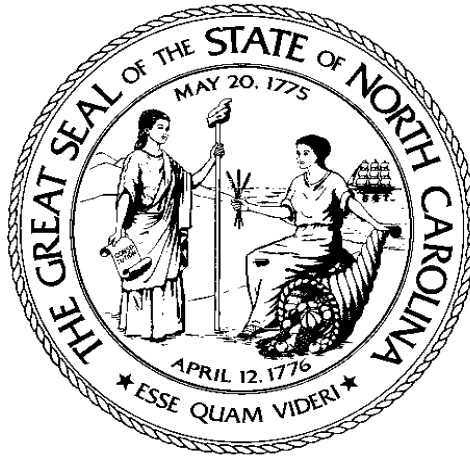


Doral Academy: Wake - The mission of Doral Academy: Wake is to provide an innovative, challenging curriculum for students in an environment that furthers a philosophy of respect and high expectations for all students, parents, teachers, and staff.



### 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:

Robert McOuat  
Anthony Helton  
Sherry Reeves  
Nicole Charles  
Robin Kendall  
Phyllis Gibbs  
Tammi Sutton  
Glenn Allen  
Steven Walker  
Kristen Parker  
Deanna Townsend-Smith  
Douglas Price  
Greg Schermbeck  
Shaunda Cooper  
Alex Quigley

#### Date of Review:

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09/30/2016

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## **NORTH CAROLINA CHARTER SCHOOL APPLICATION**

# **Doral Academy: Wake**

**Public charter schools opening the fall of 2018**

**Due by 5:00 pm, September 19, 2016**

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**

### **2016 Application Process**

**To open a charter school in the 2018-2019 school year**

#### **APPLICATION DUE DATE/TIME**

**September 19, 2016** 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 19, 2016 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.
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: Doral Academy: Wake

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: *Doral Academy of North Carolina, 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: *James A. Griffin*

Title/Relationship to nonprofit: *Board Chair*

Mailing address: 4263 Dudley's Grant Drive, #E  
Winterville NC 28590

Primary telephone: 301-775-0349 Alternative telephone: 919-835-4681

E-Mail address: jgriffin5842@gmail.

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

County: WAKE

LEA: 920-Wake County Schools

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

No:

Yes:

If so, provide the name of the third party person or group. Advantaged Capital Development Co., LLC

List the fee provided to the third party person or group. \$7500.00

Provide a **full** detailed response of the assistance provided by the third party person or group while preparing this application and when the assistance will end.

The Board is eager to improve public school options in the state of North Carolina and has multiple and varied experiences to oversee the launch of a new school. However, the Board is unfamiliar with the specifics of the application process and requirements in North Carolina and so it, along with

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Doral Academy, Inc., hired Advantaged Capital Development Co., LLC to assist with the application up until its submission and then provide further services subject to preliminary and final approval of the school. Doral Academy, Inc. has an established track record in other states, but recognizes the need to structure the application and school to conform with North Carolina expectations.

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

No:

Yes:

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

No:

Yes:

*Acceleration*

Yes:

No:

*To be considered for acceleration applicants must meet four specific criteria. Provide supporting evidences of the following:*

*\*Demonstrate a clear and compelling need for the accelerated planning year*

*Partner with a two of four year institution of higher education in North Carolina*

*Attach Appendix A from the four year institution of higher education in NC to demonstrate a partnership  
Verify the absence of a charter school in the proposed county of location*

Yes:

No:

*Agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award.*

Yes:

No:

*What is the name of the nonprofit organization that governs this charter school?* Doral Academy of North Carolina, Inc.

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

### **Grade Levels Served and Total Student Enrollment:**

*Projected School Opening: Year* 2018

*Month* August

*Will this school operate on a year round schedule?*

No:

Yes:

*Proposed Grade Levels Served and Total Student Enrollment (*

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5

Years)

<b>Academic School Year</b>	<b>Grade Levels</b>	<b>Total Projected Student Enrollment</b>
First Year	K,01,02,03,04,05,06,07	600
Second Year	K,01,02,03,04,05,06,07,08	828
Third Year	K,01,02,03,04,05,06,07,08	995
Fourth Year	K,01,02,03,04,05,06,07,08	1027
Fifth Year	K,01,02,03,04,05,06,07,08	1044

*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.*

kadmeck

Advantaged Capital Development, Co, LLC

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Title*

kadmeck

09/19/2016

\_\_\_\_\_  
*Printed Name*

\_\_\_\_\_  
*Date*



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<b>Section I: Application Contact Information Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
<u>What is the relationship with and to Advantaged Capital Development?</u>	<u>Nicole Charles</u>	<u>Cover Page</u>
<u>The applicant should provide information regarding the relationship and experience with Advantaged Capital Development. After a quick Google search, this group appears to be an organization that funds and provides facilities options for charters. It is unclear if they are fit to help write the actual charter application.</u>	<u>Greg Schermbeck</u>	<u>Cover Page</u>
<u>Do you have data that supports an initial enrollment of 600 students?</u>	<u>Shaunda Cooper</u>	<u>Grade Levels</u>
<u>Is there market research for adding a 1,044 Charter school to Wake county?</u>	<u>Nicole Charles</u>	<u>Grade Levels</u>
<u>Is it realistic to open a school with 600 students in year one?</u>		
<u>Applicant needs to clarify: How did you determine that you would open the school with 600 students? This seems very ambitious for a first year school and needs clear documentation to ensure that that this is realistic.</u>	<u>Kristen Parker</u>	<u>Grade Levels</u>
<u>Is it truly within the realm of reason for this group to obtain 75 kids for each grade, total of 8 grades in first year? Is there documentation or any statistical proof this can easily be accomplished?</u>	<u>Douglas Price</u>	<u>Grade Levels</u>
<u>What's the rationale for K-7.</u>	<u>Alex Quigley</u>	<u>Grade Levels</u>
<u>This is a huge opening number. Doesn't seem logical.</u>		
<u>Large school off the bat and a large grade span.</u>	<u>Steven Walker</u>	<u>Grade Levels</u>
<u>The student enrollment number for Y1 is very high and does not appear tactical or realistic. The applicant should provide information to support demand for this type of school and the plan to reach the projected student enrollment.</u>	<u>Greg Schermbeck</u>	<u>Grade Levels</u>
<u>Large enrollment projections. How realistic are these numbers?</u>	<u>Sherry Reeves</u>	<u>Grade Levels</u>

<b>Reviewer</b>	<b>Score</b>
<u>Robert McQuat</u>	
<u>Anthony Helton</u>	<u>Pass</u>
<u>Sherry Reeves</u>	<u>Pass</u>
<u>Nicole Charles</u>	<u>Fail</u>
<u>Robin Kendall</u>	
<u>Phyllis Gibbs</u>	
<u>Tammi Sutton</u>	
<u>Glenn Allen</u>	
<u>Steven Walker</u>	<u>Pass</u>
<u>Kristen Parker</u>	<u>Fail</u>
<u>Deanna Townsend-Smith</u>	
<u>Douglas Price</u>	<u>Fail</u>
<u>Greg Schermbeck</u>	<u>Fail</u>
<u>Shaunda Cooper</u>	<u>Pass</u>
<u>Alex Quigley</u>	<u>Fail</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:*

The mission of Doral Academy: Wake is to provide an innovative, challenging curriculum for students in an environment that furthers a philosophy of respect and high expectations for all students, parents, teachers, and staff.

*Clearly describe the mission of the proposed charter school:*

The mission of Doral Academy: Wake aligns with the Doral Academy, Inc. Model setting high standards for outstanding student achievement while providing a safe and nurturing environment. Our vision is the guiding principle that establishes the goals for the students, parents, teachers, and staff.

### **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.*

Doral Academy: Wake will demonstrate their commitment to providing an exemplary and enriching learning environment for a diverse community of learners, reflecting the racial and ethnic composition of the Wake County Schools. As with all Doral Schools, the commitment will be evidenced in the active recruitment of students through strategic canvassing of a broad regional area. In this case, Wake County. The school will inform parents and families throughout the community of this choice program using an open-enrollment, non-discriminatory marketing plan. Thus, the inception of the charter school will provide parents with the "flexibility to choose among diverse educational opportunities" in Wake County.

Within the Wake County public education sector, families may choose public non-charter schools, charter schools, and magnet schools. However, the demand for choice within the public sector far exceeds the opportunity as evidenced by the Wait Lists for existing charter schools and Wake County public schools of choice via the Magnet Program. This demand for choice negatively impacts opportunities for all children, especially children of high-poverty and/or low socioeconomic levels.

According to The News and Observer (August 2015), "In the past seven years, the number of high-poverty schools in Wake has increased by more than 150 percent. Schools where at least half the students received subsidized

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lunches numbered 18 in 2008; last school year (2015), there were 46, more than a quarter of Wake schools. Also, since 2008, the number of schools where at least 70 percent of the students are receiving subsidized lunches has gone from none to 12. Additionally, 24 Wake schools have populations where black and Hispanic students make up at least 70 percent of the enrollment, compared with 12 schools in 2008. During that period, black and Hispanic enrollment has increased by 3 percentage points to 41 percent." While Wake County continues to address the expansion of educational choice and opportunity for students attending high-poverty schools, additional options require urgent action. The Doral Model provides a proven educational program for children whose families are unable to access the current choices due to current charter schools and district enrollment limitations.

While Wake County's North Carolina Report Card (2015,2016) continues to demonstrate as increase in the number of students performing at grade level, significant improvement is lagging for children in low socio-economic families and for students identified as other than Caucasian and Asian. Doral Academy, Inc. has demonstrated their performance in raising the achievement of all students, particularly those students who are often performing below grade level.

- 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).*

Doral Academy: Wake will open in 2018-2019 with 600 students and reach a total enrollment of 1044 in Year Five. The total projected enrollment of 1044 in Year Five reflects .00664% of the Wake County Public School System's 157,180 student enrollment (Month 2, 2016).

In considering Grades K-8, Doral Academy of Technology in Year Five will represent .0095% of the Wake County Public Schools System's K-8 student enrollment of 109,539 (Month 2, 2016).

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

The schools educational program is aligned to specific learning methods and strategies, with emphasis on low performing students and Reading, which have proven successful in raising student learning and achievement. These include but are not limited to:

- \*A standards-based curriculum infusing an interdisciplinary approach to integrate core areas of study such as Mathematics, Reading, Language Arts, Writing, Science, and Social Studies;

- \*Appropriate assessments for learning (screening, progress monitoring and diagnostics);

- \*Data-driven high quality differentiated instruction;

- \*Supplemental programs for student advancement and remediation; and

- \*Support for teachers and ongoing professional development.

The school's education plan will provide a structured means to improve teaching and learning to meet state content and performance standards, and it is anticipated the proposed school will be highly effective in improving

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student learning and academic achievement, as has been the case in the success of other Doral Schools. In the 2013-2014 school year, the Doral Governing Board operated four Doral Academy Schools, of which all four schools were designated high performing schools by the Florida Department of Education, having met all criteria specified in F.S. 1002.331, as evidenced by their respective HP school designation letters, contained herein, Appendix O - High Performing System/School verification letters. These four Doral schools have each earned a letter grade of A in the 2013-2014 school year, and therefore these schools will maintain their HP designation through 2015. During the 2011-2012 school year, Doral Inc. opened Doral Academy of Technology in Miami-Dade County; which has been rated a letter grade of A for the last three years, this school, earned the HP designation, bringing the total HP designated schools in the Doral System to a total of six schools out of six, therefore yielding 100% of the schools operated by the Doral Governing Board as HP. In accordance with F.S. 1002.332, Doral Academy, Inc. also received High Performing System status, as stated in the Verification Letter from the Florida Commissioner of Education (Appendix O).

Doral Academy expects to achieve a similar level of educational excellence in Wake County, North Carolina.

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 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.*

Doral Academy: Wake will offer a well-rounded, dynamic educational program that will hold itself and its students accountable for meeting self-imposed goals and standards, as well as those required by NC charter school statute GS 115C-218. The educational philosophy of Doral Academy: Wake is rooted in increasing learning opportunities and raising the academic achievement of all its students. Within a quality-learning environment, the school will utilize a continuous improvement methodology, wherein student assessment

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results will offer opportunities for differentiated and targeted instruction, leading to consistent increased student achievement outcomes.

Aligned with the mission, the school is rooted in increasing learning opportunities, and an underlying purpose in academic excellence with a push towards College Readiness. The school will facilitate a rigorous college preparatory curriculum with a wide range of educational resources within a safe learning environment raising the academic achievement of all its students. To meet this goal, the school commits to:

- \* Deliver increased learning opportunity for its students, by providing challenging curriculum with a nurturing, high quality-learning environment;
- \* Implement a continuous improvement methodology wherein student assessment results offer opportunities for differentiated and targeted instruction tailored to student's individual needs, ensuring consistent increased student achievement outcomes;
- \* Expect and encourage all students to realize their highest academic potential, especially in the core subjects of Reading, Language Arts, Mathematics, Science and Social Studies, and provide the means for these students to reach their potential;
- \* Match or surpass the average student academic performance of the local district in all required NCDPI accountability tests; and
- \* Seek out, establish, and maintain sound, mutually beneficial partnerships with local businesses and civic institutions to encourage the entrepreneurial spirit, and provide a wide array of educational experiences for students to enjoy continued learning opportunities and find relevance in the "real-world" and beyond the immediate classroom.

The school's educational program is aligned to specific learning methods and strategies, with emphasis on low performing students and Reading, which have proven successful in raising student learning and achievement. These include and are not limited to:

- \* A standards-based curriculum infusing an interdisciplinary approach to integrate core areas of study such as Mathematics, Reading, Language Arts, Writing, Science, and Social Studies;
- \* Appropriate assessments for learning (screening, progress monitoring and diagnostic);
- \* Data-driven high quality differentiated instruction;
- \* Supplemental programs for student advancement and remediation; and
- \* Support for teachers and on-going professional development.

The plan will provide a structured means to improve teaching and learning to meet North Carolina Standard Course of Study content and performance standards, and it is anticipated the proposed school will be highly effective in improving student learning and academic achievement, as has been the case in the success of other Doral schools.

One of the most important aspects of ensuring the success of low performing students is monitoring their academic progress, and responding to individual learner needs immediately. Emphasis will be placed on low performing students, beginning with identification of those not making adequate

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progress and/or not demonstrating mastery of North Carolina Essential Standards as evidenced by their previous year's performance on End of Grade Tests. Taking into account the students needs and keeping track of their progress on End of Grade/End of Course tests will inform the needs for each individual student. Differentiated instruction methods and other appropriate measures for targeted instruction will then be instituted for these students.

Students who are not performing at grade level will be placed on a Progress Monitoring Plan (PMP).

The Reading Proficiency of students is a fundamental need and basis for assimilation and mastery of all other curriculum to be implemented at the school. As such, curriculum implementation will be instituted, with fidelity, and each teacher will be required to follow the plan. Teachers and staff will have training in and access to instructional materials to reinforce Reading and Language Arts skills. These reinforcers include and are not limited to: Structured Independent Reading, Reciprocal Teaching, Read and Retell, Learning to Write Writing to Learn, Vocabulary Development, Accelerated Reader Program, CRISS (Creating Independence through Student-owned Strategies), Book Sharing, Cooperative Groups, and Graphic Organizers. Further, the school's curriculum will serve learners of all ability levels and aim for mastery of the Essential Standards for all students. Using data from the published NCDPI Accountability Reports, and standardized assessment results, the school will measure its own progress in meeting the needs of its student population. The school will annually develop measurable learning objectives over the major subject areas, to target student learning and development needs in its annual School Improvement Plan (SIP). North Carolina Standards, as applicable, that are not mastered will be identified, and appropriate measures for remediation will be instituted. All students who score a level 1 or 2 on the 2017-2018 End of Grade Testing as well as those students who have been identified as needing additional support and remediation, will have access to tutoring after school (and possibly on Saturdays, as well) to accelerate their progress. The school will ensure that transportation is not a barrier to access and will provide transportation to Saturday tutoring if the parent expresses a hardship to the school administrator. Students with special learning needs will also have access to the additional support as well as those students that are performing at grade level, and would like a similar opportunity to participate in Doral's tutoring program, in order to maximize their potential and advance their progress.

The school's goal is to provide students a viable educational choice that offers an innovative, rigorous curriculum, serving as a foundation for a successful academic experience. Furthermore, the school will be committed to a core philosophy focused on students intellectual and social development. Aligned with the school's mission, it will offer a disciplined, balanced, and enriched education of the highest quality, to prepare students for a successful post secondary education.

While the school accepts the curriculum as outlined in the North Carolina Standard Course of Study as its basic curriculum, it will not be restricted to the content of the curriculum, and whenever appropriate, will introduce new elements to the courses offered. The school will maintain a commitment to the North Carolina Essential Standards and its students' mastery of the standards. Therefore, a variety of instructional methods will be used by

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teachers at the school to deliver the coursework, seeking the most effective way for the majority of students and targeting individualized learning needs as necessary to ensure success for all learners.

Other innovations to be incorporated in the program include and are not limited to:

- \*An integrated approach to learning through discovery and deductive reasoning methods in science, technology and mathematics;

- \*Parental involvement to ensure, whenever possible, that parents actively participate in the educational process; and

- \*Strong emphasis on Civic Responsibility and Leadership with structured opportunities on campus and through School and Community Projects.

### **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.*

All Doral Academy, Inc. Schools will reflect the goals as outlined in the Strategic Plan in keeping with the Doral Model for Educational Excellence as follows:

Goal 1: North Carolina State Testing. Doral Academy: Wake will

- \*provide a high quality education focused on proficiency in all state tested areas;

- \*increase the number of students in grades K-12 who will perform on or above grade level in reading, math, writing, and/or science as measured by the state tests;

- \*increase enrollment and graduation rate within the next five years;

- \*increase student performances in Advanced Placement, dual enrollment, and/or Honors courses within the next five years.

Goal 2: Governance. Doral Academy: Wake will

- \*operate and function effectively with the governing board;

- \*maintain effective communication with stakeholders and board policies;

- \*have an effective process to evaluate decisions and actions by providing roles and responsibilities as needed;

- \*maintain a School Improvement Plan (SIP) used to evaluate decisions and actions by providing measured goals and adjust instruction as needed; and

- \*actively develop partnerships with community businesses to explore grants and to promote student performance and growth.

Goal 3: Continuous Improvement. Doral Academy: Wake will

- \*focus on enhancing educational programs through a STEM and Arts Integration curriculum;

- \*utilize student assessments to place students into programs in Reading and Math that meet their performance levels;

- \*monitor systems such as implementation of a multi-tiered tutorial, push/pull out programs, and after school tutoring programs to provide enrichment and interventions for students.

- \*provide professional development and assist new teachers in becoming highly qualified; and

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\*increase Parental involvement by 5 percentage points within the next five years as measured by the School Improvement Plan(SIP)and school climate surveys.

Goal 4: Student Literacy. Doral Academy: Wake will

\*increase student literacy in all curriculum areas;

\*utilize research based instructional resources in core classes that support College and Career Readiness in grades K-12;

\*utilize research based technology programs and support educational enhancements focusing on student needs;

\*actively provide student support services in grades K-8;and

\*provide educational and career planning needs for all students.

Goal 5: Data Systems. Doral Academy: Wake will have a data system in place and will continue to make educational decisions using data analysis and monitor student progression on formal and summative assessments.

Additionally, the school will

\*keep adequate funds used for school safety and formalize plans for facilities, as needed;

\*continue to analyze student data from mini assessments and state assessments to adjust instruction as needed with appropriate research based interventions;

\*implement action plans and focus calendars that align instruction to tested benchmarks; and

\*maintain a school improvement plan and monitor goals with all stakeholders.

Doral Academy, Inc. Strategic Plan, pp. 27-28.

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

Doral Academy: Wake will promote continuous academic success and financial efficiency by upholding and communicating specific educational goals and financial responsibilities to its stakeholders (Governing Board, staff, students, parents and community members) thus aligning responsibility with accountability.

The school will report such progress:

-To students through data-chats and teacher evaluations;

-To the Governing Board at Board meetings;

-To parents through parental workshops, conferences, IEP and ELL Committee Meetings, report cards, and one on one conferences;

-To NCDPI OCS and the NCSBE through audits and required compliance reports; and

-To the general public through School Advisory Council meetings, published state accountability reports, School Improvement Plans, Board and other publicly held meetings.



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<b>Section II: Mission and Purposes Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
Evidence of educational need (appendix A1) is still missing.	Shaunda Cooper	Mission Stat
Mission is non-specific. Not sure what the school's focus really is.	Sherry Reeves	Mission Stat
Is there a demonstrated need for the mission in Wake county? There is not enough of description for why the school is proposed.	Nicole Charles	Mission Stat
The purpose is not at all unique or innovative. What will Doral Academy bring in terms of innovation?		
What is the mission of Doral Academy, Inc.? Can this be fleshed out for us?	Douglas Price	Mission Stat
Appendix A1 is blank. Who is the targeted population? What is the evidence of need?	Sherry Reeves	Educational
How much of the data for the increases in high need student populations can be explained by the overall population growth (including all sectors of the population)? More detailed data about the overall growth composition is required to make assessments about the rationale and targeted student population.	Nicole Charles	Educational
Is Doral targeting low income and students of color or is it targeting a population reflective of the whole county?		
Appendix A! is blank. What data can be provided to substantiate educational needs?		
What about the proposed education plan is different from the LEA? Is there research to suggest that Doral's model can be successful in North Carolina?		
Applicant needs to clarify: What is the targeted population of the school? Information about the general population and high poverty students is provided, but it is unclear what the exact targeted population will be.	Kristen Parker	Educational
Applicant needs to clarify: Is there a focus on technology? In the application the school is referred to as Doral Academy of Technology. This is not detailed or clear in the mission statement.		
Applicant needs to clarify: Information is provided about Doral Academy schools in Florida- how does the population of those schools and the targeted population of the school in Wake County, compare?		
Applicant needs to clarify: A description of the education plan is offered, however, it does outline how it differs from the local LEA.		
The applicant does not explicitly state the targeted student population. The applicant lists best practices but does not explain how the educational plan with completely differ from local options. Appendix A1 is not attached.	Greg Schermbeck	Educational
Attached for review purposes is a map outlining the current charter schools. Additionally, the map provides an overview of the general placement of proposed charter schools for the 2018 school year: <a href="http://www.dpi.state.nc.us/charterschools/schools/map">http://www.dpi.state.nc.us/charterschools/schools/map</a> .	Deanna Townsend-Smith	Educational
Is there a more specific targeted population this school is seeking to pinpoint? I only see generic facts about Wake County; and stating that one will poll and survey Wake County is ambitious, at best, due to Wake County's vast range (in acreage and population).	Douglas Price	Educational
This answer does not succinctly outline HOW they will measure student achievement or hold school accountable. Can this applicant please provide more specific details on how measurement will occur?	Douglas Price	Purposes of
Will your school be adopting a curriculum that supports NC Standards? If not,	Shaunda Cooper	Purposes of

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<b>what resources and training will your instructors have access to?</b>		
<p><b>How will student assessment result in opportunities for differentiated and targeted instruction? Assessment should measure, strategies should achieve results. What strategies has the applicant identified to be truly data driven?</b></p> <p><b>What are the wide range of educational resources proposed?</b></p> <p><b>What is the specific learning method the applicant refers to throughout the application? The other school operated by Doral appear to have a technology component. Is this also available for Wake since the location would be ideal for a STEAM focused school?</b></p> <p><b>Is the applicant able to tie the outlined school goals to the legislative goals outlined?</b></p>	Nicole Charles	Purposes of
<b>Applicant needs to clarify: Which legislative purpose is outlined? The narrative provides details about the education program, however, it does not provide enough information about HOW they will improve student learning.</b>	Kristen Parker	Purposes of
<b>The applicant should provide more information regarding how each purpose will be consistently measured and achieved.</b>	Greg Schermbeck	Purposes of
<b>How do stated goals align specifically to the six legislative purposes?</b>	Sherry Reeves	Purposes of
<b>Goals are not written as SMART goals.</b>	Sherry Reeves	Goals for th
<b>Goals state that Doral Academy: Wake will focus on a STEM and art integrated curriculum; this is not aligned to the mission.</b>		
<b>Goals are not measurable, rigorous, or specific.</b>	Greg Schermbeck	Goals for th
<b>These academic goals are not sufficient. What are some specifics?</b>	Steven Walker	Goals for th
<b>What is the timeline for each of these goals? I see that Goal #1 mentions 5 years, but the rest do not offer any specificity of time. Goal #2 makes confusing what the ultimate goal for Doral Academy is; this is the first mention of STEM/STEAM in the application. Is this a part of the mission and purpose of the school? Can this not also be mentioned in the outline of the curriculum?</b>	Douglas Price	Goals for th
<p><b>Applicant needs to clarify: What specific goals are outlined for academics? In the narrative it states " provide a high quality education focused on proficiency in all state tested areas" What is proficiency? Are all students expected to be at proficiency? If so, by when?</b></p> <p><b>Applicant needs to clarify: What does "increase student literacy in all curriculum areas" mean?</b></p> <p><b>Applicant needs to clarify: What are the school's operational goals?</b></p>	Kristen Parker	Goals for th
<b>The applicant provides a strong overview of school goals. However, how will the goals be measured? What are the timelines for many of the goals?</b>	Nicole Charles	Goals for th
<b>The goals include many aspects not mentioned in the mission. How can the goals be more clearly aligned?</b>		
<b>Goals are not measurable.</b>	Alex Quigley	Goals for th
<b>The goals are vague.</b>	Anthony Helton	Goals for th

Reviewer	Score
Anthony Helton	Fail
Alex Quigley	Fail
Nicole Charles	Fail
Phyllis Gibbs	
Glenn Allen	
Kristen Parker	Fail
Douglas Price	Fail
Robert McOuat	
Robin Kendall	
Steven Walker	Fail

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Greg Schermbeck	Fail
Tammi Sutton	
Sherry Reeves	Fail
Deanna Townsend-Smith	
Shaunda Cooper	Pass

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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.

Doral Academy: Wake will offer a seamless elementary to middle school educational program aligned to North Carolina Essential State Standards. The school will establish a cohesive approach to instruction by considering curriculum, assessment and teacher support, within a learning community focus. This approach will be personalized and tailored to all students abilities and needs. Upon completion, students will have surpassed the ordinal set goals of the program as evidenced by some attaining high school credits as well as having successful outcomes on state and other examinations. Successful completion of the Doral program will provide students exposure to the challenges, rigors and demands of a high school and future college education.

The school will expose students to a program that addresses the rigors, relevance and relationships of learning in a college preparatory environment. The Doral model is unique in that it places a premium on preparing students for advanced academic coursework as early as the Sixth Grade. Students who are struggling and/or below-level will be identified so that any gaps in standards mastery or other similar learning deficiencies can be effectively remediated. Teachers and other support staff will use data from all available assessments to develop and target instruction in order to meet the needs of all students so that each child can realize his or her highest potential. The emphasis of the framework is a "push and pull" method of preparing students, wherein students are pushed to pursue the most rigorous and challenging academic program they can handle and those students who may be underachieving, are pulled out for remediation through an intensive tutoring program which utilizes supportive learning strategies.

Doral Academy: Wake will combine the best practices developed by model schools and those principles driving essential school reform nation-wide. Rigor, Relevance and Relationships, for example, will serve as the fundamental core of pedagogy, and drive teaching and learning within the school, preparing students for success in meeting the demands of the twenty-first century.

The school will also utilize three core areas of National Association of Secondary School Principals (NASSP) and Center for Secondary Schools Redesign (CSSR) Breaking Ranks II (for middle schools) as follows:

\*collaborative leadership: professional learning communities, shared leadership, and student and staff leadership development;

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\*personalization: attention to all students, mentoring, and school/community connections;

\*curriculum, instruction and assessment: providing access to rigorous coursework, utilizing differentiated instruction techniques and using multiple assessments for data-driven decision making.

These core areas have been implemented successfully at existing Doral Academy, Inc. schools. The model, to be replicated, has yielded positive results.

The commitment to the Doral Academy, Inc. educational program philosophy is rooted in a core of beliefs and/or values that drive and serve as the impetus for implementation of the vision and mission of the school founders. In addition, Doral Academy: Wake will employ four cornerstone elements to support delivery and execution of their instructional model which include: high expectations, project-based learning; targeted tutoring, and parental involvement. These are proven research-based elements that Doral Academy, Inc. schools have utilized to achieve their exemplary educational programming.

### **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.*

The School will follow an annual calendar, requiring a minimum of 179 days of instruction per calendar year. A student day shall consist of at least 480 minutes, and all hours of instructional time (6 hours = 360 minutes per day) will be aligned with state requirements for elementary and middle grades.

Instruction for the elementary program will include Reading, Language Arts, Mathematics, Social Studies, Science, Physical Education, Music, Art, Media. At the completion of the course of study, students will have achieved a years worth of learning in Reading/Language Arts, Mathematics, Science and Social Studies, by mastering at minimum, the objectives and concepts aligned to the North Carolina Standard Course of Study, as adopted.

Minimum Elementary expectations:

\*Students in Grades K-5, 60 minutes of consecutive, and uninterrupted, daily instruction in Mathematics.

\*Students in Grades K-5, 90 minutes of consecutive, uninterrupted, daily instruction in Language arts/Reading.

\*Students in Grades K-5, 150 minutes of weekly writing instruction with a minimum of 30 minute instructional blocks.

\*Students in Grades K-1, 60 minutes/week of Science education and Grades 2-5, 150 minutes/week

\*Students in Grades K-1, 60 minutes per week of Social Studies instruction, Grades 2-5, 120 minutes

\*Students in Grades K-5, 150 minutes of Physical Education each week for a minimum of 30 consecutive minutes on any day that physical education instruction is provided.

\*Students in Grades K-1 will have instruction in Music and Art provided by the classroom teacher through an interdisciplinary model that integrates Art/Music throughout the core subject areas of Mathematics, Language Arts,

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Science, and Social Studies. In Grades 2-5, 60 minutes a week of Art/Music instruction provided by the Art/Music education teacher.

\*Students with disabilities are required to have the same instructional time as their non-disabled peers.

\*The time ELLs are required to participate in basic ESOL instruction must be equal to the time non-ELLs are required to participate in the regular English language arts/reading program

For the Middle Grades, it is anticipated Doral Academy: Wake will operate a seven-period day. The instructional day at the school is anticipated to commence at 7:45am and end at 3:45pm each day. The daily bell schedule is as follows

Sample - Doral Academy: Wake Middle School Daily Schedule

Description	Start Time	End Time	Length
Student Arrival	7:15 AM	7:40 AM	25 min
Period 1 and Attendance	7:45 AM	8:40 AM	55 min
Period 2 or 3	8:45 AM	10:35 AM	110 min
Morning Announcements	8:45 AM	8:55 AM	10 min
Period 4 or 5	10:40 AM	12:50 PM	130 min
Period 6	12:55 PM	2:45 PM	110 min
Period 7	2:50 PM	3:45 PM	55 min.

All Middle School students will receive instruction in the North Carolina Standard Course of Study objectives in Mathematics, Language Arts/ESOL, Social Studies, Science, Physical Education, as well as in a range of Exploratory/Elective areas (including but not limited to Music, Art, Theatre Arts, Dance, Foreign Language, and Technical Education).

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.*

The schools educational philosophy and approach, as described, have been designed with the school's mission in mind. These strategies create the appropriate environment to enable students to become confident, self-directed, and responsible life-long learners.

Additionally, the educational philosophy and approach are appropriate and likely to result in improved educational performance for the school's target population as the same has proven successful with the student populations of its existing programs in Miami-Dade County, Florida. These schools include Doral Academy, Doral Academy Charter Middle School, Doral Academy Charter High School, Doral Academy of Technology, Just Arts and Management Charter School, and Doral Performing Arts Academy. The North Carolina Accountability

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Model and the Florida Sunshine Standards reflect similar goals and competencies. While Doral Academy: Wake will adhere to the North Carolina Standard Course of Study, the Board expects results in keeping with the Doral Schools located in Florida.

Furthermore, apart from the positive student performance and achievement associated with Doral Academy, Inc. Schools, the applicants success is evidenced by local, state, and national recognitions for their exemplary performance in serving elementary, middle, and high schools students. Some of the meritorious accolades earned by Doral Schools include:

\*Doral Academy High School recognized Newsweek Top 500 Schools, 4 consecutive years;

\*All six (6) Doral Academy Inc. schools are consistently ranked in the top 10% of the schools in Miami-Dade

County Public Schools (charter and non-charter);

\*During the 2009-2010 school year, thirty-seven percent (37%) of Doral students enrolled in Advanced Placement courses passed their exams with a three (3) or higher;

\*In 2010-2013, ninety-eight percent (98%) of the class of 2009 graduated and enrolled in two or four year institutions;

\*Collectively, Doral students received \$1.3 million dollars in scholarships in 2009 and \$2.4 million dollars in 2010. In 2013 students received \$3.7 million in scholarships; and

\*Doral Academy had one of its own represent native country Suriname during the Beijing Summer Olympic Games in 2008 and the London Summer Olympic Games in 2012. This same student brought Doral its first ever FHSAA State Championship in the fifty-meter (50 m) freestyle in swimming in 2010.

Thus, by replicating the successful educational design and philosophy of the existing schools, with a full-range of services targeted to students of all performance levels, Doral Academy: Wake will prove highly effective in raising student achievement.

*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.*

The School will generate an opportunity for teachers to participate in an exciting and innovative venture; one that allows them to take ownership over the learning process and feel free to incorporate their unique teaching styles into the classroom. Teachers at Doral Academy: Wake will feel encouraged to take part in the advancement of their students' educational lives, communicate with their colleagues, and share effective techniques in an effort to promote the spread of best practices and cutting edge methods. In order to best utilize research-based strategies and implement the school programs, all teaching staff will receive on-going professional development on the various components of the programs, respectively, to ensure effective implementation.

Teachers and staff will be involved in the development and implementation of all programs, thus making them an integral part of the educational process.

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In addition, at the time of program review, teachers and staff will be invited to offer their comments, discuss findings with colleagues, and make the necessary modifications to ensure student's success.

All instructional staff will be encouraged to participate in professional development programs, conferences, or workshops in order to progress academically, enhance their skills, and network amongst other professionals who share their same curricular expertise and have the ability to stay current in their areas of curriculum. The school will also promote communication amongst colleagues, for example, regarding effective techniques used in the classroom.

Teachers are expected to utilize the following strategies:

\*Differentiated and Standards-Based Instruction The schools ultimate goal is to provide a learning environment that will maximize the potential for student success. Teachers will use differentiated instructional strategies that connect with individual student's learning needs. Teachers will manage instructional time to meet the standards while providing motivating, challenging, and meaningful experiences for students to receive and process information in ways that require differentiation of experience. These instructional practices will include:

\*Direct Instruction (lecturing/modeling): this methodology will be used when teachers need to explain or demonstrate specific content and skills. This instruction is structured and based on mastery learning. Frequent Curriculum-based assessments help place students in ability groups for further differentiated strategies and identify students who require additional intervention.

\*Scaffolding - Teachers will identify the current developmental skills of individual students based on assessments and provide support structures to help students move to the next level. As the year goes on, the student becomes more adept at skills and at directing his or her learning, and becomes more autonomous

\*Cooperative Learning Teachers will guide small-group learning, to increase communication and team building skills. It is based on grouping small teams of students heterogeneously according to ability, interest, background, etc. Some Cooperative learning activities will include Jigsaw II, STAD-Student Teams, or Group Investigation.

\*Inquiry-Based Learning - Based on the scientific method, this student-centered strategy will require students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery. Teachers will use this strategy in developing critical thinking and problem solving skills.

\*Information Processing Strategies - Teaching students "how to" process information is a key factor in teaching students how to strategically organize, store, retrieve, and apply information presented. Such strategies will include memorization, KWL, reciprocal teaching, graphic organizing, scaffolding, or webbing.

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.*

As stated, the instructional plan will provide a structured means to improve teaching and learning to meet state content and performance standards, and it is anticipated the proposed school will be highly effective in improving student learning and academic achievement, as has been the case in the success of other Doral schools.



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One of the most important aspects of insuring the success of low performing students is monitoring their academic progress, and responding to individual learner needs immediately. Emphasis will be placed on low performing students, beginning with identification of those not making adequate progress and/or not demonstrating mastery of North Carolina Standards for the content areas, as adopted, evidenced by their previous years performance on standardized tests. Taking into account the students needs and keeping track of their progress on standardized tests will determine the needs for each individual student. Differentiated instruction methods and other appropriate measures for targeted instruction will then be instituted for these students. Students who are not performing at grade level will be placed on a Progress Monitoring Plan (PMP).

Doral Academy, Wake will ensure the preparation of each child's learning plan to provide for seamless transition from grade to grade.

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 proposed mission and education plan.*

The school calendar provides 179 school days with 1,074 instructional hours, exceeding the NCDPI required number of 1,025 instructional hours per school year by 49 hours or 6 school days. Each school day begins at 7:45am and ends at 3:45pm which provides for instructional time of 6 hours per day and non-instructional time: lunch, transitions, breaks of 2 hours per day (NCDPI Student Attendance and Student Accounting Manual, 2016-2017, p.41).

The opportunity for Saturday school or additional academic learning during school breaks, outlined in the Instructional Program, is in keeping with the mission of Doral Academy: Wake and aligns with the school calendar.

### **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.*

Administrators and faculty collaboratively will develop a timeline for addressing targeted strands as denoted in assessed benchmarks. The calendar will reflect item specification formats and the percentage of students who attained proficiency during prior year assessment. Through the use of the calendar, student assessment data will drive decisions for continuous improvement of the teaching and learning process. Data will be used to understand and improve school effectiveness by targeting benchmarks indicating which students need additional support to master specific grade level skills.

The School Instructional Leadership team consisting of the principal, assistant principal, Department Chairs, ESE and ELL teachers, Reading Coach and/or Media Specialist, if applicable, will monitor and analyze data to maintain a problem solving system that brings out the best in the school,

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teachers, and students. The leadership team will meet weekly to:

- \*Evaluate data and correlate to instructional decisions;

- \*Review progress-monitoring data at the grade level and classroom level to identify students and their academic levels.

- \*Identify professional development to enhance students achievement levels.

- \*Collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills.

- \*Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Department Chairs will communicate with teachers to determine the areas of student's strengths and weaknesses as demonstrated by class work assignments and assessment results. Each teacher will use data to determine the instructional focus of whole group lessons. An Item-Analysis of benchmarks Assessments and chapter tests will be used to re-teach questions that students missed most frequently. Students on a PMP and/or students referred by teachers will be targeted for Early Bird tutoring, Super Saturday tutoring, and daily pull-out tutoring.

Students at and above mastery level will be challenged through the use of additional hands-on investigations, projects and research assignments that will reinforce the mastery of benchmarks.

The School will also develop and utilize a Response to Intervention (RTI) model that integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior issues. The school will identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a students responsiveness, and identify students with learning disabilities or other disabilities. The RTI implementation at the school will contribute to more meaningful identification of learning/behavioral concerns, improve instructional quality, provide all students with the best opportunities to succeed at the school, and assist with the identification of learning disabilities and other disabilities.

The RTI model at the school will have four essential components: A school-wide, multi-level instructional and behavioral system for preventing school failure; screening; progress monitoring; and data-based decision making for instruction and movement within the multi-level system. Regardless of the number of interventions the school implements, each will be classified under one of the three levels of prevention: primary, secondary, or tertiary. This will allow for a common understanding across the entire process.

The RTI framework will be a comprehensive support to students. The school will practice RTI as a prevention oriented approach to linking assessment and instruction. This can then inform teachers on how to best teach their students. The goal of the RTI model is to minimize the risk for long-term negative learning outcomes by responding quickly to learning/behavioral concerns.

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.*

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

The school will survey ALL students upon initial entry (registration) using the Home Language Survey (HLS) by asking: 1. Is a language other than English used in the home? 2. Did the student have a first language other than English? 3. Does the student most frequently speak a language other than English?

If a parent answers "yes" to one or more of the three HLS questions, and/or meet the definition of ESOL, the parent is advised that the student will need an aural/oral language assessment of English proficiency to determine eligibility and placement in the schools ESOL Program. The parents are informed orally of the need of a language assessment by the school registrar or ESOL contact/designee or school administrator. The student is then referred to a trained language assessor at the school.

All students classified as ELL will have an Individual ELL Student Plan. Such plan is part of the permanent student cumulative record folder upon entry into the ESOL (English for Speakers of Other Languages) program. The plan will include biographical student information (name, grade, and home language), initial assessment and placement data, ESOL program and update information, program participation, amount of instructional time and/or schedule, exit information, post program review, ELL committee information, as well as PMP if needed. The plan will be updated on an ongoing basis to include programmatic changes, assessments, level updating, and ELL committee meeting information.

The ELL Plan will: Inform the student, parent, and teachers on the student English Language level;

Monitor student progression; Establish meetings between the school, the parents, and the student to discuss academic progress; Provide methods for evaluation and provisions for monitoring and reporting student progress; Provide for parental and teacher involvement to ensure that the students are being properly serviced; and Provide for student exit from and reclassification into the program.

The School will designate an ESOL coordinator to be responsible for developing and updating all Student ELL Plans, keeping a record of parental contact and ELL Program Records Folder. The record folder containing the following will be available for all ELL students: Home Language Survey - signed and dated by parent/guardian;

copy of Annual Letter of Participation in ESOL program - signed by the principal; LAS; and a copy of students current schedule.

The ELL Committee will be comprised of a school administrator or designee, ESOL teacher/coordinator, home language teacher (if any), classroom/subject area teacher, and guidance counselor. The ELL committee will:

Schedule meetings to review the students progress and make recommendations after thorough review of all necessary data. Invite parent(s)/guardian(s) to attend all meetings, discuss and explain all recommendations

Ensure that the parent(s)/guardian(s) understands the proceedings of the meeting, which may include arranging for an interpreter for parent(s)/guardian(s) whose native language is other than English

Convene meetings in a timely manner and record recommendations in the

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Individual ELL Plan.

File in ELL folder a copy of a letter inviting parent to attend ELL Committee.

Convene an ELL committee for students with six semesters or more in the ESOL program.

Convene an ELL committee for ESOL level V students within the two-year monitoring period who have shown a decline of 1.0 point in the overall grade point average or when academic concerns are identified.

The Student ELL plans will be updated annually by the principals designee/ESOL coordinator. The

Language Arts teacher will document former ELL students progress in the students ELL Student Plan using a

Post-Program Review Report and a Post-Program Review Student Profile are generated with information regarding ELL students who have exited the ESOL program within the last two years. Documentation of the progress review for each student.

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.*

Identification: Gifted students will be identified for special instructional programs for the gifted if the student demonstrates the following:

1.a need for a special program

2.a majority of characteristics of gifted students according to a standard scale or checklist and

3.superior intellectual development as measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence.

In order to provide a comprehensive profile of the students abilities and needs, screening activities will include recommendation forms from teachers, school staff, students themselves, parents and/or community. The following criteria will be used in identifying students: high present levels of performance on test scores,

referrals from teachers for gifted eligibility based on classroom performance, students portfolio

recommendation from counselor/teachers regarding student motivational behavior, involvement in activities, and recommendation from parents about students academic areas of strength and individual interests.

The Kaufman Brief Intelligence Test (K-BIT2) or other cognitive screening measure will be administered after proper consent for such an evaluation has been obtained. If the student scores greater than 115 on the screening measure of intellectual functioning the student will be referred for evaluation by the School Psychologist.

Doral Academy of Technology will offer various services to meet the needs of the gifted student based on the Educational Plan. These services may include but are not limited to:

\*Acceleration: (e.g. enrichment, world immersion activities (i.e. as science

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and Social Science fairs, music and art exhibits, academic competitions, mentoring, career exploration and goal setting integrated into the curriculum); Differentiation: (e.g. curriculum compacting, modifications of content through differentiated curriculum); and Ability grouping: (e.g. specialized gifted courses-as detailed below\*, Real social skills development and/or counseling).

The School will select the most intense model that can be financially supported by the size of the gifted population. The number of gifted students per grade level will determine the choice of the model, as a means for delivering gifted content, as follows:

**Self-contained, Gifted Content Area Classes:** Content-based classes in Language Arts, Math, Science, and Social Science (or combination blocks of these content areas), numbers permitting in grades 6 through 8. Teachers are gifted endorsed (or working towards gifted endorsement and on an approved out-of-field waiver) and differentiate curriculum based on individual student needs. This model is preferred as it provides the structure that best supports the ability of quality instruction to impact the achievement of gifted students, offering an accelerated pace, enabling students to cover content in more depth and complexity. Also, students will have courses with their gifted peers in multiple content areas.

**Self-contained Gifted/High Achieving Content Area Classes:** Content-based classes in Language Arts, Math, Science, and Social Science (or combination blocks of these content areas), in grades 6 through 8. High achieving students are determined by the following:

\* Scored a Level 5 in reading on the most recent NC End of Grade Test.

## **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)*

Students with disabilities enrolled in Doral Academy:Wake will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in regular

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classes with the use of supplementary aids and services cannot be achieved satisfactorily. An inclusion model with ESE support will be used, as appropriate, wherein the ESE Specialist and General Education teacher regularly monitor students' progress on attaining goals stated on the IEP as well as grade-level curriculum goals.

Multi-Tier System of Supports Leadership Team (MTSS) will ensure that students needs are being met even before student is identified or evaluated for Exceptional Education Services through a Multi-Tier System of Supports Response to Intervention (RTI) process, wherein interventions will be frontloaded in the general education classroom as a first step allowing the student to receive support and have an opportunity to learn. The MTSS/RTI framework will be a comprehensive support to students. The school will practice RTI as prevention oriented approach to linking assessment and instruction. This can then inform teachers on how to best teach their students. The goal of the RTI model at the school is to minimize the risk for long-term negative learning outcomes by responding quickly and efficiently to documented learning or behavioral concerns and ensuring appropriate identification of students with disabilities. The School will maintain both student and financial records in accordance with Chapter 119, Florida Statutes. Retention schedules established by the records and information management program of the Division of Library and Information Services of the Department of State will be followed.

The school maintains both active and archival records for current and former students in accordance with federal, state, local laws and with the regulations prescribed by the North Carolina Department of Public Instruction. The school ensures that all student records are kept confidential as required by applicable law.

All permanent records of students leaving the school, whether by graduation or transfer to another school are transferred to the school in which the student is enrolled. All students leaving the school to attend an out-of county school or a private educational institution shall have a copy of their permanent record forwarded to the school in which the student is enrolled. All permanent records remain in the last school in which the student was enrolled.

### Exceptional Children's Education Programming

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

Doral Academy: Wake will implement policies and procedures with respect to Exceptional Children's Services to ensure a full continuum of services for students with disabilities. It is the school's mission to place students in

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an environment where they can develop to their highest potential.

The school will assume responsibility for programming and delivering related services to exceptional students, as identified in the students IEP with adherence and fidelity to policies, and does acknowledge a need collaborative relationship with families, especially with respect to the responsibilities that exist for providing a free appropriate public education to children with disabilities.

Least Restrictive Environment: Students with disabilities will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily. Similarly, gifted students will be educated in an environment that promotes acceleration.

Doral Academy: Wake will serve students with disabilities, including the procedures for identifying students with special needs, developing Individualized Education Plans, and 504 Plans (as applicable). Special Education students will be provided with programs implemented in accordance with federal, state, and local policies (specifically, the Individuals with Disabilities Education Act (IDEA); Section 504 of the Rehabilitation Act of 1993. Additionally, the school will follow guidelines and procedures as outlined by NCDPI and the Office of Charter Schools. The educational program for exceptional students will include and adhere to the principles of the law as follows:

\*Free appropriate public education (FAPE)- will be provided to every exceptional student enrolled in the School. That is, Free (no cost to parents); appropriate suited to individual needs of the child; public provided by and paid for the public education system; education-including extra hearings may be initiated by a parent or the district on the proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education.

\*Appropriate evaluation evaluations will occur within appropriate timeframes and in accordance with published guidelines. Individual Education Plans (IEP)- and Educational Plans (EP) for gifted will be developed, and maintained and meetings will be held in accordance with Sponsors guidelines.

\*Parent/Student Participation in Decisions including but not limited to giving consent for evaluation and initial placement, helping design the IEP, helping the School understand their child.

\*Procedural Due Process A Non-discriminatory policy regarding the eligibility, identification, location, placement and evaluation process as well as adherence to procedural guidelines for all of these and with integrity to FAPE will consistently be implemented. Notwithstanding, when in question, due process hearings may be initiated by a parent or the district on the proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education.

The Response to Intervention (RTI) Model is a multi-tiered approach to providing high quality instruction and intervention. The School will use the PS RTI/MTSS (Problem Solving Response to Intervention/ Multi-Tiered System

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of Supports) framework for making informed decisions about students individual academic needs. This framework provides students who do not respond to instruction with increasingly intensive levels of intervention. In order to meet the requirements of the RTI/MTSS framework, the school will identify key administrative, instructional and support staff members to serve as the school's RTI/MTSS team. The team will be responsible for developing progress monitoring plans that identify assessments used for diagnosis, placement and monitoring of students who are not performing at grade level.

The RTI process consists of the following: At the beginning of each school year the RtI/MTSS team will meet to review the screening data and identify students in need of additional support through Tier 2 intervention. Those students who meet benchmark standards will continue to remain at Tier 1 and their progress monitored at the next benchmark. While receiving intervention at Tier 2, a student's progress will be monitored by the RtI team to determine if progress is being made adequately. If a student is not progressing and the intervention has been implemented as designed, the student will be referred to the School Based Team (SBT) for the development and monitoring of Tier 3 interventions.

The School Based Team (SBT) Team will consist of the School Administrator, School Psychologist, General Education Teacher, Parent and Special Education Teacher as well as any other key instructional and/or support personnel. The SBT Team will meet to review the screening and progress monitoring data and information provided from relevant records in order to develop more focused, intensive interventions for the student. The team will develop strategies to overcome any barriers to learning that may be identified. A progress monitoring schedule will be determined and responsible persons designated for the implementation of interventions and progress monitoring at Tier 3. Progress monitoring data will be collected a minimum of every two weeks and parents are notified of intervention implementation and student progress over time.

If the focused, evidence-based interventions attempted at all Tiers do not produce a satisfactory level of progress, as evidenced by review of the RTI data and an analysis of any existing barriers to learning, interventions are modified and a comprehensive evaluation may be requested. Documentation of the various strategies and interventions employed in Tiers 2 and 3, as well as all data pertaining to progress monitoring, become part of the referral packet. Parents are kept informed of planned intervention efforts and the student's progress in response to intervention throughout the entire MTSS/RTI process. The Sponsors School Psychologist will periodically conduct fidelity checks on the SBT Intervention Plan while assisting with progress monitoring data collection.

In addition to the MTSS/RTI being a valuable resource for schools, it provides a process which serves to fluidly move students through the tiers of intervention, always evaluating and monitoring their response to these interventions and making data-based decisions every step of the way. It is a process that ensures the delivery of general education interventions first to address students academic, behavioral and/or social emotional needs.

## **Student Performance Standards**



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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.*

The effectiveness of the curriculum will be measured by student achievement via the North Carolina Testing Program including and not limited to End of Grade Tests, End of Course Tests, and Read to Achieve. In 2018-2019 and beyond, the effectiveness of the curriculum will be evaluated based on achievement/mastery as demonstrated via the North Carolina Accountability Model, wherein students will be expected to make annual learning gains toward achieving North Carolina Standards, as adopted.

Ongoing monitoring and analysis of school-wide assessment data will assist the school in determining staff development needs, curriculum realignments, and the objectives submitted in the School Improvement Plan. Student outcomes on standardized and school-wide assessments, benchmark tests and quizzes, projects, presentations, exhibitions, and portfolios will help assess the effectiveness of the curriculum throughout the school year. Ongoing internal audits of student progress, such as progress reports, report cards, beginning year, mid-year, and end-year assessments will be utilized as tools to evaluate whether the curriculum is effective and meeting the needs of all students.

Additionally, through the schools commitment to pursue and obtain accreditation from the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS/CASI), within specific timelines will also serve as a means to evaluate not only of the effectiveness of the curriculum but also the entire school program. Through the Accreditation process, the school will: validate compliance with numerous SACS/CASI learning standards; demonstrate engagement in Continuous Improvement, including the development and implementation of foundations for continuous improvement; provide for quality assurance; and participate in a peer review process.

The principal is responsible for appropriate placement of students. Principals will use records provided to place students who transfer from LEA schools, private schools or home school programs. In the absence of appropriate records, the principal shall temporarily assign the pupil to the grade deemed to be proper until a copy of the students official record is received or proper grade placement is otherwise determined. It is the intention of the Doral Academy: Wake to meet student academic needs in an age appropriate setting whenever possible. The principal may reassign students during the school year if teacher evaluation and test scores indicate the need for reassignment.

Students who do not demonstrate proficiency with grade level curriculum in Reading, Writing, Science and mathematics must be provided with additional diagnostic assessments to determine the nature of the students difficulty

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and areas of academic need. The school must develop, in consultation with the students parent, and implement a Progress Monitoring Plan.

Student promotion in Kindergarten through Fifth grade is based upon an evaluation of each students achievement in attaining specific state requirements. A student will be eligible for promotion when all criteria for promotion have been met. A student who does not demonstrate achievement as exhibited on NC End of Grade Tests will be referred to the schools Promotion Review Committee for promotion with a Progress Monitoring Plan or retention. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

To be eligible for promotion a student must:

1. Demonstrate proficiency with grade level curriculum in Reading, writing, Mathematics and Science, as applicable.
2. Participate in and performance on statewide assessment as adopted.

The school will use data (state and district requirements, report cards, testing scores, past performance and comporment) as factors for placement in the appropriate courses and grade levels to best suit each child. Depending on individual student assessment results, some students may be required to enroll in remediation courses for mathematics and reading, which will take the place of electives.

Program requirements are established to ensure that students promoted from Grade 8 have the necessary academic skills for success in high school.

### **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.*

Doral Academy: Wake's mission is to prepare its students for high school and careers through an innovative and engaging educational program. Research has shown that teachers actions in their classrooms have twice the impact on student achievement as do school policies regarding curriculum, assessment, staff collegiality, and community involvement. From the first day of school, classroom teachers are expected to establish clear expectations and consequences. Rules and procedures will be put in place for general classroom behavior as well as for: Group work/seated work, Transitions and interruptions, Use of materials and equipment, Conduct, and Class

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participation. Teachers are to maintain a well-managed classroom that is task-oriented and one in which high expectations are effectively communicated. Teachers will ensure that all students, regardless of ability level, will be engaged in the learning process.

The educational purpose of the school is accomplished best in a climate of student behavior that is socially acceptable and conducive to the learning and teaching process. Student behavior that disrupts this process or that infringes upon the rights of other individuals will not be tolerated. Therefore, a safe and orderly school environment is of primary importance to creating an enjoyable learning environment for both students and teachers. Furthermore, when students behave in a respectful, responsible and safe manner, they enjoy a more productive learning experience and develop into responsible citizens.

Doral Academy: Wake students will exhibit proper and appropriate student conduct, whereas prohibited conduct will be managed in accordance with the school's policies and procedures. Whenever necessary and appropriate a Child Study Team may be convened to create a plan of action for addressing a learner's behavioral challenges as a means for intervention and assistance rather than mere punishment for repetitive negative behaviors that may be addressed through assistance and intervention.

The school expects each parent to take an active role in supporting this plan. It is in the student's best interest that parents and staff work together to ensure that students are provided with a safe, engaging learning environment that prepares them to be successful.

The School will adopt and follow policies and expectations for students related to consistent and timely attendance, respect for persons and property, appropriate dress, technology usage, student publications, student activities, student records, and the right to appeal, including grievance procedures.

This information will be made available to parents and students upon registration. The principal and staff have the responsibility and authority for maintaining the orderly educational process. Administrators and teachers will provide behavior instruction and supports to all students in all settings using a variety of interventions and strategies. The school will use corrective strategies appropriate to address the level of disruptive behavior as indicated in the Code of Student Conduct. The principal is authorized to take administrative action whenever a student's misconduct has a detrimental effect upon other students or on the orderly educational process. Teachers and administrators will strive to use a variety of informal disciplinary or guidance strategies, prior to, during, and after formal disciplinary action.

The Principal of the School may take the action of Dismissal or Expulsion, when he/she has exhausted less severe administrative disciplinary action, or when he/she has considered those alternatives and rejected them as inappropriate in the given situation.

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<b>Section III: Education Plan Concerns and Additional Questions</b>		
<p>Applicant needs to clarify: Frameworks and strategies are detailed, but what are the specific methods and programs that will be used to ensure all students are learning at high levels?</p> <p>Applicant needs to clarify: What assessments strategies and methods will be used at the school?</p> <p>Applicant needs to clarify: What research is there to describe that the methods outlined will improve student learning?</p>	Kristen Parker	Instructiona
<p>Documented evidence is not provided. It is not clear how the proposed assessment strategies align with the instructional program.</p>	Greg Schermbeck	Instructiona
<p>None of this is "unique" The school will expose students to a program that addresses the rigors, relevance and relationships of learning in a college preparatory environment. The Doral model is unique in that it places a premium on preparing students for advanced academic coursework as early as the Sixth Grade. Students who are struggling and/or below-level will be identified so that any gaps in standards mastery or other similar learning deficiencies can be effectively remediated. Teachers and other support staff will use data from all available assessments to develop and target instruction in order to meet the needs of all students so that each child can realize his or her highest potential. The emphasis of the framework is a "push and pull" method of preparing students, wherein students are pushed to pursue the most rigorous and challenging academic program they can handle and those students who may be underachieving, are pulled out for remediation through an intensive tutoring program which utilizes supportive learning strategies.</p>	Alex Quigley	Instructiona
<p>What is the specific instructional program for Doral? This application speaks in generalities, not in specificities. Is there more evidence that can be provided?</p>	Douglas Price	Instructiona
<p>What are the specific methods used? Are there teaching or instructional methods that have made other Doral schools success? How will these methods be used in North Carolina and what assessments will demonstrate success?</p>	Nicole Charles	Instructiona
<p>The application states that the educational model chosen is a replication from other successful schools. Does the student body composite in those schools reflect the projected student body composite for the new school?</p>	Shaunda Cooper	Instructiona
<p>Why is the more detailed curriculum described in appendix b not described in any section of the application? Is this the same curriculum used by other Doral schools or a curriculum used by other schools? Can the curriculum be more closely aligned to the mission? Why are the STEAM focused courses not highlighted in othoer sections or are these not part of the instructional goals?</p> <p>Where on the calendar are the P.D days described? With 600 students arriving the first year, are there faculty trainings over the summer?</p> <p>Although Doral received accolades for high school, is there a provedn track record for K-8?</p> <p>When is lunch for MS students?</p>	Nicole Charles	Curriculum a
<p>Appendix B is attached but appears to be a generic curriculum outline. It is not clear how it specifically aligns with the vision and mission of Doral. Appendix C is attached but lacks detail.</p>	Greg Schermbeck	Curriculum a
<p>There is a wealth of educational strategies listed in the plan but it is unclear as to the specific instructional model that will be utilized. Calendar indicates school day begins at 7:45; narrative indicates 7:15. Which is correct?</p>	Sherry Reeves	Curriculum a
<p>The curriculum plan has some detail to it. But the instructional program seems neither innovative or different than a traditional school.</p>	Alex Quigley	Curriculum a
<p>Applicant needs to clarify: How will the elementary and middle school work together in the same building? Operating on different schedules may make operations</p>	Kristen Parker	Curriculum a

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<p>challenging.</p> <p>Applicant needs to clarify: what research is there to show that the teaching methods used in the Florida schools will support the targeted student population?</p> <p>Applicant needs to clarify: What are the specific objectives, themes and big ideas for each grade level? Appendix B provides methodologies and strategies but does not outline the specific objectives for each grade level.</p>		
<p>While Appendix B is thorough, it is not in line with the rest of what has been presented up to this point. Why is Robotics such a heavy focus in the outline, when STEM and other programs have been mentioned throughout? While the plan presented seems sound, could it be asked of the applicant to provide a breakdown by each grade-level, rather than large cohorts (K-5, Middle School)?</p>	Douglas Price	Curriculum a
<p>This looks like a cut and paste without edits: Doral Academy of Technology will offer various services to meet the needs of the gifted student based on the Educational Plan. These services may include but are not limited to: *Acceleration: (e.g. enrichment, world immersion activities (i.e. as science and Social Science fairs, music and art exhibits, academic competitions, mentoring, career exploration and goal setting integrated into the curriculum); Differentiation: (e.g. curriculum compacting, modifications of content through differentiated curriculum); and Ability grouping: (e.g. specialized gifted courses-as detailed below*, Real social skills development and/or counseling).</p>	Alex Quigley	Special Prog
<p>Applicant needs to clarify: What is the process for identifying students who need additional learning support? How and when will students be referred?</p> <p>Applicant needs to clarify: How will the RTI framework be structured? Who will be in charge of ensuring that students that are not meeting the mark receive the additional support needed?</p>	Kristen Parker	Special Prog
<p>The applicant outlines a clear path for data driven intervention planning. However, how specifically are students identified and by whom? Do the families play a role in the process? Is the entire school instructional leadership accountable for implementation of interventions?</p> <p>Is registration the same as enrollment or is application completion considered registration? Will families complete the home language survey after being accepted?</p>	Nicole Charles	Special Prog
<p>I would suggest not using the term segregated. See first sentence. What is your child find process and how do you handle parent referrals. You mention following Florida Statute but the school will be in NC.</p>	Glenn Allen	Exceptional
<p>Where is the comments regarding the 504 piece?</p>	Douglas Price	Exceptional
<p>Applicant needs to clarify: How will EC students be identified upon arrival at the school?</p> <p>Applicant needs to clarify: What support will be provided to students with 504 plans?</p> <p>Applicant needs to clarify: Who will be in charge of managing EC paperwork to ensure compliance with the state?</p>	Kristen Parker	Exceptional
<p>Is the applicant able to demonstrate understanding of NC state requirements rather than Florida requirements? The application only references mostly FL law?</p> <p>Can the applicant explain how record maintenance laws will be interpreted at Doral: Wake? The applicants indicates acting in accordance with the law but it is unclear about which (NC or FL) is being fully actualized. The applicant should provide more detail.</p> <p>What is the Child find process and how will it be communicated to families and staff?</p> <p>How are "appropriate evaluations and timeframes" defined?</p>	Nicole Charles	Exceptional
<p>The applicant states that records will be "in accordance with Chapter 119, Florida Statutes." It is my understanding that this school is proposing to open in NC.</p>	Greg Schermbeck	Exceptional

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The applicant does not provide evidence or a clear understanding regarding 504 plans.		
Applicant needs to clarify: How will services such as Speech and Occupational Therapy be provided?  Applicant needs to clarify: How will the school ensure that teachers are following through on IEP goals and support?	Kristen Parker	Exceptional
What benchmark assessments will be used?	Sherry Reeves	Exceptional
The applications leaves many questions about the ability to educate a wide variety of students. How will students with special needs (therapies etc.) be served?  Where is the mission alignment? The applicant mentions in this section that the mission is to place students in "environments where they can develop at the highest potential" but does not describe specifics.	Nicole Charles	Exceptional
Again, the term segregated in the 3rd paragraph is such a negative term.	Glenn Allen	Exceptional
Again, other than mandated state tests, what assessments will be used to determine student proficiency?	Sherry Reeves	Student Perf
The applicant is very vague in responses about assessments. What are the timelines references in this section? How can attainable criteria be assessed without details?  Are students in K-5 assessed in the same manner as middle school students?  Will measures be specific enough to address students needs? What role will teachers have in the process?	Nicole Charles	Student Perf
Responses are not measurable or specific. It is unclear how the partnership with SACS / CASI align with the proposed vision or mission of the school.	Greg Schermbeck	Student Perf
How will students with disabilities/special needs be included in the policies and procedures mentioned. Will the IEP progress be considered when making decisions regarding promotion and retention?	Glenn Allen	Student Perf
How will students be promoted in grades 6th-8th?  How will teachers play a role in the discussion of retention for a student (if at all)?  How will assessment tools be utilized to drive forward the curriculum and instruction?  As previously mentioned in the curriculum section of this application, the applicant has not been succinct with what the curriculum focus of the school is. Once they can clear this up, what specific tools of measurement will be used to determine curriculum effectiveness, including student achievement?	Douglas Price	Student Perf
Applicant needs to clarify: What is the specific goal for End of Grade Testing? What will proficiency be considered?  Applicant needs to clarify: What will "proficiency in grade level curriculum" be established as?  Applicant needs to clarify: How will lower elementary grades be formally assessed?	Kristen Parker	Student Perf
Applicant needs to clarify: What is the vision for a well managed classroom? What are the specific policies and procedures that teachers and students will be asked to follow?  Applicant needs to clarify: How will the student conduct and discipline policies differ for lower, upper elementary and middle school grades?  Applicant needs to clarify: What are the specific actions that would need an exaction of dismissal or expulsion?	Kristen Parker	Student Cond
What is your due process procedure and how will students with disabilities be considered in these procedures and policies.	Glenn Allen	Student Cond
Grievance policy? Due process?	Steven Walker	Student Cond
Can you explain in further detail, your plan of action for student discipline?	Shaunda Cooper	Student Cond
Is your plan legally sound based on state and federal student discipline laws?		
The applicants mentions that the mission is to "prepare students for high school and	Nicole Charles	Student Cond

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<p>career through an innovative and engaging educational program." Why is this not addressed in the instructional plan? What part of the curriculum is designed to contribute to these aspects of the mission?</p> <p>How are teachers prepared and supported in the expectation to "maintain a well-mannered classroom"?</p> <p>What are some of the policies the school will adopt and follow?</p> <p>What are the corrective strategies referenced and how will they be communicated to staff?</p> <p>Is there any board participation in the expulsion process?</p> <p>What recourse do families have?</p> <p>How are policies differentiated for grade level and status (EC for example)?</p>		
<p>This section lacks detail. The applicant should ensure the student conduct and discipline plan is differentiated for all grade levels, measurable, and clear to all stakeholders of the school.</p>	Greg Schermbeck	Student Cond
<p>The applicant mentions several times the schools "policies and procedures" which will be what behavior is held "in accordance to." Are these policies and procedures in place? If so, may the applicant provide an outline of those policies/procedures so that the reviewers may get a better feel for how behavior form students is upheld at the school?</p> <p>What are the guidelines for suspension and expulsion at the school?</p>	Douglas Price	Student Cond

Reviewer	Score
Deanna Townsend-Smith	
Sherry Reeves	Fail
Tammi Sutton	
Greg Schermbeck	Fail
Steven Walker	Pass
Robin Kendall	
Robert McOuat	
Shaunda Cooper	Pass
Douglas Price	Fail
Kristen Parker	Fail
Glenn Allen	
Phyllis Gibbs	
Nicole Charles	Fail
Alex Quigley	Fail
Anthony Helton	Pass

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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:* Doral Academy of North Carolina, Inc.

*Mailing Address:* Doral Academy of NC, Inc.

*City/State/Zip:* Miami FL 33172

*Street Address:* 6340 Sunset Drive

*Phone:* 301-775-0349

*Fax:* 954-584-5598

*Name of registered agent and address:* Corporation Services Company  
327 Hillsborough Street  
Raleigh  
North Carolina 27603

*FEDERAL TAX ID:* 81-3878918

**Tax-Exempt Status 501 (c)(3)**

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

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

**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.

<b>Board Member Name</b>	<b>Board Title</b>	<b>County/State of Residence</b>	<b>Current Occupation</b>	<b>Past or Present Professional Licenses(s) Held</b>	<b>Has any disciplinary action been taken against any of these</b>
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Doral Academy: Wake - The mission of Doral Academy: Wake is to provide an innovative, challenging curriculum for students in an environment that furthers a philosophy of respect and high expectations for all students, parents, teachers, and staff.

					professional licenses?
Kiersa Nicole Stricklen	Board Member	PITT	Educator, Ignite Innovation Academy		
Jessica Kozma Proctor	Board Secretary	WAKE	Campaign Coordinator, Salvation Army of Wake County		
Josh Morales	Board Vice Chair	WAKE	Attorney, Parker Poe		
Brenna Booker-Rouse	Board Treasurer	WAKE	Real Estate Broker		
Kim M. Guilarte Gil	Board Member	Out of State	Principal, Somerset Academy, Elementary /Middle		
James A, Griffin	Board Chair	Out of State	Principal at Somerset Prep		
Carlos A. Ferrals	Board Member	Out of State	Head of School, Doral Academy, Inc.		

**Please provide the following in this location of the APPLICATION:**

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

The Governing Board will perform the following duties, as well as any and all other duties as specified by the Applicants Bylaws:

- 1.Oversee operational policies; Academic accountability, and Financial accountability.
- 2.Annually adopt and maintain an operating budget.
- 3.Exercise continuing oversight over charter school operations.
- 4.Report its progress annually to all constituents.
- 5.Oversee and evaluate the Principal on a yearly basis.
- 6.Ensure that the charter school has retained the services of a certified public accountant for the annual financial audit, who shall submit the report to the Governing Body.
- 7.Review and approve the audit report, including audit findings and recommendations.
- 8.Monitor any financial recovery plan in order to ensure compliance with same (if applicable).
- 9.Report progress annually including at least the following components (i.e. Charter School Annual Report):

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a. Student achievement performance data

b. Financial status of the school, including revenues and expenditures at a level of detail that allows for analysis of the ability to meet financial obligations and timely repayment of debt.

c. Documentation of the facilities in current use and any planned facilities for use by the charter school for instruction of students and administrative functions.

d. Information about the charter school's personnel, including the proportion of instructional personnel teaching in field or out-of-field.

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 seven member board includes individuals with professional expertise and experiences in non-profit organizations; K-12 education; undergraduate and graduate education; and legal and financial arenas. The Board believes in the opportunities afforded to the school through a diverse membership who commit to upholding and furthering the mission of Doral Academy: Wake.

The Doral Academy of North Carolina, Inc. Board is the ultimate policy-making body with the responsibility of operation and oversight of the school including but not limited to academic direction, curriculum, and budgetary functions. The educational leadership and business operations of school, as adopted and approved by the Doral Academy of North Carolina, Inc. Board, are delivered through both, a hired administrator (the school principal) and a contracted Charter Management Organization (CMO).

The school principal, hired by the board, will be responsible for all aspects of school operations within the scope of operating policies and procedures and budgetary functions as adopted and approved by the Board. The school's faculty and staff will report directly to the principal, who shall report to the the Doral Academy of North Carolina, Inc. Board. The school's on site administration (principal, an assistant principal and/or lead teacher) will ensure that the operations of the school (resources, courses, policies) are in accordance with the mission and vision of the school as adopted and approved by the Board and in keeping with the charter. The administrative staff, as instructional leaders, will make all school based decisions, establishing and implementing procedures for the day-to-day operations of the school. The Board is responsible for all affairs and management of the school and provides continuing oversight of school operations.

The CMO, selected by the Board, provides support to the school and ensures that the school has the latest information systems and administrative procedures in place to support an effective educational program, and at a reduced cost of implementing directly. The school benefits from business support services, freeing the principal from many administrative and compliance duties otherwise shouldered internally. With a staff of trained professionals, the CMO ensures the school is professionally supported and operated in accordance with the requirements of contracts and the requirements of all State and Federal laws, as well as local municipal ordinances applicable to its operations or facilities. This structure

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ensures the administration and operations of the school will be sufficient and yields an effective educational programming.

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 Founding Board members were recruited and selected from a pool of individuals interested in furthering the Doral Academy, Inc. model. Specifically, the Board Chair, with recognized experience in North Carolina schools, shared his passion for creating the Doral Academy, Inc. model in Wake County.

The Governing Board will recruit members as vacancies arise, and will endeavor to fill these vacancies with those who will commit to forward the mission of the school. All Board members will agree to oversee the operational policies, and ensure academic accountability and financial accountability of the school as well as participate in charter school governance training and successfully undergo a background check, as specified by law.

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

The Doral Academy of North Carolina Board will convene in Open Public Meetings a minimum of 8 times per calendar year in the months of January, March, April, May, August, September, October, and November. Additionally, the Board will participate in a Strategic Planning Retreat once a year, the time and place to be determined at the May meeting.

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.*

The administrators and Board members will be trained in the areas of Non-Profit Board Governance, North Carolina's Open Meetings Requirements, the North Carolina Charter School Law, and the North Carolina Public Records Law. The NC Department of Public Instruction and an approved vendor (Marci Cornell-Feist, Brian Carpenter) will provide this training. Further, as presented in the Bylaws, the applicant shall develop an orientation and training program for new directors and an annual continuing education program for existing directors.

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.*

It is Board policy that employees and board members uphold the highest standards of ethical, professional behavior. To that end, these employees and board members will agree to commit themselves to carrying out the mission of this organization and shall:

\*Be mindful of and honor the safety, health and welfare of the public in the performance of professional duties.

\*Act in such a manner as to uphold and enhance personal and professional honor, integrity and the dignity of the profession.

\*Treat with respect and consideration all persons, regardless of race, religion, gender, sexual orientation, maternity, marital or family status, disability, age or national origin.

\*Recognize that the mission at all times is the effective education of

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children and the development of institutions to foster that mission.

\*Engage in carrying out the Boards mission in a professional manner.

\*Collaborate with and support other professionals in carrying out the educational mission.

\*Build professional reputations on the merit of services.

\*Keep up to date and informed on emerging issues and business of the Board, and to conduct themselves with professional competence, fairness, impartiality, efficiency and effectiveness.

\*Uphold and implement policies adopted by the Board of Directors.

\*Keep the faculty, parents, students and community informed about issues affecting them.

\*Conduct organizational and operational duties with positive leadership exemplified by open communication, creativity, dedication and compassion.

\*Exercise whatever discretionary authority they have under the law so as to carry out the mission of the organization.

\*Serve with respect, concern, courtesy, and responsiveness in carrying out the organizations mission.

\*Demonstrate the highest standards of personal integrity, truthfulness, honesty and fortitude in all activities in order to inspire confidence and trust in such activities.

\*Avoid any interest or activity that is in conflict with the conduct of official duties.

\*Respect and protect privileged information to which they have access in the course of their official duties.

\*Strive for personal and professional excellence and encourage the professional development of others.

As a nonprofit, tax-exempt organization authorized to operate a charter school, the operations of the applicant can also be viewed as a public trust, which is subject to scrutiny by and accountable to the public. Consequently, a fiduciary duty exists between the Board, officers, management employees, and the public, which carries with it a duty of loyalty and fidelity. The Board, officers, and management employees have the responsibility of administering the affairs of corporation honestly and prudently. Those persons shall exercise the utmost good faith in all transactions involved in their duties, and they shall not improperly use their positions with, or knowledge gained from the organization for their personal benefit.

A conflicting interest may be defined as an interest, direct or indirect, with any persons or firms mentioned above. Such an interest might arise through:

\*Owning stock or holding debt or other proprietary interests in any third party dealing with the Corporation.

\*Holding office, serving on the Board, participating in management, or being otherwise employed (or formerly employed) with any third party dealing with the Board.

\*Receiving remuneration for services with respect to individual transactions involving the Corporation.

\*Using the corporations time, personnel, equipment, supplies or good will for other than Board - approved activities, programs and purposes.

\*Receiving personal gifts or loans from dealing or competing third parties. Receipt of any gift is disapproved except gifts of a value less than \$150, which could not be refused without discourtesy. No personal gift of money should ever be accepted.

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

Doral Academy: Wake will utilize the recommendations found in "Charter Schools Trustee Guide:," Feist-Cornell, M., in developing school policies as follows:

"Upon identifying the need for a new policy, the Board will follow these steps:

1.Board-level discussion. The full board should first discuss the need for the new policy and establish general considerations for the policy.

2.Assign a team to draft a new policy. Often the charter school leader is in the best position to draft policies for board review because he or she thinks about the school every day and is frequently most aware of its needs. However, since setting board policy is ultimately the board's responsibility, a board-staff team can also take on this task. In either case the board needs to clearly communicate to the team who will ultimately write the policy draft any concerns it has, and it must share any preferences regarding how the policy will be approached.

3.Write a first policy draft. The writing team should develop a draft that responds to the issue or question at hand. The team may choose to adapt policies that have been drafted by other charter schools. The statemnt should not be overly specific. If a policy becomes too detailed, it is a sure sign that the board has moved beyond policy making and has begun to invade staff/administrative perogatives.

4.Ask legal counsel to review the draft policy. Depending on the issue at hand, it may be important to bring the charter school's legal counsel into the picture to review the policy draft. By no means is legal review required of every policy draft under consideration.

5.Present draft policy to the board for approval. It is advisable to have the first reading of the draft policy at a board meeting to give the writing team informal feedback. The writing team can then incoporate suggestions and bring the final draft to the next board meeting, when the board can formally adopt it.

6.Continue to review and revise board policies. The board should review all its policies periodically to make sure they are still relevant and in compliance with applicable laws and regulations." (pp.33-34).

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

The Organizational Chart reflects the entities providing organizational support and/or educational resources to Doral Academy of North Carolina, Inc. These include Doral Academy, Inc. (Florida, the Charter Management Organization and Academica, a Service Provider to Doral Academy, Inc. schools.

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

Positive relations between the school and its parents and families are a primary concern. For that reason, every effort will be made to handle disputes in the most positive way possible. The following steps have been outlined in order to facilitate resolution of issues:

\*Make an appointment to clarify issue with students teacher.

\*Make appointment to clarify issue with school administrator.

\*Contact the identified conflict resolution personnel, assigned by the Governing Board.

\*Contact the Governing Board Chair.

\*State concerns at a scheduled Board meeting.

Furthermore, the school's Board will appoint a representative to facilitate

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parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The representative may be a board member, charter school employee, or individual contracted to represent the governing board. The representative's contact information will be provided annually in writing to parents and posted prominently on the charter school's website if a website is maintained by the school. The appointed representative and charter school principal or director, or his/her equivalent, will be physically present at these meetings.

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

#### Include in the Appendices:

1. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils). (Appendix E)
2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix F).
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 G).
4. A copy of the articles of incorporation from the NC Department of the Secretary of State. (Appendix H)

### 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.*

**Not Applicable**

If the Charter School plans to contract for services with an educational management organization (EMO) or charter management organization (CMO), please specify the contact information below.

Name of the Company: Doral Academy, Inc.  
Address: 6340 Sunset Drive  
Miami FL 33143  
Website: [www.doralacademyschools.org/](http://www.doralacademyschools.org/)  
Phone Number: 305-669-2906  
Contact Person: Doug Rodriguez  
Fax: 305-669-4390  
Email: [drodriguez4145@gmail.com](mailto:drodriguez4145@gmail.com)

1. *Explain how the contract with the specified EMO or CMO will be in the best educational and financial interest of the charter school. Please include an executed copy of the management agreement as Appendix L of the specified EMO or CMO.*

The CMO provides support to the school and ensures that the school has the latest information systems and administrative procedures in place to support an effective educational program, and at a reduced cost of implementing directly. The school benefits from business support services, freeing the

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principal from many administrative and compliance duties otherwise shouldered internally. With a staff of trained professionals, Doral ensures the school is professionally supported and operated in accordance with the requirements of sponsor contracts and the requirements of all State and Federal laws, as well as local municipal ordinances applicable to its operations or facilities. This structure ensures the administration and operations of the school will be sufficient and yields an effective educational programming.

The Board will contract with Doral Academy, Inc. an Educational Services and Support Provider. The support services to be provided are central office functions including but not limited to: assistance with facilities design and maintenance, staffing recommendations and human resource coordination, curriculum support, research and updating, sponsor relations and reporting, program marketing, general accounting services including bookkeeping, payables, asset management, budget preparation, risk management, cash flow analysis, and preparation of financial statements provided to the Governing Board for oversight and approval. The executed CMO agreement includes all anticipated professional support services to be provided.

2. *What other EMO/CMOs were pursued and why did the applicant select this particular one?*

*Please include information regarding other management organization's fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.*

The Board is familiar with many other CMOs and EMOs, but chose Doral Academy because of its proven track record of sustained educational success. More specifically, the Board believes that Doral Academy, Inc. provides the following critical needs of the Board: 1)Control: The school will maintain control over the academic program and delivery of instruction, but will use Doral Academy, Inc. to provide a high level of service and support. The CMO will ensure that the Board's vision is implemented, they provide services and support in order to ensure the Boards mission and vision comes to fruition, instead of dictating the approach. Additionally, with regard to financial structure, the board, at all times, maintains control over the schools funds and can terminate the contract at any time. Additionally, Doral Academy, Inc. will provide general accounting services. All financials are provided to the Board for approval.

2)Academic Support: The CMO employs various professionals in the education field who, at any time, are available as a resource to provide assistance to beginning teachers and mentor new administrators as well as to assist in curriculum support and development.

3)Proven History: The CMO has a track record of success. Schools serviced are fiscally sound and many have established significant reserves which fund additional programming for their students.

4)Fees: The CMO charges a flat fee per student, a fee which has not changed in over 10 years, and less than the fees charged by other providers.

5)Replication: The CMO has developed relationships with with many large charter school networks. These charter school networks, including Doral Academy, Inc. have been able to successfully replicate their programs in multiple districts due to the experience and support provided by the CMO to include new schools in an existing network of successful schools.

3. *Provide and discuss student performance, governance performance and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the targeted student population. Nationally, what is the highest and lowest performing school of the EMO/CMO? Why are these two schools so different in overall*

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### *achievement?*

Doral Academy, Inc. has established high quality educational programs that have and continue to achieve academic success since 1999. Today, Doral Academy, Inc. offers a complete Pre-K through 12th grade system serving over 5,000 students in six (6) charter schools. Doral Academy, Inc. and its management team, have nearly twenty years of experience in operating successful charter. The board of directors and its employees are highly experienced in charter school operations, management, and oversight of public funds. The organizations continuous compliance with legal, organizational, and financial requirements has yielded approved and/or renewed charter school contracts with the charter school authorizers over the past seventeen years.

It is the commitment of each Doral Academy school to uphold high expectations for all, to create safe and caring learning environments, and to maintain a culture where parents, teachers, students, governing board members, and community stakeholders work as a cohesive team. It is this common commitment aligned with the vision to provide a high quality of education to develop lifelong learners that has yielded the academic success of Doral Academy. The driving force behind this success is the motivation and dedication of each stakeholder to not just maintain that vision, but to continuously strive to reach beyond it from year to year. The result has been a school system that is characterized by successful students, innovative educators, exceptional administrators, committed board members, and engaged parents.

All Doral Academy, Inc. charter schools earned a grade of A for the 2016 school year under the State of Florida Accountability System. In 2015, Doral Academy, Inc. received accreditation as a district from AdvancED under the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS-CASI) division.

4. *Describe how the governance structure will be affected; if at all, by the EMO/CMO and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO.*

Doral Academy, Inc. a Florida not-for-profit corporation, is the legal entity that will operate the school in accordance with the Corporations Articles of Incorporation and Bylaws. The Doral Academy of North Carolina governing board of directors (the "Governing Board") will have the responsibility for the activities and affairs of the school, incl The Governing Board is committed to the management of the school and for providing continuing oversight of school operations. The Governing Board is committed to the mission of the school and is cognizant of its responsibility to effectively and properly manage public funds.

The Governing Board will conduct periodic and annual evaluations of the performance of the school in the following categories, as to each of which the CMO is required to provide data to the Governing Board: Financial Performance, including variance to budget; staff turnover data; academic performance, including enrollment; and Facilities Costs and Needs. Failure to perform its obligations under the service/management agreement by the CMO is grounds for termination by the school.

5. *Provide a description of the relationship that will exist between the charter school employees and the Management Organization.*

Employees selected will be hired as school employees. Academica will prepare employment contracts for approval by the Board that are to be used for the purpose of hiring employees. All school-based employees will be assigned to



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the schools and may only be removed, dismissed, or transferred with Board approval. Should the Board approve a human resource provider, Academica will coordinate such services. The Board will have complete discretion to decide which professional employee management company and its method of human resource management to use, if any.

6. *Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO; and if necessary, terminate the contract without significant obstacles.*

Quality charter school governance is a critical component in creating and sustaining an exceptional school or network of schools. The Doral Academy Inc. governing board members not only have years of expertise and knowledge of educational issues, but are dedicated to the organization and its vision. The Governing Board of Doral Academy Inc. was established to ensure the proper academic and financial accountability for all Doral Academy schools. The Governing Board of the school is the ultimate policymaking body responsible for the financial affairs and management of the schools, as well as setting policies and procedures that promote the effective operations of the schools that include clearly defined lines of authority, relationships, and accountability which support the Doral Academy Inc. vision, purpose, beliefs, and goals. Under the guidance of the Governing Board, each individual school takes ownership of its program while maintaining and supporting a collective vision. Each schools principal reports directly to the Governing Board, however they have the authority to adapt curriculum and develop strategies for success, hire qualified staff, and determine scheduling and programming that meet the needs of their communities.

Doral Academy charter schools are fiscally sound and have established significant reserves for operations and programming needs. Several have developed and funded, from such reserves, substantial additional educational programming for their students. The leadership at each Doral Academy creates and maintains a balanced budget that supports the vision, purpose, beliefs, educational programs, and action plans for improvement. Doral Academy, Inc. has consistently operated in a fiscally sound manner and no material findings have been reported in the Financial Audits performed by independent accounting firms.

7. *Is the facility provided by the EMO/CMO? N*
  - If yes, include as Appendix J a detail of the buyout formula for the nonprofit board of directors to purchase the facility if a buyout formula or process exists.
8. *List the fund balance and surpluses for each school managed by the EMO/CMO over the last three years in North Carolina.*
9. *Provide as Appendix K the financial history and statements of the EMO/CMO over the last three years. Specifically, if contracting with an EMO provide confirmation that the EMO is in good financial standing with either financial statements, bank letter, D & B report or credit rating.*

Not applicable as the CMO does not currently manage schools in North Carolina.

**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**

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## **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 principal, hired by the board, will be responsible for all aspects of school operations within the scope of operating policies and procedures and budgetary functions as adopted and approved by the Governing Board. The schools faculty and staff will report directly to the principal, who shall report to the Governing Board. The school's on site administration (principal, an assistant principal and/or lead teacher) will ensure that the operations of the school (resources, courses, policies) are in accordance with the mission and vision of the school as adopted and approved by the Governing Board. The administrative staff, as instructional leaders, will make all school based decisions, establishing and implementing procedures for the day-to-day operations of the School.

## **Staffing Plans, Hiring, and Management**

Include the following information for the proposed charter school:

Doral Academy, Inc. coordinates with the Board or the hiring committee established by the Board to identify, recruit, and select individuals for school-based positions. When an administrative position opens at the school Doral Academy, Inc. recruits, screens, recommends and interviews candidates to submit to The Board for final interview and approval. The Doral Academy: Wake Board makes all hiring decisions in its discretion and in accordance with the law. Doral Academy, Inc. also identifies and proposes highly qualified teachers, teacher assistants, and other staff members and educational professionals.

Doral Academy, Inc. assists schools in seeking personnel who are appropriately certified and highly qualified, bring with them a sense of enthusiasm and commitment as well as a strong belief in and understanding of the charter school concept. Emphasizing the philosophy that all staff members share in the responsibility of advancing the schools mission, Doral Academy, Inc. ensures that faculty members are highly-qualified and match the learning needs of its students. Accordingly, Doral Academy, Inc. assists the schools in:

- \*recruiting teachers through websites,
- \*coordinating efforts to partner with educational institutions to serve as host school for interns (i.e. Teach for America) whenever possible, and
- \*organizing other local efforts to attract in-field experts to serve as teachers in the various disciplines that require higher levels of academic content delivery.

Recruitment efforts also include advertisements in local newspapers and on the websites of the school, educational foundations, and presentations and flyers at local universities, school job fairs, and grass roots marketing efforts.

### *2. Provide a description of the relationship that will exist between the charter school employees and the nonprofit board.*

In keeping with best practices as outlined by Marci Cornell-Feist in "Building Excellent Schools: Charter Schools Trustee Guide," the Doral Academy: Wake Board has "an oversight role with respect to the charter school administrator or principal. The principal, in turn, hires,

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supervises, evaluates and makes compensation decisions within the scales and budget set by the board as provided for by the board approved annual budget. However, the board is the ultimate employer of the staff as it makes personnel policy. The board gives final approval of wage and salary scales, including benefit programs, leave benefits, and

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

Doral Academy: Wake will maintain annual Criminal Background Checks on all current board members and all employees including and not limited to the school Principal, Teachers, and Support Staff. Additionally, Criminal Background Checks will be required for all school volunteers (parents, family members, other) and all contracted personnel including and not limited to Transportation, Exceptional Children's Services, and Food Service.

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

The following represents Doral Academy: Wake's proposed salary range:

School Leadership: \$60,000.00+

Professional Educators (teachers): \$40,000.00(First Year)+

Support Personnel (Administrative Associate, School Nurse, Facility Manager): \$20,000.00 - \$43,000.00+

Instructional/Student Services (EC, Guidance): \$42,000.00+

All full-time employees will be offered the NC State Health Plan and will participate in the NC State Retirement Plan. Additionally, all full-time employees will earn ten (10) days of leave per year as outlined in their Employment Agreement.

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

The Doral Academy: Wake will expect all employees to follow Grievance Procedures outlined in the Employee Policies Manual.

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

Assuming dual responsibilities might include a Teacher's Assistant also serving as a Bus Driver, there are no dual responsibility roles at Doral Academy: Wake.

*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.*

Every effort will be made to recruit and retain highly qualified teachers of Exceptional Children and Program Specialist. Doral Academy: Wake will utilize Teachers-Teachers.com, as funded by the NCDPI, to recruit qualified teachers for Exceptional Children's Services. The qualifications include an earned Bachelors or Master's degree from an accredited institution. Masters Degree in Exceptional Student education is preferred with appropriate North Carolina Teaching Certifications in Special Education. A minimum of three (3)years of combined successful work experience, which includes a minimum of two (2) years teaching experience in special education. The EC Team will develop, implement, coordinate and monitor Special Education curriculum for students assigned to the Special Education program.

*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).*

Overview of Role Expectations:

Doral Academy: Wake - The mission of Doral Academy: Wake is to provide an innovative, challenging curriculum for students in an environment that furthers a philosophy of respect and high expectations for all students, parents, teachers, and staff.

QUALIFICATIONS: Teacher

EDUCATION: Bachelor's degree from an accredited college or university;

Certifications: valid North Carolina certification in the subject/content area.

EXPERIENCE PREFERRED: Experience - Two (2) years of successful classroom experience in the appropriate subject area.

REPORTS TO: Principal

POSITION GOAL: To create and maintain a classroom atmosphere that generates high expectations and enthusiasm for learning by infusing critical thinking skills, application skills, interpersonal skills, and technology into an aligned curriculum and assessment process, resulting in measurable student achievement gains for all students.

SKILLS AND ABILITIES The teacher shall:

Posses knowledge curriculum and sunshine state standards in the appropriate subject area.

\*Be able to adapt, design and implement curriculum to meet the needs of the individual students.

\*Be able to suggest educational and classroom management strategies, materials and techniques to parents and other support personnel working with students.

\*Be able to use observation techniques for identification, ongoing re-evaluation and planning for students.

ESSENTIAL PERFORMANCE RESPONSIBILITIES

The teacher shall:

\*Demonstrate mastery of all state competencies

\*Demonstrate mastery of all twelve of the teacher practices benchmarks for the 21st century at the professional and eventually the accomplished level

Demonstrate knowledge and understanding of the subject matter

\*Foster students achievement gains from baseline assessment levels to be evident in pre/post test comparison results, standardized test scores, and portfolios

\*Assist the administration and staff to develop and implement a schoolwide behavior management system aligned to the Boards policies and procedures.

\*Provide supportive classroom management and academic strategies to teachers, students, and parents.

DEMONSTRATE INITIATIVE

Demonstrate efficiency

\*Demonstrate punctuality

\*Demonstrate consistent attendance

Review current developments, literature and technical sources of information related to job responsibility.

\*Initiate and present innovative ideas for special projects, school functions, field trips, extracurricular activities, and clubs

\*Initiate opportunities for professional development

\*Provide supplemental instruction

PARTICIPATE IN CONTINUED PROFESSIONAL DEVELOPMENT

\*Demonstrate oral and written proficiency

\*Participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignments.

\*Pursue further education and supplemental credentials

UNDERSTAND AND EMPLOY A VARIETY OF EDUCATIONAL TECHNOLOGIES, STRATEGIES, AND TEACHING STYLES

\*Employ differentiated instructional strategies to maximize learning

\*Role model using the state competency checklist

\*Consistently maintain portfolios (dating and ordering each piece)

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#### SERVE AS ROLE MODELS FOR STUDENTS AND FUTURE TEACHERS

- \*Role model using the state competency checklist
- \*Administer student surveys twice yearly
- \*Promote problem-solving skills and character education
- \*Promote and enforce school rules

#### ADVISE PARENTS

- \*Keep parents updated through interim reports, report cards, phone calls, and notes home
- \*Encourage and facilitate parental and community involvement promoting student achievement

Document parent phone calls, conversations, and conferences

- \*Work as partners to create behavior modification plans and create Progress Monitoring Plans (PMP) for students

- \*Maintain flexibility and frequent contact with parents about student progress and school events

#### DEMONSTRATE AWARENESS OF EACH STUDENT'S EDUCATIONAL NEEDS

- \*Continually assess students' development (psychological and academic) through clearly defined rubrics
- \*Establish, maintain, assess, and (if needed) modify individual student individual student progression plans
- \*Identify those students who exhibit exceptional thinking styles and behaviors and implement action plans

### **Staff Evaluation and Professional Development**

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

The Principal will have responsibility for maintaining teacher licensure/professional development. Should the Principal designate a member of school leadership to oversee licensure and/or professional development, the Principal remains responsible.

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.*

Doral Academy, Inc. will provide direct support to Doral Academy: Wake regarding mentoring retaining, and evaluating school personnel in keeping with the school's mission and vision as outlined in the CMO Agreement.

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.*

In setting high expectations for both students and teachers, the school will be committed to maintaining the level of high quality instructors by implementing a comprehensive Professional Development Plan. The school will support the professional development needs of all professional staff by facilitating the attainment of continuing education credits and offering trainings.

Professional development will be offered throughout the school year in a variety of forms. Select teachers will attend local, state and national conferences and serve as leader/trainer to the remainder of the staff upon return to the school. Appropriate and relevant school wide Professional Development will occur on teacher planning days as well as on early release

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dates. All staff will participate in school-initiated and other relevant and necessary workshops for Professional Development, and a member of the administrative team will coordinate, assist and monitor the Professional Development process. Doral Academy, Inc. (CMO) may also prepare staff develop meetings in which the school may elect to participate. In-house workshops and meetings will be held monthly by administrators and may occur as often as biweekly through team leaders, in order to facilitate support, encourage communication, allow for team planning, and troubleshoot concerns and needs.

In addition to school wide Professional Development opportunities, faculty members will each complete an Individual Professional Development Plan (IPDP) as a means to document and identify areas for personal targeted professional growth, including the identification of strategies for obtaining specified goals, its compatibility to ensuring the Professional Development exercise will serve to benefit the student, and a timeframe in which the staff exercise should occur. All IPDPs will be approved by the Principal, or his/her designee, at such time the principal may elect to recommend additional recommended Professional Development.

- 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.*

All staff will participate in school-initiated and other relevant and necessary workshops for professional development. A member of the administrative team will oversee, coordinate, assist and monitor the staff development process. The School will support the needs of all professional staff by facilitating the attainment of continuing education credits, and offering Professional Development throughout the school year in a variety of forms. Teachers will attend relevant local, state and national conferences and serve as trainer to the remainder of the staff upon return to the School. The PD offered to teachers will align with student achievement data, curriculum, instructional personnel needs, School Improvement plans, and annual school reports.

Annually, the School will offer PD to aide in curriculum delivery, specific to the schools mission and vision including:

\*Opening of Schools- Policies Procedures Training: all personnel will participate in policy and procedures training (conducted by Principal and Lead Staff);

\*School Mission and Vision Training: all personnel will participate to learn the schools philosophy (Rigor, Relevance and Relationships) and guiding principles (conducted by: Principal Lead Staff);

\*Data-Driven Decision Making: interactive workshop will teach faculty how to use Specific Performance Indicators to identify student needs and target instruction. Faculty will be trained on types of educational research, corresponding sources of data, and collection instruments to be used for continuous student/school improvement. Teachers will be trained on how to use quantitative and qualitative data to plan and improve classroom instruction (conducted by Principal and Lead Staff).

Doral Academy: Wake will offer courses such as Reading, Gifted, and ESL endorsement courses, annually, during the summer and/or winter recess, at no cost to teachers, by qualified instructors. Annual professional workshops

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and conferences, to name a few, will also be made available and/or required, as applicable, for teachers to attend and enhance their teaching skills. Monthly in-house workshops will be held by administrators to address student achievement data by content area, and anecdotal information from in the core curriculum areas. Depending on the need, Doral Academy: Wake may elect to contract for delivery of a targeted PD to share best practices in areas that need to be remedied. Additionally, at least monthly, and as often as biweekly, team leaders will facilitate support and encourage communication during Department Meetings- which will work as Professional Learning Communities wherein team planning and troubleshooting will occur. All Staff will be offered, at minimum, the following school-site Professional Development:

- \*Curriculum Implementation by Subject/Specialty;
- \*Differentiated Instruction;
- \*Data-Driven Decision-Making;
- \*Technology for the Next Generation;
- \*Safety and Security; and
- \*Individual Professional Development Plan.

As a Doral Academy, Inc. member school, the school will also benefit from the networks in-house trainings for best practices:

- \*The Comprehensive Research-Based Reading Plan (includes training on Development of Classroom Libraries; Vocabulary Strategies/Word Walls; 6 Areas of Reading Instruction; Quality Writing Strategies (conducted by Reading Coach);
- \*Effective Teaching Strategies for ESE Students (conducted by ESE Teachers);

- \*Effective Strategies for English Language Learners (conducted by ESL Coordinator);

- \*Differentiated Instruction Strategies (conducted by Principal and/or designee); and

- \*Curriculum Pacing and Alignment (conducted by Administrative Staff and department heads) are four separate PDs that will be offered to all faculty members to provide effective strategies and interventions across the curriculum to address learners needs.

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.*

Doral Academy: Wake will include professional growth opportunities with a minimum of seventy (70) professional development hours per year. Educators will participate in on-site PD, state and regional network PD (Doral Academy, Inc.), national conferences, and Summer Institutes specifically aligned with the Doral Academy, Inc. model. The Summer Institutes may offer opportunities for site visits at other Doral schools in other states. Additionally, the school schedule will accommodate opportunities for Professional Development before, after, and during the school day.

**Enrollment and Marketing:**

- Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions GS 115C.218.45(a-i) carefully.

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## **Marketing Plan**

*Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflects the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).*

The school plans to prepare promotional materials and announcements in multiple languages (primarily English/Spanish) to local community organizations to make sure that "harder-to-reach" families (e.g. singleparent families, low socio-economic households, etc.) are aware of the choice program and their eligibility to apply for enrollment. The school will openly market enrollment to the entire LEA (Wake County). In particular, given the schools focus, an emphasis will be placed on recruiting students who may be at-risk for dropping out.

Doral will use, at a minimum, the following techniques to inform the community about the charter school:

Newspaper articles/ads; Media presentations; Promotional brochures; Presentations to community groups and faith-based organizations; Word-of-mouth; Parent meetings; and Open Houses.

The school will prepare a press release for dissemination to the major print media in the county so that the general public can be made aware of the enrollment period and location. Every attempt will be made to make certain that the population of the school accurately reflects a cross section of the social, ethnic, and income ratios of the population of Wake County and surrounding counties.

The school will be nonsectarian in its programs, admission policies, employment practices and operations. Students will be enrolled without regard to ethnicity, national origin, gender, or achievement level. Accordingly, the schools marketing and recruitment plan will be designed to reach the entire community and, accordingly, all racial/ethnic groups within it.

The school expects to achieve diversity reflective of the community it will serve. By publicizing the availability of the School throughout the district, the racial/ethnic balance of the school should be equivalent to that of public schools currently serving the community.

## **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.*

Parental and community involvement at Doral is a fundamental and required part of the philosophy and operation of the school. The goal is to encourage parents to be active participants in their child's education, give the community ownership of a high quality educational program, and teach children to be civic-minded and socially responsible. Parents and community members will have extensive opportunities for involvement in aspects of



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school operations. Through the parent/teacher group, Educational Excellence Advisory Council (EESAC), and other such committees, parent and community representation and decision making in the educational processes of the school is possible. Similarly, the administration will also require the faculty and staff of the school to uphold a strong belief in and understanding of the charter school concept through the inclusion of parents in the educational process. Through open lines of communications, faculty and staff will also encourage parental involvement through the following endeavors:

Parental Service Contracts parents agree to volunteer with their child's teacher and/or be involved in other ways in school activities.

Educational Excellence School Advisory Council (EESAC)- This group will consist of school personnel, parents, students, local business, and community members. Members will be able to offer suggestions pertinent to school matters on a regular basis and assist in maintaining and carrying out the vision of the school.

Quarterly Parent/Teacher Conferences hosted in the evenings at the School where parents can discuss topics that affect their children's educational progress.

Open Houses, Career Fairs, Family Day - events held to recruit new students, maintain communication and involvement between the school and the surrounding community.

School Website, Newsletters, and Event Calendar updated regularly to disseminate information and maintain open lines of communication in the community.

PTSA Parent Teacher Student Association coordinates extra-curricular events involving the community. Community Service Projects students, faculty and parents will participate in activities to help, give back to, and connect with, the community.

Parent Workshops on education-related topics, such as decision-making regarding school performance and student assessment needs will be offered. Parent/Teacher Conferences with the online Gradebook, will also encourage parents to be fully involved in the schools operations and will promote parental partnerships in the educational process. Volunteer opportunities to complete parent participation hours (communicated through newsletters, the school website, email and calls home) will be plentiful and yearlong. Some of these will include activities such as chaperoning field trips, assisting with class and community service projects, helping in the library, participating in Career Week and Family Day, and assisting with the School Store.

## **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.*

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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.*

Doral Academy: Wake, as a North Carolina charter school, is a tuition free public school open to any child residing in the state of North Carolina. Doral Academy: Wake does not limit admission on the basis of intellectual ability, measures of achievement or aptitude, disability, race, creed, gender, national origin, religion, or ancestry. It is the intention of the school to reflect the community it serves and is open to any student residing in North Carolina. Enrollment preference is given to siblings of currently enrolled students and children of Doral Academy: Wake full-time employees.

#### Open Enrollment and Lottery Process

The Open Enrollment Period will begin at 8am on the first Monday in November of each school calendar year and end at 8pm on the first Monday in February of each school calendar year. All applications received during the "Open Enrollment" period will be eligible for the lottery, if necessary. If the number of applications does not exceed the number of spaces available, all applicants will be accepted to the school. At that time, the school will continue to receive applications on first come-first served basis.

In the event that the number of applications exceeds the number of available spaces for any grade level, a Lottery will be held to determine who is offered a seat and establish the Wait List for each grade. The Lottery will be an open public meeting on the first Saturday in March immediately following the end of the "Open Enrollment" Period.

At the time of the Lottery, school officials will enter one surname for all of the children/siblings applying to the school. When a surname is drawn, all children with the surname are admitted simultaneously, space available. According to charter school General Statute, a sibling is defined as half-siblings, step-siblings, and children residing in a foster home. In the case of multiple births, one surname will be placed in the lottery. If the multiple birth siblings are in different grades, the parents will select the grade to place the surname. If the multiple birth surname is drawn, all multiple birth siblings will be admitted simultaneously, regardless of grade placement, space available.

Lottery results will be posted, utilizing an assigned numeric system for each surname, on the schools website. An official offer will be extended to the applicants selected in the lottery process via letter, email, or phone call. They will have one week (7 days), starting from their offer date, to either accept or decline the extended offer. Applicants who are not selected in the Lottery are automatically placed on the Wait List. All surnames are called during the Lottery. Wait List numbers are assigned to those surnames not selected during the Lottery due to space availability. As seats become available, applicants on the Wait List will receive offers from the school. Families will be contacted via phone, email, and/or letter.

#### **Weighted Lottery**

*Does your school plan to use a weighted lottery?*

Yes:

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No: x

*The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:*

- 1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.*
- 2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones.*
- 3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically and legally sound practices, protocol and research.*

*If the applicant is requesting to use a weighted, or otherwise limited, lottery, please provide the following:*

- 1. A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery.*
- 2. A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.*
- 3. The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.*

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**PROJECTED ENROLLMENT**

**2018-19 through 2022-2023**

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Wake County 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.

	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	LEA 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000
Kindergarten	100	0	0	100	0	0	120	0	0	100	0	0	110	0	0
Grade 01	100	0	0	100	0	0	120	0	0	120	0	0	100	0	0
Grade 02	80	0	0	100	0	0	120	0	0	120	0	0	120	0	0
Grade 03	80	0	0	100	0	0	120	0	0	120	0	0	120	0	0
Grade 04	60	0	0	100	0	0	120	0	0	120	0	0	120	0	0
Grade 05	60	0	0	100	0	0	100	0	0	120	0	0	120	0	0
Grade 06	60	0	0	100	0	0	107	0	0	120	0	0	127	0	0
Grade 07	60	0	0	68	0	0	100	0	0	107	0	0	120	0	0
Grade 08	0	0	0	60	0	0	88	0	0	100	0	0	107	0	0
	600			828			995			1027			1044		

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<b>Section IV: Governance and Capacity Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
N/A	Greg Schermbeck	Tax-Exempt S
N/A	Nicole Charles	Tax-Exempt S
The 501 (c)(3) has not yet been submitted.	Shaunda Cooper	Tax-Exempt S
What is the role of Doral Inc. FL in managing the NC school? What is the role of Academica? Who is responsible for governance oversight given the many organizations involved?  Is there a parent component for oversight and accountability? Will the geographical location of all board members be publically disclosed to parents?  Will the treasurer's background check be available prior to opening of the school?	Nicole Charles	Governance a
he organizational chart does not include parents. Who will govern parents within your organization?	Shaunda Cooper	Governance a
Note: Board chair and 2 other board members are out-of-state.	Sherry Reeves	Governance a
3 of 6 board members are out of state, including the board chair.	Alex Quigley	Governance a
A background check is missing for a proposed school board member. It also appears a proposed school board member resides in FL. The logistics of this relationship should be fully explored. An organizational chart is included but does not provide specifics. The relationship and expectations of the proposed CMO should be fully explained.	Greg Schermbeck	Governance a
Applicant needs to clarify: What are the team limits for members of the board?  Applicant needs to clarify: How will the CMO and the school leader work together? What is the relationship between both? The Organization chart does not provide enough information to determine this.	Kristen Parker	Governance a
The applicant does not provide a full rationale to partner with the proposed CMO Appendix K is not attached. Appendix I is not executed.	Greg Schermbeck	Proposed Man
Doral Academy, Inc. a Florida not-for-profit corporation, is the legal entity that will operate the school in accordance with the Corporations Articles of Incorporation and Bylaws. The Doral Academy of North Carolina governing board of directors (the "Governing Board") will have the responsibility for the activities and affairs of the school, incl The Governing Board is committed to the management of the school and for providing continuing oversight of school operations. [Explain this statement. Doral Academy of North Carolina, Inc. is the entity seeking the charter, correct? Why do the bylaws state that this corporation will have 1 member, The Doral Academy, Inc. a FL not-for-profit corporation.]	Sherry Reeves	Proposed Man
Is this a CMO or EMO? There are three blank sheets for the Financial History?	Alex Quigley	Proposed Man
Appendix K is not included. How can the applicant make clear the relationship to and benefit of Doral and Academica as shared governance members? Is there data to support the selections? What are the financial benefits and how can they be certified without Appendix K?  Without Appendix I executed, how can the investment in North Carolina (rather than mere expansion of Doral) be gauged?  How will duties be delineated and how can families and community members understand the distinction?	Nicole Charles	Proposed Man
Applicant needs to clarify: Does the chosen CMO have a track record of success for the targeted student population of the school in Wake?  Applicant needs to clarify: How will working with the CMO directly impact student learning?	Kristen Parker	Proposed Man
The applicant does not provide specific details to retain or recruit high-performing teachers.	Greg Schermbeck	Staffing Pla

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The applicant should provide much greater detail regarding the hiring and dismissal policy of staff members and the relationship between the nonprofit board and the CMO.		
Is the CMO on the hiring committee of the board?  Who else is considered "staff"? There is no list of positions included.  Where is the detailed recruitment plan for teachers? A plan should be detailed given the importance of teacher participation outlined in the curriculum.  Although the applicants outlines the relationship between staff and the board, what is the relationship between the CMO and the staff, and the CMO and the board in terms of hiring, terminating, and evaluating?	Nicole Charles	Staffing Pla
What are some more detailed specifics this organization seeks to use in the recruitment process?  Beyond the Criminal Background check, what is the proposal of hiring/dismissal of employees?	Douglas Price	Staffing Pla
Applicant needs to clarify: What additional positions are anticipated? The only direct personnel listed is the Principal.  Applicant needs to clarify: What will be done to retain high high quality teachers?  Applicant needs to clarify: What are the specific policies outlined in the Employee Policies Manual?	Kristen Parker	Staffing Pla
Is there a detailed plan for professional development? The narrative does not share a plan that will effectively support student achievement. The financial sustainability cannot be evaluated with such a plan.	Nicole Charles	Staff Evalua
Where are the details and evidence for the ongoing PD in cooperation with the school's mission and instructional methods?  What evaluation and mentorship will be offered?	Douglas Price	Staff Evalua
A detailed plan for staff evaluation and development is not included.	Greg Schermbeck	Staff Evalua
Applicant needs to clarify: What is the detailed plan for how the school will mentor, retain and evaluate staff?  Applicant needs to clarify: How does the PD support the school's mission? Generic PD is outlined but not anything that is specific to the mission of the school.	Kristen Parker	Staff Evalua
Why are students at risk for dropping out part of the marketing strategy but not included in the mission especially for a K-8 school?  Does this marketing plan go far enough to recruit the large number of proposed students?	Nicole Charles	Marketing Pl
How could Doral Academy be more innovative in their marketing, especially to low-socioeconomic environments?	Douglas Price	Marketing Pl
The proposed marketing plan is minimal and does not provide great detail or insight.	Greg Schermbeck	Marketing Pl
How can families be supported to ensure required service contracts can be upheld especially considering the needs of the target population?	Nicole Charles	Parent and C
We know nothing about this EMO/CMO and it's not clear of their effectiveness. 3 board members out of state, including the board chair.	Alex Quigley	Projected St
Is there data to support the ability to recruit and serve such a large number of students? Is the applicant familiar enough with NC and its laws and charters to open a school with 600 students successfully?	Nicole Charles	Projected St
Projected enrollment numbers are incredibly high and may be difficult to hit. Close attention should be paid to this aspect.	Greg Schermbeck	Projected St
What is the rationale for projected enrollments per grade? Numbers fluctuate??? Are these projections reasonable?	Sherry Reeves	Projected St
Applicant needs to provide further information about why they have decided to start the school with 600 students. Is there enough interest to do this?	Kristen Parker	Projected St
Is 600 a reasonable and attainable number during the first year of being open?	Douglas Price	Projected St
Does interest data show that an initial enrollment of 600 students is probable?	Shaunda Cooper	Projected St

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The school has opted out of the weighted lottery process.	Shaunda Cooper	Weighted Lot
N/A	Greg Schermbeck	Weighted Lot
n/a	Nicole Charles	Weighted Lot
How is the lottery unique to this school? What is the underlying research to accompany the procedures that have been outlined?	Douglas Price	Weighted Lot

<b>Reviewer</b>	<b>Score</b>
Shaunda Cooper	Pass
Kristen Parker	Fail
Robert McQuat	
Douglas Price	Pass
Nicole Charles	Fail
Robin Kendall	
Tammi Sutton	
Anthony Helton	Pass
Phyllis Gibbs	
Greg Schermbeck	Fail
Alex Quigley	Fail
Glenn Allen	
Steven Walker	Pass
Sherry Reeves	Fail
Deanna Townsend-Smith	

## 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.*

The schools plan for transportation, including any plans for contracting services, will be pursuant to North Carolina law and policy as outlined at <http://www.ncpublicschools.org/fbs/transportation/>. Therefore, the school transportation plan will abide by applicable state and federal rules and regulations. Accordingly, the school will ensure that transportation is not a barrier to equal access within a reasonable distance of the school. The schools plan for providing reasonable and equitable transportation opportunities for all students is as follows:

**Ensuring Equal Access:** The school will ensure that transportation is not a barrier to equal access within a reasonable distance of the school. In the case transportation is needed and if the parent advises the school that there is a hardship, and he/she is unable to provide the transportation, the school will provide transportation within a defined reasonable distance. In such cases, the school shall be responsible for transporting all students in a non-discriminatory manner to and from the school. In these situations, the school may provide transportation by contracting with an independent private transportation provider.

**Transportation for ESE Students:** The school may contract with an approved private transportation carrier to provide specialized transportation for students with disabilities based on their particular student needs and that which may be specified in a students IEP. In such case, the school will provide the name and information of the approved private transportation firm to the families and the school community.

**Private Providers:** - Any private providers contracted by the school will be such providers who have been approved and will comply with all applicable requirements and rules pertaining to the safety of transported students. The school will provide the families and the school community with the names and contact information of any and all contracted private providers to ensure the safe transporting of students.

**Transportation Plan for Eligible Students:** It is the intent of Doral Academy; Wake to provide transportation as previously described in this section and required by law. The proposed budget for the school includes a line item to provide such transportation. In addition, once Doral Academy: Wake has established enrollment for the opening of the school year it will map the residence of each student. The purpose of this map will be to establish pick-up and drop-off points for students in the event that transportation is needed. By clustering the pick-up and drop-off areas as is done in districts across the state Doral Academy: Wake will be able to provide the transportation in a cost effective manner serving a large number of students.



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**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.*

An organized meal service that meets local health, state and federal regulations will be offered at the school site. Nutritious meals will be provided in accordance with the USDA Dietary Guidelines of meal component and portion size requirements. All meals will be distributed to students using a point of sale accountability procedure. Doral Academy, Inc. is an approved Sponsor of the National School Lunch Program and therefore the school will participate in the free/reduced price meal program. The school will sponsor the National School Lunch and Breakfast Programs, as required, and will provide free and reduced priced meals for eligible children (children from households with gross incomes within the free limits on the Federal Income Guidelines) may be eligible for either free or reduced priced meals. Schools have a Standard Sample Size Verification Plan that is implemented between October to February (completed by 11/15) of each school year. At this time the confirmations of eligibility for free and reduced price meal benefits under the National School Lunch Program are completed. Verification includes income documentation or confirmation that the child is included in a currently certified Temporary Assistance to Needy Families (TANF) assistance unit, SNAP, or Food Distribution Program on Indian Reservation (FDPIR). Verification efforts are not required for students who have been directly certified, homeless certified, and migrant certified or designated as a runaway youth. Directly certified students, migrant children, homeless and runaway youth are granted automatic eligibility for free meal benefits. The school will process all necessary lunch applications; adhere to program operation and record keeping requirements; and use of the Child Nutrition Program (CNP) system. The school may contract with an independent provider to prepare and serve meals. If an independent contractor is required, the vendor will adhere to all applicable health and safety standards.

**Civil Liability and Insurance (GS 115C-218.20):**

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	\$2,495.00
Officers and Directors/Errors and Omissions	\$1,000,000	\$4,889.00
Property Insurance	\$1,500,000	\$450.00

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Motor Vehicle Liability		\$1,000,000	\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$500,000	\$332.00
Other		\$1,500,000	\$18,785.00
Total Cost			\$27,132.00

\*The applicant must provide a quote from an insurance provider as part of this application (as Appendix L) 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 § 115C218.75.

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.

kadmeck 09/19/2016

(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.*

*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.*

The Doral Academy of North Carolina, Inc. Board has entered into a Memorandum of Understanding with Advantaged Capital Development, Co., LLC to identify and construct a facility in the targeted Holly Springs Township. Advantaged Capital Development has identified and presented three sites that will provide adequate acreage and reasonable topography to support the development of the schools facility. Each property is currently zoned appropriately for development as a charter school with a simple Special Use Permit from the City of Holly Springs.

Property #1 11+/- acres located in a high growth area adjacent to a new 200-unit subdivision and within .25 miles from planned unit development with over 1,000 single family units.

Property #2 15+/- acres in the line of growth with over 800 homes in planning department to be developed over the next 4 to 5 years. Property is adjoining a mixed use with full retail and office development.

Property #3 is part and parcel of a combined 45 acres, mixed use development. School will be allocated up to 15 acres to allow future growth of enrollment. Property is adjoining three parcels that will include over

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800 single-family units over the next 4 to 5 years.

All properties are in the long-range path of growth and in line with the growth projections and municipal plan presented by the Town of Holly Springs. Growth patterns are focused in these three areas over the next 10 to 15 years.

*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.*

Facility costs are expected to be within market rate. The cost of construction is not expected to be higher than \$150 per square foot. The sq. ft. cost is in line with charter schools built in North Carolina within the last two years.

**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.*

Advantaged Capital Development has identified three sites in Holly Springs, NC. If these sites are not acceptable either to the school or the municipal approval departments within Holly Springs, there are alternative, existing buildings within a 5-mile radius of the initial sites that will provide more than adequate space and location for the short-term and/or long-term success of the school.

<b>Section V: Operations Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
What is considered a "reasonable distance" per the second paragraph?	Douglas Price	Transportati
Given the large number of proposed students and the target population, is the plan and the budget enough to ensure all students have access to Doral?	Nicole Charles	Transportati
What kind of transportation provider can accommodate 1,044 students?		
Applicant needs to clarify: The narrative does not detail what specifics of the transportation plan. It states, that it may contract with private transportation. Will students be provided transportation or will the primary mode of transportation be parent pick up and drop off?	Kristen Parker	Transportati
In no way does this plan meet requirements for a 600 student school. There is 20K in transportation budget.	Alex Quigley	Transportati
The applicant does not provide a clear plan or related budget projections to ensure that all students have access to transportation.	Greg Schermbeck	Transportati
What is the defined reasonable distance from the school?	Sherry Reeves	Transportati
How was Holly Springs selected? What data was used to evaluate whether the location would meet enrollment projections and the targeted population proposed?	Nicole Charles	Facility and
Are there lease options within the contingency plan?		
The financial viability of the plan is not clear. What is the relationship with Advantaged Capital Development? Will the CMO participate in the facilities financing?		
Can the applicant be more specific about the contingency locations and spaces? Is it a warehouse, trailer use, etc.? What is the Sq. Ft. of the contingent locations.	Douglas Price	Facility and
How does the location of Holly Springs match the "targeted population"? Since there		

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has been some confusion on the targeted population and specifics in this area, this will need to be fleshed out more.		
Transportation plan does not meet criteria.	Alex Quigley	Facility and
The applicant should provide explicit reasoning for partnering with Advantaged Capital Development. It should also be explored if a conflict of interest exists regarding this organization providing the proposed facility and writing the actual charter application. The applicant should also provide additional information and specifics regarding each facility option. It is not clear if there is an academic need for a charter school in Holly Springs, NC. This information and related data should be provided.	Greg Schermbeck	Facility and
Applicant needs to clarify: Why is Holly Springs, NC identified as the targeted area?	Kristen Parker	Facility and
Applicant needs to clarify: The cost of construction is not expected to be higher than \$150 per square foot- when will this be decided? What is the timeline?		
What is the anticipated square footage of the facility? Will Doral Academy build a facility prior to the opening of the school?	Sherry Reeves	Facility and

Reviewer	Score
Robert McOuat	
Robin Kendall	
Steven Walker	Pass
Greg Schermbeck	Fail
Tammi Sutton	
Sherry Reeves	Pass
Deanna Townsend-Smith	
Anthony Helton	Pass
Alex Quigley	Fail
Nicole Charles	Fail
Phyllis Gibbs	
Glenn Allen	
Kristen Parker	Pass
Douglas Price	Pass
Shaunda Cooper	Pass

## 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 2018-19**

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

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

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

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

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

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

**REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS**

LEA #1920 - Wake County Schools

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	\$4,873.23	600	\$2,923,938.00
Local Funds	\$2,340.00	600	\$1,404,000.00
Federal EC Funds	\$3,579.70	60	\$214,782.00
<b>Totals</b>			\$4,542,720.00

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**Total Budget: Revenue Projections 2018-19 through 2022-2023**

<b>INCOME: REVENUE PROJECTIONS</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>-State ADM Funds</b>	\$2,923,938	\$4,035,034	\$4,848,864	\$5,004,807	\$5,087,652
<b>-Local Per Pupil Funds</b>	\$1,404,000	\$1,937,520	\$2,328,300	\$2,403,180	\$2,442,960
<b>-Exceptional Children Federal Funds</b>	\$214,782	\$293,535	\$347,230	\$365,129	\$372,289
<b>-Other Funds*</b>	\$75,000	\$0	\$0	\$0	\$0
<b>-Working Capital*</b>	\$0	\$0	\$0	\$0	\$0
<b>Z - TOTAL REVENUE</b>	\$4,617,720	\$6,266,089	\$7,524,394	\$7,773,116	\$7,902,901

**\*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 J.**

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**Personnel Budget: Expenditure Projections 2018-19 through 2022-2023**

*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	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	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:															
Principal	1	\$75,000	\$75,000	1	\$76,500	\$76,500	1	\$78,030	\$78,030	1	\$79,591	\$79,591	1	\$81,183	\$81,183
Assistant Principal	1	\$60,000	\$60,000	1	\$61,200	\$61,200	2	\$62,424	\$124,848	2	\$63,672	\$127,344	2	\$64,945	\$129,890
Admin. Associate	1	\$32,000	\$32,000	2	\$32,640	\$65,280	2	\$33,292	\$66,584	2	\$33,959	\$67,918	2	\$34,639	\$69,278
Nurse	1	\$43,000	\$43,000	1	\$43,860	\$43,860	2	\$44,737	\$89,474	2	\$45,632	\$91,264	2	\$46,545	\$93,090
Facility/Custodian	1	\$28,000	\$28,000	2	\$28,560	\$57,120	2	\$29,131	\$58,262	2	\$29,714	\$59,428	2	\$30,309	\$60,618
Transportation Staff	3	\$25,000	\$75,000	5	\$25,500	\$127,500	5	\$26,010	\$130,050	5	\$26,530	\$132,650	5	\$27,061	\$135,305
Food Service Staff	2	\$18,000	\$36,000	4	\$18,360	\$73,440	4	\$18,727	\$74,908	4	\$19,102	\$76,408	4	\$19,484	\$77,936
A - Total Admin and Support:	10		\$349,000	16		\$504,900	18		\$622,156	18		\$634,603	18		\$647,300
Instructional Personnel:															
Core Content Teacher(s)	28	\$43,000	\$1,204,000	37	\$43,860	\$1,622,820	43	\$44,737	\$1,923,691	45	\$45,632	\$2,053,440	45	\$46,545	\$2,094,525
Electives/Specialty Teacher(s)	4	\$43,000	\$172,000	6	\$43,860	\$263,160	6	\$44,737	\$268,422	7	\$45,632	\$319,424	7	\$46,545	\$325,815
Exceptional Children Teacher(s)	3	\$45,000	\$135,000	5	\$43,860	\$219,300	6	\$44,737	\$268,422	6	\$45,632	\$273,792	6	\$46,545	\$279,270
Instructional Support	1	\$35,000	\$35,000	2	\$35,700	\$71,400	3	\$36,414	\$109,242	3	\$37,142	\$111,426	3	\$37,885	\$113,655
Teacher Assistants	2	\$20,000	\$40,000	3	\$20,400	\$61,200	5	\$20,808	\$104,040	5	\$21,224	\$106,120	5	\$21,648	\$108,240
B - Total Instructional	38		\$1,586,000	53		\$2,237,880	63		\$2,673,817	66		\$2,864,202	66		\$2,921,505

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Personnel:															
A+B = C - Total Admin, Support and Instructional Personnel:	48		\$1,935,000	69		\$2,742,780	81		\$3,295,973	84		\$3,498,805	84	\$3,568,805	
Administrative & Support Benefits															
North Carolina Health Insurance	8	\$5,754	\$46,032	16	\$5,869	\$93,904	18	\$5,986	\$107,748	18	\$6,108	\$109,944	18	\$6,230	\$112,140
State Retirement Plan	8	\$6,471	\$51,768	16	\$5,219	\$83,504	18	\$6,393	\$115,074	18	\$6,369	\$114,642	18	\$5,738	\$103,284
Social Security	10	\$2,163	\$21,630	16	\$1,956	\$31,296	18	\$2,106	\$37,908	18	\$2,109	\$37,962	18	\$2,150	\$38,700
Medicare	10	\$506	\$5,060	16	\$458	\$7,328	18	\$493	\$8,874	18	\$493	\$8,874	18	\$503	\$9,054
Disability	10	\$419	\$4,190	16	\$379	\$6,064	18	\$408	\$7,344	18	\$408	\$7,344	18	\$416	\$7,488
D - Total Admin and Support Benefits:	46		\$128,680	80		\$222,096	90		\$276,948	90		\$278,766	90	\$270,666	
Instructional Personnel Benefits:															
North Carolina Health Insurance	38	\$5,754	\$218,652	53	\$5,869	\$311,057	63	\$5,986	\$377,118	66	\$6,108	\$403,128	66	\$6,230	\$411,180
State Retirement Plan	38	\$6,886	\$261,668	53	\$6,983	\$370,099	63	\$7,026	\$442,638	66	\$7,178	\$473,748	66	\$7,321	\$483,186
Social Security	38	\$2,581	\$98,078	53	\$2,616	\$138,648	63	\$2,634	\$165,942	66	\$2,691	\$177,606	66	\$2,744	\$181,104
Medicare	38	\$604	\$22,952	53	\$611	\$32,383	63	\$616	\$38,808	66	\$629	\$41,514	66	\$642	\$42,372
Disability	38	\$500	\$19,000	53	\$506	\$26,818	63	\$510	\$32,130	66	\$521	\$34,386	66	\$531	\$35,046
E - Total Instructional Personnel Benefits:	190		\$620,350	265		\$879,005	315		\$1,056,636	330		\$1,130,382	330	\$1,152,888	
D+E = F - Total Personnel Benefits	236		\$749,030	345		\$1,101,101	405		\$1,333,584	420		\$1,409,148	420	\$1,423,554	
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	56		\$477,680	96		\$726,996	108		\$899,104	108		\$913,369	108	\$917,966	
B+E = H - Total Instructional Personnel (Salary & Benefits)	228		\$2,206,350	318		\$3,116,885	378		\$3,730,453	396		\$3,994,584	396	\$4,074,393	
G+H = J - TOTAL PERSONNEL	284		\$2,684,030	414		\$3,843,881	486		\$4,629,557	504		\$4,907,953	504	\$4,992,359	



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**Operations Budget: Expenditure Projections**  
**2018-19 through 2022-2023**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>		<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
	Administrative & Support:					
Professional Contract	Audit Services	\$12,000	\$15,000	\$17,000	\$18,000	\$18,000
	Financial Services	\$0	\$0	\$0	\$0	\$0
	Powerschool Services	\$0	\$0	\$0	\$0	\$0
	Legal Services	\$15,000	\$25,000	\$27,000	\$30,000	\$30,000
	Technology Support Services	\$35,000	\$35,700	\$36,414	\$37,142	\$37,885
	Human Resources	\$5,000	\$5,100	\$5,202	\$5,306	\$5,412
Office:	Office Supplies	\$12,000	\$12,240	\$12,485	\$12,735	\$12,990
	Technology Supplies	\$18,000	\$18,360	\$18,727	\$19,102	\$19,484
	Postage	\$10,000	\$10,200	\$10,404	\$10,612	\$10,524
	Memberships	\$18,000	\$18,360	\$18,727	\$19,102	\$19,404
	Reproduction Costs/Copiers/Paper	\$25,000	\$25,500	\$26,010	\$26,530	\$27,061
	Office Equipment	\$7,000	\$7,140	\$7,283	\$7,429	\$7,578
	Software	\$3,500	\$3,750	\$4,000	\$4,250	\$4,500
Facilities	Facility Lease	\$640,000	\$929,016	\$1,138,280	\$1,198,509	\$1,242,360
	Building Repairs/Maintenance	\$10,000	\$10,200	\$10,404	\$10,612	\$10,824
	Building Supplies/Materials	\$10,000	\$10,200	\$10,404	\$10,612	\$10,824
	Custodial Supplies/Materials	\$35,000	\$35,700	\$36,414	\$37,412	\$37,885
	Insurance (pg19)	\$27,132	\$37,260	\$44,775	\$46,215	\$46,980
	Security Monitoring	\$2,500	\$2,550	\$2,601	\$2,653	\$2,706
	Exterior Maintenance	\$5,000	\$5,100	\$5,202	\$5,306	\$5,412
Management Company	Contract Fees	\$390,000	\$538,200	\$646,750	\$664,350	\$678,600
Utilities	Electricity	\$42,000	\$44,100	\$46,305	\$48,620	\$51,051
	Natural Gas	\$25,000	\$25,500	\$26,010	\$26,530	\$27,061
	Water And Sewer	\$8,000	\$8,160	\$8,323	\$8,489	\$8,659
	Waste Management	\$6,500	\$6,630	\$6,763	\$6,898	\$7,036
	Communication/Telephone	\$12,000	\$12,240	\$12,485	\$12,735	\$12,990
Transportation	Vehicle Rental/Lease	\$10,000	\$13,800	\$16,250	\$17,000	\$17,400
	Vehicle Repairs/Services	\$7,000	\$7,140	\$7,283	\$7,429	\$7,578
	Vehicle Supplies	\$3,000	\$3,060	\$3,121	\$3,183	\$3,247
	Vehicle Gas/Diesel Fuel	\$21,000	\$22,050	\$26,010	\$23,153	\$24,311
	Contracted Transportation Services	\$20,000	\$25,500	\$26,010	\$26,530	\$27,061

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	Travel	\$10,000	\$10,200	\$10,404	\$10,612	\$10,824
Other	Board Expenses	\$3,000	\$3,060	\$3,121	\$3,183	\$3,247
	Food/Child Nutrition	\$25,000	\$34,500	\$40,625	\$42,000	\$42,000
	Marketing	\$15,000	\$10,000	\$7,000	\$7,000	\$7,000
	K - TOTAL Administrative & Support Operations	\$1,487,632	\$1,970,516	\$2,317,792	\$2,409,239	\$2,477,894
	Instructional:					
Books And Supplies	Textbooks	\$40,000	\$50,000	\$55,000	\$55,000	\$55,000
	Library/Media Books	\$25,000	\$30,000	\$40,000	\$50,000	\$50,000
	Instructional Supplies	\$45,000	\$62,100	\$73,000	\$76,000	\$76,000
	Excep. Child. Instructional Supplies	\$15,000	\$21,818	\$26,455	\$28,473	\$28,473
Classroom Technology	Instructional Hardware/Computers	\$80,000	\$51,300	\$37,575	\$10,000	\$7,000
	Software	\$10,000	\$10,200	\$10,404	\$10,612	\$10,824
Professional Contract	Professional Development Expenses	\$10,000	\$10,200	\$10,404	\$10,612	\$10,824
	Speech Services	\$12,000	\$18,000	\$22,000	\$25,000	\$25,000
	Psychological Services	\$10,000	\$15,000	\$18,000	\$20,000	\$20,000
	Excep. Child. Services	\$15,000	\$20,000	\$22,000	\$25,000	\$25,000
Other	Instructional Equipment/Furnishings	\$85,000	\$50,000	\$25,000	\$25,000	\$25,000
	L - TOTAL Instructional Operations	\$347,000	\$338,618	\$339,838	\$335,697	\$333,121
	K+L = M - TOTAL OPERATIONS	\$1,834,632	\$2,309,134	\$2,657,630	\$2,744,936	\$2,811,015

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**Overall Budget:**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
J - TOTAL PERSONNEL	\$2,684,030	\$3,843,881	\$4,629,557	\$4,907,953	\$4,992,359
M - TOTAL OPERATIONS	\$1,834,632	\$2,309,134	\$2,657,630	\$2,744,936	\$2,811,015
J+ M =N TOTAL EXPENDITURES	\$4,518,662	\$6,153,015	\$7,287,187	\$7,652,889	\$7,803,374
Z - TOTAL REVENUE	\$4,617,720	\$6,266,089	\$7,524,394	\$7,773,116	\$7,902,901
Z - N = SURPLUS / (DEFICIT)	\$99,058	\$113,074	\$237,207	\$120,227	\$99,527

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

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

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

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

*Provide the break-even point of student enrollment.*

The student enrollment plan is based on the Doral Academy, Inc. model for successful, high-performing K-8 charter schools. Additionally, strong consideration was given to the extensive Wait Lists of charter schools located in Wake County and surrounding counties, the Wake County School System Magnet Schools Wait Lists; the increasing demand for public schools of choice by families in and in close proximity to Wake county; Doral and the continued population growth throughout Wake County.

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

Doral Academy: Wake will adjust the expenses, including and not limited to personnel an operations, if the anticipated revenues are lower than expected due to lower enrollment, changes in the North Carolina State Budget/Funding, and/or other reasons beyond the control of the school. The school's CMO, Doral Academy, Inc., has significant experience assisting charter schools in all phases of development, including managing the school's revenues and financial needs in the 'start-up" phase and long-term. Doral Academy: Wake will collaborate with Doral Academy, Inc. to ensure the budget aligns with revenues received by the school.

*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*

During the first year only, the school will receive "Start-Up" Funding in the amount of \$75,000.00 from Building Hope to assist in funding marketing, conference attendance, educator recruitment, and technology. A letter confirming the \$75,000.00 "Start-Up" Funding and Line of Credit is included in the Appendix M.

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

20-22 students to 1 Core/Content Teacher.

2. *Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial etc. Describe the criteria and*

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*procedures for the selection of contractors and large purchases.*

Doral Academy, Inc., as the CMO, will provide the Student Accounting, Financial Services, Instructional Support for Exceptional Children, and Professional Development. Doral Academy: Wake will contract for additional services, as outlined in the budget, including and not limited to Speech Services, Physical Therapy Services, Psychological Services, Transportation Services, and Food Services, as needed and determined by the Board and School Administration.

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

The Doral Academy: Wake budget is fully aligned with the mission of the school by providing higher than average state teacher salaries; personnel to match the educational needs and program including transportation, food service, school nurse, and additional instructional support; and the professional development and leadership experience offered through the Doral Academy, Inc. network.

Doral Academy: Wake recognizes the benefits associated with the Doral Academy, Inc. Model including and not limited to Financial Services, Student Accounting, on-going and sustained support for school leadership; and a recognized path to academic excellence via an established educational program.

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 General Fund Balance for the first five years will represent 1% of the school's total budget beginning in Year 2. Often, a charter school's first two years are financially challenging as the school build's enrollment and expends funds for capital purchases. For that reason, Doral Academy: Wake plans to build the General Fund, over the first Five Years, to represent 1% of the school's total five year budget: \$340,842.30.

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

Advantaged Capital Development Co., LLC will provide facility financing solutions for the school. The corporate office for Advantaged Capital Development Co., LLC is located in Raleigh, North Carolina. The organization provides direct funding to assist in the start-up of charter schools for both operational and facility construction purposes. As noted in the letter (Appendix O), Advantaged Capital Development, Co., LLC has committed \$75,000.00 for "start-up" funding. Additionally, Advantaged Capital Development, Co., LLC and Doral Academy, Inc. will work collaboratively to insure viable financial options for the school site and facilities.

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*

No, the school will not have assets from any other source.

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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 of Directors will insure adequate internal controls including the segregation of duties, safeguarding of assets, and accurate and timely record keeping. The school will prepare annual budgets and financial forecasts to present to the Board for review and approval or disapproval. The school will utilize the North Carolina State Reporting System as contained in the Financial and Program Cost Accounting and Reporting. The Board shall annually adopt and maintain an operating budget. The Board, based on recommendations made by a certified public accounting firm, will adopt accounting policies and procedures. The school will prepare, with the review and approval of the Board, regular unaudited financial statements, as required, which will include a statement of revenues and expenditures and changes in fund balances in accordance with generally accepted accounting principals. These statements will be provided in advance of the deadline for submission of such reports to the Board. The Board will review annual audited financial reports as required by the Charter. These reports will be prepared by a qualified independent, certified public accounting firm (Petway, Mills & Pearson). The school will provide the regular unaudited financial statements, books and records to the auditor for review in connection with the preparation of the reports. The reports shall include a complete set of financial statements and notes thereto prepared in accordance with the Charter and generally accepted accounting principals for inclusion into the schools financial statements annually, formatted by revenue source and expenditures and detailed by function and object.

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

The board is not aware of any current or contemplated related party transactions, other than the relationship of two board members (Kim Guilarte Gil and Carlos Ferralls) to the selected non-profit charter management organization (Doral Academy, Inc.). Kim Guilarte Gil serves on the Governing Board of Directors for Doral Academy, Inc. and Carlos Ferralls serves as a Principal and Head of Schools for Doral Academy, Inc. Doral Academy (North Carolina) is budgeted to compensate Doral Academy, Inc. (Florida) approximately \$650, annually, per student for services it provides to the school."

*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.*

Petway, Mills & Pearson, PA  
9121 Anson Way, Suite 200  
Raleigh  
North Carolina 27615  
Phone 919-781-1047  
FAX 919-269-8728

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<b>Section VI: Financial Plan Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
Projections align but it is still unclear whether data supports 600 to 1044 coming from Wake county.	Nicole Charles	Budget Reven
Is the assumption that all of the 600 students will come from the LEA of Wake?  How certain are you that you will reach an enrollment of 600?	Shaunda Cooper	Budget Reven
Financial history is missing and thus can not be reviewed.	Greg Schermbeck	Budget Reven
Again, key documents to support the budget projections are missing. How can the applicant verify funds?	Nicole Charles	Total Budget
What is the source of Other Funds (\$75,000)?	Sherry Reeves	Total Budget
Is the projection of increase of 200+ students in the first year realistic?  Nothing is attached in Appendix M.	Douglas Price	Total Budget
Key documents are missing and thus can not be fully reviewed.	Greg Schermbeck	Total Budget
Concerns: 2 teacher assistants for 600 students/year 1; 5 bus drivers for 1044 students/year 5; no counselor or social worker listed 1st five years.	Sherry Reeves	Personnel Bu
Applicant needs to clarify: Where is the line item for additional contracted EC services? Speech, OT?	Kristen Parker	Personnel Bu
The applicant should fully explain the following budget items: \$18,000 for Memberships \$390,000 for Contract Fees \$40,000 for Text Books \$45,000 for Instructional Supplies \$85,000 for Instructional Equipment	Greg Schermbeck	Operations B
What is the school getting for \$390,000 in management feeds in year 1 and \$640,000 in facility fees.	Alex Quigley	Operations B
Who is providing technology support services? What does this include? (The budget also lists expenses for technology supplies, software (office and classroom), and computers.) \$0 budgeted for financial and PowerSchool. Will these services be covered under the contract with CMO? What are the membership costs? Child nutrition and transportation costs are low.	Sherry Reeves	Operations B
It is difficult to verify this budget without all of the necessary documentation.  What is included under the Management contract fees and precisely what services will be provided?  Transportation and nutrition budgets do not reflect the mission or target population.  What memberships will cost \$18,000?  What are the board expenses? What are the travel expenses?	Nicole Charles	Operations B
Have funds been budgeted for related services for students that have such on their IEPs? Speech and Psych services are noted but others are not.	Glenn Allen	Operations B
Surpluses seem a little low with the amount of revenue.	Steven Walker	Total Expend
Realistic based on what has been provided but not adequately documented.	Nicole Charles	Total Expend
What is the source of the revenue and expenses?	Douglas Price	Total Expend
What is the student number needed to operate?	Anthony Helton	Budget Narra
No break-even number.	Steven Walker	Budget Narra

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How will expenses be adjusted specifically?  Appendix M is not included. The \$75,000 is not enough of a contingency to support operations.	Nicole Charles	Budget Narra
Other than simple adjustments to personnel budgets, what other contingencies will be provided should the financial plan not be able to be upheld due to lack of enrollment?	Douglas Price	Budget Narra
What is the break-even number?  Will Building Hope and Advantaged Capital Development, Inc. both contribute \$75,000 during start-up? Is this reflected in the budget?	Sherry Reeves	Budget Narra
The applicant provides general responses but fails to offer specific steps that will be taken regarding all aspects of the schools budget. Related, key documents are missing and thus impossible to fully review.	Greg Schermbeck	Budget Narra
I have serious concerns about this application and it's EMO/CMO.	Alex Quigley	Financial Au

Reviewer	Score
Greg Schermbeck	Fail
Robert McOuat	
Glenn Allen	
Tammi Sutton	
Anthony Helton	Pass
Phyllis Gibbs	
Kristen Parker	Pass
Nicole Charles	Fail
Steven Walker	Pass
Douglas Price	Pass
Alex Quigley	Fail
Robin Kendall	
Shaunda Cooper	Pass
Sherry Reeves	Fail
Deanna Townsend-Smith	

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**VII AGREEMENT PAGE**

**Application Fee:**

*Pursuant to § 115C-218.1(c) 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 19, 2016 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 19, 2016 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-218.1(c).*

kadmeck Date: 09/19/2016

**Applicant Signature:**

The foregoing application is submitted on behalf of Doral Academy: Wake (*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. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy TCS-U-013 All new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: kadmeck

Board Position: Advantaged Capital Development, Co, LLC

Signature: \_\_\_\_\_

Date: 09/19/2016

Sworn to and subscribed before me this  
\_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
Notary Public

\_\_\_\_\_  
Official Seal



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My commission expires: \_\_\_\_\_, 20\_\_\_\_\_.

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## OVERALL ASSESSMENT

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><b>Total External Evaluator Votes</b></u>	
<b>No</b>	<b>Yes</b>

Would you, as a subcommittee, recommend an interview for this application? Remember that a subcommittee is not a quorum of the whole Advisory Board and has no authority to bind the Advisory Board to a particular recommendation. 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><b>Total Subcommittee Votes</b></u>	
<b>No</b>	<b>Yes</b>

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><b>CSAB Votes</b></u>	
<b>No</b>	<b>Yes</b>

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

### **Initial Screening**

Doral Academy: Wake - The mission of Doral Academy: Wake is to provide an innovative, challenging curriculum for students in an environment that furthers a philosophy of respect and high expectations for all students, parents, teachers, and staff.

<b>Mission, Purposes, and Goals</b>	Appendix A1 is missing. A blank document with no details is included as the required appendix. - a_quigley
<b>Education Plan</b>	- a_quigley
<b>Governance and Capacity</b>	(1) The national criminal background check is missing for Brenna Brooks-Rouse (2) The contract included is not executed - a_quigley
<b>Operations</b>	- a_quigley
<b>Financial Plan</b>	(1) Appendix K - EMO Financial history is missing (2) Appendix M to support the other funds for year one of the school is missing - a_quigley
<b>OVERALL</b>	Was a survey used to inquire about a need for the school? If so, what were the findings? - dtsmith840  - nacharles  - nacharles

### **External Evaluator**

<b>Mission, Purposes, and Goals</b>	<p><u>Mission Statement</u> What is the mission of Doral Academy, Inc.? Can this be fleshed out for us? - mycah068</p> <p><u>Mission Statement</u> Evidence of educational need (appendix A1) is still missing. - scoopergrad</p> <p><u>Mission Statement</u> Is there a demonstrated need for the mission in Wake county? There is not enough of description for why the school is proposed.</p> <p>The purpose is not at all unique or innovative. What will Doral Academy bring in terms of innovation? - nacharles</p> <p><u>Mission Statement</u> Mission is non-specific. Not sure what the school's focus really is. - sherryreeves</p> <p><u>Educational Need and Targeted Student Population</u> Is there a more specific targeted population this school is seeking to pinpoint? I only see generic facts about Wake County; and stating that one will poll and survey Wake County is ambitious, at best, due to Wake County's vast range (in acreage and population). - mycah068</p> <p><u>Educational Need and Targeted Student Population</u> Applicant needs to clarify: What is the targeted population of the school? Information about the general population and high poverty students is provided, but it is unclear what the exact targeted population will be.</p>
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	<p>Applicant needs to clarify: Is there a focus on technology? In the application the school is referred to as Doral Academy of Technology. This is not detailed or clear in the mission statement.</p> <p>Applicant needs to clarify: Information is provided about Doral Academy schools in Florida- how does the population of those schools and the targeted population of the school in Wake County, compare?</p> <p>Applicant needs to clarify: A description of the education plan is offered, however, it does outline how it differs from the local LEA. - kzparker718</p> <p><u>Educational Need and Targeted Student Population</u> The applicant does not explicitly state the targeted student population. The applicant lists best practices but does not explain how the educational plan with completely differ from local options. Appendix A1 is not attached. - gscherbeck</p> <p><u>Educational Need and Targeted Student Population</u> How much of the data for the increases in high need student populations can be explained by the overall population growth (including all sectors of the population)? More detailed data about the overall growth composition is required to make assessments about the rationale and targeted student population.</p> <p>Is Doral targeting low income and students of color or is it targeting a population reflective of the whole county?</p> <p>Appendix A! is blank. What data can be provided to substantiate educational needs?</p> <p>What about the proposed education plan is different from the LEA? Is there research to suggest that Doral's model can be successful in North Carolina? - nacharles</p> <p><u>Educational Need and Targeted Student Population</u> Attached for review purposes is a map outlining the current charter schools. Additionally, the map provides an overview of the general placement of proposed charter schools for the 2018 school year: <a href="http://www.dpi.state.nc.us/charterschools/schools/map">http://www.dpi.state.nc.us/charterschools/schools/map</a>. - dtsmith840</p> <p><u>Educational Need and Targeted Student Population</u> Appendix A1 is blank. Who is the targeted population? What is the evidence of need? - sherryreeves</p> <p><u>Purposes of Proposed Charter School</u> This answer does not succinctly outline HOW they will measure student achievement or hold school accountable. Can this applicant please provide more specific details on how measurement will occur? - mycah068</p> <p><u>Purposes of Proposed Charter School</u> Will your school be adopting a curriculum that supports NC Standards? If not, what resources and training will your instructors have access to? - scoopergrad</p> <p><u>Purposes of Proposed Charter School</u> Applicant needs to clarify: Which legislative purpose is outlined? The narrative provides details about the education program, however, it does not provide enough information</p>
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<p>about HOW they will improve student learning. - kzparker718</p> <p><u>Purposes of Proposed Charter School</u> The applicant should provide more information regarding how each purpose will be consistently measured and achieved. - gscherbeck</p> <p><u>Purposes of Proposed Charter School</u> How will student assessment result in opportunities for differentiated and targeted instruction? Assessment should measure, strategies should achieve results. What strategies has the applicant identified to be truly data driven?</p> <p>What are the wide range of educational resources proposed?</p> <p>What is the specific learning method the applicant refers to throughout the application? The other school operated by Doral appear to have a technology component. Is this also available for Wake since the location would be ideal for a STEAM focused school?</p> <p>Is the applicant able to tie the outlined school goals to the legislative goals outlined? - nacharles</p> <p><u>Purposes of Proposed Charter School</u> How do stated goals align specifically to the six legislative purposes? - sherryreeves</p> <p><u>Goals for the Proposed Charter School</u> What is the timeline for each of these goals? I see that Goal #1 mentions 5 years, but the rest do not offer any specificity of time. Goal #2 makes confusing what the ultimate goal for Doral Academy is; this is the first mention of STEM/STEAM in the application. Is this a part of the mission and purpose of the school? Can this not also be mentioned in the outline of the curriculum? - mycah068</p> <p><u>Goals for the Proposed Charter School</u> Applicant needs to clarify: What specific goals are outlined for academics? In the narrative it states " provide a high quality education focused on proficiency in all state tested areas" What is proficiency? Are all students expected to be at proficiency? If so, by when?</p> <p>Applicant needs to clarify: What does "increase student literacy in all curriculum areas" mean?</p> <p>Applicant needs to clarify: What are the school's operational goals? - kzparker718</p> <p><u>Goals for the Proposed Charter School</u> Goals are not measurable, rigorous, or specific. - gscherbeck</p> <p><u>Goals for the Proposed Charter School</u> The applicant provides a strong overview of school goals. However, how will the goals be measured? What are the timelines for many of the goals?</p> <p>The goals include many aspects not mentioned in the mission. How can the goals be more clearly aligned? - nacharles</p> <p><u>Goals for the Proposed Charter School</u> These academic goals are not sufficient. What are some specifics? - dswalker</p> <p><u>Goals for the Proposed Charter School</u></p>
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Doral Academy: Wake - The mission of Doral Academy: Wake is to provide an innovative, challenging curriculum for students in an environment that furthers a philosophy of respect and high expectations for all students, parents, teachers, and staff.

	<p>Goals are not written as SMART goals. Goals state that Doral Academy: Wake will focus on a STEM and art integrated curriculum; this is not aligned to the mission. - sherryreeves</p> <p><u>Goals for the Proposed Charter School</u> The goals are vague. - theltoncsab</p> <p><u>Goals for the Proposed Charter School</u> Goals are not measurable. - a_quigley</p>
<p><b>Education Plan</b></p>	<p><u>Instructional Program</u> What is the specific instructional program for Doral? This application speaks in generalities, not in specificities. Is there more evidence that can be provided? - mycah068</p> <p><u>Instructional Program</u> The application states that the educational model chosen is a replication from other successful schools. Does the student body composite in those schools reflect the projected student body composite for the new school? - scoopergrad</p> <p><u>Instructional Program</u> Applicant needs to clarify: Frameworks and strategies are detailed, but what are the specific methods and programs that will be used to ensure all students are learning at high levels?</p> <p>Applicant needs to clarify: What assessments strategies and methods will be used at the school?</p> <p>Applicant needs to clarify: What research is there to describe that the methods outlined will improve student learning? - kzparker718</p> <p><u>Instructional Program</u> Documented evidence is not provided. It is not clear how the proposed assessment strategies align with the instructional program. - gschermbek</p> <p><u>Instructional Program</u> What are the specific methods used? Are there teaching or instructional methods that have made other Doral schools success? How will these methods be used in North Carolina and what assessments will demonstrate success? - nacharles</p> <p><u>Instructional Program</u> None of this is "unique" The school will expose students to a program that addresses the rigors, relevance and relationships of learning in a college preparatory environment. The Doral model is unique in that it places a premium on preparing students for advanced academic coursework as early as the Sixth Grade. Students who are struggling and/or below-level will be identified so that any gaps in standards mastery or other similar learning deficiencies can be effectively remediated. Teachers and other support staff will use data from all available assessments to develop and target instruction in order to meet the needs of all students so that each child can realize his or her highest potential. The emphasis of the framework is a "push and pull" method of preparing students, wherein students are pushed to pursue the most rigorous and challenging academic program they can handle and those students who may be underachieving, are pulled out for remediation through an intensive tutoring program which utilizes supportive learning strategies. - a_quigley</p>

	<p><u>Curriculum and Instructional Design</u> While Appendix B is thorough, it is not in line with the rest of what has been presented up to this point. Why is Robotics such a heavy focus in the outline, when STEM and other programs have been mentioned throughout? While the plan presented seems sound, could it be asked of the applicant to provide a breakdown by each grade-level, rather than large cohorts (K-5, Middle School)? - mycah068</p> <p><u>Curriculum and Instructional Design</u> Applicant needs to clarify: How will the elementary and middle school work together in the same building? Operating on different schedules may make operations challenging.</p> <p>Applicant needs to clarify: what research is there to show that the teaching methods used in the Florida schools will support the targeted student population?</p> <p>Applicant needs to clarify: What are the specific objectives, themes and big ideas for each grade level? Appendix B provides methodologies and strategies but does not outline the specific objectives for each grade level. - kzparker718</p> <p><u>Curriculum and Instructional Design</u> Appendix B is attached but appears to be a generic curriculum outline. It is not clear how it specifically aligns with the vision and mission of Doral. Appendix C is attached but lacks detail. - gschermbek</p> <p><u>Curriculum and Instructional Design</u> Why is the more detailed curriculum described in appendix b not described in any section of the application? Is this the same curriculum used by other Doral schools or a curriculum used by other schools? Can the curriculum be more closely aligned to the mission? Why are the STEAM focused courses not highlighted in othoer sections or are these not part of the instructional goals?</p> <p>Where on the calendar are the P.D days described? With 600 students arriving the first year, are there faculty trainings over the summer?</p> <p>Although Doral received accolades for high school, is there a provedn track record for K-8?</p> <p>When is lunch for MS students? - nacharles</p> <p><u>Curriculum and Instructional Design</u> There is a wealth of educational strategies listed in the plan but it is unclear as to the specific instructional model that will be utilized. Calendar indicates school day begins at 7:45; narrative indicates 7:15. Which is correct? - sherryreeves</p> <p><u>Curriculum and Instructional Design</u> The curriculum plan has some detail to it. But the instructional program seems neither innovative or different than a traditional school. - a_quigley</p> <p><u>Special Programs and "At-Risk" Students</u> Applicant needs to clarify: What is the process for identifying students who need additional learning support? How and when will students be referred?</p> <p>Applicant needs to clarify: How will the RTI framework be structured? Who will be in</p>
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	<p>charge of ensuring that students that are not meeting the mark receive the additional support needed? - kzparker718</p> <p><u>Special Programs and "At-Risk" Students</u> The applicant outlines a clear path for data driven intervention planning. However, how specifically are students identified and by whom? Do the families play a role in the process? Is the entire school instructional leadership accountable for implementation of interventions?</p> <p>Is registration the same as enrollment or is application completion considered registration? Will families complete the home language survey after being accepted?</p> <p>- nacharles</p> <p><u>Special Programs and "At-Risk" Students</u> This looks like a cut and paste without edits: Doral Academy of Technology will offer various services to meet the needs of the gifted student based on the Educational Plan. These services may include but are not limited to: *Acceleration: (e.g. enrichment, world immersion activities (i.e. as science and Social Science fairs, music and art exhibits, academic competitions, mentoring, career exploration and goal setting integrated into the curriculum); Differentiation: (e.g. curriculum compacting, modifications of content through differentiated curriculum); and Ability grouping: (e.g. specialized gifted courses-as detailed below*, Real social skills development and/or counseling). - a_quigley</p> <p><u>Exceptional Children – Identification and Records</u> Where is the comments regarding the 504 piece? - mycah068</p> <p><u>Exceptional Children – Identification and Records</u> I would suggest not using the term segregated. See first sentence. What is your child find process and how do you handle parent referrals. You mention following Florida Statute but the school will be in NC. - kevin_allen</p> <p><u>Exceptional Children – Identification and Records</u> Applicant needs to clarify: How will EC students be identified upon arrival at the school?</p> <p>Applicant needs to clarify: What support will be provided to students with 504 plans?</p> <p>Applicant needs to clarify: Who will be in charge of managing EC paperwork to ensure compliance with the state? - kzparker718</p> <p><u>Exceptional Children – Identification and Records</u> The applicant states that records will be "in accordance with Chapter 119, Florida Statutes." It is my understanding that this school is proposing to open in NC. The applicant does not provide evidence or a clear understanding regarding 504 plans. - gscherbeck</p> <p><u>Exceptional Children – Identification and Records</u> Is the applicant able to demonstrate understanding of NC state requirements rather than Florida requirements? The application only references mostly FL law?</p> <p>Can the applicant explain how record maintenance laws will be interpreted at Doral: Wake? The applicants indicates acting in accordance with the law but it is unclear about</p>
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	<p>which (NC or FL) is being fully actualized. The applicant should provide more detail.</p> <p>What is the Child find process and how will it be communicated to families and staff?</p> <p>How are "appropriate evaluations and timeframes" defined?</p> <p>- nacharles</p> <p><u>Exceptional Children – Education Programming</u> Again, the term segregated in the 3rd paragraph is such a negative term. - kevin_allen</p> <p><u>Exceptional Children – Education Programming</u> Applicant needs to clarify: How will services such as Speech and Occupational Therapy be provided?</p> <p>Applicant needs to clarify: How will the school ensure that teachers are following through on IEP goals and support? - kzparker718</p> <p><u>Exceptional Children – Education Programming</u> The applications leaves many questions about the ability to educate a wide variety of students. How will students with special needs (therapies etc.) be served?</p> <p>Where is the mission alignment? The applicant mentions in this section that the mission is to place students in "environments where they can develop at the highest potential" but does not describe specifics. - nacharles</p> <p><u>Exceptional Children – Education Programming</u> What benchmark assessments will be used? - sherryreeves</p> <p><u>Student Performance Standards</u> How will students be promoted in grades 6th-8th?</p> <p>How will teachers play a role in the discussion of retention for a student (if at all)?</p> <p>How will assessment tools be utilized to drive forward the curriculum and instruction?</p> <p>As previously mentioned in the curriculum section of this application, the applicant has not been succinct with what the curriculum focus of the school is. Once they can clear this up, what specific tools of measurement will be used to determine curriculum effectiveness, including student achievement? - mycah068</p> <p><u>Student Performance Standards</u> How will students with disabilities/special needs be included in the policies and procedures mentioned. Will the IEP progress be considered when making decisions regarding promotion and retention? - kevin_allen</p> <p><u>Student Performance Standards</u> Applicant needs to clarify: What is the specific goal for End of Grade Testing? What will proficiency be considered?</p> <p>Applicant needs to clarify: What will "proficiency in grade level curriculum" be established as?</p>
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	<p>Applicant needs to clarify: How will lower elementary grades be formally assessed? - kzparker718</p> <p><u>Student Performance Standards</u> Responses are not measurable or specific. It is unclear how the partnership with SACS / CASI align with the proposed vision or mission of the school. - gscherbeck</p> <p><u>Student Performance Standards</u> The applicant is very vague in responses about assessments. What are the timelines references in this section? How can attainable criteria be assessed without details?</p> <p>Are students in K-5 assessed in the same manner as middle school students?</p> <p>Will measures be specific enough to address students needs? What role will teachers have in the process? - nacharles</p> <p><u>Student Performance Standards</u> Again, other than mandated state tests, what assessments will be used to determine student proficiency? - sherryreeves</p> <p><u>Student Conduct and Discipline</u> The applicant mentions several times the schools "policies and procedures" which will be what behavior is held "in accordance to." Are these policies and procedures in place? If so, may the applicant provide an outline of those policies/procedures so that the reviewers may get a better feel for how behavior form students is upheld at the school?</p> <p>What are the guidelines for suspension and expulsion at the school? - mycah068</p> <p><u>Student Conduct and Discipline</u> What is your due process procedure and how will students with disabilities be considered in these procedures and policies. - kevin_allen</p> <p><u>Student Conduct and Discipline</u> Can you explain in further detail, your plan of action for student discipline?</p> <p>Is your plan legally sound based on state and federal student discipline laws? - scoopergrad</p> <p><u>Student Conduct and Discipline</u> Applicant needs to clarify: What is the vision for a well managed classroom? What are the specific policies and procedures that teachers and students will be asked to follow?</p> <p>Applicant needs to clarify: How will the student conduct and discipline policies differ for lower, upper elementary and middle school grades?</p> <p>Applicant needs to clarify: What are the specific actions that would need an exaction of dismissal or expulsion? - kzparker718</p> <p><u>Student Conduct and Discipline</u> This section lacks detail. The applicant should ensure the student conduct and discipline plan is differentiated for all grade levels, measurable, and clear to all stakeholders of the school. - gscherbeck</p> <p><u>Student Conduct and Discipline</u></p>
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	<p>The applicants mentions that the mission is to "prepare students for high school and career through an innovative and engaging educational program." Why is this not addressed in the instructional plan? What part of the curriculum is designed to contribute to these aspects of the mission?</p> <p>How are teachers prepared and supported in the expectation to "maintain a well-mannered classroom"?</p> <p>What are some of the policies the school will adopt and follow?</p> <p>What are the corrective strategies referenced and how will they be communicated to staff?</p> <p>Is there any board participation in the expulsion process?</p> <p>What recourse do families have?</p> <p>How are policies differentiated for grade level and status (EC for example)? - nacharles</p> <p><u>Student Conduct and Discipline</u> Grievance policy? Due process? - dswalker</p>
<p><b>Governance and Capacity</b></p>	<p><u>Tax-Exempt Status 501 (c)(3)</u> The 501 (c)(3) has not yet been submitted. - scoopergrad</p> <p><u>Tax-Exempt Status 501 (c)(3)</u> N/A - gscherbeck</p> <p><u>Tax-Exempt Status 501 (c)(3)</u> N/A - nacharles</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> he organizational chart does not include parents. Who will govern parents within your organization? - scoopergrad</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Applicant needs to clarify: What are the team limits for members of the board?</p> <p>Applicant needs to clarify: How will the CMO and the school leader work together? What is the relationship between both? The Organization chart does not provide enough information to determine this. - kzparker718</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> A background check is missing for a proposed school board member. It also appears a proposed school board member resides in FL. The logistics of this relationship should be fully explored. An organizational chart is included but does not provide specifics. The relationship and expectations of the proposed CMO should be fully explained. - gscherbeck</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> What is the role of Doral Inc. FL in managing the NC school? What is he role of Academica? Who is responsible for governance oversight given the many organizations involved?</p>

	<p>Is there a parent component for oversight and accountability? Will the geographical location of all board members be publically disclosed to parents?</p> <p>Will the treasurer's background check be available prior to opening of the school? - nacharles</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Note: Board chair and 2 other board members are out-of-state. - sherryreeves</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> 3 of 6 board members are out of state, including the board chair. - a_quigley</p> <p><u>Proposed Management Organization (EMO/CMO)</u> Applicant needs to clarify: Does the chosen CMO have a track record of success for the targeted student population of the school in Wake?</p> <p>Applicant needs to clarify: How will working with the CMO directly impact student learning? - kzparker718</p> <p><u>Proposed Management Organization (EMO/CMO)</u> The applicant does not provide a full rationale to partner with the proposed CMO Appendix K is not attached. Appendix I is not executed. - gschermbek</p> <p><u>Proposed Management Organization (EMO/CMO)</u> Appendix K is not included. How can the applicant make clear the relationship to and benefit of Doral and Academica as shared governance members? Is there data to support the selections? What are the financial benefits and how can they be certified without Appendix K?</p> <p>Without Appendix I executed, how can the investment in North Carolina (rather than mere expansion of Doral) be gauged?</p> <p>How will duties be delineated and how can families and community members understand the distinction? - nacharles</p> <p><u>Proposed Management Organization (EMO/CMO)</u> Doral Academy, Inc. a Florida not-for-profit corporation, is the legal entity that will operate the school in accordance with the Corporations Articles of Incorporation and Bylaws. The Doral Academy of North Carolina governing board of directors (the "Governing Board") will have the responsibility for the activities and affairs of the school, incl The Governing Board is committed to the management of the school and for providing continuing oversight of school operations. [Explain this statement. Doral Academy of North Carolina, Inc. is the entity seeking the charter, correct? Why do the bylaws state that this corporation will have 1 member, The Doral Academy, Inc. a FL not-for-profit corporation.] - sherryreeves</p> <p><u>Proposed Management Organization (EMO/CMO)</u> Is this a CMO or EMO? There are three blank sheets for the Financial History? - a_quigley</p> <p><u>Staffing Plans, Hiring, and Management</u> What are some more detailed specifics this organization seeks to use in the recruitment</p>
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	<p>process?</p> <p>Beyond the Criminal Background check, what is the proposal of hiring/dismissal of employees? - mycah068</p> <p><u>Staffing Plans, Hiring, and Management</u>          Applicant needs to clarify: What additional positions are anticipated? The only direct personnel listed is the Principal.</p> <p>Applicant needs to clarify: What will be done to retain high high quality teachers?</p> <p>Applicant needs to clarify: What are the specific policies outlined in the Employee Policies Manual? - kzparker718</p> <p><u>Staffing Plans, Hiring, and Management</u>          The applicant does not provide specific details to retain or recruit high-performing teachers.          The applicant should provide much greater detail regarding the hiring and dismissal policy of staff members and the relationship between the nonprofit board and the CMO.          - gscherbeck</p> <p><u>Staffing Plans, Hiring, and Management</u>          Is the CMO on the hiring committee of the board?</p> <p>Who else is considered "staff"? There is no list of positions included.</p> <p>Where is the detailed recruitment plan for teachers? A plan should be detailed given the importance of teacher participation outlined in the curriculum.</p> <p>Although the applicants outlines the relationship between staff amd the board, what is the relationship between the CMO and the staff, and the CMO and the board in terms of hiring, terminating, and evaluating? - nacharles</p> <p><u>Staff Evaluation and Professional Development</u>          Where are the details and evidence for the ongoing PD in cooperation with the school's mission and instructional methods?</p> <p>What evaluation and mentorship will be offered? - mycah068</p> <p><u>Staff Evaluation and Professional Development</u>          Applicant needs to clarify: What is the detailed plan for how the school will mentor, retain and evaluate staff?</p> <p>Applicant needs to clarify: How does the PD support the school's mission? Generic PD is outlined but not anything that is specific to the mission of the school. - kzparker718</p> <p><u>Staff Evaluation and Professional Development</u>          A detailed plan for staff evaluation and development is not included. - gscherbeck</p> <p><u>Staff Evaluation and Professional Development</u>          Is there a detailed plan for professional development? The narrative does not share a plan that will effectively support student achievement. The financially sustainability cannot be evaluated with such a plan. - nacharles</p> <p><u>Marketing Plan</u></p>
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<p>How could Doral Academy be more innovative in their marketing, especially to low-socioeconomic environments? - mycah068</p> <p><u>Marketing Plan</u> The proposed marketing plan is minimal and does not provide great detail or insight. - gscherbeck</p> <p><u>Marketing Plan</u> Why are students at risk for dropping out part of the marketing strategy but not included in the mission especially for a K-8 school?</p> <p>Does this marketing plan go far enough to recruit the large number of proposed students? - nacharles</p> <p><u>Parent and Community Involvement</u> How can families be supported to ensure required service contracts can be upheld especially considering the needs of the target population? - nacharles</p> <p><u>Projected Student Enrollment (Table)</u> Does interest data show that an initial enrollment of 600 students is probable? - scoopergrad</p> <p><u>Projected Student Enrollment (Table)</u> Applicant needs to provide further information about why they have decided to start the school with 600 students. Is there enough interest to do this? - kzparker718</p> <p><u>Projected Student Enrollment (Table)</u> Is 600 a reasonable and attainable number during the first year of being open? - mycah068</p> <p><u>Projected Student Enrollment (Table)</u> Projected enrollment numbers are incredibly high and may be difficult to hit. Close attention should be paid to this aspect. - gscherbeck</p> <p><u>Projected Student Enrollment (Table)</u> Is there data to support the ability to recruit and serve such a large number of students? Is the applicant familiar enough with NC and its laws and charters to open a school with 600 students successfully? - nacharles</p> <p><u>Projected Student Enrollment (Table)</u> What is the rationale for projected enrollments per grade? Numbers fluctuate??? Are these projections reasonable? - sherryreeves</p> <p><u>Projected Student Enrollment (Table)</u> We know nothing about this EMO/CMO and it's not clear of their effectiveness. 3 board members out of state, including the board chair. - a_quigley</p> <p><u>Weighted Lottery</u> How is the lottery unique to this school? What is the underlying research to accompany the procedures that have been outlined? - mycah068</p> <p><u>Weighted Lottery</u> The school has opted out of the weighted lottery process. - scoopergrad</p> <p><u>Weighted Lottery</u></p>
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	<p>N/A - gscherbeck</p> <p><u>Weighted Lottery</u> n/a - nacharles</p>
<p><b>Operations</b></p>	<p><u>Transportation Plan</u> The applicant does not provide a clear plan or related budget projections to ensure that all students have access to transportation. - gscherbeck</p> <p><u>Transportation Plan</u> Applicant needs to clarify: The narrative does not detail what specifics of the transportation plan. It states, that it may contract with private transportation. Will students be provided transportation or will the primary mode of transportation be parent pick up and drop off? - kzparker718</p> <p><u>Transportation Plan</u> What is considered a "reasonable distance" per the second paragraph? - mycah068</p> <p><u>Transportation Plan</u> Given the large number of proposed students and the target population, is the plan and the budget enough to ensure all students have access to Doral?  What kind of transportation provider can accommodate 1,044 students? - nacharles</p> <p><u>Transportation Plan</u> What is the defined reasonable distance from the school? - sherryreeves</p> <p><u>Transportation Plan</u> In no way does this plan meet requirements for a 600 student school. There is 20K in transportation budget. - a_quigley</p> <p><u>Facility and Facility Contingency Plan</u> The applicant should provide explicit reasoning for partnering with Advantaged Capital Development. It should also be explored if a conflict of interest exists regarding this organization providing the proposed facility and writing the actual charter application. The applicant should also provide additional information and specifics regarding each facility option. It is not clear if there is an academic need for a charter school in Holly Springs, NC. This information and related data should be provided. - gscherbeck</p> <p><u>Facility and Facility Contingency Plan</u> Applicant needs to clarify: Why is Holly Springs, NC identified as the targeted area?  Applicant needs to clarify: The cost of construction is not expected to be higher than \$150 per square foot- when will this be decided? What is the timeline? - kzparker718</p> <p><u>Facility and Facility Contingency Plan</u> Can the applicant be more specific about the contingency locations and spaces? Is it a warehouse, trailer use, etc.? What is the Sq. Ft. of the contingent locations.  How does the location of Holly Springs match the "targeted population"? Since there has been some confusion on the targeted population and specifics in this area, this will need to be fleshed out more. - mycah068</p>

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	<p><u>Facility and Facility Contingency Plan</u> How was Holly Springs selected? What data was used to evaluate whether the location would meet enrollment projections and the targeted population proposed?</p> <p>Are there lease options within the contingency plan?</p> <p>The financial viability of the plan is not clear. What is the relationship with Advantaged Capital Development? Will the CMO participate in the facilities financing? - nacharles</p> <p><u>Facility and Facility Contingency Plan</u> What is the anticipated square footage of the facility? Will Doral Academy build a facility prior to the opening of the school? - sherryreeves</p> <p><u>Facility and Facility Contingency Plan</u> Transportation plan does not meet criteria. - a_quigley</p>
<p><b>Financial Plan</b></p>	<p><u>Budget Revenue Projections from Each LEA (Table)</u> Is the assumption that all of the 600 students will come from the LEA of Wake?</p> <p>How certain are you that you will reach an enrollment of 600? - scoopergrad</p> <p><u>Budget Revenue Projections from Each LEA (Table)</u> Financial history is missing and thus can not be reviewed. - gschermbek</p> <p><u>Budget Revenue Projections from Each LEA (Table)</u> Projections align but it is still unclear whether data supports 600 to 1044 coming from Wake county. - nacharles</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Is the projection of increase of 200+ students in the first year realistic?</p> <p>Nothing is attached in Appendix M. - mycah068</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Key documents are missing and thus can not be fully reviewed. - gschermbek</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Again, key documents to support the budget projections are missing. How can the applicant verify funds? - nacharles</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> What is the source of Other Funds (\$75,000)? - sherryreeves</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Applicant needs to clarify: Where is the line item for additional contracted EC services? Speech, OT? - kzparker718</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Concerns: 2 teacher assistants for 600 students/year 1; 5 bus drivers for 1044 students/year 5; no counselor or social worker listed 1st five years. - sherryreeves</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Have funds been budgeted for related services for students that have such on their IEPs? Speech and Psych services are noted but others are not. - kevin_allen</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u></p>



	<p>The applicant should fully explain the following budget items: \$18,000 for Memberships \$390,000 for Contract Fees \$40,000 for Text Books \$45,000 for Instructional Supplies \$85,000 for Instructional Equipment - gschermbek</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> It is difficult to verify this budget without all of the necessary documentation.</p> <p>What is included under the Management contract fees and precisely what services will be provided?</p> <p>Transportation and nutrition budgets do not reflect the mission or target population.</p> <p>What memberships will cost \$18,000?</p> <p>What are the board expenses? What are the travel expenses? - nacharles</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Who is providing technology support services? What does this include? (The budget also lists expenses for technology supplies, software (office and classroom), and computers.) \$0 budgeted for financial and PowerSchool. Will these services be covered under the contract with CMO? What are the membership costs? Child nutrition and transportation costs are low. - sherryreeves</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> What is the school getting for \$390,000 in management fees in year 1 and \$640,000 in facility fees. - a_quigley</p> <p><u>Total Expenditure Projections (Table)</u> What is the source of the revenue and expenses? - mycah068</p> <p><u>Total Expenditure Projections (Table)</u> Realistic based on what has been provided but not adequately documented. - nacharles</p> <p><u>Total Expenditure Projections (Table)</u> Surpluses seem a little low with the amount of revenue. - dswalker</p> <p><u>Budget Narrative</u> Other than simple adjustments to personnel budgets, what other contingencies will be provided should the financial plan not be able to be upheld due to lack of enrollment? - mycah068</p> <p><u>Budget Narrative</u> The applicant provides general responses but fails to offer specific steps that will be taken regarding all aspects of the schools budget. Related, key documents are missing and thus impossible to fully review. - gschermbek</p> <p><u>Budget Narrative</u> How will expenses be adjusted specifically?</p>
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	<p>Appendix M is not included. The \$75,000 is not enough of a contingency to support operations. - nacharles</p> <p><u>Budget Narrative</u> No break-even number. - dswalker</p> <p><u>Budget Narrative</u> What is the break-even number?</p> <p>Will Building Hope and Advantaged Capital Development, Inc. both contribute \$75,000 during start-up? Is this reflected in the budget? - sherryreeves</p> <p><u>Budget Narrative</u> What is the student number needed to operate? - theltoncsab</p> <p><u>Financial Audits</u> I have serious concerns about this application and it's EMO/CMO. - a_quigley</p>
<p><b>OVERALL</b></p>	<p><u>Cover Page</u> The applicant should provide information regarding the relationship and experience with Advantaged Capital Development. After a quick Google search, this group appears to be an organization that funds and provides facilities options for charters. It is unclear if they are fit to help write the actual charter application. - gscherbeck</p> <p><u>Cover Page</u> What is the relationship with and to Advantaged Capital Development? - nacharles</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> The student enrollment number for Y1 is very high and does not appear tactical or realistic. The applicant should provide information to support demand for this type of school and the plan to reach the projected student enrollment. - gscherbeck</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Is it truly within the realm of reason for this group to obtain 75 kids for each grade, total of 8 grades in first year? Is there documentation or any statistical proof this can easily be accomplished? - mycah068</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Do you have data that supports an initial enrollment of 600 students? - scoopergrad</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Applicant needs to clarify: How did you determine that you would open the school with 600 students? This seems very ambitious for a first year school and needs clear documentation to ensure that that this is realistic. - kzparker718</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Is there market research for adding a 1,044 Charter school to Wake county?</p> <p>Is it realistic to open a school with 600 students in year one? - nacharles</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Large school off the bat and a large grade span. - dswalker</p> <p><u>Grade Levels Served and Total Student Enrollment:</u></p>

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	<p>Large enrollment projections. How realistic are these numbers? - sherryreeves</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> What's the rationale for K-7.</p> <p>This is a huge opening number. Doesn't seem logical. - a_quigley</p>
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<b><u>Charter School Advisory Board Subcommittee</u></b>	
<b>Mission, Purposes, and Goals</b>	
<b>Education Plan</b>	
<b>Governance and Capacity</b>	
<b>Operations</b>	
<b>Financial Plan</b>	
<b>OVERALL</b>	

<b><u>Overall Summary</u></b>	
<p><b>Initial Screening</b>  <b>09/30/2016</b></p>	<p>The Office of Charter Schools deemed this application incomplete on September 30, 2016. The following is need for the application evaluation:</p> <ul style="list-style-type: none"> <li>(1) Appendix A1 is missing. A blank document with no details is included as the required appendix.</li> <li>(2) The national criminal background check is missing for Brenna Brooks-Rouse</li> <li>(3) The EMO contract included is not executed</li> <li>(4) Appendix K - EMO Financial history is missing</li> <li>(5) Appendix M to support the other funds for year one of the school is missing</li> </ul> <p>Applicant did not submit any items deemed incomplete by the Office of Charter Schools. The application received evaluation based on the information initially provided.</p>
<p><b>Application Review</b></p>	<p>OCS provided a brief overview of the proposed application including the enrollment over five (5) years, proposed county, and mission of the proposed school. No one was present</p>

Doral Academy: Wake - The mission of Doral Academy: Wake is to provide an innovative, challenging curriculum for students in an environment that furthers a philosophy of respect and high expectations for all students, parents, teachers, and staff.

	<p>for the clarification/review opportunity.</p> <p>Ms. Reeves outlined her concerns with the relationships outlined in the application. Mr. Quigley was concerned with the proposed student enrollment.</p> <p>Ms. Reeves communicated that there was not a clear model and it was a hodgepodge of strategies. Mr. Walker indicated that the Florida schools outline in the application seemed to perform well and wished someone would have been here to address the CSAB concerns.</p> <p>Mr. Quigley questioned the benefit of the board for the management fee as the school would still be responsible for a lot of other expenses.</p> <p>Mr. Walker made a committee motion not to grant an interview to Doral Academy. Ms. Gibbs seconded. The motion passed unanimously.</p> <p>Mr. Quigley made a motion to the full CSAB not to grant an interview for Doral Academy. Mr. Walker seconded. The motion passed unanimously.</p>
<b>Application Interview</b>	
<b>OVERALL</b>	