

Mallard Creek STEM Academy - Mallard Creek STEM Academy will promote high academic achievement by increasing student engagement through a workshop model that encourages and empowers students to take ownership of their learning.



Application Preliminary Evaluation Packet

For each section, please rate the response then explain your rating by specifying strengths and weaknesses in the space provided. Where applicable, you should elaborate on concerns by specifying additional information you would request or follow-up questions that you have.

- § Pass: The response demonstrates an understanding of key issues and the ability to start a charter school successfully although minimal clarification may be needed in places. It addresses the topic with clear, specific and accurate information that reflects thorough preparation. The application meets minimum components as evidenced by the check boxes of the rubric.
- § Fail: The response either fails to entirely address the selection criteria or addresses some of the criteria. The responses lack adequate detail and/or raise substantial concerns about the applicant's preparation for and ability to start or operate a charter school successfully. The application fails to address all of the minimum components as evidenced by the check boxes of the rubric.

Subcommittee Members:

Cheryl Turner
Joe Maimone
Amy Ruck Kagan
Becky Taylor
Eric Sanchez
Helen Nance
Mike McLaughlin
Marie Massengill
Alex Quigley
Sherry Reeves
Tammi Sutton
Greg Schermbeck
Tracy Kelley
Alan Hawkes
Steven Walker
Cande Honeycutt
Phyllis Gibbs

Mallard Creek STEM Academy - Mallard Creek STEM Academy will promote high academic achievement by increasing student engagement through a workshop model that encourages and empowers students to take ownership of their learning.

Date of Review:

10/14/2014

Mallard Creek STEM Academy - Mallard Creek STEM Academy will promote high academic achievement by increasing student engagement through a workshop model that encourages and empowers students to take ownership of their learning.



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Mallard Creek STEM Academy

Public charter schools opening the fall of 2016

Due by 5:00 pm, September 26, 2014

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

2014 Application Process

To open a charter school in the 2016-2017 school year

APPLICATION DUE DATE/TIME

September 26, 2014 A complete *online* application package, in the Office of Charter Schools **by 5:00 pm EST.**

Non-Refundable \$1000 Application fee due to the Office of Charter Schools

Application Fee Payment Details can be found on the Office of Charter Schools Website

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline September 26, 2014 at 5:00 pm EST. **All applications 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 in the appropriate places within the application.
2. **Any** answer given within the application which is not original to the applicant, the applicant must provide a citation to the source of the answer.
3. Review all elements of your application for completeness before submitting. **An incomplete application will result in the elimination of the application.**
4. **Any** document attached to the application or within the online system **must be** in PDF format.
5. Late submissions **will not** be accepted. No exceptions.

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Mallard Creek STEM Academy

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

Name of non-profit organization under which charter will be organized or operated: *Alliance Preparatory Schools, 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: *Jose Garcia*

Title/Relationship to nonprofit: *Board Chair*

Mailing address: 927 Littleton Dr.
Concord NC 28025

Primary telephone: 954-445-1474 Alternative telephone: 954-732-3122

E-Mail address: jag8236@gmail.com

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

County: MECKLENBURG

LEA: 600-Charlotte-Mecklenburg Schools

Was this application prepared with the assistance of a third party person or group?

No:

Yes:

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

No:

Yes:

Submit the following evidences (Appendix A) to support the conversion of the traditional public to a charter school:

- *Statement of Support signed by the majority of the teachers and instructional support personnel*

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currently employed at the school

- *List of current staff receiving compensation from the traditional public school*
- *Current school enrollment*
- *Parent support of the conversion*

Outline the 3 year financial history of the proposed converted charter school in the chart below and attach the past 3 year tax returns.

<i>Financial History YR2011</i>	<i>Financial History YR2012</i>	<i>Financial History YR2013</i>
---------------------------------	---------------------------------	---------------------------------

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

No:

Yes:

What is the name of the nonprofit organization that governs this charter school? Alliance Preparatory Schools, Inc.

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2016 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (5

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K,01,02,03,04,05,06	554
Second Year	K,01,02,03,04,05,06,07	642
Third Year	K,01,02,03,04,05,06,07,08	730
Fourth Year	K,01,02,03,04,05,06,07,08	752
Fifth Year	K,01,02,03,04,05,06,07,08	752

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, that the initial board members and I were regularly involved in the development of this application, and that no part of this application is plagiarized. 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.

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jlucas101

Signature

Jose Garcia, Board Chair

Title

jlucas101

Printed Name

09/26/2014

Date

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Section I: Application Contact Information Concerns and Additional Questions	<u>Reviewer</u>	<u>Page Reference</u>
<u>ESP or not?</u>	<u>Amy Ruck Kagan</u>	<u>Cover Page</u>
<u>Projected 1st year enrollment is not feasible or in line with best practices for this particular district.</u>	<u>Tracy Kelley</u>	<u>Grade Levels</u>
<u>opening with multiple grades, expanding slowly after first year</u>	<u>Amy Ruck Kagan</u>	<u>Grade Levels</u>
<u>Over half of the currently operating charter schools are within 10% of the projected ADM maximum enrollment in 2014. The projected enrollment of 554 for year one expanding to 752 by year five is not realistic for this area.</u>	<u>Cande Honeycutt</u>	<u>Grade Levels</u>
<u>Queen City STEM is another charter school scheduled to open in Mecklenburg County in 2016.</u>		
<u>*Unclear based on this page if the application was signed. Based on email notes from Deanna - my understanding is that the application is complete.</u>	<u>Greg Schermbeck</u>	<u>Grade Levels</u>

<u>Reviewer</u>	<u>Score</u>
<u>Cheryl Turner</u>	
<u>Joe Maimone</u>	
<u>Amy Ruck Kagan</u>	<u>Pass</u>
<u>Becky Taylor</u>	
<u>Eric Sanchez</u>	
<u>Helen Nance</u>	
<u>Mike McLaughlin</u>	
<u>Marie Massengill</u>	
<u>Alex Quigley</u>	
<u>Sherry Reeves</u>	
<u>Tammi Sutton</u>	
<u>Greg Schermbeck</u>	<u>Pass</u>
<u>Tracy Kelley</u>	<u>Fail</u>
<u>Alan Hawkes</u>	
<u>Steven Walker</u>	
<u>Cande Honeycutt</u>	<u>Pass</u>
<u>Phyllis Gibbs</u>	

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II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

*State the Mission of the proposed charter school in **thirty-five 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:

Mallard Creek STEM Academy will promote high academic achievement by increasing student engagement through a workshop model that encourages and empowers students to take ownership of their learning.

Clearly describe the mission of the proposed charter school:

MCSA will provide students with a rigorous curriculum taught by instructional experts who will have initial and ongoing professional development in STEM instruction and the workshop model as the primary instructional delivery method of content. Mallard Creek STEM Academy will provide students the opportunity to engage in their learning in an environment that promotes and supports high expectations for all learners where success is measured through individual and collective academic growth.

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.*

MCSA will serve all students who are qualified to attend public school in grades Kindergarten through 8th, with its initial year designed to serve K-6 and grow one grade level per year until capacity enrollment is reached. MCSA is intended to provide a unique educational plan for the students it serves in order to increase academic proficiency of all students, many of whom are attending over crowded schools. Although there has been some new charter growth, there are over 8,000 students waitlisted for enrollment at current charter schools in Mecklenburg County alone! Parents in this area need more tuition free options to provide their children a unique, specialized method of instruction that will benefit ALL students.

Student demographics are expected to mirror the communities immediately surrounding Mallard Creek. The average of students in CMS schools in grades K-8 who qualify for Free and Reduced lunch is between 53% and 57% of Economically Disadvantaged students. Therefore, MCSA expects to serve students within that ratio.

<http://www.cms.k12.nc.us/cmsdepartments/StudentPlacement/PlanningServices/Documents/EDS%202013%2040th%20day%20sorted%20by%20school%20and%20EDS%20percentage.pdf> Enrollment data per NCDPI indicates that the overall percentage of students receiving Exceptional Child services (SWD) is approximately 12.5%. MCSA expects to enroll a similar percentage of students and will provide

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supports for those students who qualify for EC services. CMS is a racially and ethnically diverse school system. Based upon the student demographics report 2013, 0.46% are American Indian, 5.51% are Asian, 19.45% are Hispanic, 41.18% are Black 0.10% are Pacific Islander 30.84% are White and 2.45% are 2 or more races. (<http://www.cms.k12.nc.us/cmsdepartments/StudentPlacement/PlanningServices/Documents/GRS%20Month3-Blue.pdf>) MCSA expects the targeted population to mirror the overall LEA demographics.

There are no other programs in this LEA offering a "Home Grown Institute" through the Teachers College in Readers/Writers Workshop which is a research based, internationally recognized instructional model that dramatically increases student performance in English Language Arts. In this LEA, there are a few programs that offer STEM as an elective, but no other K-8 schools that provide a fully integrated STEM program taught by professionally trained and supported teachers through The Education Studio which is an organization dedicated to STEM education, instruction and support.

Students and parents will have direct lines of communication and support from the school with the leadership and faculty expected to become personally invested in the success of each student. Currently, the elementary and middle schools in this LEA serve between 705-1800+ students at each campus. A smaller school provides an intimate culture for families to feel more connected to the staff and program. This lends itself to a positive environment for all stakeholders. Students who feel supported and connected to take ownership of their learning have demonstrated strong learning gains and long term success. There is greater accountability for teachers and leadership as they become personally invested in the students' success. Likewise, a smaller campus provides great opportunities for business and corporate support. A tight-knit school allows for better communication, cooperation and collaboration. MCSA has the support of local high schools as well as respected education centers who feel this is an area in need of educational choice. The Board expects onsite leadership to become instructional leaders, community leaders and family supporters. professional development in the curricular workshop model and STEM components will help teachers improve the proficiency and growth scores reported for all our students (most below 60% NCReportCards.com). MCSA believes that the educational model, taught by field experts will improve the academic achievement in the LEA.

- 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).*

Mallard Creek STEM Academy is purposefully designed to serve the Mallard Creek community of Charlotte Mecklenburg County and its surrounding local communities. MCSA intends to open with 554 students and to grow by approximately 88 students per year until the targeted full capacity is reached. Based on enrollment statistics from the 2013-2014 school year, there were 146,612 students enrolled K-12. Charlotte-Mecklenburg has experienced a historical growth of 3% aggregate enrollment and expects this trend to continue. MCSA intends to serve students in grades K-8 only. K-8 enrollment was approximately 107,127. Therefore the initial impact to daily ADM is expected to be .005% and will grow to serve 760 students by year 5 of operations. If the +3% trend continues, MCSA will have an impact on the LEA of .006% or less ADM. (target capacity is 760 and expected enrollment in CMS

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grades K-8 is 122,000 based upon current and historical growth patterns.)
<http://www.cms.k12.nc.us/cmsdepartments/StudentPlacement/PlanningServices/Pages/Charlotte-MecklenburgSchoolsDemographicOverview.aspx>

The school will be open to all eligible students residing in Charlotte-Mecklenburg and surrounding Counties with special recruiting efforts focused on the residents of the immediate vicinity in which the school is located. The school will not discriminate on the basis of race, color, sex, religion, sexual orientation, national or ethnic origin, or disability in the admission of students. Enrollment preference will be made available to children of employees, active military, Board members and to siblings of those students already enrolled or selected in a lottery process.

The School will be nonsectarian in its programs, admission policies, employment practices, and operations. The school will not charge tuition or fees except for those fees normally charged by other public schools.

Mallard Creek STEM Academy will ensure that all eligible students with disabilities will receive a free and appropriate public education in accordance with the regulations set forth in Section 504 of the Rehabilitation Act of 1973, Title 11 of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Act (reauthorized 2004). In accordance with State law, all necessary accommodations that do not impose an "undue hardship" will be made by the school to include students with disabilities.

Pursuant to NC Statute, students served in Exceptional Student Education (EC) or English for Speakers of Other Languages (ELP/ELL) programs, shall have equitable opportunity of being selected for enrollment.

Students may withdraw from the School at any time and enroll in another public school in accordance with the States policy.

Pursuant to NC General Statute, the School will enroll any eligible student who submits a timely application, unless the number of applications exceeds the capacity of the program, class, grade level or building, at which time a lottery shall be conducted.

There are no other programs in this LEA offering a "Home Grown Institute" through the Teachers College in Readers/Writers Workshop which is a research based, internationally recognized instructional model that dramatically increases student performance in English Language Arts. In this LEA, there are a few programs that offer STEM as an elective, but no other K-8 schools that provide a fully integrated STEM program taught by professionally trained and supported teachers through The Education Studio which is an organization dedicated to STEM education, instruction and support.

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

Mallard Creek STEM Academy is designed to offer students a unique educational opportunity that will provide them the resources and support they need to build their STEM skills as well as their mastery of English Language Arts and Social Sciences. The primary goal of Mallard Creek STEM Academy is to enable the school to meet its mission to graduate students who are:

- *academically superior as demonstrated by their proficiency scores
- *socially engaged as demonstrated by their community awareness and

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involvement

*prepared for challenging academic programs and careers as demonstrated through their participation in and mastery of STEM projects

The vision of MCSA is to provide students the opportunity to participate in an interdisciplinary designed curriculum including a focused STEM program to help them engage with their teachers and their peers in such a way to increase the academic performance and growth for all students. The School is unique in that it will:

1. Partner with the Teachers College of Columbia to become a Home Grown Institute for the Teachers College Reading and Writing Project. The TCRWP was developed by Lucy Calkins, a pioneer in research based Reading and Writing instruction, author of "Pathways To The Common Core" and leader of professional development for instructional pedagogy. The mission of the Teachers College Reading and Writing Project is to help "young people become avid and skilled readers, writers, and inquirers. The organization has developed state-of-the-art tools and methods for teaching reading and writing, for using performance assessments and learning progressions to accelerate progress, and for literacy-rich content-area instruction". (<http://readingandwritingproject.com/about/overview>) The workshop model offers an interdisciplinary approach to teaching and learning that allows teachers to simultaneously strengthen reading and writing skills while teaching content. Students will read content rich materials, work in response journals throughout the day and increase their level of engagement with the learning by participating in academic conversations, hands-on activities and thoughtful responses.

2. Partner with Discovery Place to provide a focused and intensive STEM program that includes curriculum and resources that are research based and supported by instructional experts. Teachers will have initial and ongoing professional development to support their instruction of STEM subjects and to provide internal benchmark assessments of teacher and student aptitudes as well as performance. Discovery Place will conduct longitudinal studies of student growth and help teachers refine instructional pedagogy to improve student performance. Students will master progressive STEM skills by completing projects in each domain with the support of integrated technology, hands-on activities and onsite/offsite learning modules that are aligned to NC Standards.

Mallard Creek STEM Academy will teach the NC Standard Course of Study to ensure student success on all State assessments. It is the instructional delivery model and professional capacity of the staff that makes this school unique. Instructional leadership at MCSA will help teachers help students meet the demands of increased rigor of grade level expectations by providing professional development for the teachers to build the capacity of their instructional pedagogy. The workshop delivery model was developed through the Teachers College of Columbia based upon the research of Lucy Calkins, that incorporates, explicit instruction, paired and group learning activities, and individual practice that is differentiated to meet the needs of each unique learner. Workshop instruction requires the teacher to model the learning objective and provide students multiple opportunities to strengthen their understanding and mastery of content. The focused inclusion of a STEM curriculum supported by STEM experts will develop content mastery in those critical subjects.

4. *In the appendices (Appendix A1), 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*

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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.*

The program developed by MCSA will meet all 6 legislative purposes of a charter school per GS 115C-238.29A.

1. Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site and 6. Encourage the use of different and innovative teaching methods.

The teachers participate in one of the most widely-praised professional development programs which will allow them to take ownership in the learning program at this School. The School has developed a relationship with The Teachers College of Columbia (NY) to become a Home Grown Institute for The Reading and Writing Project (TCRWP). This partnership will require the leadership team to participate in intensive professional development workshops and conversations to develop leaders as instructional coaches, share best practices, and build the capacity of instructional staff. The leadership team will learn how to build connections and skill development across disciplines by bringing content-area teachers and administrators into the conversation about literacy instruction, creating a space for cross-content projects, shared understandings of standards, and community building around curriculum. Training is also provided to help leaders and teachers understand and work with the measures of student learning. Prior to opening, all teachers will participate in a 4-5 day institute training tailored to the needs of the school that includes: A Reading Institute (Grades K-8) A Writing Institute (Grades K-8) and Specialized Development for Middle School Teachers.

Discovery Place will provide specific and focused training in STEM instruction for all teachers. This intensive training that will be delivered in the summer prior to opening and through ongoing PD partnerships with Discovery Place will ensure that teachers develop a specialized skill set in delivering grade level appropriate STEM lessons, enrichment and extension activities to engage students and activate prior knowledge and measure

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student growth. The workshops and development will be tailored to the unique needs of the students, teachers and School.

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

MCSA will implement with fidelity an educational plan that utilizes a data-driven approach to teaching and learning that incorporates research based materials and instructional methods to enable all students to make adequate yearly progress to meet grade level expectations for proficiency and growth. MCSA will administer MAP, NWEA, EOG's, and EOC's. All teacher evaluation data will be uploaded into NCEES to provide open communication with the LEA and state, but the School will also administer evaluation tools developed by Charlotte Danielson and Discovery Place to measure teacher effectiveness as it relates to our specific program and student growth. These collective reports will be shared with the Governing Board as available to help the Board review and assess student achievement. Report cards will include standard grades that reflect student performance as well as indicators of success for expected grade level performance. The "standards-based" report will describe the students current levels of mastery in expected grade level content areas. Home reports will also include performance assessment data as it becomes available. MCSA will publicly share all scores available through the NC Accountability program (ABC Reports, NC Report Cards) as required by Read to Achieve, on the school website, through newsletters and through onsite conferences. The School calendar has been created to include a fall and spring conference night, as well as quarterly data chats that will be student-driven and teacher facilitated grades 3-8. Teacher performance will be measured by an integration of student performance data with the Charlotte Danielson Framework For Teaching (2013).

3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system MCSA is open to all students eligible for enrollment. This school will offer families a unique choice in the educational program that includes a specialized instructional delivery model, an intentional instructional focus on STEM and a programmatic plan that requires communication, cooperation and collaboration from all stakeholders to ensure student achievement and parent satisfaction. Both of these goals will be measured through formative and summative assessments and surveys. MCSA will meet each child where they are, and student achievement will be measured through individual and collective progress as structured by the work of John Hattie in Visible Learning For Teachers. (2012) Teacher performance will be measured by an integration of student performance data with the Charlotte Danielson Framework For Teaching (2013) The School will implement with fidelity an educational plan that utilizes a data-driven approach to teaching and learning that incorporates research based materials and instructional methods to enable all students to make adequate yearly progress to meet grade level expectations for proficiency and growth. School representatives will provide parent informational sessions designed to educate the families with respect to the Schools selected curriculum delivery model, curricular resources, business partnerships and student/parent expectations. Parents will understand The Schools daily schedule, course offerings, discipline plan and avenues of parent support and volunteer opportunities. Parents will have the opportunity to understand the educational plan and choose to enroll their child into the program that offers a diverse educational opportunity and provides a unique experience to meet the needs of the whole child.

4. Improving student learning and 5. Increasing learning opportunities for

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all students, with a special emphasis on at-risk or gifted students. The School is uniquely designed to meet the needs of all students by meeting the requirements and ideals of the No Child Left Behind Act of 2002. NCLB requires schools to promote high student achievement for all children as it "calls for a highly qualified teacher in the core subjects in every classroom; the use of proven, research-based instructional methods; and timely information and options for parents." Through The Schools partnership with TCRWP, teacher will have Running Records, Spelling Inventories, and Text Selections for Close Reads that will help teachers identify students strengths and weaknesses, target specific areas in need of improvement, and measure progress through ongoing performance assessments and portfolios. The workshop model enables teachers to meet the individual needs of all students by allowing them to practice grade level expectations with individual level resources. Students will practice reading and writing with text selections aligned to their personal level of proficiency, thus allowing teachers to differentiate instruction and meet the needs of struggling students while scaffolding them towards grade level expectations and challenge advanced learner. Our students will also work on long term problems/projects in STEM subjects that teach critical thinking supports "out of the box" learning. The hands-on activities will engage learners, activate their participation and require them to work collaboratively with their peers which will benefit both the at-risk and gifted students in a prescribed, measurable, and meaningful manner. The school program will be predicated upon setting goals, working towards the achievement of those goals, measuring success, identifying areas in need and improvement. This model for teaching and learning is contiguous with the NC Continuous Improvement Model (CIM) structured so that the students, faculty and leadership will be equally accountable.

Goals for the Proposed Charter School:

1. *Provide specific and measurable **goals** for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.*

The Board has established a variety of goals in order to measure the success of the overarching program. The Board will meet monthly and the onsite school Principal will present the appropriate reports to the Board. Additional personnel (contracted services) may also present financial reports, Powerschool data, Assessment reports etc. Reports will be shared with the Governing Board as they become available at each meeting.

There will be 9 components used to measure financial and operational goals:

1. Student enrollment verification as reported through Powerschool (monthly/ongoing) Goal: 98% target enrollment
2. Budget V. Actual Expense Reports as prepared by contracted financial services (monthly/ongoing) Goal: meet 95% budget expectations
3. Financial Audit as reported by an independent Audit firm to measure financial efficacy, responsibility and stability (yearly/every year) Goal: No Management Comments
4. Compliance measures with EC, ELL, AIG and safety regulations as reported through NCDPI (as available by NCDPI) Goal 100% compliance
5. HQ Staff as reported in updated NCDPI Teacher Retention Reports (SAR, yearly) Goal: 90% HQ
6. ADA as measured through Powerschool (monthly/ongoing) Goal: 95%

Mallard Creek STEM Academy - Mallard Creek STEM Academy will promote high academic achievement by increasing student engagement through a workshop model that encourages and empowers students to take ownership of their learning.

7. Suspension rate as measured through Powerschool (monthly) Goal: <3%
8. Student, Parent and Staff Satisfaction as measured through
 - a. Anonymous climate surveys of staff, parents, students (yearly) Goal >85%
 - b. Staff retention of those offered a contract renewal which will be verified through NCDPI reports (SAR) yearly Goal: >90%
 - c. Student "re-commitment" of all eligible students as reported through Powerschool (yearly/each August) Goal: >90%
8. Participation in community awareness and service learning activities Goal: 75% of students will participate in a minimum of 10 hours/year (measured yearly/ongoing activities)
9. Completion of formal governance training (Aug 2015) Goal: 100% Board members will complete a formal training for governance

There will be 4 components for measuring academic learning outcomes

1. Individual student goals based upon present levels of performance in core content areas and STEM subjects (demonstrate students' taking ownership of learning and growing)
2. Teacher driven goals for student growth and achievement (based on prior testing proficiency and fall benchmarks)
3. School driven goals for growth and achievement in tested areas based upon the current levels of performance of the LEA and the State (based on the composite proficiency scores at each grade level and subgroups entering the school from the LEA. The chart below represents a 5 year academic goal based upon current LEA proficiency ranging between 40-52% current composite scores.

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Reading Math	Reading Math	Reading Math	Reading Math	Reading Math	Reading Math	Reading Math
year 1	60.00%	60.00%	60.00%	60.00%	60.00%	60.00%
year 2	63.00%	63.00%	63.00%	63.00%	63.00%	63.00%
year 3	66.00%	66.00%	66.00%	66.00%	66.00%	66.00%
year 4	69.00%	69.00%	69.00%	69.00%	69.00%	69.00%
year 5	71.00%	71.00%	71.00%	71.00%	71.00%	71.00%
LEA	46.60%	50.00%	45.40%	51.70%	40.50%	51.10%
State	41.90%	44.30%	39.90%	47.60%	42.70%	48.80%
	45.20%	46.80%	43.70%	47.60%	39.50%	47.70%
	41.00%	34.20%		46.40%	38.90%	47.80%
				38.90%	47.80%	38.50%

	SCi 5	Sci 8	ED	LEP	Migrant	SWD
year 1	64%	64%	23%	10%	12%	
year 2	65%	65%	26%	12%	12%	15%
year 3	68%	68%	28%	14%	14%	18%
year 4	71%	71%	31%	17%	17%	20%
year 5	73%	73%	35%	19%	19%	22%
LEA	47.30%	60.0%	18.40%	06.20%	<5%	5%
State	45.40%	59.0%	17.40%	05.80%	12%	6%

(2013 report card data)

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

Governance effectiveness is a direct correlation to the measurement of the above goals. It is the Board's responsibility to provide oversight and support that require and enable the School to meet all of the goals for Academics, Operations and Finances. If the School has met or exceeded its goals in those categories, the Board will have met its obligation to The School, the LEA and to the State.

The governing board of Mallard Creek STEM Academy is comprised of local community members with a vested interest in the schools long term viability and success.

The Board has established itself in effort to provide a unique educational opportunity that promotes high academic achievement by providing an interdisciplinary curriculum taught through a pervasive workshop model that is cost effective and highly successful. The School has also secured resources and contacts to provide all students with a focused STEM component through technology, field experts and specialized curricular resources as indicated in the budget.

The Governing Board has secured the financial resources required to provide a safe and appropriate educational facility for students as well as the resources to open with an appropriate amount of fixed furniture and equipment (FFE) as indicated in the budget.

The Governing Board will work cooperatively with its contracted service providers to ensure academic accountability, fiduciary responsibility and community engagement. The Governing Board will receive and review monthly financial statements provided by a site based Business Manager and academic progress reports, provided by site based leadership, to ensure that expenditures and academic results are consistent with the goals of the district and the charter. The Governing Board has local control over the budget and approval of expenditures and is responsible to ensure compliance with the charters contractual obligations.

The Governing Board will contract with an independent financial services provider to ensure appropriate segregation of financial duties and reporting. Each year the Governing Board will revenue the audits, and set appropriate budgets that utilize the school's revenue and resources to meet the previously identified goals.

The Governing Board will hold monthly, open meetings that require the onsite administration will attend and present monthly reports inclusive of enrollment, academics, compliance, fundraising efforts, community relations and other information as available.

The Governing Board review survey data collected each spring as well as academic data to measure The Schools success and to provide feedback that will be used to create a School Improvement Plan aligned to the North Carolina Continuous Improvement Model.

The School has set for itself 3 overarching goals to graduate students who are:

1. academically superior as demonstrated by their proficiency scores

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2. prepared for challenging academic programs and careers as demonstrated through their engagement and mastery of STEM projects

3. socially engaged as demonstrated by their community awareness and involvement

At the end of each year, the Governing Board will know that the school is working towards their mission statement by reviewing the student achievement reports and comparing them with other LEA schools. The expectation is that the school's instructional program via a workshop model will help increase student performance and yearly achievement gains. The STEM program implemented by professionally trained teachers will improve students' understanding and mastery of STEM subjects. The Board will also confirm that students are participating in community events and service learning activities.

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Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
mission could reflect STEM focus	Amy Ruck Kagan	Mission Stat
<p>Over half of charter schools in Charlotte- Mecklenburgs or more than 10% below the projected enrollment with the majority of those with lower enrollment being schools opening in the last two years.</p> <p>Evidence of need not clearly established by waitlist alone for the Charlotte-Mecklenburgs charters that have met enrollment. Schools like Metrolina Regional Scholars Academy are cited as having a wait list but are underenrolled when comparing actual numbers to projected enrollment.</p> <p>Responses for questions re-state general statute and do not offer mission-specific information.</p>	Cande Honeycutt	Educational
<p>unclear why the program (program still unclear at this point) will address needs of target population</p> <p>numerous elementary schools exist nothing specific about mallard creek community</p>	Amy Ruck Kagan	Educational
<p>The link associated at the bottom of the educational needs document is to a petition. The petition has multiple signatures from participants who appear to live outside of NC.</p> <p>Partnerships with the Teachers College of Columbia and the Education Studio of Discovery Place sounds appealing however the expectations and systems of this process is unclear. It is further unclear how the school will have an ELA & STEM focus.</p>	Greg Schermbeck	Educational
more details needed about partnership	Amy Ruck Kagan	Purposes of
It continues to be unclear how the school will have two focuses (STEM & TCRWP) and how they will work together.	Greg Schermbeck	Purposes of
How the specifically the workshop model will help teachers to meet the needs of at risk tier I students is unclear, especially as it pertains to at-risk or disengaged students or for students whose behavioral challenges serve as a barrier to their academic success. At risk students may enter the school 1-3 grad levels behind, please explain how the work shop model and PBL strategies are going to support struggling students and what that will look like in the classroom.	Tracy Kelley	Purposes of
The applicant lists many programs within the purposes that the school will utilize to meet mission. Programs may not be cohesive.	Cande Honeycutt	Purposes of
<p>Unclear of how certain metrics within the nine components were chosen (Suspension rate, community awareness, etc.)</p> <p>Four components for learning outcomes are listed however no quantitative metrics are listed. Thus, it is hard to determine if they are measurable. It is also difficult to read the table. Rows and columns are misaligned.</p>	Greg Schermbeck	Goals for th
<p>The board has too many goals to focus on any one area effectively.</p> <p>The section on working toward attaining mission statement contains a list of best practices and not necessarily mission-specific information.</p> <p>What about goals specifically related to STEM?</p>	Cande Honeycutt	Goals for th
<p>Staff retention goal does not allow for retention of highly effective teachers in relation to the rate of retention for ineffective teachers and does not provide a student performance measure. The financial and operational goals are not aligned to the stated STEM mission.</p> <p>Please explain "teacher driven goals"?</p> <p>Pleas provide example of STEM related goals?</p>	Tracy Kelley	Goals for th

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<p>Applicants use of LEA rather than state proficiency levels evidences low expectations for teaching and learning. Please describe how service learning projects will align with STEM theme, if at all? and how will the quality of service learning hours be assessed and evaluated against the goals outlined in this section.</p>		
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Reviewer	Score
Cheryl Turner	
Joe Maimone	
Amy Ruck Kagan	Pass
Becky Taylor	
Eric Sanchez	
Helen Nance	
Mike McLaughlin	
Marie Massengill	
Alex Quigley	
Sherry Reeves	
Tammi Sutton	
Greg Schermbeck	Pass
Tracy Kelley	Pass
Alan Hawkes	
Steven Walker	
Cande Honeycutt	Pass
Phyllis Gibbs	

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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.

The core curriculum in Reading will meet the guidelines for NC Common Core and include the six components of Reading: phonemic awareness, phonics, fluency, vocabulary, comprehension and oral language. Teachers will work with the emergent readers in a phonics program inclusive of "words their way" and in various levels and genres of text. The Math core will be aligned to NC Common Core Standards and will include vocabulary, shared writing, math journaling and word problems. The Science, Writing and Social Sciences curriculum will be aligned to the Standard Course of Study and MCSA will develop a scope and sequence of materials to help the teachers follow a specific pace of instruction that will provide students every opportunity to be successful in the classroom and on assessments. The TCRWP will help develop the students mastery in writing with an inclusive grammar and conventions instructional plan embedded into the Writers Workshop. Social Studies and Science courses will be taught through the Reading workshop as well as through hands-on extension activities and projects. The STEM component will increase the instructional focus for Science, Technology, Engineering and Mathematics which will be taught through educational technology (site licenses for instructional programs facilitated by instructional staff), experiment kits and science projects, coding and other related engineering activities and multiple forms of real-life applications for data gathering, assessment and graphing to increase math skills. The workshop model teaches important skills such as deep comprehension, writing in a range of genres, problem solving, and close interpretative reading. Instructional strategies and expectations for all teachers will be predicated upon the Framework For Teaching, by Charlotte Danielson. All teachers will be formally trained by certified Teachers College leaders so that they can deliver the standards-based curriculum and understand the instructional strategies on which they will be evaluated. In addition to the instructional strategies described in the Charlotte Danielson Framework, teachers will be trained to understand the art of data assessment and reflection as prescribed by John Hattie in Visible Learning For Teachers. This discreet method of teaching and learning is goal oriented and data driven. Students will play an integral role in goal setting and teachers will measure progress and use data to drive their instruction. Hattie's research has shown that learners profit from adopting concrete, crystal clear goals and from receiving clear feedback (Hattie, 2009). Teachers can help students work towards those goals and can give that sort of feedback when teachers use performance assessments to clarify goals for themselves and students. The STEM component of the curriculum will provide all students in grades K-8 the opportunity to lay a foundation of skills in Science,

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Technology, Engineering, and Mathematics that other K-8 programs do not. The School has partnered with local and national resources that promote high level STEM education programs for students in all grade and proficiency levels. These additional curricular units will help students "think outside the box" and apply the content area literacy skills they have learned to solve real-world problems. Our students will work on long term problems/projects that teach critical thinking and require them to work collaboratively with their peers in order to help them become more cooperative and develop a positive sense of social and community awareness. This holistic approach to educating the whole student will offer parents a choice in their child's educational experience that is available to all students who enroll in the school. MCSA believes that all students will meet the schools three primary goals with the support of the instructional and administrative staff, parents, and local businesses invested in the Schools long-term success.

Curriculum and Instructional Design:

Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.

MCSA understands that in order to meet its goals, the school must design and implement effective classroom environments. Research by SUSAN C. STEWART, WILLIAM H. EVANS, and DAN J. KACZYNSKI in the article; Setting the Stage for Success: Assessing the Instructional Environment (Preventing School Failure v41 p53-6, 1997) indicates that the physical and instructional environment play integral roles in school success. At MCSA all classes will meet class size reduction requirements and the average student/teacher ratio will be 1:18 in the elementary and 1:20 in middle school. Support staff for EC, AIG and ELL students will provide additional small group instruction. The facility plan calls for classrooms to be a minimum of 800 sqft each with additional rooms for media, science labs, technology and multi-purpose. Within the classrooms, the physical environment will meet the needs of the students appropriate by grade level. Elementary classrooms will include student tables for group and center work with a gathering area for whole group instruction. All classrooms will include space designed for class libraries and independent work areas. Wall space will be designed to include instructional boards and space for student work displays. In the middle school, students will have individual desks for movement in the classroom. Teachers will be able to provide direct whole group instruction and allow students to move their desks to work in groups and pairs. Individual seating also allows for an appropriate testing environment and independent learning. Seating arrangements must be carefully considered. The teachers desk will allow a broad view of the classroom and all students. Young students may be seated in small clusters to promote language interaction, whereas older students may require flexibility in seating to accommodate instructional style and specific class activities. "An aesthetically pleasing environment can influence behavior. Many areas may be used to display work or materials, post class rules, provide schedules and feedback charts, list daily assignments, and highlight new skills. Bulletin boards and walls should be visually appealing, uncluttered, and changed frequently. When possible, students should be involved in designing the various areas. At the elementary level especially, students should have a place to store personal materials and to sit during activities. (Stewart and Evans, 1997)

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The instructional environment is equally important. Teachers will follow the master schedule created by leadership and post the daily schedule for students (and families) to follow. Students work best when provided a scripted routine for expectations. The master schedule is created to protect instructional blocks, and time for electives/specials, lunch, recess and "passing periods" in the middle school. The master schedule includes blocks of time identified for NCRtI to offer tier 2 and tier 3 instructional or behavioral interventions for at-risk students. (See Master Schedule appendix) Contiguous with a technology rich STEM focus, The school will integrate technology in the classroom as an additional medium to deliver instruction aligned to the content standards. The real promise of the new technology is that it can bridge the distance between teacher and students, between students and texts, in truly innovative ways. The TCRWP directors and staff, in conjunction with teachers at many Project schools, are conducting ongoing inquiries into the use of technology as a way to enhance, differentiate, and support classroom teaching in reading and writing. (<http://readingandwritingproject.com/professional-development/integrating-technology.html>) All classes will display common configuration boards to demonstrate the school's commitment to purposeful learning. Classroom behavior management will be aligned to our model of a school wide implementation of a NC PBIS program for expectations, rewards and consequences documented in the appendices.

Provide a synopsis of the planned curriculum, including:

1. *One sample curriculum outline (in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*
2. *If you are proposing a high school, as Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.*
3. *Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

MCSA is built upon a data-driven model of instruction and has researched a variety of core curriculum and materials to promote increased academic achievement. MCSA will provide curriculum directly aligned to the mission of the school. All students will participate in the expected NC year end of year exams for accountability purposes (BOG, EOG, EOC). Students will set goals for learning with their teachers after taking the fall baselines (BOG, MAP, NWEA) and will present their goals for growth and performance during quarterly data chats. This demonstrates the student empowerment. Teachers will share progress with parents during conferences and through report cards. The teachers' goals will be driven by their class baseline data. Teachers' goals will be aligned to the present levels of performance for their students. Teachers will get feedback from leadership based upon the progress and gains for their class of students throughout the year during benchmarking and at the end of the year standardized assessments. Teachers will receive a "VAM" score for evaluations based upon their students gains. MCSA will set initial and sequential goals for academic performance for all students and subgroups. After baseline assessments are administered, site based leadership will coordinate with the staff to set school-wide performance goals to measure the effectiveness of the educational program

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based upon student learning outcomes. Performance assessments have the potential to play a powerful role in accelerating learning. The Schools ongoing assessment plan is mirrored after the John Hatties research on effective teaching and learning. Hattie's research has shown that learners profit from adopting concrete, crystal clear goals and from receiving clear feedback (Hattie, 2009). Hatties research also speaks to continuous improvement for individual teachers, grade levels, and school wide leadership. Hatties work provides a myriad of reflective activities for instructional staff to help them set goals, reflect on present levels of student performance, measure individual and collective progress, and identify areas of improvement. TCRWP was developed to help teachers teach their students the ever increasing higher level expectations and standards in reading and writing. MCSA will provide the curriculum needed to promote and support the workshop model of instruction and STEM to improve student performance:

*All grade level anchor text selections required for ELA as part of the TCRWP in grades K-8. The mentor texts satisfy the requirements for all genres and achievement levels in Reading and Writing at every grade level

*All assessment materials needed to measure ongoing progress in Reading/Writing including inventories, running records and close read selections

*Intervention materials and leveled readers for small group and NCRtI

*Words Their Way and Phonics Series

*Intervention materials for ELL and EC students

*Engineering is Elementary

*STC Science and literacy series (sample scope/sequence in appendix)

*Elementary and Middle School Mathematics: Teaching Developmentally (8th Edition) John Van De Walle

*A broad range of Social Sciences materials including magazines, articles, websites, etc.

*Singapore Math license. Math materials will be aligned to the scope and sequence and resources needed to implement the Math activities by standard on NCDPI to prepare students for the indicated assessments included. Students will work on projects and enrichments offered through: *The NASA Kids Club *MOUSE Squad *KINETIC City *Building Blocks *Asset STEM Education. (ASSET accomplishes its mission by supporting schools in implementing all five essential components identified by the National Science Resources Center for sustaining quality standards-based science education programs: Curriculum Materials, Ongoing Professional Development, Materials Support, Assessment and Community/Administrative Involvement.

<http://www.assetinc.org/our-program>

4. *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 for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*

MCSA intends to encourage the use of innovative learning methods through an interdisciplinary approach to teaching that will help students "go deeper" into the content, and transfer newly acquired knowledge across subject areas. The School will implement a three-pronged approach to innovative teaching and learning methods: 1.The workshop model as the primary method of instructional delivery in all content areas. 2.A focused component for STEM education in all grade levels with clearly defined resources and integration with the core curriculum 3.Technology infused instruction that allows teachers to use technology to deliver information and instruction and allows

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students to use technology to demonstrate understanding and mastery of content.

The workshop model will help students become avid readers, expressive writers and critical thinkers. Students will have protected blocks of time for instruction and application. The educational program includes explicit instruction in all content areas utilizing research based curriculum resources aligned to the North Carolina Standards and includes a technology enriched component for students to access a wide variety of text resources and demonstrate their learning. The lessons are front loaded with the learning objective and an anchor chart that students and teachers work on during the lesson. The anchor charts remain posted to serve as visual reference for learners. Teachers will deliver a "mini-lesson" to set the purpose for learning and scaffold students through the lesson. Teachers will open the lesson with an explicit explanation of the expected student learning objective and then allow students to work in pairs or small groups as they delve deeper into content. These include "Think, Pair, Share, Buddy Reading, Buddy Writing, Side by Sides etc. When students are ready, they will be released to work individually. Instruction is then differentiated to meet the needs of each students. Students will now work in text that is at their mastery level (below, on , above) and they will practice the strategies and objectives they just learned. During this time, teachers will conference with students, 1:1, and work with small groups in all subject areas. While "conferring" the teacher will be able to meet the needs of student individually by assessing their understanding of content, re-teaching those who need additional support or alternative forms of engagement and challenge those students who are ready to either move on or "go deeper" into content mastery. The TCRWP is specifically designed to improve student achievement in Reading which will ultimately improve all other areas of student performance. The connection between the Reading and Writing Project is designed to accelerate students' levels of achievement and to teach important skills such as deep comprehension, writing in a range of genres, problem solving, and close interpretative reading. MCSA will replicate the workshop method to teach the NC Math Standards which require students to expand their critical thinking skills, enrich their understanding of content based vocabulary, and demonstrate their mastery of the standards through a variety of assessments including journal responses, drawings, representations and manipulation of data. Finally, students will have a focused component for STEM learning. STEM learning opportunities are critical for our students to find success in competitive high school/college programs and future careers. We are committed to exposing students to STEM education through partnerships developed with local field experts, site licenses for web-based modules, and project based learning in science. Students will work on interdisciplinary units that culminate with the presentation of a hands-on project that demonstrates mastery of the learning objectives in the STEM subjects. The 3 strategies combined will enable ALL STUDENTS, regardless of level, to find success and make individual, academic gains.

5. *Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.*

In addition to participating in the NC Accountability model and Read to Achieve, Mallard Creek STEM Academy will implement a variety of assessments to accurately measure student achievement and readiness for promotion to each subsequent grade level. The School will participate in MAP K-8, EXPLORE

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in 8th grade, Beginning of Grade for 3rd grade, internal benchmarks and EOC/EOG's. Some internal assessments will include the Measures of Student Learning provided through the Reading Writing Project (MOSL) The School will utilize a compilation of these measures of student learning to create a true picture of each students independent mastery of reading and writing. The reading passages, anchor texts, and units of study (including fiction, non-fiction, poetry, informational text) books include Science and Social Studies content to encourage a cross-curricular approach to teaching. The inter-disciplinary curriculum model means that students are asked to transfer and build upon what is taught in one curriculum area while working in another area, and we believe this has enormous power to accelerate student learning. The interdisciplinary curriculum is all about application, transference, and assessment-based learning. MCSA will administer the beginning, mid-year and end of year math assessment available on the DPI website as we intend to include the scope and sequence for math instruction. MCSA will supplement the math program with manipulatives, materials and assessments to measure student proficiency and growth in Math. The school will follow the NC grade level expectations for all subject areas to ensure that all students are prepared for each subsequent grade level. Although Mallard Creek STEM Academy intends to provide a very unique delivery model for instruction through workshop, the standards remain the same. All students will be required to meet the grade level expectations and will be measured on the NC Standards based report cards as published. Student learning will be demonstrated through the ongoing assessments in Reading, Science and Math as well as student projects and portfolios for Writing and the social sciences and foreign language in the middle school. Students must be designated as meeting grade level expectations in the standards proposed in the new NC standards based report cards. Third grade students will participate in Reading portfolio assessments when appropriate and will attend summer camp if necessary after the 3rd grade Reading assessment. Students who are academically at risk will be identified through the Child Study Team (CST) and placed in tier 2 of the NCRtI plan. At-risk students will be placed on a personalized education plan (PEP) and their progress will be documented based upon formal assessments and inventories. Students who fail to progress will then move to tier 3 for intervention. At the end of the year, students who are performing below grade level expectations will have a CST meeting to determine whether promotion criteria has been met with appropriate supports and assistance from the school. Students who are below expectations according to the standards based report cards, who fail their required courses of study, and who fail the NCEOG's NCFE's, or NC EOC's may be retained by the school. Students in the middle school may be offered course recovery in the summer through a virtual program so that they can be promoted to the next grade level. It is understood that all students exiting MCSA at the culmination of 8th grade must have completed all course requirements per NC Statute that enable them to register and enter 9th grade in any NC public charter school.

6. *If you are proposing a high school, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours and how grade-point averages will be calculated?*
7. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*
8. *Describe in a brief narrative below on how the calendar coincides with the tenets of the*

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proposed mission and education plan.

Mallard Creek STEM Academy will follow the posted academic calendar for Charlotte-Mecklenburg Schools and follow the posted holiday calendar for students. Students will attend Mallard Creek STEM Academy for 185 instructional days. Each school day will run approximately 7 hours with approximately 380 instructional minutes per day. In addition, Mallard Creek STEM Academy will offer an Extended Learning Program (ELP) for students identified as struggling or at-risk for failing to master their expectations based upon benchmark data and formal assessments. ELP will offer enrichments for the AIG students who elect to participate in local competitions including Odyssey of the Mind and other clubs. Certified teachers will assist with scaffolding instruction and providing tutoring services as needed through a protected NCRtI block within the school day and during the extended learning program (ELP). Most field excursions will occur during the regular school day both on and off site at our local community partners who support our STEM focus. We will be offering an extension of the science program by hosting a summer program called "Camp Invention". Our proposed calendar also includes quarterly data chats for parents so the families can be well informed of their students' progress and either support or challenge them at home. All students will host quarterly data chats with their teacher serving as facilitator, thus taking ownership of their learning and progress. Finally, the calendar includes quarterly "presentation" dates for students to experience presentations from local experts in science, technology, engineering and math as well as to share their finished projects with their families and our community partners.

The operational calendar will include 15 Professional Development days to ensure that the staff has the proper training to implement our selected curricular resources, utilize the best instructional practices defined above and the interpret student data to refine and reform instructional pedagogy. Professional Development is the key to improving student learning, therefore, MCSA will focus on appropriate and sustained professional development from 3 primary sources:

1. Certified trained experts from Teachers College of Columbia University to promote and develop the Home Grown Institute
2. Certified trained experts from Discovery Place via private training sessions, Education Studio and participation in STEM Fellows and protovation
3. Instructional Leadership and data-driven instruction based on the research of John Hattie and supported through the research of best practices from Charlotte Danielson. Instructional personnel will report for 200 days. This yearly calendar is included in Appendix C.

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.*

All students will participate in district and state assessments including MAP, End of Course Exams, End of Grade Exams and NC Finals. The School expects all students to work towards a higher level of proficiency on the end of year exams. For example:

- *Improve achievement levels 1-2, 2-3, 3-4;
- *Maintain within the expected achievement levels at or above grade levels of 3, 4, or 5; or
- *Demonstrate more than one years growth within achievement levels 1 or 2 as indicated by the developmental scale score of the Assessments.

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The School will develop a Child Study Team (CST) to identify at-risk students through the NC Child Find program and by implementing a focused the NCRtI model for academic and behavioral support for all students demonstrating need. At-risk students may include those below grade level expectations, those with frequent tardies or absences, those with exorbitant behavior referrals or those who demonstrate other symptoms of concerns. The goal of the school is to implement the NCRtI model to assess and address their needs and to provide ongoing support as deemed appropriate. This Multi-Tiered Student System of Support model (MTSS) is a data-based framework for instructional delivery that uses a Multi-tiered approach to provide high-quality instruction and intervention matched to student needs and utilizes learning rates across time to inform important instructional decisions.

Tier 1: Core, Universal Instruction & Supports - General academic and behavior instruction and support provided to all students in all settings.

Tier 2: Targeted, Supplemental Interventions & Supports -More targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum.

Tier 3: Intensive, Individualized Interventions & Supports - The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

All academically "at-risk" students will be placed on a Personalized Education Plan. The PEP will be maintained by the Child Study Team (CST) of teachers, parents, instructional leaders, and counselors, convened to address the students need for additional support for students below level or failing to make gains. The PEP (appendix) will document all current levels of performance on assessments and will serve as a tool for ongoing progress monitoring. The master schedule is designed to provide protected instructional time in each core subject, with a minimum of uninterrupted 90 minutes for Reading/Language Arts and a secured time in the schedule for interventions and support. Teachers will incorporate the areas of deficiency stated in the PEP into their MTSS block. Teachers will be trained in NCRtI in order to understand their responsibility to provide alternative forms of instruction, curriculum and assessment in order to remediate students and help them progress towards grade level proficiency. Teachers will have access to research based intervention materials and activities to provide interventions for reading, writing and mathematics. Behavioral RtI will be implemented for at-risk students whose behavior is negatively impacting their learning. The goal of MCSA is to meet the needs of each student where they are and to support their development. Ongoing progress monitoring (OPM) will be managed by the teacher in coordination with the CST leader and students will move through tiers of support until they reach grade level proficiency. Students who need support in addition to the intervention blocks of time will be invited to attend free tutoring workshops after school as part of our Extended Learning Program (ELP) taught by certified teachers. Teachers will offer alternative forms of instruction and materials. Students who fail to make adequate progress will be recommended for further evaluation.

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*

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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.*

All students who complete a registration package in the school must complete a home language survey per NC-GCS-K-000 (16 NCAC 6D.0106). If the student's primary language is not English, the school will administer the WIDA-ACCESS Placement Test. Eligibility assessment on the W-APT is based on results of the Home Language Survey (HLS) process. The HLS process, identification, and subsequent placement of limited English proficient students in English as a Second Language (ELL/ESL) services are guided at the state level by the NCDPI Curriculum and Instruction Division. A committee meeting will be held to enter the student into an approved ELL program which will be comprised of the parents, ELL liaison, and assigned homeroom teacher of record. The school will employ specific instructional programs, practices, and strategies to ensure academic success and equitable access to the core academic program for our ELL students. An ELL endorsed staff member will provide instructional staff with strategies for meeting the additional needs of the student. Some of these approved methods for supporting instruction supported through LEARN NC are:

- *Provide alternative instruction whenever the class lessons are extremely difficult for the ELL student
- *Arrange small discussion and talking activities that permit students to practice verbal skills
- *Utilize additional techniques, such as cueing, modeling elicitation and chunking
- *Utilize graphic organizers such as webbing and semantic maps
- *Modify your lesson objectives according to the language level of the ELL student
- *Use manipulatives to help students visualize the math concepts
- *Allow students to use computational aids such as number lines, counters, and computation charts

MCSA will provide equitable access to services needed, and ensure provisions and accommodations are made for the student. The workshop approach to instruction with STEM learning and technology driven academics will naturally assist these students in any grade level. Literacy support will be offered for these students and the core program will be inclusive of ELL appropriate tests that offer students a chance to demonstrate appropriate progress and growth as they move towards mastery of expectations. Plans for monitoring and evaluating the progress and success of ELL students (WIDA, ExC-ELL, LinguaFolio) including exiting students from ELL service: The Child Study Team meetings as described for students failing to make academic progress will be used to monitor the progress of the ELL students. An ELL liaison will provide teachers with instructional strategies needed in the classroom to support the ELL and internal benchmark data will be disaggregated to determine learning gains and academic progress for these students. A PEP will be used to show the areas of success and growth that the student maintains. It further identifies the type of help needed to equip the student with the ability achieve high standards of proficiency and to comprehensively communicate in English. In addition, all ELL students will be referred to Tier 2 of NCRtI, where the Intervention Team will meet to discuss interventions and strategies to support the ELL student continued academic success. The ELL strategies will be documented in the teachers lesson plan and in the students Personalized Learning Plan and ELL folder. The effectiveness of these ELL strategies will be determined by the teachers

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observations, student achievement and progress on READY EOG/EOC assessments, administrative classroom walk-throughs, site visits, and fidelity checks from EC/ELL resource teacher. ELL students who continue to make academic gains and show a minimum of "basic" performance levels on NC End-of-Grade exams shall meet the criteria to begin exiting the student from the ELL program. The CST shall convene with the parents to discuss exit plans and future support strategies for the student as appropriate

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.*

Definition of Academically or Intellectually Gifted: (from NC Public Schools)

Academically or intellectually gifted (AIG) students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experiences or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both the intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.

Identification:

Initial criteria include superior academic achievement as demonstrated on EOG, EOC, MAP and NWEA scores. Teachers and parents of students identified as gifted candidates may also complete Renzulli checklists that identify academic and behavioral indicators for AIG students. The candidates who meet the criteria, will receive a gifted screening with parental consent (OLSAT). A certified, trained specialist will administer the test and analyze the results. Students who meet criteria will be recommended to our AIG program after having an initial "placement for services" meeting with our CST. Our model naturally lends itself to enrichment at all of the highest levels of Bloom's Taxonomy. Students will have access to higher level text, technology infused instruction, and challenging STEM projects.

In a review of research on gifted students in the regular classroom, Johnson and Ryser (1996) describe five overall areas for differentiation: modifying content, allowing for student preferences, altering the pace of instruction, creating a flexible classroom environment, and using specific instructional strategies. The Workshop model and STEM components are natural supports for an AIG student. They each allow students to "go deeper" into The following have been established as effective strategies:

- * Posing open-ended questions that require higher-level thinking
- * Modeling thinking strategies, such as decision-making and evaluation
- * Accepting ideas and suggestions from students and expanding on them
- * Facilitating original and independent problems and solutions
- * Helping students identify rules, principles, and relationships
- * Taking time to explain the nature of errors

The CST will meet with the Gifted services provider, the parents and the students to set appropriate goals which may be academic, social or emotional at its core. All gifted students will have measurable goals to meet to

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demonstrate critical thinking skills, the opportunity for presentations of culminating projects and benchmark assessment of specific goals set for each individual child. AIG students will have the opportunity for curriculum compacting in the general classroom in order to have extended time on their hands-on learning projects. Norm referenced and criterion referenced test data will be used to measure grade level performance progression and portfolios and authentic projects will be incorporated into their daily instruction to ensure that all gifted students stay engaged and on task. MCSA will provide opportunities for AIG students to compete in local, state, and national competitions including, but not limited to: The National Geographic Geo Bee, Mathletics competition, Robotics competitions, and Odyssey of the Mind. They will have field excursions to high schools and local STEM centers as part of their enrichment. Students will have additional opportunities for enrichment through Camp Invention and our partnerships with Discovery Place and EPRI in Charlotte. All students with an EP are monitored annually by the CST to determine the appropriate service delivery options for the following year to increase progress towards established, and updated goals for performance.

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)*

MCSA will provide a Free and Appropriate Public Education (FAPE), including special education and services, to all children with disabilities pursuant to the North Carolina Public Schools Policies Governing Services for Children with Disabilities and federal special education guidelines and regulations. Students with special needs, including students eligible under Section 504, will be identified according to the NC Department of Public Instruction regulations and recommended procedures. Students will be provided with a full range of services and placements to fulfill the special education requirements identified for students with disabilities. The school is subject to and shall comply with Article 9 of Chapter 115C of the General Statutes and The Individuals with Disabilities Education Improvements Act, 20 U.S.C. 1400, et seq., (2004), as amended. An Individual Education Plan (IEP) will be developed in accordance with standard practices for each

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student with disabilities by team including: parents or guardian; the student where appropriate; the special education teacher and/or the special education related service provider as appropriate; at least one of the student's general education teachers; a Local Education Agency (LEA) representative who can commit resources; a school psychologist if evaluation results are discussed or if a reevaluation plan is developed by the Charter School; and other individuals who have knowledge or special expertise regarding the student. The CST will determine the scope of services for each student based upon their IEP goals and services required.

The school will also act in accordance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA) with respect to students with disabilities. Students who enter the school with a current IEP or Section 504 Plan will receive services as designated. A transferring EC/504 student is a student who was previously enrolled in another district or out-of-state public/charter school with an active Plan and who is enrolling in the School. MCSA will ensure to the maximum extent appropriate, students with disabilities will be educated in the least restrictive environment.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. p 1232g; 34 CFR part 99) is a Federal Law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

1. Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

2. Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

3. Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties under the conditions (34 CFR p 99.31) set forth in the School handbook.

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*

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reported to the student, parents and relevant staff.

4. Describe the proposed plan for providing related services.

MCSA will provide a Free and Appropriate Public Education (FAPE), including special education and related services, to all children with disabilities pursuant to the North Carolina Public Schools Policies Governing Services for Children with Disabilities and federal special education guidelines and regulations. The school will also act in accordance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA) with respect to students with disabilities. The school A transferring EC student is a student who was previously enrolled in another district or out-of-state public/charter school with an active individualized Education Plan (IEP) and who is enrolling in the charter school. Upon notification that a transferring student is one with an active IEP, the school will review the existing IEP Plan and implement the supports identified. Yearly meetings with the IEP team will determine student progress and additional services required if indicated. The school is aware that exceptional children must be evaluated in accordance with NC 1503-3 through NC 1503-5. A student may not be given special instruction or services as an exceptional child until after he or she has been properly evaluated, classified, and placed in the manner prescribed by rules of the State Board of Education. The IEP Team for each child must include the parent, a regular education teacher, a special education teacher, a qualified representative of the LEA, and an individual that can interpret the instructional implications of evaluation results. The IEP Team will determine a students eligibility for services based on the results of the evaluation data. Placement of the student in student with disabilities services will be in the least restrictive environment. The IEP Team will:

*Make placement decisions and ensure that the individual instructional needs of the exceptional student are reflected in the students IEP

*Review placement decisions annually at the IEP review meeting

*Ensure accurate placement occurs for the student based on that students IEP and Free and Appropriate Public Education guidelines

*Review and evaluate cumulative folders of all students coming from another state to determine their eligibility status for exceptional student educational services. Services will be provided through contracts with an appropriate agency if necessary or a school staff member will be employed having the appropriate certificate in that exceptionality. The school will provide services to students whose needs can be met in the traditional classroom setting and with additional levels of support offered by certified EC staff. Speech and Language and OT/PT services would also be included for students in this category. These services will be contracted with outside agencies by the school. In providing for the educational needs of the exceptional student, the Principal, Exceptional Children teacher and the general education teacher will utilize the regular school facilities, which are physically designed and adapted to meet the needs of exceptional students as required by the Americans with Disabilities Act (ADA) and IDEA. The IEP Team will determine the least restrictive environment and proper placement within the full continuum of services offered for students with special needs. Appropriately licensed teachers will serve students meeting the eligibility criteria for special education in our educational program.

MCSA will provide students with the services and support they require based upon their IEP and ongoing progress monitoring. Teachers will be provided with additional support materials that scaffold their learning and support

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social/emotional needs. Contracted personnel will provide the continuum of services and materials needed for Speech/Language, PT and OT as written in the IEP and appropriate.

MCSA will develop and oversee annual strategic plan for exceptional children services that includes (1) how students will be identified and evaluated for exceptionalities, (2) the procedures for developing and implementing IEPs, (3) how students with exceptionalities will be integrated in the school's instruction and culture, and (4) specific procedures and expectations for including parents and other stakeholders in the process of delivering special services. Based on the enrollment of exceptional children, The School will hire and train the appropriate number of teachers/para-professionals, to ensure adherence to the Federal and state guidelines for class size and caseload, to ensure all necessary IEP services are being implemented. Opportunities for in-service education regarding Least Restrictive Environment and working with mainstreamed/integrated exceptional students will be provided for school administrators, teachers, school staff, parents/guardians, students, and the community. This in-service will be designed to promote a better understanding of the special education process and exceptional students. Teachers will be provided with appropriate accommodations and strategies for working with EC students.

Funding for EC services is determined by the state, currently capped at 12% of enrollment, and the school shall utilize this supplemental funding to provide for each exceptional students education needs. Mallard Creek STEM Academy will use a variety of assessment to determine the effectiveness of the program including district and state assessments and classroom performance. The IEP team considers the following factors in the development, review, and revision of the IEP: a) Strengths of the student and concerns of the parents for enhancing the education of their child b) Results of the initial or most recent evaluation or reevaluation c) As appropriate, results of the student's performance on state or district-wide assessments d) Academic, developmental, and functional needs of the student Quarterly updates will monitor the students progress towards meeting the measurable annual goals as stated on the IEP. The goals include academic and functional goals designed to meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general curriculum. As appropriate, the goals enable the student to participate in appropriate activities and meet each of the student's other educational needs that result from the student's disability.

The school will develop procedures for updating, at least annually, the effectiveness of the individualized education programs in meeting the educational needs of special education students, including parent/family involvement in the evaluation process. Students eligible for special education and related services will be re-evaluated every three years or sooner if deemed necessary by multi-disciplinary (CST) team, in accordance with state and federal requirements. For accountability purposes, all students will participate in assessment procedures for students with disabilities. Appropriate accommodations will be in place based on the individual needs of each student to afford an accurate assessment. Accountability for the learning of all students is the cornerstone of the School. The North Carolina End-of-Grade (EOG) Test and Alternate Assessments are used to measure the achievement of individual student on the NCSCS. Students with disabilities are required to participate in state and district assessments for accountability purposes. The ESEA and the IDEA requires that students with disabilities participate in accountability measures and are

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provided access to the instructional support and resources their IEP requires. The selected curricular program includes materials and support for EC students as well as ELL students who need alternative materials and assessments.

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.*

Mallard Creek STEM Academy will comply with the North Carolina Testing Program, including The ABC Accountability Model, and the READY EOG, EOC and Read to Achieve tests. We will use as a school improvement program that combines successful, standards-based instructional practices with school created assessments, MAP, NWEA and Explore. Students will also take the math assessments available through the NCDPI curriculum that will support the math workshop. MCSA will administer proprietary assessments that include: Spelling inventories, running records, close read, explicit writing rubrics, and assessments for STEM learning provided by Discovery Place, STC and Engineering is Elementary. The assessment tools are used to analyze student performance on state and district assessments and to create school-based interim reports that are aligned to benchmarks within the Standard Course of Study. The result is a balanced approach to assessment that combines the benefits of state, district and school-wide assessments with the instructional value of day-to-day classroom assessments and assignments.

By identifying the state-specific standards that students must master in order to move to the next grade level teachers will determine what students should know and be able to do to demonstrate proficiency on high-stakes assessments, as well as, in the foundational skills and understanding necessary for success in future grade levels. MCSA will implement a continuous model to measure academic progress and to measure instructional effectiveness and teacher capacity. The data-driven cycle of assessment, analysis, and action, based on Hattie's research, is part of the school's culture and is the top priority for school-wide improvement. Leadership and teachers will begin to identify/implement additional strategies to use for closing the gaps and promoting growth by utilizing the MOSL from TCRWP as well as other formal assessments to identify the following:

*What is the present level of proficiency (each student)

*What should the present level of proficiency be

*What can teachers do to close the gap?

Implementation of NCRti model of MTSSS

*Identify students who need additional instructional support and increase the 1:1 and small group instructional time for those students.

*Use varied, effective strategies to instruct diverse learners and to assess content understanding and mastery levels

*Use test and other information on students' performance in instructional

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planning (by class)

*Target literacy through the workshop (running records, inventories, close reads)

*Use research and data to improve practice (Charlotte Danielson Framework)

*Support students via mentors, tutoring, peer support networks, and role models

*Extend learning through the Extended Learning Programs, as well as summer programs

*Child Study to address contributing factors: tardy, absence, health, home crisis

Performance standards are aligned with NC grade level expectations as indicated in the new standards based report cards as well as cut scores on state assessments. A students proficiency and progress toward meeting the standards in reading, writing, mathematics, and science, must be assessed in order to monitor student progress and provide appropriate instructional programs and/or interventions. Students failing to meet expectations must be provided with appropriate interventions, and student progress will be monitored as specified in the Personalized Education Plans (PEP) through the NC RtI model of support.

North Carolina School Report Cards. - A charter school shall ensure that the report card issued for it by the State Board of Education receives wide distribution to the local press or is otherwise provided to the public. A charter school shall ensure that the overall school performance score and grade earned by the charter school for the current and previous four school years is prominently displayed on the school Web site. (115C-238.29F)

Entrance Requirements: Any student that is qualified to enter a North Carolina public school pursuant to N.C. Gen. Stat.1150-364(a) is qualified for admission to MCSA. MCSA, consistent with the applicable state requirements, will ensure that students master the necessary goals and objectives to succeed in the future grade levels and ensure readiness for college and career. When transferring a student from one school to another within the district, it is the sending schools responsibility to ensure that all student records are complete prior to withdrawing the student. The grade placement of students transferring from non-public schools, home education programs, or other countries, will be determined by the principal of the receiving school. Grade placement on a transcript from the sending public school must be honored. Student promotion is based on proficiency in reading, writing, mathematics, and science and the evaluation of each students achievement in terms of appropriate instructional goals. The basis for making the determination will reflect teacher judgment based on the following: progress tests, classroom assignments, daily observation, standardized tests, state assessments, and other objective data. The primary responsibility for determining each students level of performance and ability to function academically, socially, and emotionally at the next proficiency level is that of the classroom teacher, subject to review and approval of the principal. A student who does not meet appropriate levels of performance for student progression in any grade in any subject may be retained. Performance levels of proficiency are determined by state assessments, district assessments, and other selected indicators, such as, classroom work, tests, homework, portfolios or other relevant information. In order for a student to be retained, the academic grades in core subjects on a students report card must reflect the students inability to meet appropriate levels of performance. Parents will receive at least 2 notices and will work with the CST to determine whether retention is in the best interest of the child. MCSA will provide written documentation of the final

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decision.

Exit and Promotion: The School will follow the North Carolina Promotion and Retention Policies to include:

a) Kindergarten-2nd grade students must meet the minimum NC Essential and the Common Core State Standards (depending on the year of adoption) in core subjects by receiving a grade of "Outstanding" or "Satisfactory" on the new standards based report card.

b) 3rd-8th grade: Students must receive either a passing grade of "D" or higher in core subjects or passing score on state assessments. Middle School students may be eligible for course recovery if only 1 or 2 courses need credit in lieu of retention.

Mandatory retention following third grade will be required for students not meeting the mastery levels in reading. Students may be exempt from retention in 3rd grade for good cause but shall continue to receive instructional supports and services and reading interventions appropriate for their age and reading level. Good cause exemptions:

a. Limited English Proficient students with less than two years of instruction in an English as a Second Language program.

b. Students with disabilities, as defined in G.S. 115C-106.3(1), whose individualized education program indicates the use of alternative assessments and reading interventions.

c. Students who demonstrate reading proficiency appropriate for third grade students on an alternative assessment of reading comprehension. The charter school shall notify the State Board of Education of the alternative assessment used to demonstrate reading proficiency.

d. Students who demonstrate, through a student reading portfolio, reading proficiency appropriate for third grade students.

e. Students who have (i) received reading intervention and (ii) previously been retained more than once in kindergarten, first, second, or third grade

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.*

MCSA will serve all students and implement a Positive Behavior Plan which includes interventions and behavioral support. With respect to the services provided to our student population and staff, no person shall be discriminated against in any education program, activity or other related service based on race, color, religion, gender, sex, age, national origin or disability. MCSA will implement the discipline plan to support its mission of academic and social development for all students by providing an escalating

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consequence program that seeks to remediate and change negative behavior, not just "punish" it. Students and parents will sign a declaration page that states they have read, understood, and agree to adhere to the behavioral expectations of the student code of conduct. MCSA will implement a research-based behavior program modeled after NC PBIS to increase time on task, decrease disruptive behaviors and support student learning of the "whole child".

The school will create and implement a data driven behavioral plan that will be supported and reinforced through an appropriate rewards system implemented across all grade levels. Behavior will be addressed in the same purposeful manner as academics, designed to meet the needs of the individual child where they are. The primary goal of MCSA is to provide all students a safe, orderly environment that promotes student achievement and success. Research by Irvin, L.K., Horner, R.H., Ingram, K., Todd, A.W., Sugai, G., Sampson, N., & Boland, J. (2006) and Sugai, 2007 has demonstrated that a positive behavior plan that includes explicit expectations for desirable behaviors with rewards and an escalating scale of consequences for undesirable behaviors for students will help create a positive school culture and improve student academic achievement. Our school goal is to change the undesirable behavior, not to lose the student. Although MCSA endeavors to promote and recognize desirable student behaviors, the School has devised an escalating behavior plan that identifies explicit behavioral expectation, multi-levels of infractions, the process for subsequent and elevating consequences, and a grievance policy. All students will be explicitly taught in the beginning of each year with ongoing reviews to ensure their understanding of expectations. MCSA will follow the statutory guidelines set forth in 115C-391.1. with regards to student conduct and discipline, including those with disabilities. MCSA understands that the CST must play an active role in supporting EC students and in determining whether undesirable behavior is a manifestation of the student's disability to determine a proper course of consequences and appropriate placement in the least restrictive environment.

Bullying:

Includes, but is not limited to, any pattern of actions or communication (in any form) that is reasonably perceived as being motivated by any actual or perceived differentiating characteristic, while also placing someone in actual and reasonable fear of harm to his or her person or property. The behavior creates or is certain to create a hostile environment for the targeted person by substantially interfering with or impairing his or her educational performance, opportunities, or benefits (From N.C.G.S. 115C-407.15).

If an allegation of bullying is made, the school will complete a Bullying Checklist within 5 school days or less to ascertain whether or not an act of bullying has occurred.

School leadership reserves the right to determine appropriateness of misconduct consequences at all times. Please refer to the Appendix D for reference to specific behavior expectations, infractions, consequences and process for behavioral referral procedures.

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Section III: Education Plan Concerns and Additional Questions		
The applicant identifies quality instruction that is research based, but it is unclear the extent to which the instructional model will meet the need of the targeted student population. The connection between the proposed instructional practices (readers/writers workshop) and fully STEM integration are tenuous and lack cohesion. Applicant did not describe how the New Generation Science standards will be implemented and mentions out of the box thinking will facilitate the STEM program. The "long term projects and problems" mentioned are vague and are not aligned with the STEM mission; as there is no specific mention of a specific STEM curriculum or researched based foundation for how to effectively integrate STEM across core content areas, scaffolding and spiraling across grade levels. The assessment strategy outlined in this section is not specify a list of assessments as a result it does not demonstrate and appropriate evaluation process is evident.	Tracy Kelley	Instructiona
this section feels much more of a list of approaches, lacks cohesiveness no real integration or purposeful use of (only mention of) technology how do the long term problems/project fit in to model not sure of the social and community awareness no mention of assessments	Amy Ruck Kagan	Instructiona
This section refers to several programs with no clear alignment on how programs will work together to promote mission or student outcomes. Would like evidence of the partnership with the Discovery Place and the Teacher's College.	Cande Honeycutt	Instructiona
Please describe how you will ensure tier I students who are struggling will be given addition time and supports for individualized instruction through tiered interventions, a data driven approach to prevention, early detection within the regular school day. please explain specifically how the primary instructional delivery methods of workshop, STEM integration, and blended learning will be differentiated to ensure accessibility (i.e. differentiate access, product, process) and overall readiness levels of students.	Tracy Kelley	Curriculum a
lacking a progression of the program throughout the grade levels	Amy Ruck Kagan	Curriculum a
Reference outdated accountability system where top-tier EOG/EOC test was a level 4 and is now level 5. A clear plan for serving ELL students timely and effectively is not presented.	Cande Honeycutt	Special Prog
AIG identification and services is not clear and cohesive.		
Please describe how the secured time embedded in the schedule for interventions and support will work. Will a tier I struggling student receive targeted in-school individualized instruction that is progress monitored, and fluid allowing them to move along a continuum of services depending on mastery? If so please describe this system of interventions and how they address specific skill gaps, how the student receives constructive feedback based on data analysis, as well as guidance on how to improve in a way that does not result in automatic RTI referral for evaluation or SPED. Applicants continued use of AYP rather than AMO or growth indicates a lack of awareness around most up to developments with NCLB.	Tracy Kelley	Special Prog
transition from PEP to IEP	Amy Ruck Kagan	Special Prog
concerned that they continue to say IEP services from a transfer student will be provided, without mentioning reevaluating	Amy Ruck Kagan	Exceptional
This section repeats legal requirements but does not provide a detailed process.	Cande Honeycutt	Exceptional
Note that IEP stands for Individual Education Program (not plan). Note: Reviewing cumulative records to determine if a transferring student is an special education identified student may not provide the information needed. Often cum records do not contain this information. When designating the LEA Rep. for the IEP Team note that there are other criteria that must be met other than the ability to commit LEA resources - refer to Page 80 of the NC Policies Governing Services for Children with Disabilities. There may need to be evaluators other than the school psychologist at the IEP team meeting depending upon the areas that were evaluated. Concerned about the statement that the CTS will determine the scope of services for each student based upon their IEP goals and services required. Once a student is found eligible for special education and related services the only legal body that can determine the type, location, frequency and location of services is the IEP team. The language regarding IEP decision is more	Marie Massengill	Exceptional

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accurate in the Education Programming Section. While, the charter states that it will follow the regulations and NC policies in providing a FAPE, there is no language regarding its mechanism of Child Find.		
follows law, but does not include plan doesn't connect to CST doesn't discuss implementation	Amy Ruck Kagan	Exceptional
The school should outline how staff will be prepared to differentiate instruction serve students of all needs.	Greg Schermbeck	Exceptional
This section provides legal requirements but does not provide a detailed process.	Cande Honeycutt	Exceptional
No concerns.	Marie Massengill	Exceptional
It is unclear if the proposed school will develop or use common formative assessments in math and ELA that are horizontally and vertically aligned. It is further unclear if applicant groups proposes a set of formative benchmark assessments that are reliable predictors of performance on state tests and/or other summative assessments. The applicant group was vague on whether teachers would be expected to use informal assessments -Checks for understanding (thumbs up, white boards, dip sticks, exit tickets) and how those on the spot informal assessments would, in turn, inform, target, or modify instruction (i.e. pacing). The performance goals are not clear, specific, measurable, or time bound.	Tracy Kelley	Student Perf
There is no indication of measurable achievement goals. A number of strategies and assessments are listed however no quantifiable goal is listed.	Greg Schermbeck	Student Perf
Few concerns. There is noting in the description of the MRSS that will be used to indicate at what point the student may be referred to EC. Be aware that in several places the IEP is referred to as the Individualize Education Plan - this should be Program not Plan. There is a statement in the area of Child Find that is troubling: "The SCT will determine the scope of services for each student based upon their IEP goals and services required." The IEP team is the only legal body that can make these determinations. Once the student has been found to be eligible for services under IDEA it will be the IEP team that makes the decisions regarding: goals, amount and time of service to be delivered; location of the service (with or away from non-disabled peers); duration of the services, etc. There is wording in the charter that concerns me that there may not be a real clear understanding of what is meant by Least Restrictive Environment - "MCCS will ensure to the maximum extent appropriate the student will be educated in the LRE.." There is no maximum extent possible - each EC student will be serviced in the LRE - however, LRE does not mean in the regular classroom all the time. LRE is different for each EC student and it is dependent upon the unique needs of the student.	Marie Massengill	Student Perf
mentioning a series of assessments, without a clear plan for collecting, analyzing, using in instruction no goals mentioned based on solid ideas, but lacks planning	Amy Ruck Kagan	Student Perf
References old (from 2012) accountability system. This section restates law and includes reference to several programs that may or may not work together. Restates legal requirements but fails to be specific about the school's processes in meeting those requirements	Cande Honeycutt	Student Perf
The student handbook does not demonstrate alignment with the stated STEM mission.	Tracy Kelley	Student Cond
There is some concerning language regarding CST determining if a student's behavior is a manifestation of his/her disability. This language is problematic as there are certain requirements about who is on the team making this determination. I think staff/administrator PD in the area of disciplining students w/disabilities is addressed would be helpful. I think there needs to be more reference to following the Federal Regulations; NC Policies Governing Services for Students with Disabilities and NC Article 9 in this section.	Marie Massengill	Student Cond
handbook policies clear, unsure how it will disseminated or create a culture don't see the policies surrounding expulsion, suspension, etc.	Amy Ruck Kagan	Student Cond
Handbook references a number of fees. It shall be noted that the charter school may not charge fees except those fees charged by the LEA where the school is located for the same amount and purpose.	Cande Honeycutt	Student Cond

Reviewer	Score
Cheryl Turner	

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Joe Maimone	
Amy Ruck Kagan	Fail
Becky Taylor	
Eric Sanchez	
Helen Nance	
Mike McLaughlin	
Marie Massengill	
Alex Quigley	
Sherry Reeves	
Tammi Sutton	
Greg Schermbeck	Pass
Tracy Kelley	Fail
Alan Hawkes	
Steven Walker	
Cande Honeycutt	Fail
Phyllis Gibbs	

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IV. GOVERNANCE 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 upon application submission.

Name of Private Nonprofit: Alliance Preparatory Schools, Inc.

Mailing Address: 11536 Foggy Bank Lane

City/State/Zip: Charlotte NC 28214

Street Address: 11536 Foggy Bank Lane

Phone: 919-433-3301

Fax: 260-846-9568

Name of registered agent and address: US Corporation agents, Inc. 101 N. Brand blvd
Glendale CA 91203

FEDERAL TAX ID: 46-4207477

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)
 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	Past or Present Professional Licenses(s) Held	Has any disciplinary action been taken against any of these professional licenses?
Jennife	Member	DURHAM	Managing		

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r Lucas			Director		
Justin Matthew s	Member	MECKLENBUR G	Executive Director		
Stacie Gamble	Member	MECKLENBUR G	Curriculum Writer		
Robert Corbin	Member	MECKLENBUR G	CEO, Discovery Place		
Michele Domenec h	Member	MECKLENBUR G	Business Owner		
Tyrone Harmon	Member	MECKLENBUR G	General Contractor		
Jose Garcia	Presid ent/Ch air	MECKLENBUR G	Dean of Students		

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.*

A North Carolina Not-for-Profit Corporation has been established for sole and exclusive purpose to establish and operate a Charter School under the Charter School Act of 1996, as codified in North Carolina Statutes 115C-238.29A et seq. All business and affairs shall be managed by a volunteer Board of Directors, or by such committees as the Board of Directors may establish to accomplish the goals of the school and its programs. Directors will be required to demonstrate commitment to the mission and purpose of Mallard Creek STEM Academy, and will be required to attend regular meetings and accept committee memberships. Such committees shall have such responsibilities as the Board of Directors shall specify. Committees may include, but are not limited to: Finance, Personnel, Facility, Curriculum, Exclusion or others as needed. The Board will bear final responsibility for the schools academic success, organizational viability, and faithfulness to the terms of the charter by developing and approving the annual budget in addition to school policies. It will set goals and review strategy to continually guide the school towards the fulfillment of its mission. The board shall perform a national search utilizing a wide array of established educational leadership job posting sites, and will hire the founding principal with the following characteristics at a minimum:

- Masters Degree in Educational Leadership or equivalent
 - Professional Educators Certificate in Educational Leadership or Equivalent
 - Minimum three years prior experience as a principal of a charter school
 - Verifiable and quantifiable evidence of ensuring student academic success
 - Prior experience as a start-up school leader
- The Board of Directors will supervise the school principal via a continuous improvement and reflective leadership process consisting of data review of the following:
- Academic benchmark and end of course/grade data
 - Financial data including monthly budget versus actual, cash flow, enrollment and financial audits
 - Stakeholder data including annual parent, staff, student surveys, staff and

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student attrition data

Strategic planning toward achievement of the schools short term and long term goals

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 Board of Directors currently consists of seven and may include up to a maximum of nine members. Directors shall serve for terms of three years, or until their successors assume office. The powers of the Board are comprehensive in scope, designed to effectively operate the charter school, and are detailed in Article IV of the bylaws. Duties of the board are to attend scheduled meetings, contribute through expertise and service, and vote on matters related to school, in the best interest of the school and in support of the schools mission and purpose. The Boards officers consist of a Chairperson, Vice Chairperson, Secretary, Treasurer and such other offices as deemed appropriate by the Board of Directors. Designated officers shall have such authority to perform duties as sanctioned by the Board of Directors, in addition to specific responsibilities outlined in the bylaws. These officers shall be elected by majority vote of the Board of Directors. The current skills and expertise represented by the Board are purposefully requisite to the needs of Mallard Creek STEM Academy: expertise in education, specifically both regular public and charter school, local and national business expertise, financial expertise, and construction expertise. Additionally, professional educators serve as a preponderance of the Board, a majority of the Board are parents of school age children, and all Board members are local residents with a deep and pervasive connection to the local community. The structure and composition of the Board will ensure success of the school by combining a well-established governance model evidenced by highly successful charter schools, with talented local stakeholders with not only a vested interest in local educational choice, but verifiable experience in opening and operating highly successful charter schools. The success of the school will be evaluated through systematic review of the schools goals through an annualized school improvement process, state academic data collected via the READY accountability model, compliance checks from the state and successful financial audits. The principal will be evaluated utilizing the evaluation process for school leaders found within the NC Educator Evaluation System (NCEES).

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 initial founding board was recruited by a grassroots effort targeted toward attracting an active group of community members which together provide the necessary balance of educational background, parent support, business acumen and local experience necessary to open and operate a highly successful charter school. Interested candidates attended an informational meeting hosted by the original founding board member, and chose to serve in support of the schools mission and purpose. Board seats have staggered terms such that 1/3 of the positions expire each year, to allow for consistency in board operations while at the same time allowing for the composition of the board to thoughtfully evolve in parallel to the school. Directors may serve for a maximum of two consecutive terms with a one-term

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waiting period required before being eligible for re-election. The Board members shall be elected by a majority vote of the Board of Directors members, or by such committees as the Board of Directors may establish pursuant to the bylaws. Vacancies occurring due to events outside of the natural term expiration will be filled as quickly as possible with qualified candidates as identified and approved pursuant to the bylaws, and any replacement member will continue the term of the previous board member as to preserve imposed staggered term limits.

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

The board shall meet no fewer than six times per year, and shall conventionally meet once per month: including the annual meeting in June, a school readiness meeting in August, and mandatory bi-monthly meetings in the months of October, December, February and April. The board will schedule meetings as needed.

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 staggered term limits imposed via the bylaws ensure that there remains a consistent number of inveterate Board members who can provide guidance and leadership to new members of the Board. Each new member shall receive a Board Book which will include: a copy of the charter application, charter contract, North Carolina School Board Association Governance Standards, bylaws, school policies and procedures, budget, prior year financial audit, conflict of interest policy and prior year board minutes. At the first meeting following a new member joining the board, new member orientation training will be conducted by the Board Chair. This training will explain all items within the Board Book, and articulate how the documents are used in the discharge of duties as a member of the Board. In addition to new member orientation, the Board will undergo at least six hours of professional development, in one hour modules at each board meeting, in the following areas: Charter School Legal and Legislative Updates, Financial Policy and Oversight, Data Driven Decision Making, School Improvement Planning, Instructional Leadership, and Effective Governance. All board members are required to attend the trainings, or otherwise acquire the information after the board meeting, and pass an assessment after each module which demonstrates understanding of the curriculum.

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 Mallard Creek Board of Directors will accept only the highest standards of ethical and moral conduct from its Members and the school staff. Due to the important role played by the Board, all Directors will undergo the same background check procedures as employees of the school, and will conduct themselves in accordance with the North Carolina School Boards Association (NCSBA) standards. A Director may be removed with or without cause only by a simple majority vote of the Board of Directors at any meeting. Directors will be considered for dismissal for any one the following breaches of integrity, including violation of confidentiality, undermining the directives of the Board, being indicted or convicted of a felony, failing to oversee and abide by terms and conditions stated in the bylaws, or by acts that would constitute a general breach of integrity in the views of the

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members of the Board of Directors.

Matters that come before the Board of Directors which places a Director in conflict of interest between the interests of the Corporation, The Alliance Preparatory Schools and the interest of the Director, his/her family or business, the Director with the conflict shall be prohibited from participating in the discussion and recuse his/herself from voting on the particular matter. The Board of Directors shall comply with the voting and disclosure provisions of Director Conflict of Interest Section of the Non-Profit Corporation Law NCGS 55A-8-31. Article XII of the bylaws details specific and comprehensive measures the Board will adopt to proactively avoid actual conflicts, including the requirement that all Board of Directors sign an annual statement that he/she:

1 has received a copy of the conflicts of interest policy

2 has read and understands the policy,

3 has agreed to comply with the policy, and

4 understand that the foundation of Mallard Creek STEM Academy is a charitable organization and that in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

The bylaws also include a due process by which a perceived conflict may be investigated fully in order to decide if a legitimate conflict exists, and empowers the Board to act in a decisive manner to correct the conflict should one exist. As of the submission of the charter application, the Mallard Creek STEM Academy Board of Directors has adopted the Corporations bylaws inclusive of the conflict of interest language, and has agreed to sign the annual statement so that no perceived or real conflicts exist, or will arise should the charter application be approved.

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

Guided by the schools mission, the board will set policies regarding finances, enrollment, program evaluation, and other operational aspects. The boards policies will have two purposes: to provide direction to the school staff in implementing the schools goals, and to ensure the school meets legal requirements and obligations of the charter contract. The board may also adopt policies throughout the year to address situations and crises. To adopt proven practices and avoid adopting unsound or illegal policies, the board may research policies established at other charter schools in the county and state. Guided by existing research and established best practice, the board may also seek legal consultation when developing policy. Both the board and school leadership will adopt the "School Improvement Life Cycle" as published by AdvancED/SACS, to guide all decision-making processes and particularly those that involve school policy. The cycle begins and ends with the gathering and thoughtful analysis of relevant school data. Goals will be established for school policies that match a SMART format (Specific, Measurable, Achievable, Relevant and Time-Bound). The board will implement the policies in furtherance of the schools mission, and will evaluate the impact and relative effectiveness of the policies, thus renewing the cycle of continuous improvement. Furthermore, the school will undergo AdvancED accreditation in its third year of operation to provide external review and feedback to the schools programs and decision-making process.

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.

There are two main advisory groups who serve critical roles within the organizational structure of Mallard Creek STEM Academy: the School Advisory

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Council (SAC) and the Parent-Teacher Organization (PTO). The School Advisory Council is responsible for the development and review of the School Improvement Plan, in addition to other roles and duties assigned to it by the Mallard Creek Board of Directors. Given the importance of the School Improvement Plan as the document which will both guide and evaluate the schools programs, both the Principal and the Board Chair will serve as ad-hoc members of the SAC. The remaining composition of the SAC will consist of parents, staff, community members and, when appropriate, students. To ensure that parents and the local community have the largest voice in the school improvement process, at least 51% of the SAC will be comprised of non-school staff. The Parent-Teacher Organizations role in the school is responsive in nature, therefore the PTO will evolve to meet different needs as the school grows and becomes more established. In the initial years, the PTO will help to establish a positive school culture, broaden the base of volunteers, and increase school-to-home and home-to-school communication. As the school becomes established, the PTO will transition toward increasing vibrancy to the school programs through development of social and community service opportunities for the school. The membership of the PTO will be free of charge to any and all school community members in the first two years of the school. An executive committee will be established in the first year of the school to provide leadership and direction to the PTO. The Principal as well as an active Governing Board member will serve on the PTO executive committee in order to ensure continuity of the schools mission and purpose as realized in the decisions, actions and events that arise from the PTO.

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

Parents or Staff who have a grievance at Mallard Creek STEM Academy will use the following procedure in order to solve issues with other interested parties. Grievances will be resolved promptly, equitably and in the educational best interests of children. This policy is not intended to replace other professional, informal discussion and resolution of issues as they may arise. The Aggrieved Party will raise the grievance with the lowest-level appropriate member of the faculty or staff via written note or email, and the staff member will then seek to resolve the issue. The faculty or staff member may involve other, higher-level members of the school staff. Staff will endeavor to resolve issues at this level within 3 school days of initiation of this grievance. If the problem persists and cannot be solved at the staff level, the Aggrieved Party can appeal to the appropriate school leadership team member. School leadership will endeavor to resolve issues at this level within 3 school days of initiation of this next step. If the grievance is not satisfactorily resolved by School Leadership, the grievance may be submitted to the Board Chair in writing for mediation. The Board will review and their decision will be final. Resolution at this level will occur by the next regularly scheduled Board meeting, unless that Board meeting is less than 3 school days after reporting at this level. The only student disciplinary matters that may be appealed to the Board are those taken under N.C. Gen. Stat. 115C-390.7, 115C-390.10, or 115C-390.11. Recommendations from the Principal to exclude a student from the School can also be heard by the Board.

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*

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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 from the NC Department of the Secretary of State. (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:

Outline below, 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.

The list below is indicated in the year one budget. The 5 year proforma indicates the number of full and part time personnel increasing as enrollment increases and as more support services are needed for students or additional electives/special programs are introduced.

Teachers-Elementary 24.00
Teachers-Middle 3.00
Teachers Arts/Foreign/Music 3.00
Teachers PE 2.00
Teacher Assistant 4.00
EC Teacher 3.00
EC Teacher Assistant 1.00
Salary - Librarian 1.00
Salary - Principal 1.00
Assistant Principal 1.00
Office 2.00
Business Manager 1.00

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Salary - Registrar 1.00
Salary - Technology 1.00
Maintenance/Cafeteria 2.00
Nurse/Health Officer 1.00
Guidance 1.00
After School Coord 1.00
P/T teachers (aftercare)3.00
Bus Drivers 2.00
Substitutes as needed

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

MCSA will implement a non-discriminatory hiring/termination procedure, which will be fully compliant with the North Carolina State laws and No Child Left Behind Act. The school believes that the quality of the teachers is an important factor in determining the quality of education offered. It is the responsibility of the principal to locate and recruit the best-qualified candidates to meet the school's educational needs. The Board will be responsible for selecting the school administrator. Once identified, the administrator will create a hiring committee to recruit and identify potential candidates that are highly qualified for their assignments and who are willing and able to live the mission of MCSA. The interview process for hiring instructional staff uses a panel or team interview approach, assembled by the Principal. Final candidates progress to an interview with the Principal.

The interview protocol asks teacher applicants about their past performance and experience. The interviewer or interview team uses an anchored rubric to evaluate applicants responses.

Processes are in place to ensure hiring is consistent with all state and federal law and supports the school budgets. Approval processes are followed that include school requirements, human resources consistency, and financial accountability.

If the candidate successfully completes the pre-employment requirements and meets all the desired qualifications, an offer of employment will be extended. Every hired employee will sign an offer of employment. Staff will be hired "at will" on a year-to-year basis. Extensions of employment offers are recommended on an annual basis.

The school will offer a competitive compensation model where the longevity with the school is rewarded, hence helping to retain our high performing staff.

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

The Governing Board hires the Principal and the Principal fulfills the hiring process on behalf of the Board. At the beginning of the recruitment process, the open positions are identified by the administration based on the number of students, grade levels, and subjects to be taught, and justified in the school's budget. Positions are then posted on the school's website, a local newspaper, and a third party website (such as www.teachers-teachers.com). Openings will be shared on related, professional sites. The Board has adopted hiring policies and will not discriminate because of race, color, religion, sex, origin or disability. After reviewing the employment application forms and supporting documents, the candidate will attend an

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interview. The Principal makes the hiring decision. The Principal and Board reserve the right to hire the most qualified instructional and non-instructional staff as evidenced by their education credentials, competencies and demonstrated abilities and expertise for the position. Employment at the school is contingent upon Criminal History Checks and Health Screening per NC Statute. If the local board of education of the LEA in which a charter school is located has adopted a policy requiring criminal history checks under G.S. 115C-332, then the board of directors of each charter school located in that local school administrative unit shall adopt a policy mirroring the local board of education policy that requires an applicant for employment to be checked for a criminal history, as defined in G.S. 115C-332. Each charter school board of directors shall apply its policy uniformly in requiring applicants for employment to be checked for a criminal history before the applicant is given an unconditional job offer. Similar to the hiring process, the Principal is responsible for dismissal. Staff can be dismissed for failing to comply with expectations as set forth in staff handbook attached. All policies are included in the appendix.

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

Mallard Creek STEM Academy is an equal opportunity employers and do not discriminate on the basis of race, color, religion, gender, age, disability, or national origin. The charter school's board of directors shall employ and contract with necessary teachers to perform the particular service for which they are employed in the school. According to 115C-238.29F. General requirements, at least fifty percent (50%) of these teachers shall hold teacher licenses. All teachers who are teaching in the core subject areas of mathematics, science, social studies, and language arts shall be college graduates. The board also may employ necessary employees who are not required to hold teacher licenses to perform duties other than teaching and may contract for other services. The board may discharge teachers and nonlicensed employees.

Employees of Mallard Creek STEM Academy are required to hold an appropriate license for the subject, grade level, or assignment taught. It is important to note that licensure requirements are dictated by this state, and the charter school will comply with these regulations. If the local board of education of the local school administrative unit in which a charter school is located has adopted a policy requiring criminal history checks under G.S. 115C-332, then the board of directors of each charter school located in that local school administrative unit shall adopt a policy mirroring the local board of education policy that requires an applicant for employment to be checked for a criminal history, as defined in G.S. 115C-332. The MCSA board of directors shall apply its policy uniformly in requiring applicants for employment to be checked for a criminal history before the applicant is given an unconditional job offer. Teachers may be dismissed for poor performance in the classroom, as documented, or for failing to comply with the expectations dictated in the MCSA Teacher Handbook.

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

The board recognizes that in order to attract and retain qualified, effective school staff members, that both the salary and benefits offered to staff must be competitive with the existing market. As evidenced in the schools budget, the average salary for all instructional staff is \$40,000 per year, and is reflective of an annual salary of a teacher with a

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Bachelors Degree and six years of prior teaching experience. School expects to hire a range of instructional staff with a wide range of experience, and will adjust the budget accordingly. School Leadership salaries also reflect local market rates as well. Non-instructional staff has been budgeted to include a range of \$14-15 dollars per hour for front office and custodial staff, which is the competitive market rate. For other specialized non-instructional 12 month staff such as the Business Manager, the board will be seeking Bachelors Degree or higher candidates for these 12 month positions, and have created salary schedules as proposed in the budget to confer salaries within the current market that are competitive. The school will offer health insurance through the North Carolina State Health Plan and to all employees who work an average of 30 hours per week or more. Additionally, dental, vision insurance, disability, and life insurance will be offered to employees at market rates and to those who qualify according to applicable state and federal law. A 403(b) tax-advantaged retirement plan with an employer match of 100% of up to 3% of the employees contribution will be offered to all employees through a licensed, reputable vendor. Paid Time Off (PTO) will also be offered to full time employees, up to 10 equivalent work days per year. Vacation time will be offered to 12 month full time employees, and will be negotiated individually per position.

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

In order to provide equal employment and advancement opportunities to all individuals, employment decisions will be based on merit, qualifications, and abilities. MCSA will not unlawfully discriminate in employment opportunities or practices on the basis of race, color, religion, sex, pregnancy, national origin, citizenship, age, veteran status, disability, or any other characteristic protected by law. Mallard Creek STEM Academy will not unlawfully discriminate against any qualified employee or applicant on the basis of a physical or mental disability. The Principal is responsible for formal/informal evaluations of all staff. Instructional competency of staff will be measured using a combination of the NCEES/EVAAS data and internal observational tools aligned to the school's mission and academic program. Should an employee believe a work condition or treatment is unjust, inequitable, a hindrance to effective operation or creates a problem they must follow the following grievance procedure:

1) Raise the grievance with the lowest-level interested member of the faculty or staff and seek to resolve the issue. The faculty or staff member may involve other, higher-level members of the school staff. MCSA will endeavor to resolve issues at this level within 3 school days of initiation of this grievance report.

2) If the problem persists and cannot be solved at the staff level, the Aggrieved Party can appeal to the appropriate administrative head - such as "Principal" - in writing. MCSA will endeavor to resolve issues at this level within 3 school days of initiation of this grievance report.

3) If the grievance is not satisfactorily resolved by the School Leadership, the grievance may be submitted to the Board Chair in writing for mediation. The Board will review and their decision will be final. Resolution at this level will occur by the next regularly scheduled Board meeting, unless that Board meeting is less than 3 school days after reporting at this level.

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

It is possible that custodial, office and school leadership will also assist in the breakfast and lunch service during the school day. The staff will be funded through the regular operating budget and the school will receive no

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net revenue from the school lunch program. There are no additional positions inside or outside of the organization that will have dual responsibilities.

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.

MCSA will have at least one staff person certified in EC, ELL, and AIG in anticipation of serving these students prior to the school opening. This student services leader will review completed enrollment packages with MCSA leadership to identify the unique and supplemental staffing needs anticipated based upon student demographics and data. After school opens, data collected from cum files, home language surveys and Student Search measures will help the school quantify the number of additional certified staff needed to provide the appropriate support services and materials for these student populations. The school will continue to hire appropriate numbers of certified staff as qualified students enroll and are entered into EC, AIG or ELL programs. This will be an ongoing process to ensure the needs of all students are met and provided a continuum of services required by their IEP, EP and ELL status.

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).

Pursuant to 16 N.C.A.C. 06C .0304, North Carolina has two classifications of professional licenses. Although charter schools are not required to hire all certified staff, one of the primary goals for operations in to hire 95% teachers who qualify for HQ status. The school will only employ licensed teachers and requires certification for all instructional and administrative staff. Before employing any teacher and with the teachers prior written consent, the School will obtain from DPI and review a copy of the teachers professional license. The School will assist its teachers in meeting the licensure requirements established by DPI and the SBE, including all programs and services required to assist teachers to obtain standards professional II licensure status. MCSA will participate in the NCEES and EVAAS programs to ensure that Standard 6 data is available to support licensure and re-certification efforts of the staff. The educators of core subject areas shall be certified in those subjects as defined in Section 1119 of the No Child Left Behind Act. All hired educators must meet the requirements prior to employment and ensure any conditional requirements are met by the educator within the time required. Non-renewable certificates and 5 year renewable requirements will be monitored for compliance.

Pursuant to North Carolina's requirements for teachers from outside the state must be completed for clear renewable certification. These requirements are incorporated into North Carolina's approved teacher preparation programs and must be completed within five years.

PRINCIPAL

(MS Educational Leadership, 3-5 years classroom experience required)

- *Establishes and maintains an effective learning environment in the school.
- *Initiates, designs, and implements programs to meet specific needs of the school.
- * Assists in the management and preparation of the school budget.
- * Interprets and enforces district and corporate policies and procedures.
- * Budgets school time to provide for efficient conduct of school instruction and business.
- * Assist in the development, revision, and evaluation of curriculum.
- * Maintains high standards of student conduct and enforces discipline when

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necessary.

- * Attends special events held to recognize student achievement and attends school sponsored activities, functions and athletic events.
- * Works with Registrar to assume the responsibility for Powerschool data
- * Assists in recruiting, screening, hiring, training, assigning, and evaluating the schools professional staff.
- * Approves the master teaching schedule and any special assignments.
- * Evaluates and counsels all staff members regarding their individual and group performance.
- * Assists in the in-service orientation and training of teachers.
- * Assists in the removal of teachers whose work is unsatisfactory in accordance with established procedure.
- * Plans and supervises fire drills and emergency preparedness program.
- * Provides for adequate inventory of school property and for the security and accountability for the property.
- * Serves as an ex officio member of all committees and councils within the school.
- * Assumes responsibility for all school correspondence and news releases.
- * Establishes and maintains relationships with local community groups and individuals to foster understanding and solicit support for overall school objectives and programs.

ASSISTANT PRINCIPAL

(MS in Educational Leadership or equivalent required)

- * Teacher observations
 - * Observe new teachers within the first 45 days of school (informal)
 - * Coordinate and supervise all details of Extended Learning Program
 - * Assist principal in setting curriculum standards that drive academic performance
 - * Works with committees and individuals on problems of content area
 - * Meets with department heads to insure compliance with standards
 - * Produce data from testing and classroom performance to assess student performance
 - * Coordinates the ELP for at-risk students
 - * Coordinates the BT/Mentor program
 - * Holds monthly department chair meetings providing agendas and minutes to Principal in a timely manner
 - * Mandatory attendance at monthly School Advisory Committee meetings
 - * Monitor weekly tutorials in Math, Language Arts, Reading and Science
- Acts as Administrator in charge in absence of Principal and Assistant Principal
- * Provide communications from school to home with submissions for monthly newsletter
 - * Assists in safety inspections and safety drill practice activities
 - * Works with Facilities Coordinator to insure transportation, custodial, cafeteria and other support services are provided when needed.
 - * Maintains discipline for assigned grade levels.

EC/ELL/AIG SPECIALIST

(MS in Exceptional Student Education, ELL/AIG Endorsement, and/or Staffing/IEP experience required)

- * Supervise EC teachers/aides, speech and language therapists, occupational therapists
- * Attends parent conferences and IEP meetings
- * Coordinates testing for gifted program
- * Coordinates testing for EC students

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- * Participates as team lead for the Child Study Team
- * Liaison with outside agencies for additional and contracted personnel for student support
- * Responsible for EC student file compliance
- * Set department goals and initiatives
- * Provide monthly EC report to Principal
- * Attend all EC meetings and trainings held by the LEA and Regional consultants. Provide updates to EC teachers and principal
- * Oversees 504 Compliance

TEACHER

(Bachelor of Arts/Science in Education or field of instruction, NC Licensure)

- * Meets and instructs assigned classes in the locations and at the times designated.
 - * Plans a program of study that, as much as possible, meets the individual needs, interests and abilities of the students.
 - * Creates a classroom environment that is conducive to learning and appropriate to the maturity of the students.
 - * Prepares classes for the classes assigned and shows written evidence of preparation upon request.
 - * Encourages students to set and maintain standards of classroom behavior.
 - * Guides the learning process toward the achievement of curriculum goals and in harmony with the goals, establishes clear objectives for all lessons, units and projects to communicate these objectives to students.
 - * Employs a variety of instructional techniques and instructional media, consistent with physical limitations of the location provided and the needs and capabilities of the students involved.
 - * Strives to implement by instruction and action the schools philosophy of education and instructional goals and objectives.
 - * Assesses the accomplishments of students on a regular basis and provides progress reports as required.
 - * Diagnoses the learning disabilities of students on a regular basis seeking assistance from the ESE Specialist as required
- Maintains accurate, complete and correct records as required by law and administrativeregulation.
- * Assists the administration in implementing all policies and rule governing student life and conduct, and for the classroom develop reasonable rules of classroom behavior and procedures and maintains order in the classroom in a fair and just manner.

TEAM LEADER

(Certificated teacher, 3 years classroom experience recommended)

- * Coordinates activities of the team
- * Assumes responsibility of continual improvement of the quality of instruction of the team.
- * Coordinates interdisciplinary units of study with teaching team.
- * Serves on the Child Study Team (CST) as needed
- * Assist team members in developing an intervention to assist students with learning problems.
- * Encourage team members to use new methods

Staff Evaluation and Professional Development

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

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The Principal will work directly with HR manager (and report to the Board) to ensure that all staff are appropriately licensed, have documented professional development opportunities and maintain active NC certification.

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 No Child Left Behind Act of 2001 simplifies the process of identifying and hiring "highly qualified" teachers. Mallard Creek STEM Academy provides procedural guidelines and support that enhances the likelihood of recruiting highly effective staff. MCSA is designed to improve student learning and academic achievement of all students enrolled in the school. The Board understands that in order to promote superior academic achievement, they must build instructional capacity of the staff. To that point, the school has developed two integral partnerships that will drive the success of the school. Initial and ongoing Professional Development is expected to be a "core" component for instructional staff; both an expectation, and a guarantee that will help MCSA identify quality personnel, and retain highly effective teachers. The partnerships secured with Teachers College of Columbia University and Discovery Place will help serve as initial recruiting efforts for staff expected to implement the workshop model of instruction and a STEM based curriculum. Instructional openings will also be posted online through Teachers-teachers.com and other well-known educational recruiting sites. All candidates will go through a detailed process:

- 1.Application
- 2.Review of academic qualification
- 3.Review of state licensure
- 4.Review of prior teaching experience
- 5.(3) reference checks
- 6.Personal interviews and
- 7.Criminal/health screening.

Candidates selected for hire will be given a thorough explanation of the school's educational program, expected climate and culture, performance objectives and the operational calendar. In effort to train and mentor our instructional personnel, MCSA has identified 15 PD days in the operational calendar and employees will understand that they will work 200 contracted days.

MCSA will implement a purposeful mentor program new teachers and provide ongoing support for all staff as they learn the new instructional model for delivery and become comfortable with STEM instruction. Initial professional development will be uniform for all staff. Ongoing training and professional development will be individualized, tailored to the specific needs of each teacher based upon student growth data, leadership feedback, and personal reflections in their Personal development plans. The professional development provided by Education Studio of Discovery Place, Teachers College of Columbia and vendor based training developed by STC will provide teachers will the CEU's necessary to qualify teachers for NC licenses and re-certification.

All staff will be evaluated through a variety of measures. The school will use the NCEEs and EVAAS program to document mentor programs, PD participation and formal observations as well as to measure student academic growth. The School will also utilize the research based evaluation tools developed by Charlotte Danielson and aligned to the educational program of MCSA to measure teachers' effectiveness in perspective of the unique educational program.

At the end of school year, staff will have comprehensive evaluation meetings with leadership to review their performance, student growth, and a value-added component that measures their value to their team, grade level and the school at large. Teachers will have the opportunity for salary raises and

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bonuses in a merit pay system. All returning staff will participate in some amount of yearly increases which may be tied to state/local allotments, but the highest performing teachers will receive higher salary increases or bonuses. Stipends will also be paid to teachers who offer their expertise in the extended learning program (ELP) and serve as team leaders, coaches, committee chairs etc.

The goal for the Board is to recruit, train and retain a premier staff of highly qualified instructors dedicated to the mission of MCSA to improve academic performance for all students to provide our families a unique and satisfying educational experience.

- 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.*

Professional Development is critical to ensure success of the school mission. The Board will provide a variety of professional development opportunities for the instructional staff. Professional development will be conducted both internally and externally in effort to support the educational program. Internal PD will be presented by site based leadership built upon the research and best instructional practices of John Hattie which emphasizes goal setting, reflection and feedback as a means of fine tuning effective teaching and learning. Teachers will also be evaluated by the formal evaluation tools developed by Charlotte Danielson, therefore an internal PD delivery will include an explicit explanation of what that tool looks like, how it will be implemented by leadership and how it will be used to measure performance.

Internally developed PD also includes a proprietary math workshop training based on the research of John Van De Walle. External PD will be provided by 3 primary sources: The Teachers College of Columbia University in effort to develop MCSA as a Home Grown Institute for Workshop delivery of Reading/Writing, Education Studio via Discovery Place for all STEM Education, and vendor provided training from STC to implement the Science core curriculum and science literacy. All prescribed professional development is aligned to the educational model of the school and designed specifically to help teachers build instructional capacity in order to promote improved student academic achievement. Initial training will be uniform to benefit the entire staff, and ongoing pd will be tailored to the individual needs of the staff as deemed appropriate based upon observation, student data, and reflective feedback (PDP). Teachers will have the opportunity to improve and to develop their instructional pedagogy to help them refine their instructional practices and promote student learning. Teachers will attend PD offered through LEA, Region, or State as desired or needed.

- 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.*

The 10 pre-service PD days include intensive initial training to prepare teachers for the Reading and Writing Project Workshop Delivery Model, the STEM instruction, and MCSA culture/climate.

Days 1-4 are designed to develop MCSA as a Home Grown Institute for Teachers College. Teachers will receive 4 days of training in the following topics (whole group and small group)

*Home Grown Reading Institute (Grades K-8)

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The central role of curriculum development and planning in the teaching of reading; Units of study across the year in the reading workshop; The components of balanced literacy; Comprehension strategies; Assessing and planning for work with individuals and small groups; Read aloud and accountable talk; Writing about reading.

*Home Grown Writing Institute (Grades K-8)

The central role of curriculum development and planning in the teaching of writing; Units of study across the year in the writing workshop; Methods of holding students accountable for doing their best work; Assessing and planning for work with individuals and small groups; Using literature to help students craft their writing; Classroom structures that support inquiry and collaboration.

*Content area literacy *Meeting the Needs of Diverse Learners (ELL, EC, AIG, At-risk)

(<http://readingandwritingproject.org/services/professional-development>)

Secondly, teachers will have intensive initial training provided by Discovery Place to help support STEM instruction and to build effective practices for teachers in STEM education. Days 5-8 the Discovery Place

will present (whole group and small group) *Standards-based innovative and engaging activities; Content-Based Workshops that provide opportunities to interact with experts and engage in collegial discourse; hands-on, inquiry-based activities can be adapted to most grade levels or differentiated for students with special needs. Teachers will learn how to incorporate STEM instruction through all subject areas and which types of teaching and learning activities support STEM education. With a science focus, many Workshops integrate additional subject areas such as art, mathematics, social studies and literacy. Through the Discovery Place Education Studio, educators will be inspired and effective teachers of science, technology, engineering and math (STEM) through hands-on courses, interactive workshops and real-time learning labs. With access to new ideas and field experts, the MCSA teachers will take home a variety of innovative resources that can be customized to their specific classroom environments and appropriate for their grade level of instruction (<http://educationstudio.org/discover>).

Thirdly vendor provided PD for selected core curriculum will be presented to help teachers begin thoughtful planning using the available curriculum resources.

Finally, internal PD will be provided by School Leadership with regards to expectations for:

1. School mission/vision and culture; expectations; Staff Handbook, HR Policies, Student and Parent Handbook and policies, Communication, Calendar, Committees, Support, Master Schedule, Planning
2. NCRtI
3. Powerschool
4. CrisisPlans/Crisis Management
5. Charlotte Danielson Framework for Teaching (info included in app)
6. John Hattie's Visible Learning for Teachers (info included in app)
7. Classroom "set up" and preparations for students

Ongoing PD will be held on the dates indicated in the School Calendar to support and promote instructional best practices and will be focused on areas of need based upon feedback from Leadership, Teachers and student performance data. Teachers will be encouraged to attend individual PD workshops presented by DPI, the Region/LEA that are aligned to their unique area of need, interest or growth. Teachers will be formally observed utilizing the Charlotte Danielson Framework for Reaching in cooperation with the NCEES/EVAAS program and their PDP will be determined according to those

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observations and conversations between Leadership and Faculty.

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.

The operational calendar will include 15 Professional Development days (instructional personnel will report for 200 days) to ensure that the staff has the proper training to implement our selected curricular resources, utilize the best instructional practices defined above and the interpret student data to refine and reform instructional pedagogy. Professional Development is the key to improving student learning, therefore, MCSA will focus on appropriate and sustained professional development from 3 primary external sources:

1. Certified trained experts from Teachers College of Columbia University to promote and develop the Home Grown Institute This is a 4 day training on campus prior to the school opening and offers continued PD throughout the year at multiple locations. Teacher "institutes" and workshops are free for instructional personnel as ongoing PLC's are encouraged and supported through the University. The school will provide opportunity and access to these individual workshops as teachers want to develop their instructional practices in new areas (differentiated instruction, diverse learners, technology) or if leadership feels that additional training is required.

2. Certified trained experts from Discovery Place via private training sessions, Education Studio and participation in STEM Fellows and protovation courses. Education Studio will design a 4 day intensive training to initiate a K-6 (future k-8) STEM core that provides teachers the instructional support they will need to implement STEM engagement through the curriculum. Teachers will have training in utilizing our selected supplemental curriculum which includes Engineering is Elementary, MOUSE Squad, NASA Kids and other modules. Education Studio also offers workshops throughout the year that individual teachers can attend based upon grade level/content area of focus. Finally, Discover Place offers a STEM Fellows program that teachers can apply to and receive scholarships and awards. The protovation is a uniquely designed PLC support group that is data-driven to support education, student learning and teacher effectiveness.

3. Curriculum vendors will provide PD on using their materials appropriately and work with teachers to plan interdisciplinary units aligned to the Readers/Writers and Math Workshops by pulling resources from a wide variety of text selections, STC science and science literacy series, and a variety of math materials.

Site based Leadership will provide ongoing support and training for data-driven instruction based on the research of John Hattie and supported through the research of instructional best practices from Charlotte Danielson. A master schedule provides for common planning time for teams of teachers to work on interdisciplinary units, analyze and disaggregate student data and implement RtI. These PD meetings will occur during regularly scheduled staff meetings, and planning meetings. A structured mentor program will help provide additional ongoing support for new and experienced teachers. Instructional "experts" will support the classroom teachers by providing the additional tutoring sessions for at-risk students to help support student learning and growth in all classes. This yearly calendar is included in Appendix C.

Enrollment and Marketing:

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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 reflect 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)).

MCSA will provide an educational program designed to improve student achievement and to provide students and parents the opportunity to attend school in a smaller, community driven school program. Our focus is to improve student achievement by providing expert teachers and strong relationships. Our marketing plan will concentrate in the Mallard Creek region and surrounding communities. Immediately following approval of an operating Charter Contract, MCSA will:

1. send out postcards announcing the opening of a K-8 STEM school of choice
2. send invites for monthly informational meetings at various locations to inform area residents about school choice (these will include information about the curriculum focus of Mallard Creek STEM Academy Parent informational sessions will be delivered at local preschools and day care centers when available).
3. place media advertisements including radio and print.
4. develop flyers in multiple languages for distribution at area businesses, community centers, churches, and child care facilities.
5. make extensive efforts to address people where they meet, work, pray and play in order to communicate the opportunities available at the new school.
6. offer parent tours and informational sessions on campus upon completion of the facility.
7. make special effort to ensure that marketing, application and registration materials are available in multiple languages.

Mallard Creek STEM Academy will embrace all students, regardless of their racial, cultural, ethnic or religious orientation. This message will be clearly communicated in all oral presentations and printed materials. MCSA will be open to all eligible students residing in North Carolina eligible to attend public school, with special recruiting efforts focused on those residents living within a five mile radius of the school site. The school will not discriminate on the basis of race, color, sex, religion, national, ethnic origin, or disability in the admission of students. The school will be nonsectarian in its programs, admission policies, employment practices, and operations. The school will not charge tuition or fees except for those fees normally charged by other public schools. MCSA will ensure that all eligible students with disabilities will receive a free and appropriate public education in accordance with the regulations set forth in Section 504 of the Rehabilitation Act of 1973, Title 11 of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Act.

Marketing materials including a website, facebook page, flyers and print ads will present to families:

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1. the workshop model as the primary instructional method that will be employed with the STEM focus for all grades
 2. indicate the grade levels we will serve each year
 3. the process for application submission, the timelines for registration and notification of acceptance and the instructional program
 4. enrichment opportunities and business and community partnerships secured
- Each informational session will include descriptions of grade level expectations and core curriculum that has been selected and will explain the proposed school culture, parent participation expectations, student behavior expectations and answer additional questions or concerns they may have regarding our unique program and accountability measures.

Marketing via print, direct mail, social media and informational sessions, will be an ongoing effort throughout the planning year to ensure that the School is enrolled to capacity in order to meet its financial obligations. Although any eligible student in North Carolina can submit an application to enroll, all formal marketing will be directed at eligible students that reside in the Mallard Creek region and will focus on our unique educational plan to increase student achievement.

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.*

Parents will be invited to attend multiple information sessions to help educate prospective and registered families with information regarding the School's Curricular program, behavioral expectations, community partnerships, parent expectations, and facility plans. These will be noticed via social media, print media, flyers distributed through local community businesses and approved solicitations. MCSA has already secured a number of community and business partnerships including Discovery Place, EPRI, Vance High School, Project Scientist and more. MCSA will secure additional partnerships that will benefit students, families and the community at large. Parent participation and communication play a vital role in student success. Parents will be encouraged to be intrinsically involved with regards to their child's academic success through multiple means of communication throughout the school year. The School will provide parents access to their students grades online as well as quarterly report cards. Parents are also guaranteed access to their child's cumulative files as indicated accorded to FAPE. During the enrollment and registration process, student profiles will be created using all available academic data and parents will be encouraged to provide any additional academic performance data available. The School will administer baseline assessments including MAP, EOG, EOC, NWEA, MoSl (Measures of Student Learning) and additional proprietary benchmarks. These assessments will document the students' present levels of performance and will be communicated to parents. The School will create a Child Study Team (CST) to address individual student concerns and will invite parents to attend these meetings. The School will administer ongoing assessments throughout the year to help teachers identify progress and deficiencies and include parents in communication via emails, conferences, report cards and online "live grades". Progress reports and

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report cards will include standard grades that reflect student performance as well as indicators of success for expected grade level performance. The "standards-based" report card will describe the students current levels of mastery in expected grade level content areas as indicated by the NC Standard Course of Study. Progress reports will also include performance assessment data as it becomes available. The School calendar has been created to include a fall and spring conference night, as well as quarterly data chats that will be student-driven and teacher facilitated grades 3-8. Parents will be encouraged to participate in curricular and extracurricular activities to support academic and social development. MCSA will encourage parents to volunteer on campus in order to become more connected to the school culture. Parents and community members will have the opportunity to assist students during group activities such as experiments, enrichments and labs, and to serve as judges and leaders for events such as STEM Fair, Odyssey of the Mind, Robotics and science workshops. Experts in related fields will be encouraged to present to students for academic assemblies and workshops and to support the myriad of STEM units planned. Parents and community members can volunteer in non-curricular activities as well; after school sports and activities as enrollment dictates, bringing more opportunity for parent participation in academic and social events. Volunteering is a unique way to garner family and community relations which add value to the program and encourages communication and collaboration. For parents who can not attend events, the School will create weekly newsletters and website updates with photos and videos. The School will create positive relationships with local media to cover stories of interest to build a positive reputation in the community. Finally, students will participate in service learning activities to strengthen the MCSA presence and value to the neighborhoods we serve.

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.*

The school will not discriminate on the basis of race, color, sex, religion, national or ethnic origin, or disability in the admission of students. The School will be nonsectarian in its programs, admission policies, employment practices, and operations. The school will not charge tuition or fees except for those fees normally charged by other public schools. To ensure that the school is available to serve the residents of the schools neighborhood, the school may elect to focus some of its enrollment efforts to target students residing within the community and transportation will be provided. The School will hold an initial open enrollment period after SBE approval from approximately February 1- April 1 each year (or the first business day in that month if these dates fall on a weekend). The School shall enroll a

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student who submits a timely application within this period, unless the number of applicants for any grade level exceeds the available student vacancies for that grade level then a lottery will be held to randomly select from the total of student applicants for that grade on May 1 (or the first business day that month). An offer of admission will be made to those applicants selected in the lottery to fill the number of student vacancies. Students shall be subject to a random lottery but preference may be deemed appropriate per NC Statute including:

- *Siblings of students enrolled in the charter school; Siblings of students who have completed the highest grade level offered by that school and who were enrolled in at least four grade levels offered by the charter school or, if less than four grades are offered, in the maximum number of grades offered by the charter school.

- *Children of employees of the charter school and Children of Board Members of the School (limited to 15%)

- *A student who was enrolled in the charter school within the two previous school years but left the school (i) to participate in an academic study abroad program or a competitive admission residential program or (ii) because of the vocational opportunities of the student's parent.

Lottery procedures will comply with the NC Open Meetings Law provided in GS143-218.10(a). MCSA will publicize the date, time, and location of the meeting and allow anyone to attend. Applicants selected in the random lottery will receive notification of admission and applicants awarded a seat during the lottery must accept or decline admission within 10 business days; after which that seat becomes available to the next student on a waitlist. Applicants must be a NC resident, meet legal age requirements, not be under suspension/expulsion at another school. The remainder of applicants after the lottery will be placed on a waitlist and those parents will be notified of their position. Students on a wait list can verify their position anytime as the database of applicants will be updated throughout the open enrollment and lottery window. If for some reason, student spaces should become available after the wait list has been exhausted, the School will move to accept applicants from a first-come, first-served basis at each grade level established after the close of the initial enrollment period.

A student may withdraw from the school anytime and the school will forward current records to the new school on record upon receipt of request for transfer.

Students who enroll as transfers will be placed in the grade level they are currently being served and the school will implement any IEP, 504, EP, or ELL plan in place. All pre-admission activities will serve to orient families to the nature of our program, the curriculum and the expectations of the school. Families will have an opportunity to tour the facility upon completion, and attend parent information sessions on campus or in local venues during the open enrollment window to answer any questions they have. These activities will also remind parents of charter participation in testing and accountability and support services.

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PROJECTED ENROLLMENT

2016-17 through 2020-2021

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Charlotte-Mecklenburg Schools

LEA #2

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.

	2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000
Kindergarten	80	0	0	80	0	0	80	0	0	80	0	0	80	0	0
Grade 01	80	0	0	80	0	0	80	0	0	80	0	0	80	0	0
Grade 02	80	0	0	80	0	0	80	0	0	80	0	0	80	0	0
Grade 03	80	0	0	80	0	0	80	0	0	80	0	0	80	0	0
Grade 04	84	0	0	84	0	0	84	0	0	84	0	0	84	0	0
Grade 05	84	0	0	84	0	0	84	0	0	84	0	0	84	0	0
Grade 06	66	0	0	88	0	0	88	0	0	88	0	0	88	0	0
Grade 07	0	0	0	66	0	0	88	0	0	88	0	0	88	0	0
Grade 08	0	0	0	0	0	0	66	0	0	88	0	0	88	0	0
	554			642			730			752			752		

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Section IV: Governance and Capacity	Reviewer	Page
<u>Concerns and Additional Questions</u>		Reference

Reviewer	Score
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V. OPERATIONS

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.

Enrollment is open to all students eligible to enroll in a public school of choice. Buses will be provided as needed for students who live a reasonable distance from the school. Transportation costs are reflected in the school budget. Bus routes will consist of depot stops strategically placed at safe locations where students enrolled at the school are concentrated. Admission to the school, however, is not predicated upon residence. Therefore, any child eligible to enroll in a public North Carolina School may enroll at Mallard Creek STEM Academy. For families who enroll into Mallard Creek STEM Academy who do not qualify for bus transportation, parents may provide transportation to the school on a daily basis. Carpooling will be facilitated via online signups accessible through the schools website. The school will also contract with approved vendors for field trips, local competitions and athletic events as needed and also as articulated in the school budget.

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.

Mallard Creek STEM Academy will contract with a food service vendor for breakfast and lunch. The school's food vendor will provide appropriate food service equipment including warming ovens, hand wash sinks, triple sinks (for equipment & utensil washing), and refrigeration to store food once it has been delivered to the school site and prior to serving students. All food handlers will be required to complete Food Handling Training as mandated by the Department of Health. Student meal counts and records of student participation in the National School Lunch Program will be maintained at the school.

The Governing Board will require the vendor to supply a monthly menu meeting the requirements of the National School Lunch Program. These menus will be published monthly and presented to parents and students. A copy of these menus will be kept with the record(s) of student participation. The meal provider will be required to submit evidence of proper meal balance and portion size for the students served. The vendor will ensure that its point of sale system accurately provides a count of reimbursable meals by category (i.e., free, reduced price, paid) served to eligible students. These counts will be taken at the time and point of meal service and only meals that meet meal pattern requirements will be counted and claimed for reimbursement. The School will adopt the sanitation and reporting requirements prescribed by the Health Department. The local health department will be notified of the schools existence and intent to provide food service to public school students. The School will make application for a "Permit to Operate" and maintain that certification/licensure in a current state and the School will post the results of health and food inspections on its website. Mallard

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Creek STEM Academy will follow all required procedures when distributing and processing Free and Reduced Meal Applications.

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		\$3,500.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$3,500.00
Property Insurance	\$4,600,000		\$2,400.00
Motor Vehicle Liability	\$1,000,000		\$3,000.00
Bonding Minimum/Maximum Amount	\$1	\$250,000	\$500.00
Other	\$1,657,408		\$10,500.00
Total Cost			\$23,400.00

*The applicant must provide a quote from an insurance provider as part of this application (as Appendix P) to demonstrate the levels of insurance coverage and projected cost.

Health and Safety Requirements:

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C238.29F (a).

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

jluca101 09/26/2014

(Board Chair Signature)

(Date)

Facility:

Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools.

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What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. If a facility has been identified please fill out the Facility Form (Appendix Q).

Mallard Creek STEM Academy is already in final negotiations with a private real estate developer who will construct the school facility, and will then lease the facility to Mallard Creek STEM Academy. The budget provided in this application includes a projected half-million dollar lease payment for the facility to demonstrate the viability of the school, which targets a current commercial lease market rate of approximately 10-14 dollars per square foot per year, based on the final size of the facility. Before the school begins operations, DPI will be provided with documentation of ownership or lease of the facility and certification that the building satisfies all occupancy requirements. The facility layout will be decided upon through a collaborative effort of the Board and the developer, and will include a design based on current research on safe schools, adequate classroom and office space, appropriate outdoor recreational areas, designated pick-up and drop-off zones, and parking for staff and visitors. The Board will work closely with the developer to ensure a timely completion of the facility.

What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.

\$10-\$14 per square foot per year, which will result in an annual lease of between \$400,000 and \$500,000. The rate variation is due to the actual final size of the facility and whether the school leases or builds new based on current market rates.

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 Board will carefully monitor the construction progress schedule and will receive weekly updates from the developer as to the progress of the facility. However, should the construction progress not be sufficient to guarantee delivery of the school facility by August, 2016, a contingency plan has been established and will activate approximately six to eight months prior to the initial opening of school. Mallard Creek STEM Academy has received offers from both Mobile Modular and ModSpace to construct a school facility in the event that the primary facility is not ready for August 2016. The focus of the Board will shift to the development of a site which will suit the schools needs for a 1-3 year span, utilizing modular classroom space. Approximately four modular units of eight classrooms each would be required to open the school according to the initial years K-6 plan. Additional units may be added should the school choose to remain at the alternate site for the following school year. Local churches and other similar organizations have been contacted to open dialogue in the event a contingent location is needed. It is expected that no programs will be delayed should an alternate facility be used, and the school will encumber no lease payments or otherwise incur any debts for the primary facility until such time as the primary facility is ready for school use. The Board at that time will negotiate a transition plan in the academic and financial best interests of the school.

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Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
No clear plan is included regarding how all students will have access to transportation.	Greg Schermbeck	Transportati
Additional information should be included that entails how students will be fed if they do not qualify for a free lunch or do not bring a lunch to school.	Greg Schermbeck	School Lunch
There is no line item for school lunch program.	Cande Honeycutt	School Lunch
although modular plans included, no identification of location	Amy Ruck Kagan	Facility and
The applicant did not attach facility appendices. More information regarding the specifics of the contracted building is needed. Who is the builder, what is the square footage requirements and other space requirements, etc.?	Cande Honeycutt	Facility and
*Close attention must be paid to the development and costs of a newly constructed facility.	Greg Schermbeck	Facility and

Reviewer	Score
Cheryl Turner	
Joe Maimone	
Amy Ruck Kagan	Fail
Becky Taylor	
Eric Sanchez	
Helen Nance	
Mike McLaughlin	
Marie Massengill	
Alex Quigley	
Sherry Reeves	
Tammi Sutton	
Greg Schermbeck	Pass
Tracy Kelley	Pass
Alan Hawkes	
Steven Walker	
Cande Honeycutt	Pass
Phyllis Gibbs	

VI. 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 2016-17

<p>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</p> <p><i>Refer to the <u>Resource Manual Finance Section</u> for guidance on estimated funding amounts</i></p>	<p>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.</p> <ul style="list-style-type: none"> In year 1 – Base state allotments are determined by the LEA in which <u>the student</u> resides In year 2 and beyond- Base State allotments are determined by the LEA in which <u>the school</u> is located. <p>Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.</p> <p>Federal Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.</p> <p>REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS</p>			
	<p>LEA #1 600 - Charlotte-Mecklenburg Schools</p>			
	Revenue	2014-2015 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2016-2017
	State Funds	\$4,505.20	554	\$2,495,880.80
	Local Funds	\$2,318.00	554	\$1,284,172.00
Federal EC Funds	\$3,768.11	40	\$150,724.40	
Totals			\$3,930,777.20	

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Total Budget: Revenue Projections 2016-17 through 2020-2021

INCOME: REVENUE PROJECTIONS	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
-State ADM Funds	\$2,495,881	\$3,141,387	\$3,569,015	\$3,674,821	\$3,674,821
-Local Per Pupil Funds	\$1,284,172	\$1,488,413	\$1,710,979	\$1,761,984	\$1,761,984
-Exceptional Children Federal Funds	\$150,724	\$64,801	\$72,336	\$73,843	\$73,843
-Other Funds*	\$137,080	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$4,067,857	\$4,694,601	\$5,352,330	\$5,510,648	\$5,510,648

***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 S.

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Personnel Budget: Expenditure Projections 2016-17 through 2010-2021

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.

BUDGET EXPENDITURE PROJECTIONS Personnel	2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Lead Administrator	1	\$80,000	\$80,000	1	\$80,000	\$80,000	1	\$80,000	\$80,000	1	\$80,000	\$80,000	1	\$80,000	\$80,000
Assistant Administrator	1	\$54,000	\$54,000	2	\$54,000	\$108,000	2	\$54,000	\$108,000	2	\$54,000	\$108,000	2	\$54,000	\$108,000
Finance Officer	1	\$40,800	\$40,800	1	\$40,800	\$40,800	1	\$40,800	\$40,800	1	\$40,800	\$40,800	1	\$40,800	\$40,800
Clerical	3	\$32,000	\$96,000	3	\$32,000	\$96,000	3	\$32,000	\$96,000	3	\$32,000	\$96,000	3	\$32,000	\$96,000
Food Service Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Custodians	2	\$30,600	\$61,200	2	\$30,600	\$61,200	3	\$30,600	\$91,800	3	\$30,600	\$91,800	3	\$30,600	\$91,800
Transportation Staff	3	\$13,000	\$39,000	3	\$13,000	\$39,000	4	\$13,000	\$52,000	4	\$13,000	\$52,000	4	\$13,000	\$52,000
A - Total Admin and Support:	11		\$371,000	12		\$425,000	14		\$468,600	14		\$468,600	14		\$468,600
Instructional Personnel:															
Core Content Teacher(s)	27	\$40,000	\$1,080,000	31	\$40,000	\$1,240,000	35	\$40,000	\$1,400,000	36	\$40,000	\$1,440,000	36	\$40,000	\$1,440,000
Electives/Specialty Teacher(s)	6	\$40,000	\$240,000	8	\$40,000	\$320,000	9	\$40,000	\$360,000	9	\$40,000	\$360,000	9	\$40,000	\$360,000
Exceptional Children Teacher(s)	3	\$44,000	\$132,000	4	\$44,000	\$176,000	5	\$44,000	\$220,000	5	\$44,000	\$220,000	5	\$44,000	\$220,000
Instructional Support	2	\$43,000	\$86,000	2	\$43,000	\$86,000	3	\$43,000	\$129,000	3	\$43,000	\$129,000	3	\$43,000	\$129,000
Teacher Assistants	6	\$20,000	\$120,000	7	\$20,000	\$140,000	9	\$20,000	\$180,000	9	\$20,000	\$180,000	9	\$20,000	\$180,000
B - Total Instructional	44		\$1,658,000	52		\$1,962,000	61		\$2,289,000	62		\$2,329,000	62		\$2,329,000

Mallard Creek STEM Academy - Mallard Creek STEM Academy will promote high academic achievement by increasing student engagement through a workshop model that encourages and empowers students to take ownership of their learning.

Personnel:															
A+B = C - Total Admin, Support and Instructional Personnel:	55		\$2,029,000	64		\$2,387,000	75		\$2,757,600	76		\$2,797,600	76		\$2,797,600
Administrative & Support Benefits															
Health Insurance	8	\$5,000	\$40,000	9	\$5,000	\$45,000	10	\$5,000	\$50,000	10	\$5,000	\$50,000	10	\$5,000	\$50,000
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	4	\$1,105	\$4,420	4.5	\$1,105	\$4,973	5	\$1,105	\$5,525	5	\$1,105	\$5,525	5	\$1,105	\$5,525
Life Insurance	8	\$15	\$120	9	\$15	\$135	10	\$15	\$150	10	\$15	\$150	10	\$15	\$150
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	11	\$600	\$6,600	12	\$600	\$7,200	14	\$600	\$8,400	14	\$600	\$8,400	14	\$600	\$8,400
Social Security	11	\$2,500	\$27,500	12	\$2,500	\$30,000	14	\$2,500	\$35,000	14	\$2,500	\$35,000	14	\$2,500	\$35,000
Unemployment	11	\$225	\$2,475	12	\$225	\$2,700	14	\$225	\$3,150	14	\$225	\$3,150	14	\$225	\$3,150
D - Total Admin and Support Benefits:	53		\$81,115	58.5		\$90,008	67		\$102,225	67		\$102,225	67		\$102,225
Instructional Personnel Benefits:															
Health Insurance	44	\$5,000	\$220,000	52	\$5,000	\$260,000	61	\$5,000	\$305,000	62	\$5,000	\$310,000	62	\$5,000	\$310,000
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	22	\$1,105	\$24,310	26	\$1,105	\$28,730	30.5	\$1,105	\$33,703	31	\$1,105	\$34,255	31	\$1,105	\$34,255
Social Security	44	\$2,500	\$110,000	52	\$2,500	\$130,000	61	\$2,500	\$152,500	62	\$2,500	\$155,000	62	\$2,500	\$155,000
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	44	\$600	\$26,400	52	\$600	\$31,200	61	\$600	\$36,600	62	\$600	\$37,200	62	\$600	\$37,200
Life Insurance	44	\$15	\$660	52	\$15	\$780	61	\$15	\$915	62	\$15	\$930	62	\$15	\$930
Unemployment	44	\$225	\$9,900	52	\$225	\$11,700	61	\$225	\$13,725	62	\$225	\$13,950	62	\$225	\$13,950
E - Total Instructional Personnel Benefits:	242		\$391,270	286		\$462,410	335.5		\$542,443	341		\$551,335	341		\$551,335
D+E = F - Total Personnel Benefits	295		\$472,385	344.5		\$552,418	402.5		\$644,668	408		\$653,560	408		\$653,560

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A+D = G - Total Admin and Support Personnel (Salary & Benefits)	64		\$452,115	70.5		\$515,008	81		\$570,825	81		\$570,825	81		\$570,825
B+E = H - Total Instructional Personnel (Salary & Benefits)	286		\$2,049,270	338		\$2,424,410	396.5		\$2,831,443	403		\$2,880,335	403		\$2,880,335
G+H = J - TOTAL PERSONNEL	350		\$2,501,385	408.5		\$2,939,418	477.5		\$3,402,268	484		\$3,451,160	484		\$3,451,160

Mallard Creek STEM Academy - Mallard Creek STEM Academy will promote high academic achievement by increasing student engagement through a workshop model that encourages and empowers students to take ownership of their learning.

Operations Budget: Expenditure Projections
2016-17 through 2020-2021

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
	Administrative & Support:					
Office:	Office Supplies	\$18,000	\$20,000	\$20,000	\$22,000	\$22,000
	Communications & Telephone	\$10,000	\$12,000	\$13,000	\$13,000	\$13,000
	Copier leases	\$20,000	\$25,000	\$30,000	\$35,000	\$35,000
Professional Contract	Legal Counsel	\$10,000	\$12,000	\$14,000	\$14,000	\$14,000
	Financial	\$34,902	\$40,466	\$45,990	\$47,376	\$47,376
Facilities	Facility Lease/Mortgage	\$450,000	\$459,000	\$468,180	\$477,544	\$487,094
	Maintenance	\$6,050	\$6,900	\$7,000	\$7,000	\$7,000
	Custodial Supplies	\$10,000	\$11,500	\$11,500	\$11,500	\$11,500
	Custodial Contract	\$38,000	\$46,000	\$46,000	\$46,000	\$46,000
	Insurance (pg19)	\$23,400	\$28,950	\$34,250	\$34,250	\$34,250
Utilities	Electric	\$45,000	\$52,000	\$54,000	\$54,000	\$54,000
	Water/Sewer	\$30,000	\$38,000	\$45,000	\$45,000	\$45,000
	Trash	\$6,500	\$7,500	\$7,500	\$7,500	\$7,500
Transportation	Buses	\$30,500	\$30,500	\$45,600	\$45,600	\$45,600
	Gas	\$12,000	\$12,000	\$18,000	\$18,000	\$18,000
	Oil/Tires & Maintenance	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
Other	Marketing	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
	Travel	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Facilities	Debt Service	\$35,000	\$35,000	\$35,000	\$35,000	\$35,000
	Athletic/Event Rent	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Building Supplies And Materials	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	General Contracts	\$60,000	\$80,000	\$100,000	\$100,000	\$100,000
	Miscellaneous Contracts	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Security Monitoring	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Office:	Non-Capitalized Office Hardware	\$2,000	\$3,000	\$3,000	\$3,000	\$3,000
	Equipment And Furniture	\$10,000	\$12,000	\$15,000	\$15,000	\$15,000
Professional Contract	Audit Fees	\$10,500	\$10,500	\$10,750	\$10,750	\$10,750
	Banking Fees	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
	General Administration	\$3,000	\$5,000	\$5,000	\$5,000	\$5,000
	Sis Support Services	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Technology Support Services	\$5,000	\$6,500	\$7,000	\$7,000	\$7,000
	Hr Support Services	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000

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Office:	Miscellaneous Expenses	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	K - TOTAL Administrative & Support Operations	\$949,852	\$1,033,816	\$1,115,770	\$1,133,520	\$1,143,070
	Instructional:					
Classroom Technology	Computers	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000
	Software	\$22,000	\$24,000	\$26,000	\$26,000	\$26,000
Instructional Contract	Staff Development	\$14,000	\$16,000	\$16,000	\$16,000	\$16,000
Books and Supplies	Instructional Materials	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000
	Curriculum/Texts	\$75,000	\$75,000	\$75,000	\$20,000	\$20,000
Books And Supplies	Library Books	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
	Ec Supplies	\$8,000	\$8,000	\$8,000	\$5,000	\$5,000
	Health Supplies	\$750	\$750	\$750	\$1,000	\$1,000
	Safety Supplies	\$3,500	\$1,000	\$1,000	\$1,000	\$1,000
	Athletic Supplies	\$13,000	\$15,000	\$15,000	\$15,000	\$15,000
	Postage	\$2,000	\$2,000	\$2,600	\$3,000	\$3,000
	Memberships	\$4,000	\$4,600	\$4,600	\$4,600	\$4,600
Classroom Technology	Internet Services	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Non-Capitalized Hardware	\$10,000	\$14,000	\$14,000	\$14,000	\$14,000
	Techology Supplies	\$4,000	\$7,000	\$7,000	\$7,000	\$7,000
Other	Capital Instructional Equipment And Furniture	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
Classroom Technology	Instructional Equipment And Technology Lease	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000
Instructional Contract	Instructional Services	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Ec Services (Psych, Speech And Ot)	\$60,000	\$65,000	\$80,000	\$80,000	\$80,000
	Athletic Services	\$10,000	\$10,000	\$12,000	\$12,000	\$12,000
Professional Contract	Tuition, Fees And Education Reimbursements	\$1,000	\$5,000	\$7,000	\$7,000	\$7,000
Instructional Contract	Substitute Teacher	\$16,000	\$21,000	\$38,000	\$38,000	\$38,000
	L - TOTAL Instructional Operations	\$573,250	\$598,350	\$636,950	\$579,600	\$579,600
	K+L = M - TOTAL OPERATIONS	\$1,523,102	\$1,632,166	\$1,752,720	\$1,713,120	\$1,722,670

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Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
J - TOTAL PERSONNEL	\$2,501,385	\$2,939,418	\$3,402,268	\$3,451,160	\$3,451,160
M - TOTAL OPERATIONS	\$1,523,102	\$1,632,166	\$1,752,720	\$1,713,120	\$1,722,670
J+ M =N TOTAL EXPENDITURES	\$4,024,487	\$4,571,584	\$5,154,988	\$5,164,280	\$5,173,830
Z - TOTAL REVENUE	\$4,067,857	\$4,694,601	\$5,352,330	\$5,510,648	\$5,510,648
Z - N = SURPLUS / (DEFICIT)	\$43,370	\$123,018	\$197,343	\$346,368	\$336,818

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.

(Please note that the 16-17 budget revenue entry window application was not updated with current per pupil funding. the difference is booked as other income. EC federal funds not able to be represented in online chart. 17-18 and forward state EC is represented in state ADM (036). Federal EC revenue is reflected State EC entry. See appendix for 5 year proforma.)

Enrollment of the school is based on a customary matriculation pattern of four classes per grade level K-6. The school will add grade levels and welcome new kindergarten classes in successive years until the school is at its full capacity of 760 students.

The NC state average enrollment in elementary schools is 499. The district LEA average is 708, yet almost all of the elementary schools in Mallard Creek have well over 800 students enrolled. The NC state average for middle school enrollment is 668. The district LEA average is 1002, yet the middle schools in the Mallard Creek region have over 1400 students enrolled. The student to teacher ratio in Charlotte for public schools is 16:1, which is 8.3% greater than the North Carolina state student to teacher ratio. According to the demographics posted on the CMS website, the school district has grown about three percent each year since 1994. This equates to about 3,500 students per year. Much of the growth has been evidenced within the northern and southern portions of the county. It is anticipated that growth will continue for at least the next ten years. Based upon data released in a bond referendum, CMS recognizes it has and will continue to have challenges assigning students into schools. There are not enough school facilities to house the growing student population in this area and new development is not expected to occur until 2017-2020. There are hundreds of students currently in overcrowded classrooms and schools that would consider membership in our charter school for the facility alone and charter school membership (assignment) is not impacted by zoning issues. Furthermore, the proposed Mallard Creek STEM Academy will offer a unique STEM program for all students K-8 that is specifically designed to offer students the opportunity to become proficient in the areas of STEM. MCSA has partnered with Vance High School to ensure our students can be successful in a competitive high school

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program and has created a partnership with The Discovery Center to provide initial and ongoing professional development for staff to ensure their competence in delivering a strong STEM program for our students and to provide them with the tools and resources they will need in the classroom. The Board will use the planning year to deliver numerous parent information sessions to educate the public about our specialized curriculum program, and to offer them an option to attend a school that is not overcrowded and can offer their child an individualized education plan without disruption caused by reassignments implemented to alleviate overcrowding.

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

The five year budget proforma is purposefully built to provide an accurate, yet fundamentally conservative financial basis, ensuing that the school is sustainable over the long term. Three important aspects of the budget which protect the school against unforeseen negative revenue scenarios are: the 1.5-7% positive fund balance projection built into the 5 year proforma, all source revenue projections are flat (no annual percentage increase) in the first five years of the school, and the budget does not rely on any outside sources of funds such as grants, fundraising or donations to operate. Additionally, large capital purchases initially budgeted in years one through three could be amortized via long term leases which would free up operating cash during the schools initial opening phase.

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

Not Applicable. The schools budget is built to sustain itself solely on the accumulated per-pupil funding from federal, state and county sources. Any fundraising, grants or donation that the school receives will serve to enrich the existing program and assist the school in achieving its programmatic and financial goals sooner than forecasted. The budget as submitted in the appendix also includes a customary aftercare component that provides slight net revenue to the school.

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

K-3 20:1, 4-5 21:1, 6-8 22:1

- 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 board intends to contract with LB&A for comprehensive financial and relates services support, including: preparation of financial reports each month, preparation of vendor payments , reconciliation of bank accounts, preparation of payroll (including payroll deductions and withholdings), preparation and submission of state and federal payroll taxes and associated reports, preparation and transmission of state and federal reporting in accordance with the Uniform Education Reporting System, provide financial, budget and other reports and data independent auditor to plan and conduct annual audit, and confer with staff and board as necessary at reasonable intervals and provide consulting relating to accounting and financial matters. The board may elect to contract with other independent entities or vendors should the school staff require additional assistance in areas

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necessary to operate the school, or otherwise not be able to provide a specific service through in house staff. Examples of this would include contracting with a licensed vendor for speech and occupational therapy services, should the school not be able to hire qualified candidates, or should the EC service requirement be such that contracting with an outside vendor at an hourly rate would be in the best financial interests of the school versus hiring employees directly. In instances where the board will contract for services with an outside vendor, there will be strict criteria and a robust selection process to ensure that the contracted services are performed appropriately and school funds are expended in the best interest of students. Minimally, potential vendors will be licensed in their respective fields, insured or otherwise bonded, and undergo background checks which mirror the school and the local LEA. The Board or a school leadership designee will research available vendors and independently obtain data (such as a client list for reference checks) to gauge the quality of potential vendors. The Board will vote to contract with specific vendors based on this criteria, and such contracts will be subject to periodic review for efficacy. When appropriate, the board will enact a full Request for Proposal (RFP) process and adjust to fit the individual need as articulated by the board and allowable under state law.

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

The schools budget was developed based on actual per-pupil spending drawn from published financial audits of existing charter schools located in Charlotte-Mecklenburg County. Primary spending priorities are on expenses directly related to student instruction and a conducive learning environment. This would include: salaries and benefits of instructional and support staff, instructional materials and supplies, contracted services for educational support, insurance, facility costs and related costs necessary to provide a safe and healthy learning environment for students. Secondary spending priorities are for those non-essential but beneficial expenses to improve student learning. These costs are usually incurred as the School reaches its targeted student capacity. This would include: additional enrichment, auxiliary supplemental instructional materials, intramural uniforms, etc. The school will contract with an outside food service vendor who is pre-approved to process Free and Reduced Lunch applications and serve within the guidelines of the National School Lunch Program. It is anticipated that the costs associated with this program will be cost neutral. School staff is sufficient in number to assist and otherwise facilitate the breakfast and lunch service if necessary. The school will allocate funds as necessary to comply with state law regarding charter school students and transportation to and from school. The acquisition and operation of additional school buses to transport students to and from school, within a reasonable radius of the school will be the first use of surplus funds beyond the anticipated fund balance.

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.*

The Board has set an anticipated goal of approximately 2-8% percent of annual expenditures to develop the schools unrestricted fund balance. After year one, at no point will the fund balance decrease below 2% of the schools annual approved budget, or one full months worth of operating expenses,

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whichever is the greater amount. Cash flow will be monitored to ensure that the school's cash balance remains at or above 2% until such time within the first year of operation that the board can accurately predict all financial obligations will be met through the end of the fiscal year.

Developing and maintain a healthy fund balance will be a primary component of the schools budgeting process. The systematic budgetary review process conducted by the Board and school leadership consists of four main budgeting periods: Early Bird (June of preceding fiscal year), Post ADM (September), Spring (February) and Final (July of following fiscal year). This schedule of compulsory budget review will ensure a balance between revenue and expenses, and empowers the Board and school leadership with the agility needed to quickly adjust the budget. This practice when combined with monthly review of financial Budget versus Actual statements prepared by the schools financial accountant, local comptroller and school principal will allow the school to thoughtfully and methodically develop an appropriate unrestricted fund balance.

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

Based upon current discussions with brokers, real estate developers and potential lessors, the developers estimate that the per square foot lease cost of the completed facility will be between \$10-\$14 per square foot, which will result in an annual lease of between \$400,000 and \$500,000. The rate variation is due variation to the actual size of the facility and whether the school leases an existing facility (\$10-\$12/square foot per year) or builds a new facility (\$12-\$14/square foot per year). These costs are consistent with leases that have recently been executed in the area. These costs are also consistent with our information on current land costs and construction costs. From our research and discussions with commercial real estate brokers, general contractors and real estate developers, we estimate the total cost of a new facility would be between \$4 million and \$6 million depending on the location and size of the facility. This would translate into annual lease costs of approximately \$450,000 assuming a typical lease CAP rate of 9% to 10%. The Board has already received a funding commitment from a nationally recognized and reputable investor who specializes in commercial real estate to construct and lease back the facility to the school as described above.

The Board has already received a funding commitment for all furniture, fixtures and equipment necessary to open and operate the school from an internationally reputable company who specializes in equipping new schools and specifically charter schools: 3 Oaks Corporation. The funding commitment is for approximately \$300,000, and is evenly split into monthly payments beginning September, 2016 over 36 months at a 12% annual interest rate.

School bus financing will be facilitated by the Carolina Thomas Bus company via their Daimler-Chrysler/Mercedes financing arm. Current finance rates are 5.6% for a 7 year term on 72 passenger-rated school buses, and payments are reflected in the budget. As the school may discharge funds in support of the school opening, the Board has opened verbal negotiations with Charter School Capital, who has offered to advance operating capital in exchange for acquiring a portion of the schools accounts receivable. This continues to be an ongoing discussion and there is a proactive debt service payment

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placed in the budget in the event the Board chooses to move in this direction.

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*

Not Applicable. The school will not rely on assets from any external sources. As described in the budget and financing narrative, the Board has arranged for a long term lease for all necessary furniture, fixtures and equipment (FFE) to open and operate the school. Additional asset needs are provided for in the annual operating budget and increase as the school grows in enrollment.

Break Even Point of Student Enrollment: The Board has pre-identified approximately three hundred thousand dollars in salary and benefits for non-core instructional and related staff (or 17% of projected staffing costs), and three hundred thousand dollars in non-staffing related expenses (or 20% of projected non-staff related school expenses) that can be immediately reduced should enrollment not meet expectations, for a total of reduction to 70% of the original projected budget, or 431 student equivalent revenue. This enrollment would further reduce the core instructional teacher requirement by eight, reducing the actual revenue needed to break even by an additional three hundred twenty thousand dollars, for an overall composite reduction to 60% of anticipated projected revenue, or the equivalent of approximately 360 students needed to break even.

Contingency Plan continued: Should these proactive measures not fully ameliorate a deteriorating revenue situation, the Board and school leadership team through its established budget review process will identify potential expenses that can be reduced and act in the combined best interest of students and the financial longevity of the school. Should the revenue reduction be a result of lower than expected enrollment, the budget review will also include a reconciliation of current staffing needs and appropriate reductions in force (RIF) will occur within the first six weeks of school.

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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?

The board will work in conjunction with the financial accountant, auditor and school leadership to develop policies that comply with Generally Accepted Accounting Principals (GAAP), and all federal, state and local law and policy related to monitoring and use of public school funds and those funds received and discharged by a North Carolina Non-Profit Corporation. The internal control system will be documented and evaluated regularly by the board, school leadership, and financial accountant, and will be reviewed as part of the annual financial audit. An accounting policy and procedures manual will be developed that includes the following: an organizational chart which sets forth the actual lines of responsibility and that shows individual names and titles, accounts payable and accounts receivable listings, listing of all bank accounts and authorized signatories, payroll calendar and processing information, vendor files, lease and contract documents, segregation of duties chart, cash handling procedures, credit card policy, travel and expense policy, master copies of school-based forms (time sheets, expense reports, etc.) School staff will receive training about the internal control system and their individual responsibilities within the system. The organizational chart, accounting procedures, record retention policy, vendor list, and chart of accounts will be maintained on a timely basis to eliminate outdated information and include current information. Procedures will be followed by the schools office and leadership team that mirror widely established segregation of duties habits, such as the person making bank deposits is not the same person as who is reconciling those deposits. The school will inventory and track items purchased with school funds, especially those items with an initial value of \$700 dollars or more, and also items purchased as a set with a combined initial value of \$700 or more, such as a textbook adoption. Items in these categories may be considered capital purchases and depreciated over time to accurately reflect the schools real asset position. Items in this category that break or no longer serve a useful function may be disposed of by the school. A disposal form which includes a record of the reason for the disposal as well as relevant tracking information on the item will be used, and noted in the inventory.

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

Not Applicable. There are no known or possible related party transactions the board is aware of at this time.

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.

Potter and Company, Certified Public Accountants
7239 Pineville-Matthews Road
Charlotte, NC 28226
Phone: (704) 926-3300
Fax: (704) 926-3333

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Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
Revenue projection is only realistic if enrollment numbers can be met. Based upon the evidence of need and the under-enrollment of existing schools in the LEA, there is a likelihood that this school will be under-enrolled.	Cande Honeycutt	Budget Reven
It is also unclear how the loan for \$300,000 listed on the loan amortization schedule will be utilized for school resources. Seems very expensive.	Greg Schermbeck	Total Budget
very low staff development assumptions (PD?) difference in facility costs on two lines? low transportation	Amy Ruck Kagan	Total Budget
*No food staff is listed.	Greg Schermbeck	Personnel Bu
Did not provide any funding for school lunch personnel even though application stated that the school would take part in the NSLP.	Cande Honeycutt	Personnel Bu
no raises all teachers at same salary rate no HR staff	Amy Ruck Kagan	Personnel Bu
*Unclear how \$30,500 for transportation / buses will be utilized. Contracting buses will likely cost much more.	Greg Schermbeck	Operations B
Does not include funding for lunch program. Professional Development budget of \$14000 may not be sufficient to cover the programs utilized.	Cande Honeycutt	Operations B
Application does not provide realistic cost associated with professional development given the specific and unique needs of the instructional program. There are no provisions made for pre-opening cost especially related to staffing support for meetings, outreach, registration, parent questions, admin support etc.	Tracy Kelley	Operations B
what financial contracting services? transportation unrealistic nothing for food services	Amy Ruck Kagan	Operations B
Budget surplus is first year concerning. Additional facility or staff or other unexpected expenses could put school in red. In addition, while the school has a contingency plan for under-enrollment, cuts to staff and programming may further cause financial issues for the school.	Cande Honeycutt	Total Expend
Did not address programming integrity in the event of under-enrollment or budget shortfall. STEM programs can be expensive on the front-end. How will programming be affected by a shortfall?	Cande Honeycutt	Budget Narra
Applicant should clarify where the cost for LBA back office financial support is included in the budget. The narrative explaining how the budget aligns with the mission is incomplete has there are no specific programmatic e components articulated-science models, manipulatives, kits, labs etc.	Tracy Kelley	Budget Narra

Reviewer	Score
Alex Quigley	
Cheryl Turner	
Marie Massengill	
Sherry Reeves	
Steven Walker	
Mike McLaughlin	
Tammi Sutton	
Amy Ruck Kagan	Pass
Alan Hawkes	
Becky Taylor	
Cande Honeycutt	Fail
Tracy Kelley	Pass
Eric Sanchez	
Joe Maimone	

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Greg Schermbeck	Pass
Helen Nance	
Phyllis Gibbs	

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VII AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-238.29B(e) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the September 26, 2014 5:00 pm EST deadline. Payments will be accepted in the form of a check or credit card. The Credit card Form is found on the Office of Charter Schools website. Cash is not accepted.

**Application Note: The applicant must mail the check or credit card form along with a letter indicating the name of the proposed charter school, contact information, and the enclosed payment amount to be received before or on the due date of September 26, 2014 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).

jlucas101

Date: 09/26/2014

Applicant Signature:

The foregoing application is submitted on behalf of Mallard Creek STEM 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: jlucas101

Board Position: Jose Garcia, Board Chair

Signature: _____

Date: 09/26/2014

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

Notary Public

Official Seal

My commission expires: _____, 20____.

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OVERALL ASSESSMENT

Would you as the Advisory Board deem this application complete? The decision of the Advisory Board regarding completeness is final. This rubric, and the following recommendation, is simply a starting point for Advisory Board deliberations regarding which applicants to invite back for an interview.

<u>Total Initial Screening Votes</u>	
No	Yes
0	11 AH, JM, PG, HN, SR, AQ, ES, TS, BT, CT, SW

Would you, as an external evaluator, recommend an interview for this application? Remember that an external evaluator has no authority to bind the Advisory Board to a particular recommendation. This rubric, and the following recommendation, is simply a starting point for subcommittee and Advisory Board deliberations regarding which applicants to invite back for an interview.

<u>Total External Evaluator Votes</u>	
No	Yes
4	0

Would you, as an Advisory Board, recommend this nonprofit group to the SBE to start the Planning year? The State Board of Education gives the final approval to start the Planning Year.

<u>CSAB Votes</u>	
No	Yes
3 HN, BT, CT	8 JM, SW, PG, AQ, AH, SR, ES, TS

Summary comments are to be provided in the appropriate section detailing the findings and/or concerns of the Public Charter School Advisory Council subcommittee.

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Initial Screening	
Mission, Purposes, and Goals	- cande_honeycuttk2
Education Plan	- cande_honeycuttk2
Governance and Capacity	- cande_honeycuttk2
Operations	- cande_honeycuttk2
Financial Plan	- cande_honeycuttk2
OVERALL	- cande_honeycuttk2 - dtsmith840 - cande_honeycuttk2

External Evaluator	
Mission, Purposes, and Goals	<p><u>Mission Statement</u> mission could reflect STEM focus - aruckkagan</p> <p><u>Educational Need and Targeted Student Population</u> Over half of charter schools in Charlotte- Mecklenburgs or more than 10% below the projected enrollment with the majority of those with lower enrollment being schools opening in the last two years.</p> <p>Evidence of need not clearly established by waitlist alone for the Charlotte-Mecklenburgs charters that have met enrollment. Schools like Metrolina Regional Scholars Academy are cited as having a wait list but are underenrolled when comparing actual numbers to projected enrollment.</p> <p>Responses for questions re-state general statute and do not offer mission-specific information. - cande_honeycuttk2</p> <p><u>Educational Need and Targeted Student Population</u> unclear why the program (program still unclear at this point) will address needs of target population</p> <p>numerous elementary schools exist nothing specific about mallard creek community - aruckkagan</p> <p><u>Educational Need and Targeted Student Population</u> The link associated at the bottom of the educational needs document is to a petition. The petition has multiple signatures from participants who appear to live outside of NC.</p> <p>Partnerships with the Teachers College of Columbia and the Education Studio of Discovery Place sounds appealing however the expectations and systems of this process is</p>

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	<p>unclear. It is further unclear how the school will have an ELA & STEM focus. - gschermbeck</p> <p><u>Purposes of Proposed Charter School</u> The applicant lists many programs within the purposes that the school will utilize to meet mission. Programs may not be cohesive. - cande_honeycuttk2</p> <p><u>Purposes of Proposed Charter School</u> more details needed about partnership - aruckkagan</p> <p><u>Purposes of Proposed Charter School</u> How the specifically the workshop model will help teachers to meet the needs of at risk tier I students is unclear, especially as it pertains to at-risk or disengaged students or for students whose behavioral challenges serve as a barrier to their academic success. At risk students may enter the school 1-3 grad levels behind, please explain how the work shop model and PBL strategies are going to support struggling students and what that will look like in the classroom. - kellytracy</p> <p><u>Purposes of Proposed Charter School</u> It continues to be unclear how the school will have two focuses (STEM & TCRWP) and how they will work together. - gschermbeck</p> <p><u>Goals for the Proposed Charter School</u> The board has too many goals to focus on any one area effectively. The section on working toward attaining mission statement contains a list of best practices and not necessarily mission-specific information. What about goals specifically related to STEM? - cande_honeycuttk2</p> <p><u>Goals for the Proposed Charter School</u> Unclear of how certain metrics within the nine components were chosen (Suspension rate, community awareness, etc.) Four components for learning outcomes are listed however no quantitative metrics are listed. Thus, it is hard to determine if they are measurable. It is also difficult to read the table. Rows and columns are misaligned. - gschermbeck</p> <p><u>Goals for the Proposed Charter School</u> Staff retention goal does not allow for retention of highly effective teachers in relation to the rate of retention for ineffective teachers and does not provide a student performance measure. The financial and operational goals are not aligned to the stated STEM mission. Please explain "teacher driven goals"? Please provide example of STEM related goals? Applicants use of LEA rather than state proficiency levels evidences low expectations for teaching and learning. Please describe how service learning projects will align with STEM theme, if at all? and how will the quality of service learning hours be assessed and evaluated against the goals outlined in this section. - kellytracy</p>
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Mallard Creek STEM Academy - Mallard Creek STEM Academy will promote high academic achievement by increasing student engagement through a workshop model that encourages and empowers students to take ownership of their learning.

<p>Education Plan</p>	<p><u>Instructional Program</u> This section refers to several programs with no clear alignment on how programs will work together to promote mission or student outcomes. Would like evidence of the partnership with the Discovery Place and the Teacher's College. - cande_honeycuttk2</p> <p><u>Instructional Program</u> this section feels much more of a list of approaches, lacks cohesiveness no real integration or purposeful use of (only mention of) technology how do the long term problems/project fit in to model not sure of the social and community awareness no mention of assessments - aruckkagan</p> <p><u>Instructional Program</u> The applicant identifies quality instruction that is research based, but it is unclear the extent to which the instructional model will meet the need of the targeted student population. The connection between the proposed instructional practices (readers/writers workshop) and fully STEM integration are tenuous and lack cohesion. Applicant did not describe how the New Generation Science standards will be implemented and mentions out of the box thinking will facilitate the STEM program. The "long term projects and problems" mentioned are vague and are not aligned with the STEM mission; as there is no specific mention of a specific STEM curriculum or researched based foundation for how to effectively integrate STEM across core content areas, scaffolding and spiraling across grade levels. The assessment strategy outlined in this section is not specify a list of assessments as a result it does not demonstrate and appropriate evaluation process is evident. - kellelytracy</p> <p><u>Curriculum and Instructional Design</u> lacking a progression of the program throughout the grade levels - aruckkagan</p> <p><u>Curriculum and Instructional Design</u> Please describe how you will ensure tier I students who are struggling will be given additional time and supports for individualized instruction through tiered interventions, a data driven approach to prevention, early detection within the regular school day. please explain specifically how the primary instructional delivery methods of workshop, STEM integration, and blended learning will be differentiated to ensure accessibility (i.e. differentiate access, product, process) and overall readiness levels of students. - kellelytracy</p> <p><u>Special Programs and "At-Risk" Students</u> Reference outdated accountability system where top-tier EOG/EOC test was a level 4 and is now level 5. A clear plan for serving ELL students timely and effectively is not presented. AIG identification and services is not clear and cohesive. - cande_honeycuttk2</p> <p><u>Special Programs and "At-Risk" Students</u> transition from PEP to IEP - aruckkagan</p> <p><u>Special Programs and "At-Risk" Students</u> Please describe how the secured time embedded in the schedule for interventions and support will work. Will a tier I struggling student receive targeted in-school individualized instruction that is progress monitored, and fluid allowing them to move along a continuum of services depending on mastery? If so please describe this system of interventions and how they address specific skill gaps, how the student receives constructive feedback based</p>
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	<p>on data analysis, as well as guidance on how to improve in a way that does not result in automatic RTI referral for evaluation or SPED. Applicants continued use of AYP rather than AMO or growth indicates a lack of awareness around most up to developments with NCLB. - kellestracy</p> <p><u>Exceptional Children – Identification and Records</u> This section repeats legal requirements but does not provide a detailed process. - cande_honeycuttk2</p> <p><u>Exceptional Children – Identification and Records</u> concerned that they continue to say IEP services from a transfer student will be provided, without mentioning reevaluating - aruckkagan</p> <p><u>Exceptional Children – Identification and Records</u> Note that IEP stands for Individual Education Program (not plan). Note: Reviewing cumulative records to determine if a transferring student is an special education identified student may not provide the information needed. Often cum records do not contain this information. When designating the LEA Rep. for the IEP Team note that there are other criteria that must be met other than the ability to commit LEA resources - refer to Page 80 of the NC Policies Governing Services for Children with Disabilities. There may need to be evaluators other than the school psychologist at the IEP team meeting depending upon the areas that were evaluated. Concerned about the statement that the CTS will determine the scope of services for each student based upon their IEP goals and services required. Once a student is found eligible for special education and related services the only legal body that can determine the type, location, frequency and location of services is the IEP team. The language regarding IEP decision is more accurate in the Education Programming Section. While, the charter states that it will follow the regulations and NC policies in providing a FAPE, there is no language regarding its mechanism of Child Find. - marie_massengill</p> <p><u>Exceptional Children – Education Programming</u> This section provides legal requirements but does not provide a detailed process. - cande_honeycuttk2</p> <p><u>Exceptional Children – Education Programming</u> follows law, but does not include plan doesn't connect to CST doesn't discuss implementation - aruckkagan</p> <p><u>Exceptional Children – Education Programming</u> The school should outline how staff will be prepared to differentiate instruction serve students of all needs. - gschermbek</p> <p><u>Exceptional Children – Education Programming</u> No concerns. - marie_massengill</p> <p><u>Student Performance Standards</u> Few concerns. There is noting in the description of the MRSS that will be used to indicate at what point the student may be referred to EC. Be aware that in several places the IEP is reverred to as the Individualize Education Plan - this should be Program not Plan. There is a statement in the area of Child Find that is troubling: "The SCT will determine the scope of services for each student based upon their IEP goals and services required." The IEP team is the only legal body that can make these determinations. Once the student has been</p>
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found to be eligible for services under IDEA it will be the IEP team that makes the decisions regarding: goals, amount and time of service to be delivered; location of the service (with or away from non-disabled peers); duration of the services, etc. There is wording in the charter that concerns me that there may not be a real clear understanding of what is meant by Least Restrictive Environment - "MCCS will ensure to the maximum extent appropriate the student will be educated in the LRE.." There is no maximum extent possible - each EC student will be serviced in the LRE - however, LRE does not mean in the regular classroom all the time. LRE is different for each EC student and it is dependent upon the unique needs of the student. - marie_massengill

Student Performance Standards

References old (from 2012) accountability system.

This section restates law and includes reference to several programs that may or may not work together. Restates legal requirements but fails to be specific about the school's processes in meeting those requirements - cande_honeycuttk2

Student Performance Standards

mentioning a series of assessments, without a clear plan for collecting, analyzing, using in instruction

no goals mentioned

based on solid ideas, but lacks planning - aruckkagan

Student Performance Standards

It is unclear if the proposed school will develop or use common formative assessments in math and ELA that are horizontally and vertically aligned. It is further unclear if applicant groups proposes a set of formative benchmark assessments that are reliable predictors of of performance on state tests and/or other summative assessments. The applicant group was vague on whether teachers would be expected to use informal assessments -Checks for understanding (thumbs up, white boards, dip sticks, exit tickets) and how those on the spot informal assessments would, in turn, inform, target, or modify instruction (i.e. pacing).

The performance goals are not clear, specific, measurable, or time bound. - kelleystacy

Student Performance Standards

There is no indication of measurable achievement goals. A number of strategies and assessments are listed however no quantifiable goal is listed. - gschermebeck

Student Conduct and Discipline

Handbook references a number of fees. It shall be noted that the charter school may not charge fees except those fees charged by the LEA where the school is located for the same amount and purpose. - cande_honeycuttk2

Student Conduct and Discipline

There is some concerning language regarding CST determining if a student's behavior is a manifestation of his/her disability. This language is problematic as there are certain requirements about who is on the team making this determination. I think staff/administrator PD in the area of disciplining students w/disabilities is addressed would be helpful. I think there needs to be more reference to following the Federal Regulations; NC Policies Governing Services for Students with Disabilities and NC Article 9 in this section. - marie_massengill

Student Conduct and Discipline

handbook policies clear, unsure how it will disseminated or create a culture don't see the policies surrounding expulsion, suspension, etc. - aruckkagan

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	<p><u>Student Conduct and Discipline</u> The student handbook does not demonstrate alignment with the stated STEM mission. - kellelytracy</p>
<p>Governance and Capacity</p>	<p><u>Tax-Exempt Status 501 (c)(3)</u> The school has indicated that they have not yet applied for 501(c)3 status. - cande_honeycuttk2</p> <p><u>Tax-Exempt Status 501 (c)(3)</u> *Status has not been met. - gschermebeck</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> The application and by-laws discusses executive board roles like treasurer, secretary, etc. but currently no members serve in those roles.</p> <p>The board submitted a letter that criminal histories have been conducted but were not submitted. - cande_honeycuttk2</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> board training unclear- board chair delivering? how/why/when is it being developed and vetted? - aruckkagan</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> The applicants' org chart lacks specificity. The school leader requirements do not require experience or interest in STEM programming. The articulation of specific duties, responsibilities, and functions of both the board and the school leader lacked sufficient detail. There is no specific mention that board members were selected or will be selected based on background or knowledge of STEM related careers, education, or disposition, knowledge, or interest. - kellelytracy</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Org. chart is listed but lacks specificity. - gschermebeck</p> <p><u>Proposed Management Organization (EMO/CMO)</u> NA - cande_honeycuttk2</p> <p><u>Proposed Management Organization (EMO/CMO)</u> N/A - gschermebeck</p> <p><u>Projected Staff</u> don't see the team leader positions reflected in staffing - aruckkagan</p> <p><u>Staffing Plans, Hiring, and Management</u> This section restates the law but does not provide specific processes that the school would follow. - cande_honeycuttk2</p> <p><u>Staffing Plans, Hiring, and Management</u> lacks recruitment plan - aruckkagan</p> <p><u>Staffing Plans, Hiring, and Management</u> There was no special consideration noted for candidates with a STEM background. - kellelytracy</p> <p><u>Staffing Plans, Hiring, and Management</u></p>

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	<p>A brief hiring protocol is mentioned however further specifics are required. The school should outline specific steps that will be taken and the systems in place to ensure high-quality candidates are recruited and hired. Employee handbook lacks a Table of Contents and is written in different fonts. - gschembeck</p> <p><u>Staff Evaluation and Professional Development</u> Professional development plan is not cohesive or focused. - cande_honeycuttk2</p> <p><u>Staff Evaluation and Professional Development</u> no mention of HR mention of previous staffing pages - aruckkagan</p> <p><u>Staff Evaluation and Professional Development</u> Unclear whether there is a firm commitment between school leaders and The Teachers College of Columbia and the Discovery Place (workshop model and STEM) While there is a plan for mentoring, the applicant should further describe in more detail the structured mentor program, its unclear what the expectations are for mentor and mentee, frequency of meetings, topics, monitoring, observation/feedback, mandatory or optional. applicant indicates that teachers will be observed but does not details as to how often teachers will be informally observed, nor is there an articulation of how teachers will be provided actionable, timely, bite-sized feedback from the "pop-in" visits. Applicant allots \$14k for PD year 1 and \$116k in subsequent years but there is no costs associated with The Discovery Place, Columbia Teachers, Reading/Writing Workshop, STC vendor training (often even vendor training requires the school to purchase training materials). Applicant mentions that CPT is a structure for PD, but a description of how CPT will be structured (i.e. PLC)is missing. - kellestracy</p> <p><u>Staff Evaluation and Professional Development</u> No specifics are mentioned regarding consistent mentorship and evaluation of staff. - gschembeck</p> <p><u>Marketing Plan</u> Additional dates should be aligned and included with regards to the marketing and recruiting plan. The number of families contacted should also be included in order to ensure the projected enrollment numbers are hit. - gschembeck</p> <p><u>Parent and Community Involvement</u> reach a variety of parents? - aruckkagan</p> <p><u>Parent and Community Involvement</u> Applicant indicateds parents will be encouraged to volunteer, how will the school manage parent volunteers? Who on staff will organize, facilitate volunteering parents and what trainings and process to ensure student safety and effectiveness of the volunteers? Applicant should describe specific examples of anticipated service learning projects and how they will be identified and how they are aligned with the schools overall mission/vision, or STEM focus area. - kellestracy</p> <p><u>Parent and Community Involvement</u> A specific plan is not laid out. It mentions engaging parents through different nights and regular communication but no clear or systems exist. - gschembeck</p> <p><u>Admissions Policy</u></p>
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	<p>nothing on wait lists - aruckkagan</p> <p><u>Projected Student Enrollment (Table)</u> Concerns regarding ability of the school to achieve enrollment capacity given that over half of the currently operating charter schools in Charlotte-Mecklenburg are under-enrolled by more than 10% of the projected ADM max.</p> <p>Queen City STEM is another charter school scheduled to open in Mecklenburg County in 2016. - cande_honeycuttk2</p> <p><u>Projected Student Enrollment (Table)</u> The schools' projected enrollment targets are ambitious and should be reconsidered. The budget provides virtually no money for pre-operating expenses and on \$6k for marketing. It is unclear as to what or who will be brought on to facilitate enrollment - kelleystacy</p> <p><u>Projected Student Enrollment (Table)</u> how are they going to effectively recruit this amount of students - aruckkagan</p>
Operations	<p><u>Transportation Plan</u> No clear plan is included regarding how all students will have access to transportation. - gscherbeck</p> <p><u>School Lunch Plan</u> There is no line item for school lunch program. - cande_honeycuttk2</p> <p><u>School Lunch Plan</u> Additional information should be included that entails how students will be fed if they do not qualify for a free lunch or do not bring a lunch to school. - gscherbeck</p> <p><u>Facility and Facility Contingency Plan</u> The applicant did not attach facility appendices. More information regarding the specifics of the contracted building is needed. Who is the builder, what is the square footage requirements and other space requirements, etc.? - cande_honeycuttk2</p> <p><u>Facility and Facility Contingency Plan</u> although modular plans included, no identification of location - aruckkagan</p> <p><u>Facility and Facility Contingency Plan</u> *Close attention must be paid to the development and costs of a newly constructed facility. - gscherbeck</p>
Financial Plan	<p><u>Budget Revenue Projections from Each LEA (Table)</u> Revenue projection is only realistic if enrollment numbers can be met. Based upon the evidence of need and the under-enrollment of existing schools in the LEA, there is a likelihood that this school will be under-enrolled. - cande_honeycuttk2</p> <p><u>Total Budget Revenue Projections 2017-2021 (Table)</u> very low staff development assumptions (PD?) difference in facility costs on two lines? low transportation - aruckkagan</p> <p><u>Total Budget Revenue Projections 2017-2021 (Table)</u> It is also unclear how the loan for \$300,000 listed on the loan amortization schedule will be utilized for school resources. Seems very expensive. - gscherbeck</p> <p><u>Personnel Budget: Expenditures 2017-2021 (Table)</u></p>

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	<p>Did not provide any funding for school lunch personnel even though application stated that the school would take part in the NSLP. - cande_honeycuttk2</p> <p><u>Personnel Budget: Expenditures 2017-2021 (Table)</u> no raises all teachers at same salary rate no HR staff - aruckkagan</p> <p><u>Personnel Budget: Expenditures 2017-2021 (Table)</u> *No food staff is listed. - gscherbeck</p> <p><u>Operations Budget: Expenditures 2017-2021 (Table)</u> Does not include funding for lunch program. Professional Development budget of \$14000 may not be sufficient to cover the programs utilized. - cande_honeycuttk2</p> <p><u>Operations Budget: Expenditures 2017-2021 (Table)</u> what financial contracting services? transportation unrealistic nothing for food services - aruckkagan</p> <p><u>Operations Budget: Expenditures 2017-2021 (Table)</u> Application does not provide realistic cost associated with professional development given the specific and unique needs of the instructional program. There are no provisions made for pre-opening cost especially related to staffing support for meetings, outreach, registration, parent questions, admin support etc. - kellestracy</p> <p><u>Operations Budget: Expenditures 2017-2021 (Table)</u> *Unclear how \$30,500 for transportation / buses will be utilized. Contracting buses will likely cost much more. - gscherbeck</p> <p><u>Total Expenditure Projections (Table)</u> Budget surplus is first year concerning. Additional facility or staff or other unexpected expenses could put school in red. In addition, while the school has a contingency plan for under-enrollment, cuts to staff and programming may further cause financial issues for the school. - cande_honeycuttk2</p> <p><u>Budget Narrative</u> Did not address programming integrity in the event of under-enrollment or budget shortfall. STEM programs can be expensive on the front-end. How will programming be affected by a shortfall? - cande_honeycuttk2</p> <p><u>Budget Narrative</u> Applicant should clarify where the cost for LBA back office financial support is included in the budget. The narrative explaining how the budget aligns with the mission is incomplete has there are no specific programmatic e components articulated-science models, manipulatives, kits, labs etc. - kellestracy</p>
OVERALL	<p><u>Cover Page</u> ESP or not? - aruckkagan</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Over half of the currently operating charter schools are within 10% of the projected ADM maximum enrollment in 2014. The projected enrollment of 554 for year one expanding to 752 by year five is not realistic for this area.</p>

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	<p>Queen City STEM is another charter school scheduled to open in Mecklenburg County in 2016. - cande_honeycuttk2</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> opening with multiple grades, expanding slowly after first year - aruckkagan</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> *Unclear based on this page if the application was signed. Based on email notes from Deanna - my understanding is that the application is complete. - gscherbeck</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Projected 1st year enrollment is not feasible or in line with best practices for this particular district. - kellestracy</p> <p><u>Appendices</u> While the school has preliminarily contracted with a vendor to build a school, the school did not choose to include Appendix Q with detailed information about the facility planned. - cande_honeycuttk2</p> <p><u>Appendices</u> a sample student schedule would further demonstrate the plan for interventions and CPT. - kellestracy</p>
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<u>Charter School Advisory Board Subcommittee</u>	
Mission, Purposes, and Goals	Ms. Taylor asked how close the school would be to Queen City STEM. The board member distributed a handout. The school would be located 15 miles from that school.
Education Plan	Mr. Sanchez asked for clarification on the education plan. A board member explained the goals were written so that there would be stronger goals for math and science since it would be a STEM school. Mr. Sanchez noted the data that was provided for Economically Disadvantaged students. Half the students are ED and half the children would score below 50%. It does not seem you will be able to reach the 70% goal. A board member replied if you pull out all of the subgroups the goal is to make sure that they show growth.
Governance and Capacity	<p>The members of the board introduced themselves. Ms. Nance asked if the board would be contracting with one of the board members for services. The board chair answered it was possible.</p> <p>Ms. Nance asked if the members who were apart of other boards could divide their time. A member of the board responded being on a board is the highest form of learning. It is a way to grow as an educator.</p> <p>Mr. Maimone asked if there was an underlying organization and if it is associated to the Alliance. A board member explained the nonprofit organization was created specific for the school and has nothing to do with any other schools. The board chair and Jennifer are volunteer board members with the Alliance.</p>

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	<p>Ms. Taylor asked about the conflict of interest policy because some members of the board may be getting paid for services. A board member explained there would have to be an open bid process.</p> <p>Mr. Sanchez asked if all of the members were planning to stay on the board. The members stated they were planning to continue to work with the school. Ms. Nance noted in the application there was mention of other schools and business but names were not listed. Some of the high schools are Vance High School and Mallard Creek and the letters are included in the appendices.</p>
Operations	<p>Ms. Nance stated there would be a partner with Discovery Place and it was not unique to all schools. The representative from Discovery Place replied the business has the opportunity to choose who they want to focus their efforts on. This partnership would be unique and there would not be a fee. There is intent for a partnership and there are no specific details that have not been established.</p>
Financial Plan	<p>Mr. Quigley asked for clarification on the lunch program. The board would work with DPI to set up the program. Ms. Turner noted that 554 is a lot of students for the Charlotte area. A board member replied the budget is built at 70% which is around 400. The marketing plan is really designed to pick a program, do what you say and you will have a wait list.</p>
OVERALL	<p>*Mr. Maimone made a motion to forward Mallard Creek to the Ready Open status. Ms. Gibbs seconded the motion. Mr. Maimone noted this was strong board with experience. Ms. Sutton added that this is the third school that would be approved in Charlotte. Ms. Turner added she had concerns with the enrollment numbers and they needed to work on their goals. The motion carried Nance, Taylor, Turner dissented</p>

Overall Summary

Initial Screening	<p>The Office of Charter Schools deems this application complete.</p>
10/14/2014	<p>The CSAB voted unanimously to deem this application complete on November 14, 2014.</p>
Application Review	<p>On February 9, 2015 the CSAB subcommittee voted to move this application to interview. The subcommittee vote was 6 to 0. The full CSAB vote was 11 to 0 .</p> <p>Concerns outlined consisted of the following: Measurable goals are missing regarding student achievement. Will the board member who is an administrator at a charter school in Durham be able to attend monthly board meetings in Charlotte? STEM goals are not included in the application. Projected enrollment in Charlotte, is it feasible?</p> <p>In subcommittee, Mr. Maimone made a motion to move Mallard Creek STEM to the interview. Ms. Reeves seconded.</p> <p>In the full CSAB meeting, Ms. Nance made the motion to move Mallard Creek STEM to the interview. Ms. Reeves made the second.</p>
Application	<p>On March 10, 2015 the CSAB voted to recommend this application to the SBE to start the</p>

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Interview	planning year. The full CSAB vote was 8 to 3. Mr. Maimone made a motion to forward Mallard Creek to the Ready Open status. Ms. Gibbs seconded the motion. Mr. Maimone noted this was strong board with experience. Ms. Sutton added that this is the third school that would be approved in Charlotte. Ms. Turner added she had concerns with the enrollment numbers and they needed to work on their goals. The motion carried Nance, Taylor, Turner dissented
OVERALL	This application will move forward to Ready to Open.