



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Matthews Academy

Public charter schools opening the fall of 2015

Due by 5:00 pm, December 6, 2013

North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825
919-807-3491

Mailing Address:
6303 Mail Service Center
Raleigh, NC 27699-6303

CHARTER SCHOOL 2013 Application Process

To open a charter school in the 2015-2016 school year

APPLICATION DUE DATE/TIME

September 6, 2013 A letter of intent to apply for the 2015-2016 school year **must** be received electronically to Deanna Townsend-Smith in the Office of Charter Schools **no later than 12:00 noon at deanna.townsend-smith@dpi.nc.gov**. If the Letter of Intent is not submitted, an application from this group will not be accepted. You can find the Letter of Intent requirements on the NC Office of Charter School web site.

December 6, 2013 A complete online application package, in the Office of Charter Schools **by 5:00 pm.**

December 13, 2013 A copy of the application due to the Local Education Agency in which the proposed charter school will reside in. Applicant must provide an attached PDF version as evidence to the Office of Charter Schools (i.e. signed letter).

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline December 6, 2013 at 5:00 pm. **All applicants must be submitted using the online portal** and applicants are to use the following specifications:

1. All required Appendices should be clearly titled, include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...), and submitted as a FULL PDF document.
2. Review all elements of your application for completeness before submitting. **An incomplete application will result in the elimination of the application.**
3. Late submissions **will not** be accepted. No exceptions.
4. Provide confirmation electronically to the Office of Charter Schools to deanna.townsend-smith@dpi.nc.gov that within seven (7) days the applicant has provided one full copy of the application to the LEA in which the proposed charter school will be located.

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Matthews Academy

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

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

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

Name of contact person: *John A. Shurley*

Title/Relationship to nonprofit: *Board Member*

Mailing address: 240 Sardis View Lane
Charlotte NC 28270

Primary telephone: 704-661-2877 Alternative telephone: 704-442-5414

E-Mail address: matthewsacademync@gmail.com

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

County: MECKLENBURG

LEA: 600-Charlotte-Mecklenburg Schools

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

No: X

Yes:

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

No: X

Yes:

What is the name of the nonprofit organization that governs this charter school? Matthews Academy, Inc.

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2015 Month August

Will this school operate on a year round schedule?

No:

Yes: X

Proposed Grade Levels Served and Total Student Enrollment (

10

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K,01,02,03,04,05,06	468
Second Year	K,01,02,03,04,05,06,07	543
Third Year	K,01,02,03,04,05,06,07,08	618
Fourth Year	K,01,02,03,04,05,06,07,08	618
Fifth Year	K,01,02,03,04,05,06,07,08	618
Sixth Year	K,01,02,03,04,05,06,07,08	618
Seventh Year	K,01,02,03,04,05,06,07,08	618
Eight Year	K,01,02,03,04,05,06,07,08	618
Ninth Year	K,01,02,03,04,05,06,07,08	618
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The State Board of Education provides funds to charter schools, approves the original members of the boards of directors of the charter schools, has the authority to grant, supervise, and revoke charters, and demands full accountability from charter schools for school finances and student performance.

I certify that I have the authority to submit this application and that the initial 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 will result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the non-profit organization.

arodriguez2187
Signature

John Shurley
Title

arodriguez2187
Printed Name

12/06/2013
Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

*State the Mission of the proposed charter school in **one hundred words or less**. The mission statement defines the organization's purpose and primary objectives, describing why it exists. The mission statement provides the foundation for the entire proposal.*

The mission statement of the proposed charter school is as follows:

Matthews Academy provides a classical education to students of all backgrounds and abilities. The Academy incorporates high academic expectations with a strong focus on character development. Parents, students and staff use a team approach that encourages creativity and strong communication skills to increase student engagement both inside and outside the classroom.

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

1. *Provide a description of Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Describe the rationale for selecting the location and student body.*

Matthews Academy will not target a demographically distinct student population, rather the academy will attempt to reach a demographic balance similar to that which currently exists within the area. The academy expects to attract interest from parents throughout Mecklenburg and parts of Union County who believe their children would be more likely to achieve their maximum intellectual potential in an academic environment which stresses consistently high standards and strong character development.

2. *What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA is grades 9-12).*

Matthews Academy's projected enrollment is 468 students, which is .46% of the average daily membership of Charlotte-Mecklenburg Schools. When including nearby Union County Schools, the Academy's projected enrollment makes up .34% of the two LEA's projected enrollment.

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

Matthews Academy will use Core Knowledge to provide a classical education to students. The Core Knowledge sequence will be in alignment with the North Carolina Standard Course of Study, the North Carolina Essential Standards, and the Common Core Standards to raise the level of academic performance. Matthews Academy will differ from the local LEAs by offering a strong character development program focused on the Essential 55, the 5 tenets of Taekwondo, peer-to-peer mentoring, and community projects. By taking a team approach to learning, the students will use these programs to learn the

importance of respect, individuality, perseverance, communication, and community. The Academy will take a particular interest in the local community. As part of the education plan, Matthews Academy will have quarterly programs opened to the public where students will display what they have learned on an individual and classroom level. These programs will carefully tie into the school's curriculum and character development program. The Academy will utilize multi-modal teaching methods to accommodate students that learn in different ways. This method, combined with the Core Knowledge curriculum will help students achieve their academic potential.

4. *In the appendices (Appendix A), you must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).*

Purposes of the Proposed Charter School: *In one page or less, describe how the proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.*

The Six Legislative Purposes of a Charter School are:

1. *Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.*
2. *Hold schools accountable for meeting measurable student achievement results.*
3. *Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.*
4. *Improving student learning.*
5. *Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.*
6. *Encourage the use of different and innovative teaching methods.*

1. Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site. Matthews Academy will create new professional opportunities for teachers with the Core Knowledge curriculum. Teachers will be responsible for upholding the Core Knowledge sequence and providing higher academic standards than the local LEAs. Teachers and staff will invest in a team approach by collaborating to set these competitive academic standards. The team approach will also be applied to the hiring of new staff. Teachers and staff will be able to interact have input with new hires to make sure they fit the culture of the school guided by the Academy's mission statement and professional development. Matthews Academy will utilize the Ron Clark professional development program to ensure teachers are upholding the school's mission while also inspiring students through the Essential 55.

2. Hold schools accountable for meeting measurable student achievement results.

Matthews Academy is a public charter school that will participate in the North Carolina's Accountability Model. The Academy will also take state-mandated end-of-course and end-of-grade exams. The scores taken from these exams will be able to produce data to monitor the school's success and progress. Matthews Academy will also be held accountable by school parents, determined by the number of spots filled and the number of students on the waiting list.

3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.

There are only two schools of choice within a reasonable driving distance of the proposed Matthews Academy, Queens Grant Community School and Socrates Academy. Queens Grant has a waiting list of approximately 2,000 students and Socrates Academy has a waiting list of approximately 600 students. Matthews Academy would be able to offer a classical education through Core Knowledge, differing from the other charter and magnet schools in the Charlotte/Matthews/Mint-Hill area and parts of Union County.

4. Improve student learning.

Matthews Academy will improve student learning by going above and beyond the minimum standards set by the state of North Carolina. The Core Knowledge sequence is an already challenging curriculum that allows students to build on prior knowledge, increase critical thinking skills, and improve comprehension. This curriculum combined with an interwoven character development program will not only enhance engagement and knowledge in the classroom, but help exceed the minimum standards set by the state of North Carolina.

5. Increase learning opportunities for all students, with a special emphasis on at-risk or gifted students.

Matthews Academy will serve all students able to attend public school in North Carolina regardless of their background or abilities. The Academy will not target a specific demographic, but rather serve all children that are admitted to the school. Those who are at-risk, academically gifted, or are exceptional children are welcome to attend Matthews Academy and will be constantly challenged to reach their full potential with high expectations and increased individual attention by teachers, staff, and through the peer to peer mentoring program.

6. Encourage the use of different and innovative teaching methods.

Matthews Academy will transform the classroom culture with the teaching methods put forth by the Ron Clark professional development program. The classroom will be interactive and align with the Essential 55 used in the character development program. Through the professional development, teachers will be able to engage the students through multi-modal teaching methods. Teachers will be given more time to plan each lesson to ensure that they are properly addressing the class's needs.

Goals for the Proposed Charter School:

1. *Provide specific and measurable student achievement performance goals for the school's educational program and the method of demonstrating that students have attained the skills*

and knowledge specified for those goals. Address how often and when the information will be communicated to the governing board and other stakeholders. These goals should include specific and measurable performance objectives over the first five years of the schools existence.

1. Matthews Academy students will achieve at least a year's worth of growth each year by the end of the 3rd year in operation.

This goal will be achieved by:

- Matthews Academy will teach Core Knowledge with fidelity.
- The academy will use formative assessments to inform instruction.
- The school will implement Singapore math across all grades levels.
- Matthews Academy will use multi-modal teaching methods to reach all students.

This goal will be measured by students assessments on NWEA MAP.

2. 100% of the students will have the opportunity to participate in extra-curricular activities every year.

This goal will be achieved by:

- Offer a wide range of clubs.
- Offer multiple community service activities each quarter.
- Offer extension opportunities such as art shows and choral concerts.

3. Every year, each student will demonstrate what he/she has learned at Matthews Academy in the community.

4. Matthews Academy will achieve 3% higher than the local LEA's average on third grade math and reading scores by the end of the 3rd year in operation.

5. 100% of students will participate in character development through the martial arts.

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

The governing board will meet once a month to discuss the progress of the school as reported by the head of school. The board will also address issues from parents, students, and teachers at each meeting. The governing board plans to form an Academic Committee to oversee the school's progress. Each committee member will be instructed to visit a different classroom each month to ensure that the mission is being upheld. The committee will also collaborate with the head of school to submit a monthly academic report. This report will help the board, parents, students, and teachers see how academic goals are being met and line up with the measurable goals set forth in this application.

III. EDUCATION PLAN

(No more than ten total pages in this section)

NOTE: *All sections of the Education Plan should align with all other sections of this application. The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Provide precise and clear explanations. Lack of response to any question or proper documentation will deem the application incomplete.*

Instructional Program:

Provide a detailed description of the overall instructional program of the proposed charter school, including major instructional methods, assessment strategies, and explain how this instructional program and model meet the needs of the targeted student population.

Matthews Academy will use research based curricula and instructional methods to promote student learning across all grade levels. Meaningful data will drive the continuous improvement of the school and the instructional programs. The instructional program will be anchored in the Core Knowledge curriculum, a content rich, comprehensive, coherent educational program for grades K-8. The Core Knowledge content is aligned with the Common Core State Standards in language arts and mathematics, allowing Matthews Academy to teach Core Knowledge with fidelity while excelling on state accountability standards.

Core Knowledge will provide Matthews Academy students a solid base of content knowledge that will allow them to improve reading and literacy. The specific, sequenced content of Core Knowledge will help reduce or eliminate gaps and level the playing field for students from a wide range of backgrounds and experiences. Students with limited experiences will find that Core Knowledge opens up the world in a very accessible way. Students who have a background with very rich educational experiences will add greater depth and meaning to their knowledge and experiences.

Core Knowledge, while very deliberately sequenced and regimented, lends itself to a wide variety of instructional methods and strategies that will allow teachers the freedom to use the methods that will best reach all of their students. At Matthews Academy, the emphasis on multi-modal instructional practices will help teachers bring Core Knowledge to life for each student in the way that he or she learns best. Teachers will be given extensive professional development in the Core Knowledge sequence and using different classroom and instructional methods designed to reach each and every student in the classroom.

To supplement and support the Core Knowledge Sequence, Matthews Academy will utilize a variety of other curricular tools. The Core Knowledge Language Arts program will provide students with a phonics based approach to reading and literacy that will seamlessly align with Core Knowledge and the Common Core State Standards. The emphasis on read-alouds will allow students to access content and knowledge well beyond each student's ability to comprehend what they are able to read themselves.

Shurley English will be used to teach students the basics of grammar, syntax, and sentence structure. The Shurley method of engaging students

through songs and jingles will help the school's goal of reaching every student in the way that he or she learns best, while the structure of Shurley English will give students a seamless, coherent approach to the subject and ensure continuity of instruction.

Singapore Math will provide Matthews Academy students with a proven, research based math program. Singapore Math gives students a solid, comprehensive foundation of mathematical knowledge and skills that will prepare them for higher level math and science. Matthews Academy students will learn to think algebraically, develop critical thinking skills, and become problem solvers.

To continuously improve instruction and drive student learning, Matthews Academy will use the NWEA Measures of Academic Progress, a computer adaptive assessment tool. Students grades 2-8 will take the NWEA two or three times per year, while students in grades K-1 will take the NWEA MAP for primary grades. Teachers will use data from the NWEA that includes specific, targeted areas of improvement to inform their instruction. In their Professional Learning Communities (PLCs), teachers will work collaboratively to address grade level deficiencies and formulate classroom differentiation techniques to address specific student weaknesses.

K-5 Curriculum and Instructional Design:

Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

Matthews Academy classrooms will be both traditional and innovative. In the traditional sense, students will be grouped in classes, by grade level, with one teacher. Kindergarten and 1st grade classes will have 20 students in each class, 2nd through 4th grade will have 22 students in each class, and 5th through 8th grade will have 25 students in each class. The content of the curriculum will also be traditional, in keeping with the school's classical emphasis.

Within the traditional framework, however, Matthews Academy teachers will use innovative teaching techniques to engage students and reach each student in the way that he or she learns best. Lessons will include a variety of ways to disseminate information to students, enabling a deeper understanding and better retention.

Provide a synopsis of the planned curriculum, including:

- 1. One sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for the elementary division the school would ultimately serve.*
- 2. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

The Core Knowledge curriculum will support the school's mission of providing a classical education, while allowing the teachers the flexibility to teach in a way that engages all students and allows them to address many different learning styles.

The Core Knowledge sequence is designed to give students the important content and knowledge that they will need to understand the world around them and be successful in every stage of their education. Using the premiss that the more you know, the easier it is to learn more, Core Knowledge deliberately and progressively builds upon what students have previously learned. Students encounter topics more than once throughout their schooling, allowing for deeper understanding and better retention.

Whenever possible, Core Knowledge maximizes cross-curricular connections to increase student understanding and engagement. Cross-curricular connections occur as art and music topics are aligned with what students are learning in language arts, which is aligned with what students study in history. Exposing students to the same topics in multiple ways and across disciplines adds interest for students and results in much better knowledge retention.

In the classical model, the grammar school is where students gather and absorb knowledge that they use in the dialectic and rhetoric stages of learning. The Core Knowledge sequence will provide Matthews Academy students that base of knowledge, giving them context, perspective and a solid educational foundation.

- 3. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population.*

Teachers at Matthews Academy will be expected to use a wide variety of teaching methods and techniques to engage all students in the ways that they learn best. Extensive professional development will be given to teachers in identification of student learning styles and ways to address each unique learning style. Matthews Academy teachers will at times use methods such as direct instruction, experiential learning, and cooperative learning. In addition to other training, the Ron Clark Professional Development Program will be used to help teachers engage all students and keep their lessons fun and interesting. Ron Clark's Essential 55 will be used as a blueprint to help teachers continuously improve their instruction and educational practices. Other strategies that will be implemented are found in the martial arts. Through gym class, students will be taught martial arts, not only learning the art, but also learning the character development that goes along with it (i.e five tenets of Taekwondo).

- 4. Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*
- 5. Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

The 2015-2016 calendar reflects Matthews Academy's desire to operate on a year-long schedule while balancing the practical concerns of opening a first year charter school. The calendar includes 185 instructional days but spreads them out from August 19th to June 30th.

To help prevent loss of knowledge and skills over the long summer months, Matthews Academy plans to lengthen the school calendar even further for the 2016-2017 school year, starting at the beginning of August and ending at the end of June. Starting in the middle of August the first year will make the

initial cash flow and preparation more manageable.

Please see Appendix C for both calendars

6-8 Curriculum and Instructional Design:

Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

Matthews Academy classrooms will be both traditional and innovative. In the traditional sense, students will be grouped in classes, by grade level, with one teacher. Middle school students will have core classes of approximately 25 students, though the middle school class size may vary. Students will rotate through the different cores (language arts, math, science, and history,) as well as the special classes (art, music, and PE,) throughout the day. The content of the curriculum will also be traditional, in keeping with the school's classical emphasis.

Within the traditional framework, however, Matthews Academy teachers will use innovative teaching techniques to engage students and reach each student in the way that he or she learns best. Lessons will include a variety of ways to disseminate information to students, enabling a deeper understanding and better retention.

Provide a synopsis of the planned curriculum, including:

1. **One** sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B1) for one core subject (specific to the school's purpose) for the middle school division the school would ultimately serve.
2. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.

The Core Knowledge curriculum will support the school's mission of providing a classical education, while allowing the teachers the flexibility to teach in a way that engages all students and allows them to address many different learning styles.

The Core Knowledge sequence is designed to give students the important content and knowledge that they will need to understand the world around them and be successful in every stage of their education. Using the premiss that the more you know, the easier it is to learn more, Core Knowledge deliberately and progressively builds upon what students have previously learned. Students encounter topics more than once throughout their schooling, allowing for deeper understanding and better retention.

Whenever possible, Core Knowledge maximizes cross-curricular connections to increase student understanding and engagement. Cross-curricular connections occur as art and music topics are aligned with what students are learning in language arts, which is aligned with what students are studying in history. Exposing students to the same topics in multiple ways and across disciplines adds interest for students and results in much better knowledge retention.

In the classical model, the grammar school is where students gather and absorb knowledge that they use in the dialectic and rhetoric stages of learning. Students use the knowledge that they gain to learn to think logically and strengthen their critical thinking skills in the middle school

years. At Matthews Academy students will learn to think critically throughout the elementary years and will continue to acquire knowledge throughout the middle school years, but with an emphasis on knowledge in the lower grades and logic and critical thinking in the upper grades, Matthews Academy will fulfill its promise of a classical education.

3. *Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population.*

Teachers at Matthews Academy will be expected to use a wide variety of teaching methods and techniques to engage all students in the ways that they learn best. Extensive professional development will be given to teachers in identification of student learning styles and ways to address each unique learning style. Matthews Academy teachers will at times use methods such as direct instruction, experiential learning, and cooperative learning. In addition to other training, the Ron Clark Professional Development Program will be used to help teachers engage all students and keep their lessons fun and interesting. The Essential 55 will be used as a blueprint to help teachers continuously improve their instruction and educational practices.

4. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*
5. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

The 2015-2016 calendar reflects Matthews Academy's desire to operate on a year-long schedule while balancing the practical concerns of opening a first year charter school. The calendar includes 185 instructional days but spreads them out from August 19th to June 30th.

To help prevent loss of knowledge and skills over the long summer months, Matthews Academy plans to lengthen the school calendar even further for the 2016-2017 school year, starting at the end of July and ending at the end of June. Starting in the middle of August the first year will make the initial cash flow and preparation more manageable.

Special Programs and "At-Risk" Students

1. *Describe the methods and clear systems of prevention and intervention teachers will utilize to provide assistance to students that are not performing at expected levels: ensuring continued progress and academic student growth.*

Matthews Academy will ensure success for all students by implementing strategies to help those at-risk. These strategies include tutoring, peer-to-peer mentoring, increased communication, and possible intervention by the School Support team.

When a teacher recognizes that a student is struggling, that teacher is encouraged to communicate with the student and make the proper adjustments in the classroom. If the student continues to struggle, the teacher will be

responsible for contacting the parent/guardian and discuss what possible interventions are needed. Teachers must not skip this step and must communicate these issues with the parent. Powerschool will be used as one way for teachers to communicate with parents. Parents will be encouraged to check the their child's records (attendance and grades).

If a student continues to struggle in the classroom, the teacher or parent can refer the student to the School Support team. The team will then develop a research-based intervention for the classroom. If that intervention does not produce results, the student will then be referred to the EC teacher(s) to be evaluated for EC services.

Matthews Academy will provide constant support for struggling students. The peer-to-peer mentoring program will allow middle school students to mentor struggling students in grades K-5. Struggling middle students will have the opportunity to be mentored by local community members. These local community members will be subject to criminal background checks. In addition to peer-to-peer mentoring, the academy will also offer tutoring. If a student is struggling, the teacher may request help by a teacher assistant. The teacher assistant will collaborate with the teacher and sit in class with the student to assist him/her with schoolwork. Lastly, Matthews Academy will encourage clear communication between teachers and students to clear up misconceptions.

2. Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:

- a) Methods for identifying ELL students.*
- b) Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ELL students.*
- c) Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.*

1. ELL students will first be identified by an information sheet sent home at the beginning of the year. This sheet will allow parents to identify the language spoken by the student, the parents, and the language spoken at home. ELL students will also be identified by teachers in the classroom.

2. Matthews Academy plans to use a Structured English Immersion model (SEI) on a smaller scale. English Language Learners will be grouped by abilities (if needed) and the ELL teacher will treat English as a foreign language. Students will be taught discrete grammar skills and timelines will be established to get the student to exit the program. The ELL teacher will have access to the Core Knowledge curriculum and will be encouraged to use it with ELL students.

3. Matthews Academy plans to monitor the success of ELL students and make sure they exit the program being proficient in English. Translators will be used to ensure clear communication between staff and the student if needed. To ensure that the student is successful after receiving language services, the ELL teacher will be responsible for following up with the student for next two years.

3. Explain how the school will identify and meet the needs of intellectually gifted students, including the following:

- a) *Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.*
- b) *Plans for monitoring and evaluating the progress and success of intellectually gifted students.*

Matthews Academy will identify academically gifted students through the NWEA assessments and through teachers identifying high-performers in the classrooms. Core Knowledge and Singapore math are already very challenging curricula. Teachers will be encouraged to assign more challenging questions and worksheets to students to make sure that they are reaching their full potential. The school will make sure that gifted students are being challenged by having parents complete a Parent Satisfaction Survey. The survey will ask if they believe their child is being challenged enough in the classroom. The board's academic committee will review the surveys and adjust to meet the needs of all students.

Exceptional Children

*The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation Individuals with Disabilities Education Improvement Act (IDEA), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities. **All public schools are responsible for hiring licensed and 'highly qualified' special educators pursuant to law.** Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.*

Identification and Records

1. *Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.*
2. *Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed.*
3. *Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.*
 - a) *Requesting Records from previous schools*
 - b) *Record Confidentiality (on site)*
 - c) *Record Compliance (on site)*

1. Matthews Academy plans to send home an information packet to parents on the first day of school. In that packet, there will be a sheet about existing IEPs and 504 plans. Parents will have the chance to fill out the form and help the EC staff obtain existing plans. The Matthews Academy EC staff will also look through records from previous schools to find whether a student has an existing IEP or 504 plan. When these students have been identified, all appropriate staff will be notified. The EC staff will collaborate with teachers, assistants, the head of school, and Futures Education to comply with the existing plans.

2. When identifying students for EC services, teachers, support and EC staff will recommend a student to the School Support team. The School Support team will be made up of two teacher representatives, an EC staff member, and the EC teacher. After a student is referred to the School Support team and the full support of the parents is given, the student will be given an evaluation. After an evaluation is given, the School Support team will

decide on one of two options: 1) Research based classroom modifications/interventions. 2) Further evaluations and assessments. The evaluations and assessments will be administered by the EC teacher and/or highly qualified staff. If classroom modifications/interventions are given, but there is no improvement, the student will be reevaluated.

3. When Matthews Academy requests a student's records, it will be done via fax. When the school receives the records, they will immediately be filed and safely secured. Student records will be kept confidentially and safely on the school's grounds. All files will be in the school's locked filing room and only authorized individuals will have access to the files. No files will be taken off of school grounds.

The school plans to contract for related services such as speech-language, occupational therapy, and physical therapy with a nationally known company, Futures Education, that has recruitment resources. We also propose utilizing Futures Education to provide IDEA compliance monitoring, professional development, as well as facilitation of IEP and 504 plan development. The staff provided by Futures will have a position on the School Support team. The cost of Futures Education's services are reflected in the budget under Contract Service: EC Instruction.

Exceptional Children's Education Programming

1. *Describe the educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities.*
2. *Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).*
3. *Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.*
4. *Describe the proposed plan for providing related services.*

1. Matthews Academy believes that students with disabilities need to be in the classroom with their peers as much as possible. Based on state and local numbers, the academy has predicted that between 10-12% of the school's population will need EC services. All EC teachers will have North Carolina Special Education teacher certification and hold at least a master's degree in Special Education. The school plans to hire one full time EC teacher and contract with Futures Education to provide other EC instruction such as physical therapy, occupational therapy, etc. As Matthews Academy grows into a K-8 school, a part time EC teacher will be added, along with increased services from Futures Education. One more part time teacher assistant will be added and act as support for the EC teacher(s). Futures Education will provide professional development and help the EC staff provide high quality services for EC students. These increased services are reflected in the budget under "Contract Services- EC Instruction." The academy has also included extra funds each year to cover the cost of hiring a part-time EC teacher in the event that the school receives a larger EC population. The EC staff will receive the needed support from the core content teachers and the School Support Team to ensure that every EC student's needs are met. Matthews Academy believes that each EC student deserves to be treated as an individual and have his/her's own individualized plan. If the classes are not meeting the needs of an EC student, those classes will be adjusted to meet those needs.

2. The School Support Team and EC teacher(s) will in charge of evaluating and reevaluating students. The team and EC teacher(s) will be responsible for monitoring and reevaluating every EC student's plan on a regular basis to ensure that the students' needs are met.

3. Parents/guardians and appropriate EC staff will be crucial in the implementation of a student's IEP. The School Support Team and EC staff will monitor the implementation of IEPs. The appropriate staff and parents will attend meetings to ensure that they are part of the development and adjustment of the student's plan.

4. The school plans to contract for related services such as speech-language, occupational therapy, and physical therapy with a nationally known company, Futures Education, that has recruitment resources. We also propose utilizing Futures Education to provide IDEA compliance monitoring, professional development, as well as facilitation of IEP and 504 plan development. The staff provided by Futures will have a position on the School Support team. The cost of Futures Education's services are reflected in the budget under Contract Service: EC Instruction.

Student Performance Standards

1. *Describe the student performance standards for the school as a whole.*
2. *Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.*
3. *Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.*
4. *Provide the public charter school's exit standards for graduating **ALL** students. These standards should set forth what students in the **last grade served** will know and be able to do. Be sure to include plans for the "At-Risk" population.*

Matthews Academy is committed to meeting each student where he/she is and helping him/her grow academically. Students will be expected to achieve at least one year's worth of growth each year by the end of the third year, as measured by the NWEA MAP from fall to fall. The comprehensive educational program is designed to help Matthews Academy students reach this goal. The extended, year-round calendar, the Core Knowledge curriculum, Singapore Math, Shurley English, and the emphasis on the character development of martial arts, will all work together to ensure student achievement.

In addition to the state mandated tests, Matthews Academy will use the Northwestern Evaluation Association (NWEA) Measures of Academic Progress (MAP) to monitor student progress and growth over time. The computer adaptive test will be given to students in all grades two or three times per year. Teachers will receive comprehensive reports on student achievement that includes areas of strengths and weaknesses that the teachers will use to differentiate within the classroom, thereby meeting the needs of each student. Teachers will be given professional development on classroom differentiation and will work within their PLCs to develop successful instructional strategies.

NWEA data will also be used to drive the decision making process of the board. Student performance results will be reported to the School Improvement Team which will analyze the data and make recommendations to the Board Academic committee about necessary adjustments to the school-wide goals and instructional programs. This continuous improvement process will help the Board to set high, achievable goals and drive the instructional practices to get there.

Students who meet or exceed the state standard requirements, where they exist, and have met all of the grade level requirements will automatically be promoted to the next grade. If a student is at risk of being retained, the student's classroom teacher will contact the parents as soon as possible. The teacher, parents, and other necessary staff will formulate a personal education plan which may include a referral to the School Support Team. It will be the policy of Matthews Academy to give each student the tools and support that he or she needs to be successful. If the interventions and support do not result in the student meeting the requirements to be promoted to the next grade level, the Principal, with input from the teacher, parent, and other staff, will make the final decision on whether or not to retain the student.

If a student has either an IEP or a 504 plan, the decision to retain or promote that student will be made with the support of the EC staff and consideration to the student's plan and considerations.

All of the school policies, including promotion and retention policies, will be available to parents and students in the student handbook and on the Matthews Academy website.

Exit requirements for students leaving 8th grade will be as follows: Students will demonstrate a strong reading, writing, listening, spelling, speaking, and presentation skills using multiple forms of expression, which are age and grade appropriate. Students will be able to read and interpret multiple forms of writing including poetry, fiction, and non-fiction. Students will have an understanding of the U.S. government, its history, and governing documents. Students will have a basic understanding of the science topics as outlined in the North Carolina Standard Course of Study. Students will have mastered grade level and age appropriate math skills and be prepared to enter Math I in 9th grade.

With the help of the NWEA MAP, students who are at risk of not meeting the objectives to successfully exit 8th grade will be identified early, usually in previous grades, and appropriate interventions will be put into place.

Student Conduct:

*Provide a brief narrative that disseminates how student conduct will be governed at the proposed charter school and how this plan **aligns** with the overall mission and proposed Education Plan of the charter school.*

Provide a draft copy of the student handbook specific to the proposed charter school within the appendices (Appendix D).

Be sure to include:

1. *Practices the school will use to promote effective discipline.*
2. *A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.*
3. *An explanation of how the school will take into account the rights of students with disabilities in regards to these actions that may or must lead to suspension and expulsion.*
4. *Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.*

It is the goal of Matthews Academy to provide a safe and orderly environment for students, parents, and staff. To this end, Matthews Academy will set high behavior expectations for each student. Using Ron Clark's The Essential 55, teachers will formulate and model clear expectations based on the idea that everyone should show kindness and respect. At the beginning of each year classroom expectations will be posted in each classroom and will be used throughout the year to remind and inform students of appropriate behavior.

The disciplinary process will consist of four levels:

Level 1: Most instances of misbehavior can be addressed by the classroom teacher and every teacher will receive training in classroom management and strategies to address inappropriate or disruptive behavior. Teachers will keep parents informed if their student's behavior is not meeting expectations. If misbehavior persists or rises to a Level 2 offense, then the classroom teacher will refer the student to the administration. Examples of Level 1 behavior include but are not limited to talking out of turn, refusal to participate, not cleaning up after making a mess.

Level 2: Repeated Level 1 behaviors or more serious misbehavior will result in a referral to the principal. The principal will meet with the student and parents to formulate a corrective action plan that may include disciplinary measures. Possible consequences of a Level 2 offense include but are not limited to after school detention, in-school suspension, think sheets, and suspension from extra-curricular activities. Examples of Level 2 offenses include leaving class without permission, disrespect of authority, and non-compliance with dress code.

Level 3: If Level 2 misbehavior persists in spite of the corrective action plan or are more serious, the principal will meet with the student and the parents and formulate a corrective action plan that may include an out of school suspension of no more than 10 days. Examples of Level 4 offenses include disobeying school personnel, cheating, stealing, harassing others, and destruction of school property.

Level 4: If corrective action plans do not result in adjusted behavior, or if the misbehavior rises to a Level 4 offense, the principal will meet with the student and the parents and may recommend long term suspension or expulsion. Examples of Level 4 offenses are possession of drugs, threats to others, possession of weapons, and assault.

A parent may appeal a Level 3 or Level 4 disciplinary action by submitting a written notice of appeal to the principal within 24 hours of being notified of the action. The principal will immediately notify the Board of Directors who will schedule a meeting to hear the appeal. The parents will be

notified of the date, time and place of the meeting and requested to attend. The decision of the Board regarding appeals of disciplinary measures will be final.

When considering discipline of students with specialneeds, the principal, with the help and consultation of the EC teacher, will review the students file including his/her IEP or 504 plan. The principal will take into account any accommodations or interventions in place and whether or not the misbehavior is a manifestation of the student's disability, and work with the parents to ensure that all of the student's rights are protected.

IV. GOVERNANCE, OPERATIONS and CAPACITY

(No more than ten total pages in this section)

NOTE: Please answer all sections completely. Do not use "same as LEA" or "whatever the law states". Lack of proper documentation could deem the application incomplete.

Governance:

Private Nonprofit Corporation:

*The nonprofit corporation must be officially authorized by the NC Secretary of State by the final approval interview date.

Name of Private Nonprofit: Matthews Academy, Inc.

Mailing Address: 1307 W. Morehead St.

City/State/Zip: Charlotte NC 28208

Street Address: 1307 W. Morehead St.

Phone: 704-661-2877

Fax: 704-344-0446

Name of registered agent and address: John A. Shurley
1307 W. Morehead St.
Charlotte, NC 28208

FEDERAL TAX ID: 46-3951092

Tax-Exempt Status 501 (c)(3)

The private nonprofit listed as the responsible organization for the proposed charter school has received 501 (c)(3) status:

Yes (copy of letter from federal government attached: Appendix E)
X No

NOTE: If the non-profit organization has yet to obtain the 501(c)(3) status, the tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval.

Governance and Organizational Structure of Private Non-Profit Organization:

The private nonprofit corporation is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.

Please complete the table provided depicting the initial members of the nonprofit organization.

Board Member Name	Board Title	County/State of Residence	Current Occupation
Tara Goodfellow	Board	MECKLENBURG	Small Business

	Member/Fundraising Committee		Owner/Former Instructor
John A. Shurley	Board Vice-Chair/Facilities Chair	MECKLENBURG	Architect and School Facilities Consultant
Mary Martha Melancon	Board Chair	MECKLENBURG	Speech and Language Pathologist
Ruben Cruz	Secretary	UNION	Educator and Small Business Owner
Ashley Cioppa	Treasurer	UNION	Occupational Therapist
John T. Burkhart	Board Member	UNION	Environmental Consultant/Tae Kwon Do Instructor

Please provide the following in this location of the APPLICATION:

1. *A description of the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator.*

The governing board of Matthews Academy will be ultimately responsible for all aspects of school policies, procedures, and operations. Most importantly, the board will ensure that the school is fiscally sound, academically successful, and in compliance with all applicable laws and policies. The board will hire a qualified lead administrator who will be responsible for carrying out the policies of the board, managing the school staff, and will be responsible for the day to day operations of the school.

The head of school will keep the board informed of happenings at the school through a comprehensive monthly report. The board will also operate through board committees that will look at issues in more depth and make recommendations regarding policies, programs, and financial matters to the full board.

Matthews Academy will use its resources to advertise and recruit qualified individuals to interview with the board. The board will interview candidates and choose the most qualified individual whose vision most closely aligns with the school's mission.

The board will conduct an informal mid-year review of the head of school, as well as a formal annual review. The head of school's performance on these reviews will inform the board's decisions regarding his raises, and bonuses. If the head of school is not meeting the expectations of the board, the board will put in place a corrective action plan to address any areas of deficiencies. The plan will clearly articulate specific ways that the head of school is not meeting expectations, what changes are expected so that he/she does meet expectations, and a reasonable timeframe to make the necessary adjustments. The head of school will be employed at the discretion of the board and decisions regarding the employment of the head

of school will solely rest with the board.

2. *Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.*

The Matthews Academy board currently consists of 6 members. The board has stated that they shall consist of five members at a minimum and 9 members at a maximum. The board will act as overseers, not micro-managers to the school. The board has a system of checks and balances in place. To be sure that the board is held accountable, the School Improvement Team, Parent-Teacher Organization, and the Head of School will give monthly reports to the board. The board has also formed six different committees to ensure the success of the school. These committees consist of Facilities, Fundraising, Academic, Character Development, Community Outreach, and Financial Committee. These committees will consist of board members, parents, and teachers. The Head of School will serve on the Academic Committee and one other board of his/her choosing. Each board member is matched up to committee that suits their area of expertise. John Shurley is a local architect and has extensive experience in working with charter schools over the years. John will be the head of the Facilities Committee. John's experience with charter schools will also help as he serves as the board's vice-chair. Mary Martha Melancon is a Speech and Language Pathologist who has been spearheading many of the community meetings, will serve as head of the Community Outreach Committee. Her constant involvement in the community has served the board well with successful meetings. Mary Martha will also serve as the board's chair. John Burkart will be the head of the Character Development Committee. John's experience as a Taekwondo master will help the school's character development program (five tenets of Taekwondo, traits of Karate, and the Essential 55). Ashley Cioppa will serve as the head of the Financial Committee. This matches her role and the board's Treasurer. Ashley's attitude towards fiscal responsibility will serve the board well. Tara Goodfellow will be the head of the Fundraising Committee. As a small business owner and charter school advocate, Tara has a great network of contacts that will help the school grow. Lastly, Ruben Cruz will use his experience as an educator at Central Piedmont Community College to head the Academic Committee. Ruben is also serving as the board's secretary.

The structure of the governing board ensures that the school will be an educational success. The Academic committee and School Improvement Team will provide the board with suggestions to improve the culture and academics of the school. The school's operational success is rooted in the Parent-Teacher Organization, Financial and Fundraising Committees. These committees will advise the board on parent satisfaction, financial stability, and fundraising numbers. Without satisfied parents, financial stability, and high fundraising numbers, the school would not exist.

The board will evaluate the school's success through the satisfaction of parents (through the Parent Satisfaction Survey), satisfaction of teachers/staff, financial stability, and academic performance on End-of-Grade, End-of-Year, and NWEA assessments. The head of school's success will

be evaluated by the satisfaction of parents, satisfaction of teachers/staff, and the academic performance on End-of-Grade and End-of-Year tests.

The committees formed by the board, the Parent-Teacher Organization, and School Improvement Team all feature key stakeholders and report directly to the board. The head of school also reports to the board. The committees feature parents and teachers, as does the Parent-Teacher Organization, and the School Improvement Team.

- 3. Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?*

The board members of Matthews Academy have come together out of a desire to make a positive difference for students of Matthews and surrounding areas. Board members have been selected based on criteria including what expertise, knowledge, and skills they bring to the board, commitment to the Matthews Academy mission, availability and willingness to volunteer their time, and commitment to opening a successful, high quality school.

John Shurley and Mary Martha Melancon were the original members. They both met at the Matthews Panera Bread to discuss the process of recruiting board members. They then recruited Mint Hill, NC resident Tara Goodfellow to the board at the recommendation of John Shurley. The board then recruited Ruben Cruz to the board by Mary Martha Melancon, an educator and a technology expert. The board then held a community meeting on October 24th, 2013 at the Women's Club in Matthews, NC. The meeting brought about many parents, teachers, local town council candidates, and community members. After the meeting, the board accepted resumes to join the board. From those resumes, the board selected Ashley Cioppa and John Burkart to join the board. This left the board full at 6 members, all committed to the school's mission.

The board is full now, with 6 members. The flexibility that the bylaws give the board by having a maximum board of 9 members and a minimum of 5 allows the board to take the time to make a deliberate decision in the case of a vacancy. The board will also be able to add a board member if they find one that will fill a void in the current skills and expertise of the current members.

Each board member, and the community outreach committee in particular, will continually look for possible new board members. As potential members are identified, they may be invited to join one of the board committees as a way to get involved and help the school before being invited to join the board.

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

The Matthews Academy board will hold regular meetings at least once per month.

- 5. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation (Board Policies Draft: Appendix J).*

The founding board members of Matthews Academy will fully participate in the planning year and the training sessions and exercises provided by the office of charter schools. Over the past months, as board members have been participating in the development of the application, they have been learning

a great deal about all aspects of North Carolina charter schools. Some have become familiar with curriculum and teaching strategies with which they were not previously familiar, and all have devoted time and energy to designing a successful charter school.

After the planning year, board members will be expected to participate in at least two professional development sessions each year. Examples of board development sessions include participation in OCS webinars, sessions at annual board retreats, and selected conference sessions. New board members will also participate in a board orientation plan that will be developed by the board. Board orientation activities that should be completed within the first three months of election to the board may include classroom observations, instruction on charter, open meetings, and public records laws, familiarization with major curricular programs, and participation in one or more parent sponsored events.

- 6. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.*

The board has in place a conflict of interest policy that every board member has signed and will be expected to uphold. Annual disclosure statements will help board members identify any real or perceived conflicts before they become problems. If a board member has a real or perceived conflict he or she will refrain from discussions or votes on or about the issue for which the conflict exists.

The only possible conflicts the board sees in the future is with John Shurley and John Burkart. John Shurley is an area architect who may possibly have a conflict when/if the school decides to build. John Burkart is a Taekwondo master who may possibly have a conflict when the school hires a physical education teacher with experience in the martial arts. The board plans to avoid these conflicts with through the strong conflict of interest policy. Any board member with a real or perceived conflict of interest will refrain from discussions or voting on that conflict of interest.

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

The board will use, whenever possible, a data driven approach to developing school policies. The board will first gather information about the topic or issue from a variety of sources and perspectives. The board will consider other successful charter schools' policies, input from stakeholders, and pertinent data before deciding on a course of action. Most policies will originate in the appropriate board committee where the time and research needed to study a topic in depth will take place.

New board policies will be added to the board policy book and posted to the school's website.

- 8. Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.*

The School Improvement Team (SIT) will be a committee of teachers and staff, 3 parents, administrators, and one board member who analyzes data, evaluates programs, and assesses the instructional needs of the school. The head of school will head the School Improvement Team which will meet at least once

per month. Through the head of school, the SIT will make monthly reports to the board and make recommendations to the board about instructional practices, programs, and policies.

The Parent/Teacher Organization (PTO) will be an organization of parents and teachers who will help inform and facilitate the non-instructional programs and events of the school including dances, social events, extra-curricular offerings, and community service opportunities. The PTO board will consist of PTO officers and PTO committee chairmen elected by the parents, the head of school, and three teachers. The PTO will make monthly reports to the board of directors.

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

The staff grievance process first calls for the staff member to bring up any problems with his or her immediate supervisor. If the issue is not resolved, the staff member will then outline the problem in writing and deliver it to the head of school. If the issue is still not resolved to the staff member's satisfaction, an appeal can be made to the board by informing the board chairman, in writing, of the issue. Upon receiving a grievance from a staff member in writing, the board chairman will convene a special meeting of the board to address the staff members concern. Decisions made by the board of directors will be final.

The grievance process for parents is similar to that of the staff. Parents are asked to first address the issue with the staff member with which the parent or student has a grievance. If the issue is not resolved, a formal, written grievance may be submitted to the head of school. If the head of school is not able to resolve the issue to the satisfaction of the parent, he or she may request a hearing before the board of directors by submitting such request in writing to the board chairman. Upon receiving such a request for hearing, the board chairman will schedule a special meeting to address the parents grievance. The decision by the board will be final.

Governance and Organizational Structure of Private Non-Profit Organization (continued)

Include in the Appendices:

- 1. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils). (Appendix F)*
- 2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix G).*
- 3. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix H).*
- 4. A copy of the articles of incorporation, if available. If not available, this document must be available prior to interview by SBE, the applicant must demonstrate that it has been applied for prior to submission of the proposed application. (Appendix I)*
- 5. Copy of any board policies if adopted already (Appendix J).*
- 6. Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix K).*

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

If the proposed school does not intend to contract with an education service provider, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

X Not Applicable

Private School Conversions: complete ONLY if the proposed charter is a private school conversion.

Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

X Not Applicable

Applicable" and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.

X Not Applicable

Projected Staff:

Provide, as Appendix M, a list of positions anticipated for the charter school; (e.g., principal or director; finance officer, administrative support staff; teachers (part-time and full-time); paraprofessionals/teaching assistants, clerical, and maintenance.). Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings and align with the proposed budget.

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

The board will collaborate with the head of school to bring in the most qualified and high-performing teachers. Matthews Academy will provide competitive salaries and a generous benefits package. Matthews Academy believes that a large part of retaining high-performing teachers is keeping a great school culture where teachers are celebrated and engaged with students and staff. The Academy will use the Essential 55 and the Ron Clark Professional Development to ensure that the school's culture is enjoyable for all students, teachers, and staff.

- 2. Provide a description of the relationship that will exist between the charter school employees and the nonprofit board. Provide as Appendix L, a draft of the employment policies to be implemented by the proposed charter school.*

Matthews Academy will have an open-door policy when it comes to the charter school's employees. While there is protocol to address issues with the head of school, Parent-Teacher Organization, and School Improvement Team first, the board does encourage staff to address larger issues and issues that have not been resolved, directly to the board.

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

Matthews Academy will conduct criminal background checks on all candidates and employees. As stated in the charter school law, the academy will mirror the local LEA's standards on criminal background checks.

In hiring an personnel, the board will form a committee with its members and the head of school. This committee will interview the candidate, complete a second interview, and run the needed criminal background check. The committee will then make a recommendation to the full board. The board then will vote on whether or not to hire the candidate. A simple majority is

needed to hire a candidate.

In firing personnel, the board will direct the head of school to monitor the performance of teachers and staff. The head of school is responsible for reporting problems and violations directly to the board at monthly meetings. If the issue arises, the head of school will recommend to the board, the firing of individuals that directly violate the school's employment policies and/or show a lack of performance in the classroom that does not align with the school's mission. Regarding the termination of the head of school, the board will monitor the monthly reports given by the head of school and also examine the school's performance on End-of-Year and End-of-Grade tests. If the school is not implementing the requests given by the academic committee (approved by the full board) and the head of school is not being faithful to the school's mission, the board may bring up a vote to terminate the head of school. A simple majority is needed to terminate said position.

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

Head of School - \$75,000 per year (Full Time)

Financial Secretary- \$23,000 per year (Full Time)

Administrative Assistant - \$23,000 per year (Full Time)

Custodian- \$22,000 per year (Full Time)

Teachers - \$42,000 per year average (depending on experience and performance)

Teaching Assistants - \$15,000 per year (Part Time)

Specials Instructors- \$20,000 per year (Part time initially)

Special Education Teacher - \$43,000-\$44,000 per year (Full Time)

All full time employees will received healthcare coverage, benefits package, life insurance, and disability. All full time employees will have the option to add their spouse or family to their healthcare plan.

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

The staff grievance process first calls for the staff member to bring up any problems with his or her immediate supervisor. If the issue is not resolved, the staff member will then outline the problem in writing and deliver it to the head of school. If the issue is still not resolved to the staff member's satisfaction, an appeal can be made to the board by informing the board chairman, in writing, of the issue. Upon receiving a grievance from a staff member in writing, the board chairman will convene a special meeting of the board to address the staff members concern. Decisions made by the board of directors will be final.

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

The Physical Education teacher will be responsible for teaching students the martial arts. If extra funding is needed, the school has set aside funds under "Contracted Services- Other Instruction."

8. Describe the plans to have qualified staffing adequate for the anticipated special needs population, means for providing qualified staffing for ELL and gifted students.

The academy plans to have qualified staff to meet a special needs population. The school has set aside funds under "Contract Services- EC Instruction" to hire a qualified ELL teacher. The Core Knowledge curriculum with Singapore Math meets the school's mission by providing high academic expectations. The challenging curriculum, along with the hiring of highly qualified teachers will provide academically gifted students with a great

challenge. If a child exceeds the expectations of the school, the teacher will provide the child with more challenging work already included in the Core Knowledge curriculum.

- 9. Provide a narrative detailing the roles and responsibilities, qualifications and appropriate licenses that each position must have to be hired by the non-profit organization and effectively perform the job function(s).*

Head of School: The Head of School will be in charge of the day-to-day operations of the school. The head of school will be in charge of carrying out decisions made by the board, but will still have control over all aspects of the school's operations. The head of school will be responsible for supervising staff, school's compliance with all applicable laws, State Board of Education policies, and testing procedures. It is required that the head of school is committed to the school's mission. Matthews Academy prefers that the head of school holds a Master's Degree.

Teachers: The teachers will be responsible for teaching the required material with fidelity. They must be committed to the school's mission and goals. Teachers must also be committed to knowing the subject matter and maintaining accurate records and a safe classroom. Each teacher must hold a bachelor's degree and be highly qualified for their position. Teacher licensure is preferred.

Administrative Assistant: The administrative assistant will assist the head of school and maintain the day-to-day operations of the front office.

Financial Secretary: The financial secretary will be responsible for purchasing, payroll, inventory, and communicating with LB&A CPAs about ISIS services. Bachelor's degree preferred and financial management experience required.

EC Teacher: The EC teacher is responsible for meeting the needs of EC students and being a key part of the Student Support Team. The EC teacher will be responsible for following all applicable laws and collaborating with the core content teachers. The EC teacher must hold a master's degree in Special Education and have a North Carolina Special Education Teacher Certification.

Teacher Assistants: Teacher Assistants will assist teachers in the classroom on a daily basis. Experience in the education field is preferred.

Custodian: The custodian will be responsible for the cleanliness of the school at the direction of the head of school.

Staff Evaluation and Professional Development

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

The Head of School, at the direction of the board, will be responsible for maintaining teacher licensure requirements and professional development.

- 2. Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission, educational program, and meet the teacher certification and licensure requirements for teachers as prescribed by state law and No Child Left Behind. Be sure this overview matches with the projected staff and funding of the proposed budget section.*

The head of school will be responsible for the professional development and being the head mentor to the teachers. The school will have a teacher

mentoring program where an experienced teacher will be teamed up with a new or relatively new teacher. Teachers will be formally observed by the head of school once a quarter. After the formal observation, the head of school will have a follow-up meeting with the teacher to go over the observation. The head of school will also conduct three walk-in visits a quarter.

The school plans to retain high quality teachers through yearly Teacher Satisfaction Surveys. These surveys will indicate where the board and/or the head of school needs to make changes. The board also believes that including teachers on the Parent-Teacher Organization and the School Improvement Team, listening and acting on their concerns will help retain high quality teachers.

Matthews Academy will use the state's accountability model and will also develop their own model to ensure that the school is retaining high quality teachers.

- 3. Describe the core components of professional development plan and how these components will support effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.*

The core components of the professional development plan are, three days of Core Knowledge training, a day for Singapore Math and Shurley English, a day for Ron Clark Professional Development, and two days going over the school's mission, goals, expectations, and procedures. The three days of Core Knowledge training is extremely important as it is the school's core curriculum. The Singapore Math and Shurley English training is also important, as both of these programs fit into Core Knowledge. The Ron Clark Professional Development focuses on school culture and is an integral part of the school's character development program.

All of the professional development will happen at the school. The Core Knowledge, Singapore Math, Shurley English, and Ron Clark trainings will be conducted by individuals from each of those organizations. The review of the school's mission, goals, and procedures will all be done in house by the head of school.

- 4. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.*

Matthews Academy will have seven days of professional development leading up to the first day of school. Prior to the seven days of professional development, 8 teachers and 2 staff will attend a Core Knowledge Regional Training Event. The first day of school will be a half-day. The second half of that day will be

- Day 1: Matthews Academy will review the school's mission, goals, expectations, EC expectations, and benefits.
- Day 2: Review student and staff handbooks, testing, and planning. Go over health and safety standards, and procedures.
- Day 3: Core Knowledge Professional Development
- Day 4: Core Knowledge Professional Development
- Day 5: Core Knowledge Professional Development
- Day 6: Shurley English and Singapore Math Professional Development

Day 7: Ron Clark Professional Development, go over the Essential 55, and community involvement.

First day of school after half day: Teachers and staff will have some extra time after students leave to plan and adjust.

5. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.

There will be seven full days of professional development leading up to the beginning of the school year. Each day of professional development will last eight hours, including an hour for lunch. Matthews Academy will not have specific professional development days throughout the school year, but will have three days of support from the Core Knowledge Foundation. The academy will also have before and after school meetings that will provide continual support.

Enrollment and Marketing:

Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions GS 115C.238.29F(g) (1-7) carefully.

Marketing Plan

Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflects the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-238.29F(g)(5)).

Matthews Academy already has a plan in place to engage the community and market the school to students and parents. The academy has already held a meeting on October 24th and will have another meeting on December 3rd. The school recently had an article published in the Charlotte Observer, outlining the curriculum, the school's location, and plans for the December 3rd meeting. The first meeting allowed the board to reach a large amount of dedicated parents, teachers, and community members to create a base of support for Matthews Academy. After the initial meeting, the school was able to collect a large list of supporters. Using this list, we have volunteers willing to promote the school once it is approved. The board plans on having greater success with the second meeting and attracting more parents, teachers, and community members.

Matthews Academy has plans to market the school through community-wide events such as "Matthews Alive" by handing out flyers, letters of intent, and informational brochures to attract not only parents and students, but teachers, local businesses, and local leaders as well. The academy plans to continue having community meetings and signing up volunteers to help get the school up and running. These meetings will be held in different neighborhoods in and surrounding Matthews, NC. The school plans on addressing church congregations, community centers, and neighborhood organizations to achieve a daily school membership that reflects the racial/ethnic and demographic composition of the district.

Matthews Academy will use its Facebook page, Twitter feed, and Mail Chimp account to reach out to students and parents in the community, to notify them of events and answer any questions they may have about the school.

Parent and Community Involvement

1. *Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.*
2. *Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.*

A part of the school's mission stresses the importance of creativity and communication skills to increase engagement both inside and outside the classroom. The board plans to uphold the school's mission in their daily lives and be active participants in promoting the school. Matthews Academy has already engaged the community in many ways. On October 24th, 2013, the board of Matthews Academy had a community meeting at the Women's Club in Matthews, NC. The meeting went over the school's proposed mission, curriculum, and involvement in community. The academy plans to continue this conversation with the community after the approval with more meetings. There is already a meeting planned for December 3, 2015 at Achieve Therapy in Charlotte, NC. Matthews Academy plans to continue building on its mailing list to engage interested parents, students, and teachers in the area about the school. The academy will use the base of support from the first two community meetings to promote the school by handing out informational brochures and letters of intent for parents to fill out. The board is committed to being at community-wide events such as "Matthews Alive," promoting the school, engaging and educating local leaders, parents, and teachers. Matthews Academy has also spoken with numerous local elected officials and business leaders about the proposed school and its potential positive economic and social impact on the community. We plan to continue to engage the community not only after approval and through the opening of the school, but years afterwards.

The last line of the school's mission states, "Parents, students, and staff use a team approach that encourages creativity and strong communication skills to increase student engagement both inside and outside the classroom." Matthews Academy plans on creating a strong Parent-Teacher Organization as stated earlier in the application to continually have parents engaged in their child's education. The Parent-Teacher Organization will report monthly to the board. Matthews Academy believes that it is extremely important to have parental input to uphold the school's mission. Parents will also be a part of the school improvement team. A select amount of parents will join teachers and staff to collaborate and find ways to meet and exceed goals.

Admissions Policy

Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:

1. *Tentative dates for the open enrollment application period; enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval*

from the SBE.

2. *Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.*
3. *Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.*
4. *Explanation of the purpose of any pre-admission activities (if any) for students or parents.*
5. *Clear policies and procedures for student withdraws and transfers.*

Matthews Academy will welcome any child into the school that meets the criteria stated in North Carolina law. The academy will not discriminate against any student on the basis of ethnicity, national origin, gender or disability as stated in the state charter school law. Matthews Academy will allow parents and guardians to submit letters of intent to the school prior to the open enrollment period. The letters of intent will begin to be accepted immediately following preliminary approval from the charter school advisory board. Parents and guardians will then be sent a reminder the day prior to the enrollment application period opens. Matthews Academy plans to open the open enrollment period on January 12th, 2015 at 8:00am. If that date is in conflict with the final approval from the state board of education, the academy will then adjust the date. The enrollment application period would then move to the day after the state board of education's final approval. Matthews Academy will close the open enrollment period on March 27, 2015 at 5:00pm. A week following the close of the enrollment application period on April 3, 2015, the academy will conduct the lottery if enrollment applications exceed the ADM allowed as stated in the charter (determine the grades that need a lottery). Parents and guardians will be notified immediately following the close of the enrollment application period of the specific date, time, and location of the lottery. Matthews Academy will conduct the lottery in person and pick each student or family names out of a bin by grade level. The academy plans to allow families with multiple students to enter their family name into the lottery in alignment with the state charter school law. Once the lottery is complete and all names have been pulled for each grade level each parent or guardian whose child was chosen by the lottery will receive final paperwork to confirm their enrollment into the school. That parent or guardian will also receive an additional email and phone call as a reminder. Every student who is on the waiting list will be notified that they are on the list. Every parent or guardian must confirm their enrollment into Matthews Academy within seven business days by 5:00pm. If there is no confirmation or a parent/guardian does not choose to enroll their child in Matthews Academy, the school will then go to the waiting list and admit the next student. Those students who are admitted from the waiting list will have five business days by 5:00pm to confirm their enrollment. Applications submitted after the end open enrollment period will be placed at the bottom of the waiting list. Matthews Academy will give enrollment priority to founding board members and full time employees as allowed in HB 250 which became effective in the 2013-2014 school year (G.S. 115C-238.29F(g)(5a)c). If enrollment priority is given, then that parent or guardian must confirm their child's or children's acceptance within seven business days. The school will allow multiple siblings to be admitted into the school by entering their family name into the lottery under one of the child's grade.

In the case of a student withdrawing or decides to transfer from the Matthews Academy, the school will require that the parent confirm the withdrawal via a signed letter. Once the school confirms they have received

that signed letter, the academy will then open that seat and utilize the waiting list if needed. A student may re-enroll in the school as long as they meet the requirements stated in the charter school law (G.S. 115C-238.29F(g)5a(d)).

PROJECTED ENROLLMENT 2015-16 through 2019-2020

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Charlotte-Mecklenburg Schools
 LEA #2 Union County Public Schools
 LEA #3

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match those on the initial cover page.

	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	LEA 600	LEA 900	LEA 000	LEA 600	LEA 900	LEA 000	LEA 600	LEA 900	LEA 000	LEA 600	LEA 900	LEA 000	LEA 600	LEA 900	LEA 000
Kindergarten	42	18	0	42	18	0	42	18	0	42	18	0	42	18	0
Grade 01	42	18	0	42	18	0	42	18	0	42	18	0	42	18	0
Grade 02	46	20	0	46	20	0	46	20	0	46	20	0	46	20	0
Grade 03	46	20	0	46	20	0	46	20	0	46	20	0	46	20	0
Grade 04	46	20	0	46	20	0	46	20	0	46	20	0	46	20	0
Grade 05	52	23	0	52	23	0	52	23	0	52	23	0	52	23	0
Grade 06	52	23	0	52	23	0	52	23	0	52	23	0	52	23	0
Grade 07	0	0	0	52	23	0	52	23	0	52	23	0	52	23	0
Grade 08	0	0	0	0	0	0	52	23	0	52	23	0	52	23	0
	326	142		378	165		430	188		430	188		430	188	

Transportation Plan:

Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. The details of this plan should align with the Mission, identified need for the charter school, targeted student population, and the budget proposal.

As stated in the North Carolina charter school law, transportation will not be a barrier for a child wanting to attend Matthews Academy. The Academy plans on developing a working carpool system to get all students to the school on time. If transportation does become an issue for a student or students, the Academy has set aside some funds each year to provide that transportation for them to attend.

School Lunch Plan:

Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal.

As stated in the North Carolina charter school law, no child will lack a meal while attending Matthews Academy. The Academy will encourage parents and guardians to have a meal packed for their child each school day. If a student qualifies for free or reduced lunch, the school will provide a balanced meal for that child. Funds will be set aside to provide those meals, as well as those students who forget their lunch. The school plans to collaborate with the Parent-Teacher Organization to fill any gaps in the funding.

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

The Charter School shall obtain and maintain insurance at a minimum in the following amounts:

1. Errors and omissions: one million dollars (\$1,000,000) per claim;
2. General liability: one million dollars (\$1,000,000) per occurrence;
3. Boiler and machinery: the replacement cost of the building;
4. Real and personal property: the appraised value of the building and contents;
5. Fidelity bonds: no less than two hundred fifty thousand dollars (\$250,000) to cover employee dishonesty;
6. Automobile liability: one million dollars (\$1,000,000) per occurrence; and
7. Workers' compensation: as specified by Chapter 97 of the General Statutes.

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$6,377.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$.00
Property Insurance	\$6,900,000		\$7,350.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$1,000,000		\$10,647.00

these meetings will be an integral part of the schools community minded mission.

The cost of the Matthews Academy school facility is expected to cost between 15 and 20 percent of the annual operating budget for the school. This allows the school to concentrate on their educational mission.

Additional information is located in the appendices related to the facility search options.

Facility Contingency Plan: *Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.*

The Matthews Academy board of directors are confident that our primary choice for a facility and the team associated with making this happen will take place before the 2015 school year. Having said that, the facilities committee is also working with Lat Purser to investigate other land and existing building options within the town of Matthews.

Current options include an existing warehouse, a series of office buildings, as well as possible development options on undeveloped land within the town of Matthews. Exact secondary locations will be identified over the next six months.

V. FINANCIAL PLAN

In the following sections present a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income.

Budget: Revenue Projections from each LEA 2015-16

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

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

State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.

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

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

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1 600 - Charlotte-Mecklenburg Schools

Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
State Funds	\$4,582.77	326	\$1,493,983.02
Local Funds	\$2,381.40	326	\$776,336.40
Federal EC Funds	\$3,743.48	35	\$131,021.80
Totals			\$2,401,341.22

LEA #2 900 - Union County Public Schools

Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
State Funds	\$4,579.98	142	\$650,357.16
Local Funds	\$1,959.00	142	\$278,178.00
Federal EC Funds	\$3,743.48	15	\$56,152.20
Totals			\$984,687.36

Total Budget: Revenue Projections 2015-16 through 2019-2020

INCOME: REVENUE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
-State ADM Funds	\$2,144,340	\$2,488,026	\$2,831,676	\$2,831,676	\$2,831,676
-Local Per Pupil Funds	\$1,054,514	\$1,223,379	\$1,392,354	\$1,392,354	\$1,392,354
-Exceptional Children Federal Funds	\$187,174	\$217,200	\$247,200	\$247,200	\$247,200
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$3,386,029	\$3,928,605	\$4,471,230	\$4,471,230	\$4,471,230

***If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.**

Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendix R.

Personnel Budget: Expenditure Projections 2015-16 through 2019-2020

The personnel list below may be amended to meet the staffing of individual charter schools: This list should align with the projected staff located in the Operations Plan (Appendix M).

BUDGET EXPENDITURE PROJECTIONS Personnel	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary									
Administrative & Support Personnel:															
Lead Administrator	1	\$75,000	\$75,000	1	\$75,000	\$75,000	1	\$78,000	\$78,000	1	\$80,000	\$80,000	1	\$80,000	\$80,000
Assistant Administrator	0	\$0	\$0	0	\$0	\$0	1	\$46,000	\$46,000	1	\$46,000	\$46,000	1	\$46,000	\$46,000
Custodians	1	\$22,000	\$22,000	1	\$23,000	\$23,000	1	\$24,000	\$24,000	1	\$24,000	\$24,000	1	\$24,000	\$24,000
Financial Secretary	1	\$23,000	\$23,000	1	\$24,000	\$24,000	1	\$25,000	\$25,000	1	\$25,000	\$25,000	1	\$25,000	\$25,000
Administrative Assistant	1	\$23,000	\$23,000	1	\$24,000	\$24,000	1	\$24,000	\$24,000	1	\$24,000	\$24,000	1	\$24,000	\$24,000
A - Total Admin and Support:	4	\$143,000	\$143,000	4	\$146,000	\$146,000	5	\$197,000	\$197,000	5	\$199,000	\$199,000	5	\$199,000	\$199,000
Instructional Personnel:															
Core Content Teacher(s)	21	\$42,000	\$882,000	24	\$42,000	\$1,008,000	27	\$44,000	\$1,188,000	27	\$46,000	\$1,242,000	27	\$46,000	\$1,242,000
Exceptional Children Teacher(s)	1	\$44,000	\$44,000	1	\$44,000	\$44,000	1.5	\$46,000	\$69,000	1.5	\$48,000	\$72,000	1.5	\$48,000	\$72,000
Teacher Assistants- Part Time	3	\$15,000	\$45,000	3	\$15,500	\$46,500	4	\$16,000	\$64,000	4	\$16,500	\$66,000	4	\$16,500	\$66,000
Electives/Specialty Teachers- Part Time	4	\$20,000	\$80,000	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Electives/Specialty Teachers- Full Time	0	\$0	\$0	4	\$30,000	\$120,000	4	\$32,500	\$130,000	4	\$34,000	\$136,000	4	\$36,000	\$144,000
B - Total Instructional Personnel:	29	\$121,000	\$1,051,000	32	\$131,500	\$1,218,500	36.5	\$138,500	\$1,451,000	36.5	\$144,500	\$1,516,000	36.5	\$146,500	\$1,524,000
A+B = C - Total Admin, Support and Instructional Personnel:	33	\$264,000	\$1,194,000	36	\$277,500	\$1,364,500	41.5	\$335,500	\$1,648,000	41.5	\$343,500	\$1,715,000	41.5	\$345,500	\$1,723,000
Administrative & Support Benefits															

Health Insurance	4	\$4,000	\$16,000	4	\$4,200	\$16,800	5	\$4,400	\$22,000	5	\$4,600	\$23,000	5	\$4,800	\$24,000
Retirement Plan--Other	4	\$2,500	\$10,000	4	\$2,625	\$10,500	5	\$2,750	\$13,750	5	\$2,875	\$14,375	5	\$3,000	\$15,000
Life Insurance	4	\$250	\$1,000	4	\$250	\$1,000	5	\$250	\$1,250	5	\$250	\$1,250	5	\$250	\$1,250
Disability	4	\$400	\$1,600	4	\$400	\$1,600	5	\$400	\$2,000	5	\$400	\$2,000	5	\$400	\$2,000
Medicare	4	\$537	\$2,148	4	\$554	\$2,216	5	\$589	\$2,945	5	\$609	\$3,045	5	\$631	\$3,155
Social Security	4	\$2,284	\$9,136	4	\$2,434	\$9,736	5	\$2,584	\$12,920	5	\$2,734	\$13,670	5	\$2,884	\$14,420
D - Total Admin and Support Benefits:	24	\$9,971	\$39,884	24	\$10,463	\$41,852	30	\$10,973	\$54,865	30	\$11,468	\$57,340	30	\$11,965	\$59,825
Instructional Personnel Benefits:															
Health Insurance	22	\$4,000	\$88,000	29	\$4,200	\$121,800	32	\$4,400	\$140,800	32	\$4,600	\$147,200	32	\$4,800	\$153,600
Retirement Plan--Other	22	\$2,500	\$55,000	29	\$2,625	\$76,125	32	\$2,750	\$88,000	32	\$2,750	\$88,000	32	\$2,750	\$88,000
Social Security	29	\$2,063	\$59,827	32	\$2,213	\$70,816	36	\$2,363	\$85,068	36.5	\$2,513	\$91,725	36.5	\$2,663	\$97,200
Disability	22	\$400	\$8,800	29	\$400	\$11,600	32	\$400	\$12,800	32	\$400	\$12,800	32	\$400	\$12,800
Medicare	29	\$482	\$13,978	32	\$517	\$16,544	36	\$547	\$19,692	36.5	\$578	\$21,097	36.5	\$613	\$22,375
Life Insurance	22	\$250	\$5,500	29	\$250	\$7,250	32	\$250	\$8,000	32	\$250	\$8,000	32	\$250	\$8,000
E - Total Instructional Personnel Benefits:	146	\$9,695	\$231,105	180	\$10,205	\$304,135	200	\$10,710	\$354,360	201	\$11,091	\$368,822	201	\$11,476	\$381,974
D+E = F - Total Personnel Benefits	170	\$19,666	\$270,989	204	\$20,668	\$345,987	230	\$21,683	\$409,225	231	\$22,559	\$426,162	231	\$23,441	\$441,799
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	28	\$1,504,256	\$182,884	28	\$1,636,612	\$187,852	35	\$1,838,794	\$251,865	35	\$1,891,214	\$256,340	35	\$1,863,211	\$258,825
B+E = H - Total Instructional Personnel (Salary & Benefits)	175	\$544,495	\$1,282,105	212	\$538,960	\$1,522,635	236.5	\$534,159	\$1,805,360	237.5	\$452,965	\$1,884,822	237.5	\$454,805	\$1,905,974
G+H = J - TOTAL PERSONNEL	203	\$2,048,751	\$1,464,989	240	\$2,175,572	\$1,710,487	271.5	\$2,372,953	\$2,057,225	272.5	\$2,344,179	\$2,141,162	272.5	\$2,318,016	\$2,164,799

Operations Budget: Expenditure Projections 2015-16 through 2019-2020

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	Administrative & Support:					
Other	Audit	\$10,000	\$10,000	\$12,000	\$12,000	\$13,000
	Insurance	\$24,800	\$26,000	\$27,500	\$28,000	\$29,000
	Travel	\$8,000	\$8,000	\$9,000	\$9,000	\$9,000
	Office Supplies	\$20,000	\$31,000	\$33,000	\$34,000	\$35,000
	Office Equipment & Lease	\$18,000	\$21,000	\$25,500	\$27,000	\$27,500
	Legal	\$12,000	\$7,500	\$8,000	\$9,000	\$9,000
	I S I S, Student Reporting & Admin Services	\$70,000	\$74,000	\$78,000	\$78,500	\$79,000
	Marketing	\$6,000	\$6,000	\$4,000	\$3,000	\$3,000
	Communications, Website, Software	\$45,000	\$34,500	\$22,000	\$22,000	\$22,000
	Facility Rent	\$609,485	\$707,149	\$804,821	\$894,246	\$894,246
	Facility Repair & Maintenance	\$30,000	\$35,000	\$40,000	\$45,000	\$45,500
	Facility Utilities	\$48,000	\$50,000	\$52,000	\$54,000	\$56,000
	Transportation & Meals Assistance	\$12,000	\$15,000	\$15,000	\$15,000	\$15,000
	Furniture & Fixtures	\$50,000	\$30,000	\$25,000	\$25,000	\$20,000
	Contingency Allowance- Under Enrollment	\$338,000	\$390,000	\$440,000	\$390,000	\$360,000
Contingency Expenses	\$50,000	\$35,000	\$35,000	\$35,000	\$35,000	
	K - TOTAL Administrative & Support Operations	\$1,351,285	\$1,480,149	\$1,630,821	\$1,680,746	\$1,652,246
	Instructional:					
Other	Curriculum	\$200,200	\$170,270	\$168,345	\$100,770	\$100,225
	Staff Development	\$25,300	\$30,535	\$22,404	\$22,404	\$22,404
	Books & Materials	\$20,000	\$25,000	\$25,000	\$14,500	\$14,500
	Classroom Technology, Software	\$80,000	\$75,000	\$65,000	\$55,000	\$55,000
	Testing & Fees	\$24,000	\$26,000	\$27,000	\$27,000	\$27,000
	Contracted Services- Other Instruction	\$17,000	\$18,000	\$19,000	\$19,500	\$19,500
	Contract Services- E C Instruction	\$47,300	\$52,450	\$58,200	\$58,200	\$58,200
	L - TOTAL Instructional Operations	\$413,800	\$397,255	\$384,949	\$297,374	\$296,829
	K+L = M - TOTAL OPERATIONS	\$1,765,085	\$1,877,404	\$2,015,770	\$1,978,120	\$1,949,075

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
J - TOTAL PERSONNEL	\$1,464,989	\$1,710,487	\$2,057,225	\$2,141,162	\$2,164,799
M - TOTAL OPERATIONS	\$1,765,085	\$1,877,404	\$2,015,770	\$1,978,120	\$1,949,075
J+ M =N TOTAL EXPENDITURES	\$3,230,074	\$3,587,891	\$4,072,995	\$4,119,282	\$4,113,874
Z - TOTAL REVENUE	\$3,386,029	\$3,928,605	\$4,471,230	\$4,471,230	\$4,471,230
Z - N = SURPLUS / (DEFICIT)	\$155,955	\$340,714	\$398,235	\$351,949	\$357,356

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

Please include additional information that showcases all assumptions for your budgetary calculations.

1. *How was the student enrollment number projected?*

Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.

Provide the break-even point of student enrollment.

The projected students enrollment was determined by the waiting list of area charter schools (~2,000) and the overflow at schools just across the border in Union County. Matthews Academy believes there is significant demand for a charter school in Matthews, NC. Matthews Academy held an extremely successful community meeting back in October, where parents said that there is a clear demand in the area for a charter school. Matthews Academy has nearly 100 email signups from interested community members. Matthews Academy also sent a survey to area residents where nearly 300 individuals responded. Over 87% of respondents said there is a need for a charter school in the area, with 94% supporting charter schools. Matthews Academy also points to a 1,400 person wait list at Queens Grant Community School and a large wait list at Socrates Academy. The number of 468 was determined through a number of factors. 84% of survey respondents stated that they would send their child to Matthews Academy based on the school's mission statement. The board also looked at the wait list numbers from surrounding schools and believes that a certain percentage of those parents will look to apply at Matthews Academy. Matthews Academy believes it is crucial to be active in the community (outside of the classroom), as stated in the mission. The academy has already achieved this by getting community input on the school and making sure that the school can meet projected enrollment.

The break-even point for student enrollment is 395 students.

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

The school has a contingency allowance for under enrollment of \$338,000 already built into the budget, assuming that Matthews Academy falls short and 10% of the spots do not get filled. Assuming that the seats do not get filled, the academy will take a step back on their facility plan and revert to the school's Plan B. The academy will also cut back on staff as needed.

Does the budget rely on sources of funds other than state, county, and federal (e.g. loans, donations etc.)? If so, please provide the source and amount. Be sure that the appropriate assurances documentation is provided in the appendices

The budget does not rely on sources of funds other than state, county, federal eg loans, and donations.

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

22 students to 1 teacher

- 2. Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial etc. Describe the criteria and procedures for the selection of contractors and large purchases.*

The school does plan to contract for services related to exceptional children (OT, PT, S-L) and student accounting/financial services. The board plans to carefully vet each of the prospective contracts and carefully choose the best possible services for the students. The board will carefully consider the costs of these services and make sure that these choices align with the school's mission.

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

The budget aligns with the school's mission in many ways. In mission, the school believes in having high academic expectations. That is reflected in the school's budget under the Curriculum where the school spends over \$200,000 on the Core Knowledge, Singapore Math, and Shurley English curricula. Other non-related support books are included under Books & Materials. The Core Knowledge, Singapore Math and Shurley English curricula are very challenging and will surely bring about higher academic expectations. The school's mission also has a heavy focus on character development. While there is no real hard cost for the Essential 55, there is a cost for the Ron Clark Professional Development that instructs teachers, board, and staff on how to implement it into the classroom. The cost of the Ron Clark Professional Development is a small portion of the cost listed under Professional Development.

The transportation and meal plans offered align with budget. In the transportation plan, it states that some funds have been set aside to provide transportation for students that do not have a way get to school in the morning. In the meals plan, it states that some funds have been set aside to provide balanced meals for those students on free or reduced lunch. In the school's budget under Meals and Transportation Assistance, the school has set aside \$12,000 in year one to address these needs.

The facility needs are addressed in the budget and align with the facilities portion of the application. In the facilities portion of the application, it states that rent will be 15-20% of the school's annual budget. The school's budget under Facility Rent is \$609,485 which is 18% of the annual budget. In the budget, Matthews Academy has the Facility Rent increasing to 20%. While the academy expects the rent to be steady, we wanted to demonstrate that the school could handle the cost in the long run.

- 4. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.*

Matthews Academy has budgeted a surplus of 4.6% by the end of year one. The surplus continues to rise every year after as many of the costs go down. By the end of the 5th year, Matthews Academy plans to have a minimum of 30 days of cash reserves.

The academy will carefully watch over their fund balance through the Financial Committee. The committee will review the budgets on a monthly basis and give a careful and well thought out report to the board. The full board will be responsible for voting on the school's budget and making other crucial financial decisions.

Matthews Academy carefully went through the budget, receiving quotes from individual companies, providing cushions in areas such as facility rent, technology, and testing, to ensure that the academy will meet or exceed their surplus at the end of year one.

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

Matthews Academy will only finance things when it is absolutely necessary. The academy plans to pay a monthly rent for its facility of 15-20% of its annual budget.

7. Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends

Matthews Academy does not have assets from other sources at this time.

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

How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate recording keeping?

Matthews Academy has a system of checks and balances in place to ensure that there is adequate and accurate record keeping. The school plans to contract with the NC Public Charter Schools Association (LB&A CPAs) for ISIS services to ensure that there is proper record keeping. No Matthews Academy employees will write checks. The school will receive monthly reports with transactions, revenues, expenditures, and balance sheets. These reports will be reviewed by the Financial Committee. Once the Financial Committee reviews the report, they will submit a report to the full board.

Matthews Academy will require two signatures at all times on checks and purchase orders. The school will develop clear policies to handle deposits, cash receipts, accounts receivable, purchase orders, inventories, and asset management.

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

There are no known or possible related party transactions.

Provide the name and contact information of the independent audit firm who will conduct the annual financial statement audit. If a firm has yet to be identified please list the firms the board has investigated.

The board of Matthews Academy has investigated the following firms to conduct the school's audit:

LB&A CPAs, Matthews,NC- They will conduct the audit if Matthews Academy decides against using their ISIS services through the NC Public Charter Schools Association.

Rives & Associates, Charlotte,NC

Franklin & Franklin, Matthews,NC

Dixon, Hughes, Goodman LLP, Charlotte,NC

VI. AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-238.29B(e) the charter school applicant must submit a \$500 application fee to the Office of Charter Schools. The applicant must submit their application fee by the December 6, 2013 5:00 pm EST deadline. Payments will be accepted in the form of a check only. Cash or credit cards are not accepted.

**Application Note: The applicant must mail the check along with a copy of the proposed charter LOI to be received before or on the due date of December 6, 2013 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

Payments should be made payable to North Carolina Department of Public Instruction

*North Carolina Department of Public Instruction
Office Of Charter Schools
6303 Mail Service Center
Raleigh, NC 27699-6303*

I understand the requirements pursuant to G.S. 115C-238.29B(e).

arodriguez2187

Date: 12/06/2013

Applicant Signature:

The foregoing application is submitted on behalf of Matthews Academy (*name of non-profit corporation or individuals submitting application*). 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: arodriguez2187

Board Position: John Shurley

Signature: _____

Date: 12/06/2013

Sworn to and subscribed before me this
_____ day of _____, 20____.

Notary Public

Official Seal

My commission expires: _____, 20____.

