14,000	14,000	14,000	14,000
Director of Academics	17,500	17,500	17,500	17,500	17,500
Director of Food Service	35,000	35,000	35,000	35,000	35,000
Total Administrative	270,500	270,500	270,500	270,500	270,500
Media Specialist	15,000	15,000	15,000	15,000	15,000
Special Education Specialist	38,000	38,000	38,000	38,000	38,000
Nurse	19,000	19,000	19,000	19,000	19,000
Pay2Learn Coordinator	12,500	12,500	12,500	12,500	12,500
Total Support Staff	84,500	84,500	84,500	84,500	84,500
Maintenance/Custodial	12,500	12,500	12,500	12,500	12,500
Security	12,500	12,500	12,500	12,500	12,500
Receptionist	23,000	23,000	23,000	23,000	23,000
IT	40,000	40,000	40,000	40,000	40,000
Total Support Services	88,000	88,000	88,000	88,000	88,000
Senior Teacher	420,000	420,000	420,000	420,000	420,000
Junior Teacher	108,000	108,000	108,000	108,000	108,000
Total Elementary Teachers	528,000	528,000	528,000	528,000	528,000
Total Staff	971,000	971,000	971,000	971,000	971,000
Social Security and Taxes 7.65%	74,282	74,282	74,282	74,282	74,282
Benefits (FT employees)	174780	174780	174780	174780	174780
Total Salaries/Benefits/Taxes=	1,220,062	1,220,062	1,220,062	1,220,062	1,220,062

BUDGET: EXPENDITURE PROJECTIONS 2014-2015 through 2018-2019

Year	2014-15	2015-16	2016-17	2017-18	2018-19
Grade Levels	K-5	K-5	K-5	K-5	K-5
Max. Student population	192	192	192	192	192
Exceptional Children population	29.0	31.0	33.0	35.0	36.0
Local Funding	447,836	447,836	447,836	447,836	447,836
State Funding	852,173	852,173	852,173	852,173	852,173
EC Funding	108,561	116,048	123,535	131,022	134,765
Grants					
Donations					
Total Funding	1,408,570	1,416,057	1,423,544	1,431,031	1,434,774
All Salaries	971,000	971,000	971,000	971,000	971,000
Social Security and Taxes					
7.65%	74,282	74,282	74,282	74,282	74,282
Total Benefits-13% on FT Salaries	174,780	174,780	174,780	174,780	174,780
Total Salary and Benefits	1,220,062	1,220,062	1,220,062	1,220,062	1,220,062
EC Expenses (1)	36,300	38,115	40,021	42,022	44,123
Paideia	2,000	2,000	2,000	2,000	2,000
Total Staff Development	2,000	2,000	2,000	2,000	2,000
Cultural Art Program	5,000	10,000	10,000	15,000	10,000
Total Outside Contractors	5,000	10,000	10,000	15,000	10,000
Instructional Material (2)	1,920	480	480	480	480
Instructional Equipment (3)	1,920	10,000	10,000	10,000	10,000
Testing Materials (4)	3,840	480	480	480	480
Total Student Expenses	7,680	10,960	10,960	10,960	10,960
Printing Supplies (5)	3,000	3,000	3,000	3,000	3,000
Computer Supplies	2,000	2,000	2,000	2,000	2,000
Computer Equipment	6,000	6,000	6,000	6,000	6,000
Office/Janitorial Supplies	4,000	4,000	4,000	4,000	4,000
Office Equipment (6)	8,000	8,000	8,000	8,000	8,000
Total Supplies/Equipment	23,000	23,000	23,000	23,000	23,000
Food Expense	0	0	0	0	0
Rent	2,196	2,196	2,196	2,196	2,196
Insurance	23,500	23,500	23,500	23,500	23,500
Utilities	30,000	30,000	30,000	30,000	30,000
Maintenance/Repairs	5,000	5,000	5,000	5,000	5,000
Telephone	1,500	1,500	1,500	1,500	1,500
Total Building	62,196	62,196	62,196	62,196	62,196
Marketing	5,000	5,000	5,000	5,000	5,000
Accounting	20,000	20,000	20,000	20,000	20,000
Audit	8,000	8,000	8,000	8,000	8,000
Student Travel	4,800	4,800	4,800	4,800	4,800
Total Administrative	37,800	37,800	37,800	37,800	37,800
Total Expenses	1,394,038	1,404,133	1,406,038	1,413,039	1,410,140
Total Income	1,408,570	1,416,057	1,423,544	1,431,031	1,434,774
Total Expense	1,394,038	1,404,133	1,406,038	1,413,039	1,410,140
Net Surplus/Deficit	14,532	11,924	17,506	17,991	24,634

Overall Budget:

Year	2014-15	2015-16	2016-17	2017-2018	2018-2019
Cash In					
State Funds	852,173	852,173	852,173	852,173	852,173
Local Funds	447,836	447,836	447,836	447,836	447,836
EC Funds	108,561	116,048	123,535	131,022	134,765
Total Cash In	1,408,570	1,416,057	1,423,544	1,431,031	1,434,774
Cash Out					
Salaries/Taxes/Benefits	1,220,062	1,220,062	1,220,062	1,220,062	1,220,062
Other Expenses	173,976	184,071	185,977	187,978	190,079
Total Cash Out	1,394,038	1,404,133	1,406,039	1,408,040	1,410,141
Total Cash Flow					
Surplus/ Deficit	14,532	11,924	17,505	22,991	24,633

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

Miracle Academy recognizes the necessity of sound financial planning if our charter school is to grow and flourish. To that end we have structured a budget plan that is conservative, yet supports the mission and goals of the marketing and education plans contained in this application. Our financial objectives over the 5 yr. planning period are three-fold: 1) to manage operational resources so that in each fiscal year we meet our operational objectives with a balanced budget, without incurring unnecessary debt or long-term payables; 2) to steadily grow our contingency fund each year to provide protection against future unanticipated capital expenditures; and 3) to ensure that all financial transactions are carried out in a prudent manner that meet the highest professional standards.

Revenue Assumptions

Miracle Academy's 5 yr plan assumes that all funding through 2019 will come from state and local ADMS. Miracle Academy has no other "secured funding" at this time, nor do we have current cash reserves to bring into the planning period. However, Miracle Academy plans to continue soliciting funding from other sources. We currently have a small, dedicated donor base (board members and interested community stakeholders) that contribute regularly to the school

and we expect that tradition to continue and grow. Development efforts will be organized to apply for additional grants and to reach out into the corporate community for further support. Parents and students will be encouraged to build fundraising activities to help fund student and program activities. Long term we will organize to establish a future capital campaign to help establish an endowment fund.

Expenditure Projections

As stated in our mission, Miracle Academy looks to provide all children, regardless of their economic circumstances, a safe environment where they can receive a world-class education to prepare them for success in both school and life. To help accomplish our mission, Miracle Academy has developed an expense budget according to the following principles: 1) provide the necessary number of instructional staff to meet our program objectives; 2) recognize that it takes more than just teachers to provide the structure and preparation necessary for our students to succeed and provide the appropriate support and administrative staff; 3) budget funds sufficient to maintain our facilities in the appropriate manner; 4) provide funds sufficient to support classroom activities and administrative operations (building in the effects of inflation); 5) build a small but viable contingency fund to protect against unexpected expenses.

Financial Audits: (No more than a half of a page)

Describe the procedure and method for conducting an independent financial audit for the proposed charter school.

At the end of each fiscal year, the Miracle Academy Board of Directors will oversee selection of an auditor that is independent and NC Local Government Commission (LGC) approved to conduct an annual audit of the financial practices and records at Miracle Academy-West and Miracle Academy-East. The audit conducted will verify the accuracy of our financial statements, attendance and enrollment accounting practices. It will also review our internal controls. It is anticipated that the annual audit will be completed by a certain due date. The Miracle Academy Board of Directors will review any audit exceptions or deficiencies and review recommendations on how to resolve them.

Listed below are the firms that the Miracle Academy Board of Directors is investigating. It is anticipated that the audit for both charter schools, Miracle Academy-West and Miracle Academy-East, will be performed by one of these firms.

Thomas, Judy, & Tucker, P.A. 4505 Falls of Neuse Road, Suite 450 Raleigh, NC 27609 (919) 571-7055 (919) 571-7089 Fax Kristen Hoyle kristen.hoyle@jtpta.com	Petway, Mills, and Pearson (Merritt, Petway, Mills and Hockaday, PA) PO Box 1036 Zebulon, NC 27597 (919) 269-7405 (919) 269-8728 Fax Phyllis Pearson ppearson@pmpcpa.com
Batchelor Tillery and Roberts 3105 Glenwood Avenue Raleigh, NC 27612 (919) 787-8212 (919) 783-6724 Jim Black jblack@btrcpa.com	Darrell L. Keller, CPA 105 S City Street Kings Mountain, NC 28086 (704) 739-0771 (704) 747-5001 Cell (704) 739-6122 Fax Darrell Keller dkeller@dlkcpapa.com
Rebekah H. Barr, CPA 5422 Boswellville Road Wilson, NC 27893 (252)230-6294 Rebekah H. Barr rbarrcpa@yahoo.com	Rives & Associates, LLP 702 Oberlin Road, Suite 410 Raleigh, NC 27608 919-832-6848 (office) 919-961-7496 (cell) www.rivescpa.com

VII. AGREEMENT PAGE

LEA Impact Statement:

In accordance with the requirements of GS 115C.238.29B(d), Miracle Academy will provide a copy of this application to the Superintendent of Charlotte-Mecklenburg Schools within seven days. Miracle Academy will also forward proof of delivery to the Office of Charter Schools as soon as possible.

Applicant Signature:

The foregoing application is submitted on behalf of Miracle Academy, Inc. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name: Reshall L. Williams

Board Position: Chair

Signature: _____

Date:

Sworn to and subscribed before me this

_____ day of _____, 20____.

Notary Public

Official Seal

My commission expires: _____, 20____.