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:

Eric Sanchez
Nicole Charles
Cheryl Turner
Glenn Allen
Alan Hawkes
Kristen Parker
Hilda Parlér
Douglas Price
Greg Schermbeck
Robert McOuat
Joe Maimone
Mike McLaughlin
Deanna Townsend-Smith

Date of Review:

09/30/2016

NORTH CAROLINA CHARTER SCHOOL APPLICATION

Young Inspiration STEAM Academy

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.

TABLE OF CONTENTS

I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Young Inspiration STEAM Academy

Has the organization applied for 501(c)(3) non-profit status: *Yes* <u>X</u>   *No*

Name of non-profit organization under which charter will be organized or operated: *Young Inspiration 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: *Debra Edwards*

Title/Relationship to nonprofit: *Board Member*

Mailing address: 13925 Erwin Road
                      Charlotte NC 28273
Primary telephone: 704-358-4162   *Alternative telephone:* 704-258-0243
E-Mail address: younginspirationnc@gmail.com

Name of county and local education agency (LEA) in which charter school will reside:
County: MECKLENBURG
LEA: 600-Charlotte-Mecklenburg Schools

Was this application prepared with the assistance of a third party person or group?
No: X
Yes:
Is this application a Conversion from a traditional public school or private school?
No: X
Yes:

Is this application being submitted as a replication of a current charter school model?
No: X
Yes:

Acceleration
Yes:
No: X

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: X

Agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award.
Yes:
No: X

What is the name of the nonprofit organization that governs this charter school? Young Inspiration Inc.
Is this application for Virtual charter school: Yes: No: X

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2018   *Month* August

Will this school operate on a year round schedule?
No: X
Yes:
Proposed Grade Levels Served and Total Student Enrollment (
5

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K,01,02,03,04,05	108
Second Year	K,01,02,03,04,05,06	192
Third Year	K,01,02,03,04,05,06,07	222
Fourth Year	K,01,02,03,04,05,06,07,08	366
Fifth Year	K,01,02,03,04,05,06,07,08	366

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.

younginspiration   Board Chairman_____
Signature   *Title*

younginspiration_____   09/19/2016_____
Printed Name   *Date*

Section I: Application Contact Information Concerns and Additional Questions	Reviewer	Page Reference
Enrollment figures do not appear to be tactical. 15+ students per six grade levels seems small for the opening year of the school.	Greg Schermbeck	Grade Levels
Low numbers will not support budget. Many budget discrepancies.	Joe Maimone	Grade Levels
Why is enrollment so low for a K-8?	Hilda Parlér	Grade Levels

Reviewer	Score
Eric Sanchez	
Nicole Charles	Pass
Cheryl Turner	
Glenn Allen	
Alan Hawkes	
Kristen Parker	Pass
Hilda Parlér	Pass
Douglas Price	Pass
Greg Schermbeck	Pass
Robert McOuat	
Joe Maimone	Fail
Mike McLaughlin	
Deanna Townsend-Smith	

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:

Securing Tomorrow By Influencing The Youth of Today

Clearly describe the mission of the proposed charter school:

The future of our society will be is in the hands of the youth of today. The only hope of securing the future of our society as an advanced, country of unlimited opportunity, we must be the influence that our future leaders are molded by. Martin Luther King said it best, "The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education."

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.*

Young Inspiration STEAM Academy (YISA) will target Charlotte(Mecklenburg County),which is the largest city located in the southwest end of North Carolina. There is also a special emphasis placed on the West Charlotte community,where the poverty levels are high and End-of-Grade testing scores are low. Charlotte is the fastest growing metropolitan in North Carolina. The population has increased 35.8% since 2000. Charlotte has one school district. The impact this fast growing population has on the school system is at a critical stage. The economy has forced drastic cuts to programs and services throughout the school system. Classrooms are increasing in size continually. North Carolina's graduation rate ranks in the bottom 5 nationwide.
There are 160 CMS schools and approximately 142,612 children. The average number of elementary (K-5), middle (6-8), and High(9-12) school students is higher than the state average. The West Charlotte community has the lowest per capita income in the county. It also has some of the lowest performing schools in the CMS district.
As our mission statement states, Young Inspiration STEAM Academy believes that in order to have a secure society tomorrow, we have to influence the youth of today. YISA believes through education, character building, community awareness and services, today's youth will become prepared and passionate about their future as the leaders of this society. By delivering a STREAM-focused curriculum, the necessary critical thinking skills, creativity, and innovation will be developed in our students to become great

9

leaders. STEAM is an educational approach to learning that uses Science,
Technology, Engineering, the Arts and Mathematics as access points for
guiding student inquiry, dialogue, and critical thinking. The end results
are students who take thoughtful risks, engage in experiential learning,
persist in problem-solving, embrace collaboration, and work through the
creative process. These are the innovators, educators, leaders, and
learners of the 21st century!

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).*

YISA projected enrollment is 322 by year 4. The ADM or the same grade
levels in CMS for the 2015-2016 academic year was 120,522. Our projected
enrollment represents .267% of the ADM for CMS.

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

Our STEAM-focused education breaks away from traditional educational
classroom models by examining the combination of all fields of STEAM.
Activities and course materials focus on an actual use and application of
the learning objectives. When students find practical applications in their
course work, this is when they're truly actively learning the material.
Traditionally, students are to read books to find their information. The
learning stemmed from digesting chapters of a textbook, defining terms in
the glossary, and highlighting pertinent sections. There can possibly be an
occasional demonstration or class discussion, and then its test time. This
worked for previous generations, but the students of today don't learn best
with this format. This is especially true of students who perform at or
below grade level. Many argue that this may be due to attention spans
supposedly shortened by the massive amount of information and entertainment
that's instantly available online. Instant access to masses of information
and the gratification associated with this method of research, lead many
people find it boring and too time consuming to read through chapters of a
book to find the information they want. Today's students are more drawn to a
hands on approach to learning that gives more of an instant result. They
want to see their learning in action, rather just reading about subject
material. Interacting with the content helps them absorb it, and it deepens
their connection to the material, ensuring they'll remember more even after
taking a test.

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.*

1)Young Inspiration STEAM Academy (YISA) will provide new professional opportunities for teachers, administrators, and support staff in Mecklenburg County. YISA will select a teaching staff that will collaborate on teaching methods and strategies that have been proven successful for at risk students. Teachers
will be trained by curriculum consultants to insure the programs will be implemented efficiently.
Teachers will participant and have opportunities to conduct
Professional Development Trainings that will equipping them to utilize their leadership skills
and expertise.
2)Young Inspiration STEAM Academy (YISA) will incorporate the North Carolina standard
course of study and Common Core Curriculum and a STEAM focused curriculum. All required federal programs
will also be implemented. All state mandated testing will be administered. Teachers will maintain records of assessing students through observation,student work samples, and students' self-evaluations. Teachers, students,and parents will work closely together to maintain progress records to ensure that each student is maximizing his or her learning potential.
3)YISA will provide parents and students with an educational choice other than those offered by traditional Charlotte Mecklenburg Schools. Parents will be included in the planning of the educational goals of their child(ren). Student assessments will also provide input that will be utilized in establishing individual educational goals. Young Inspiration STEAM Academy will give parents and student a quality educational option that ensures benefit to qualified teachers, a safe environment, flexible grading groups, collaborative activities, real life experiences in learning, character development, and academic excellence.
4)Young Inspiration STEAM Academy(YISA) will improve student learning by providing a learning environment that promotes growth through a STEAM focused curriculum. Critical thinking, logic, and developing student morals with also be a vital part of the curriculum. Students will be challenged to listen and respond when
presented information. The hands on learning approach of our STEAM focused curriculum will assist students in seeing the value of learning, leading he/she into an independent self-motivated learner. As an
independent learner student goals will include accepting responsibility for his/her own behavior, learning how to prioritize task to meet academic requirements, balancing family and social demands, developing critical thinking skills and problem solving.

5)Young Inspiration STEAM Academy will solicit student enrollment from all areas of
Mecklenburg county regardless of race, religion, or socioeconomic status. As mentioned in the application, we will have concentrated marketing campaign in the West Charlotte community. The Core Knowledge sequence has a research-based record of improving student standardized test scores. This is very important for the targeted area at risk students.
6) Themajor benefits of a STEAM curriculum are that is supports and develops the convergent and divergent thinking of future innovators and develop the skills needed to be successful in the twenty first century.

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.*

Academic Goals-The academic goal for 90% of Young Inspiration STEAM Academy students in grades K-8 will demonstrate typical or higher than typical growth throughout the school year will be measured based on MAP testing results for 2-8 grades, and on mCLASS:DEIBELS RESULTS for K-1. We will also factor in classroom performance.

Finance Goals- YISA will contract will Acadia Northstar L.L.C. to ensure the school maintains a healthy finances and management practices. Only effective use of resources through the commitment and professionalism of an active Board of Directors will be practiced. The school will secure other funding resources that will develop and strengthen the contingency plan.

Operations Goals - The school will establish strong relationships between parents and local organizations throughout the community creating opportunities for outreach and partnerships. The administrative team and principal will be committed to maintaining a culture of trust by keeping open lines of communication among staff, teachers, parents, students, and Board of Directors.

Governance Goals - The Board of Directors will identify a parent to become a member of the Board of Directors to ensure that every consideration is given to the parent perspective when making determinations for the school. The Board will make the selection of principal within 90 days of application approval. Every Board member will demonstrate above average commitment to the success of the school through involvement and attendance. Information measuring performance goals will be communicated monthly to the governing board.

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

The Young Inspiration STEAM Academy's mission of "Securing Tomorrow by Influencing the Youth of Today" is accomplished by providing the necessary resources, education, and supports to today's youth through an education system that develops the skill set needed to be successful in the 21st century. YISA will provide an education that develops innovators. Our curriculum is primarily a well developed integration of the arts and design with technology, science, engineering, and mathematics. A STEAM focused

curriculum promotes inquiry based instruction and opportunities for developing strong of problem solving and design skills. Through measured outcomes, the success in meeting the set goals, the Board of Directors will know that Young Inspiration STEAM Academy is attaining the mission.

Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
Mission statement is very broad, limited and non-descript in its purpose and outcome, therefore is not defined. How will students be "influenced"? The mission statement and the mission do not coincide.	Hilda Parlér	Mission Stat
Although the mission statement of the school is admirable, is the applicant able to connect a generalized statement to the schools objective and direction?	Nicole Charles	Mission Stat
Differentiation from surrounding schools is not convincing	Joe Maimone	Mission Stat
Applicant needs to clarify the mission statement further. What are the primary objectives of the proposed school?	Kristen Parker	Mission Stat
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: http://www.dpi.state.nc.us/charterschools/schools/map.	Deanna Townsend-Smith	Educational
The applicant provides a strong narrative regarding why the school should exist however should provide data to support the narrative that is presented. CMS is offering more STEM & STEAM programs. The applicant and the charter advisory board should ensure that this applicant is truly proposing a new model.	Greg Schermbeck	Educational
What is the designated student population to be targeted? Why does the attached appendix only provide the want, and not the need? There is a significant difference between the two, and I would like to see this applicant provide what the need is in this area.	Douglas Price	Educational
Applicant needs to clarify the rationale for selecting the location further. What is primary targeted student population? Overcrowding is listed, as is low performing test scores- but there is a lack of data to support the rationale. Applicant needs to clarify specifically how the STEAM approach is different than the LEA. Rationale is described as different than "traditional" classroom models, but does not speak directly about the LEA.	Kristen Parker	Educational
Can the applicant provide data supporting claims made in the education plan description and the benefit of its proposed educational model? The public meeting sheet indicates that some parents are interested in YISA Charter school; however, does the interest tie to educational need directly? The ed plan describes STEM education but the school is listed as STEAM. Does the school propose a Art component?	Nicole Charles	Educational
Targeted population does not align with the proposed school's mission. The mission quote should be created by the Board.	Hilda Parlér	Educational
The applicant should provide greater detail regarding how these purposes are truly different and how they will be managed and measured to reach academic excellence.	Greg Schermbeck	Purposes of
Applicant needs to clarify: How will the professional development support teachers in owning the outcomes for students? How is the training by consultants considered a new opportunity for teachers? Applicant needs to clarify: How does the outlined information connect to the school's mission of securing tomorrow by influencing the youth of today? Applicant needs to be more specific.	Kristen Parker	Purposes of
Using Common Core, Core Knowledge and STEAM almost interchangeably reveals a lack of clarity in curriculum delivery.	Joe Maimone	Purposes of
What are the specific and succinct methods that will be employed by the school to increase new professional opportunities for teachers? The given answer is not	Douglas Price	Purposes of

specific enough. **If STEAM is to be implemented at this school, then how is the "A" in STEAM being measured? While STEM can be quantifiably measured by testing (including those mentioned by the applicant) how do we plan to assess the "A" portion as well, which will hold this school accountable?** **What is the expanded choice being offered at this school that parents and students could not receive elsewhere?** **What is the innovation for this school to make it stick out? STEAM is offered in the traditional LEA sector; be specific and inventive.**		
Although the purpose of the school is described, it does not tie back to the mission since the mission statement is not specific. Can the applicant provide greater detail for the purposes with specific strategies (professional development, assessment measures, parent engagement strategies)?	**Nicole Charles**	**Purposes of**
How is "typical or higher than typical growth" defined? Are raw scores also assessed? How are high achieving students factored given that skills tests max out? **What other funding sources will be utilized to meet finance goals?** **Who is responsible for the relationship building between families and organizations? Is it the Principal or the Board? This is a big task given other responsibilities, is this reflected in the staffing allocation** **How is board informed of educational progress?**	**Nicole Charles**	**Goals for th**
Applicant needs to clarify: What is "typical or higher than typical growth" defined as? **Applicant needs to clarify: What specific strategies will be sued to establish strong relationships with families and the community?** **Applicant needs to clarify: How often and when will information be communicated to the board and other stakeholders?** **Applicant needs to clarify: How do the goals focus on the STEAM framework and improving student outcomes?**	**Kristen Parker**	**Goals for th**
The applicant does not provide a clear process for how the board will monitor the progress of academic goals. **The goals focus on improving student outcomes, however are not set at a high-standard.**	**Greg Schermbeck**	**Goals for th**
Goals to general	**Joe Maimone**	**Goals for th**
How will classroom performance be factored in? Be specific and explicit. **How are your financial goals being met, and how will you know; outside of contracting with Acadia?** **If a parent is being offered a seat at the table , will there also be a seat offered for a current teacher as well? Since matters of the school are at hand at board meetings, it would appear only logical to allow both parties to be represented.**	**Douglas Price**	**Goals for th**

Reviewer	Score
Hilda Parlér	Fail
Nicole Charles	Fail
Glenn Allen	
Kristen Parker	Fail
Douglas Price	Fail

Robert McOuat	
Eric Sanchez	
Alan Hawkes	
Greg Schermbeck	Fail
Cheryl Turner	
Joe Maimone	Fail
Deanna Townsend-Smith	
Mike McLaughlin	

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 <u>will deem the application incomplete.</u>*

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.

STEAM is an acronym that represents how all topics in subject areas relate to each other and to the real world. The sentence that defines this is: Science & Technology, interpreted through Engineering & the Arts, all based in Mathematical elements. The A stands for the broad spectrum of the arts going well beyond aesthetics; it includes the liberal arts, formally folding in Language Arts, Social Studies, Physical Arts, Fine Arts & Music that each shape developments in STEM fields. It is a framework for teaching that is based on natural ways of learning, customizable for ALL types of students and programs and is functional!

STEAM is showing success in schools all around the world to better teach academic and life skills in a standards-backed, reality-based, personally relevant exploratory learning environment. STEAM lessons are built to accommodate the broad spectrum of learning styles and abilities at all grade levels as well as personality types, the lessons are created to be more appealing and better-understood by a wider spectrum of people. Young Inspiration STEAM Academy's targeted youth is populated with high numbers of at-risk students. These targeted students represents a diversity of education needs and learning styles. In most cases, traditional learning methodologies have not been successful with these students. The ability to accommodate a broad spectrum of learning styles and abilities also fits the Academy's programming for gifted children.

One goal for implementing a STEAM-focused curriculum to help students become FUNctionally Literate, meaning they understand the basics of what the benchmarks outline in each subject area AND are able to understand the context of when and how to apply each to be responsible members of society. To assess the Common Core Standard benchmarks, the lesson plans are built backwards from standards so that they are meaningful applications of the pre-determined content and supportive of giving students opportunities to use the knowledge to obtain a deeper understanding. By using this approach, the STEAM projects are giving the students more reasons to learn the content and make more cognitive connections to the information with a larger variety of synapses, thus providing more opportunities for recall when they take the required tests.

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.

YISA will use a classroom-based learning environment. Class size will average 12-20 students. The k - 2 grade levels class size will stay closer to 15, while the 3 - 12 grades will max at 20. EC class size will be smaller with a maximum of 10.

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 STEAM focused curriculum aligns perfectly with the mission and targeted population for Young Inspiration STEAM Academy. Our targeted population consists of students who have not progressed well in the traditional classroom setting at are identified as at-risk students. These students need an alternative learning environment and methodology. With global competition rising, America is at a critical juncture in defining its economic future. I believe that art and design are poised to transform our economy in the 21st century in the same way that science and technology did in the last century, and the STEAM movement is an opportunity for America to sustain its role as innovator of the world. STEAM Education provides the framework used for connecting the growing network of educational disciplines, businesses and communities to create adaptable citizen-involved, globally-responsible, reality-based programs for developing for life-long FUNctional literacy for all.

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 faculty of YISA will be expected to master the project based teaching methodology. Intel, a STEM curriculum resource, along with S.T.E.A.M. will provide professional development. Each staff member will be certified in STEAM upon completion of the training. STEAM is a new curriculum that does not have years of measurable data, however all indicators from the research that is available indicate major progress and academic success for those students that have benefited from the curriculum. STEAM lessons are built with educators, for educators, who contribute to creating and updating them regularly. That means that as educators around the world work on keeping up with things that change quickly in our world, STEAM creates a network to unite them to create lesson plans that are shared by everyone in the network. That way if something happens, like a planet is no longer called a planet, there is no waiting for the next textbook to have that change. There are people immediately updating curricula at every grade level. When there is a major invention, massive storm or political event, all of them have a chance to be incorporated into the curriculum rapidly.

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.

The STEAM focused curriculum aligned with Common Core Standards, ensures that all disciplines are taught on an intense level. The lesson plans are created from the methodology of starting from the back. That means we start at the testing goals and build the lesson plan. This method assures that student are prepared for testing and grade to grade transitioning.

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 calendar coincides with the goals of the school by providing the required instructional time, professional development opportunities for faculty, and parent involvement opportunities.

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.*

The STEAM focused curriculum is structured in such a way that students at all
levels have access to the content and are constantly challenged to learn new things. However, Young Inspiration STEAM Academy acknowledges that special and
additional experiences are sometimes necessary to ensure all students are met at their instructional level to attain growth. All students, both high and low performing, will be able to experience content at their instructional level through the use of our project based STEAM focused curriculum.
Learning plans are determined by the students performance and the MAP (Measures of
Academic Progress) test. Teachers have the option to assign students
assignments so that they can either review previous topics, practice newly learned topics, or be introduced to new topics.
The ESE and ELL faculty members will be responsible for assisting the
classroom teacher in designing a classroom that will meet the needs of these students as well as the other students in the class. Therefore, it is the intent of the school to use an inclusion model to its fullest possible
extent.
At risk students will be identified through classroom observations by
teachers,performance on the MAP test and other assessments, and any and all other avenues. Students determined to be at risk will be support ed using a PEP (Personal Educational Plan previously discussed), Title I services and any other resources available to Young Inspiration STEAM Academy.

2. *Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:*
    a) *Methods for identifying ELL students.*
    b) *Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ELL students.*
    c) *Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.*

YISA ELL students will be identified in the enrollment process. Our application will inquiry about the primary language spoken in the home and if English is a second language. Lesson Plans will include specific instruction differiation for ELL as demonstrated in this sample lesson plan. Kindergarten students start school by interacting with a unique multimedia presentation of five to ten slides, displayed on a whiteboard. Each daily presentation covers state-mandated curricular topics including reading, math, and science, in an interactive and entertaining way. Students watch as animated words and patterns appear, and interact through reading, questioning, and supplying information by writing on the whiteboard with dry erase markers. Designed daily, these presentations introduce and reinforce skills and concepts for every learner. As the school year progresses, the presentations increase in difficulty and students play a larger role in multimedia design and implementation.

At a Glance-Grade Level: K-2
    Subjects: Language Arts, Math, Science
    Topics: Reading Readiness, Mathematical Foundations, Science Inquiry
    Higher-Order Thinking Skills: Prediction, Analysis
    Key Learnings: Word Analysis, Vocabulary, Numeracy, Natural Phenomena, Social Skills
    Time Needed: 10-15 minutes daily

Things You Need-Assessment, Standards, Resources, Download this Unit (zip)

This unit is aligned to Common Core State Standards for Language Arts and Math.

    Reading: Foundational Skills RF.K, RF.1, RF.2
    Writing W.K, W.1, W.2
    Speaking and Listening SLK, SL.1, SL.2
    Language L.K, L.1, L.2
    Math: K.CC Counting and Cardinality, K.NBT Number and Operations in Base Ten, K.OA Operations and Algebraic Thinking

Curriculum-Framing Questions

Essential Question-How do we make meaning with symbols?
Unit Questions-How do letters make sounds and make words? How does what I know help me figure out what I don't know?
Content Questions-Who will we celebrate this week? How can numbers tell a story?

Assessment Processes

View how a variety of student-centered assessments are used in the

Multimedia Morning Mania Unit Plan. These assessments help students and teachers set goals; monitor student progress; provide feedback; assess thinking, processes, performances, and products; and reflect on learning throughout the learning cycle.

Instructional Procedures-Prior to Instruction create a slideshow template with one slide for each element you want to address in your daily presentation. As the school year progresses, the slides can remain the same in format, even as the complexity of vocabulary and concepts increases. (See each slide in context, or view complete September slideshow and June slideshow.)

Design your show to introduce or reinforce concepts or skills you teach during other parts of the day. For example, if a lesson on New York state geography is planned for the afternoon, include a map of the United States inthe morning slideshow. You might remark, "Remember when I told you I was going to visit my family in Oklahoma? This state is Oklahoma, and this one-New York-is where we live. See if you can remember our state's shape later this afternoon." Consider the group as well as individual needs as you develop your show. Periodically throughout the unit, take anecdotal notes about students as they work and use these notes to monitor progress...
Differentiated Instruction
English Language Learner-he slideshow meets the needs of emerging English speakers in many ways. Add conversation phases in the reading slides that particularly benefit these children (Examples: My name is [Joachim]. May I go to the bathroom? I don't understand.

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 of our gifted students will come through a variety of nomination sources. Test results, parent nomination, teacher nominations, and peer nominations.

Using the same lesson planning approach that was sampled for ELL students, a differentiated instruction is included in every lesson plan for identified gifted students. The differentiated instruction for the gifted student population would read as follows for the lesson plan sample in the previous question of this appplication;

Differentiated Instruction
Gifted Student - For each topic, include multiple slides at different skill levels so all students can participate and benefit. Since you create new slides each day, it is easy to address immediate individual needs through remediation or extension activities. If a concept needs more work, repeat the associated slide in each slideshow until students reach mastery.

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)*

Identification of students who have previously been assessed to be eligible for special education services or protected under Section 504 of the Rehabilitation Act will occur through the enrollment process. Parents will be asked to share their children's records to include IEPs and 504 plans to initiate and provide services to each child. Parents will be asked to provide signed consent to allow YISA personnel to request these records from the child's previous school.

To ensure that YISA is in fully compliance with the 'Child Find' mandate, children can be
referred for further evaluation via a written request to the Lead Administrator to determine if a child has a disability and needs special education services. Parents, staff, and the student may also refer a child
to. The administration will submit a written request for an evaluation for suspected disability with signed informed parental consent for diagnostic evaluations by an appropriate, contracted diagnostician to determine if special education services are required. This request will contain information about
the reason for the referral. If the student is found to be eligible for ECE services, the IEP team (an
administrator, general education and special education teacher, parent, and student, and relevant related service providers) will hold an IEP meeting. They will develop goals to address the student's needs and determine the related services required to support the student in YISA's inclusive environment. The IEP will be shared with the child's teachers, parents, and related services staff for implementation.

All student records will be maintained in files marked confidential file in a locked room and locked filing cabinet. The cabinet will indicate by labeling who has access to the information. The lead administrator, ECE coordinator, and administrative assistant will have direct access and will monitor who is accessing the files. Each file will include a sign-out document to record the following: printed and signed name, the date, and reason for file review. Files must be kept in the file room. The Lead Administrator and ECE coordinator will be responsible for monitoring compliance with all federal and state laws, policies, timelines and ensuring that all files include quarterly progress notes from the EC teacher and related services staff. IEPs will be held at least annually.

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.*

As part of the educational programming at Young Inspiration STEAM Academy, a special education teacher will be part of our staffing to coordinate services and provide support to teachers, students, peers, and families to ensure that each child with an Individualized Education Plan receives a Free Appropriate Education in the Least Restrictive Environment. Students will receive their course content from licensed classroom and core content teachers, and extra-curricular teachers with strong, ongoing support from our special education coordinator, and required related service providers. The special education coordinator and related service providers will provide support within the typical instructional area (classroom, playground, etc.) as much as
possible. The coordinator will spend time working in each child's classroom and working one on one with the child as required to provide needed supports and interventions and reinforce instruction. The special education coordinator will work closely and collaboratively with classroom and extracurricular teachers and other school staff to provide them with support and training so they may appropriately address students' goals and provide required accommodations and modifications. To ensure that all related services documented in students' IEPs are provided, Young Inspiration STEAM Acaemy will partner with the support service providers to provide related services (speech and language therapy, occupational therapy, physical therapy, counseling,etc.

Student Performance Standards

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

Young Inspiration STEAM Academy has a high student performance expectancy on the whole. All students are expected to perform academically at a minimum on grade level, but as a norm above grade level. The RTI(Response to
Invention) method of determining and responding to the instructional needs of the students will be a resource used. YISA will follow and comply with the North Carolina Student

23

Accountability   Standards   and   the   laws   for   serving   children   with special
needs and/or disabilities as the criteria for promotion. The criteria for
promotion   as   stated   will   be   communicated   with   parents   during   the parent
orientation   provided   before   the   student   becomes   active   as   a   Young
Inspiration STEAM Academy student. Students will be required to
complete with a passing grade the course requirements of the NC Public
schools graduation requirement rubic. In the final program year prior to
graduation, student are expected to have developed
their critical thinking, logic, mastered the basic and/or advanced academic
concepts, and excelled in STEAM choice course of study. Each student will
also have demonstrated, within the program of the Charter school and their
local community an character of integrity and professionalism that will be
an asset to the society as a future leader.

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.*

Discipline and self-control are essential to the academic and social success
of   each   child.   YISA   is   committed   to   developing   students   that demonstrate
self-discipline, sound moral character, and respect for our community.
In most cases, the appropriate faculty members within the classroom setting
will handle situations requiring discipline immediately and effectively. In
some circumstances, either due to the seriousness or repetitive nature of
the   offense,   intervention   by   the   principal   or   his   or   her   designee is
warranted. In any action requiring probation or suspension the principal
will be included in the decision making process, and the parent or guardian
will immediately be notified. If the behavior could result in expulsion,
the principal will suspend the student, notify the Board and schedule a
meeting of the parent or guardian with the Board. The decision of the Board
will be final.
Violations   such   as   unauthorized absence or repeated lesser violations
will be dealt with on a more formal
basis. Detention is one of the penalties that may be assigned at this level.
Major   Violations: Major   violations   are   those   that   are   serious enough   to
require   probation,   suspension   or   expulsion.   These   violations   will   be

24

immediately reported to the principal. They include: the use or possession of illegal or controlled substances, the use or possession of a weapon or any object being used as a weapon, academic dishonesty, theft or destruction of property and fighting which results in physical harm or injury. Any of these violations may result in probation, suspension, or expulsion.

Student Expulsion and Exclusion Policy: A pupil generally will not be suspended from school or recommended for expulsion unless the YISA Principal determines that the pupil has:

*Caused or attempted to cause or threatened to cause physical injury to another person.

*Possessed, sold or otherwise furnished any fire arm, knife, explosive, or other dangerous object, unless in the case of possession of any such object, the pupil had obtained written permission to possess the item from a certified school employee, which is concurred by the principle or the designee of the principal.

*Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of any controlled substance or alcoholic beverage or an intoxicant of any kind.

*Unlawfully offered, arranged or negotiated to sell any controlled substance or an intoxicant of any kind, and then either sold, delivered or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or materials as a controlled substance, alcoholic beverage or intoxicant.

*Committed robbery or extortion.

*Caused or attempted to cause damage to school property or private property.

*Stolen or attempted to steal school property or private property.

*Possessed or used tobacco,or any products containing tobacco or nicotine cigarettes, smokeless tobacco, or chew packets or betel. This section does not prohibit use or possession by a pupil of his or her own prescription products.

*Committed an obscene act or engaged in habitual profanity or vulgarity.

*Unlawfully offered, arranged or negotiated to sell any drug paraphernalia.

*Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials or other personnel engaged in the performance of their duties.

*Knowingly received stolen school property or private property.

Appeal Procedures

The identity of the students other than the student appealing the suspension shall be protected to the extent required by the Family Education Rights and Privacy A. The school is subject to and shall comply with Article 27 of Chapter 115C of the General Statutes.

Section III: Education Plan
Concerns and Additional Questions

Applicant needs to clarify: What data is there to support the STEAM methods increasing student outcomes for at risk students? Applicant needs to clarify: What is meant by benchmarks? Where will these be coming from? How do they align with standards and what students will be taught? Applicant needs to clarify: What are the specific assessment strategies to monitor student progress throughout the year?	Kristen Parker	Instructiona
The applicant provides a generalized description of what a STEAM curriculum could provide. However, what specific curriculum and methodology will be provided? If project based learning is used, is this resource intense strategy reflected in the the budget? Is there data to support that STEAM has been proven to be successful with high needs students? Is it STEAM or individualization YISA is offering to provide educational improvement? Which benchmarks will be used?	Nicole Charles	Instructiona
What are the specifics of this instructional program? Besides using STEAM, how does the school intend to implement STEAM at a level that shows success? What are the documented evidences in supporting the proposed approach? What assessments will be used?	Douglas Price	Instructiona
The applicant should provide more information regarding documentation for the proposed approach and related assessment strategies.	Greg Schermbeck	Instructiona
I believe that art and design are poised to transform our economy in the 21st century in the same way that science and technology did in the last century, Evidence?	Joe Maimone	Curriculum a
Although math is aligned to YISA's mission, can the applicant provide a detailed scope and sequence rather than generalized content areas for ES and MS? What are the specific modules used by teachers? Are teachers content area experts or traditionally trained teachers who will need to gain STEAM understanding? What data supports STEAM claims? Is there professional development and school readiness time for teachers and when? The calendar does not reflect this time.	Nicole Charles	Curriculum a
Applicant needs to clarify: How does the provided course of study connect to the STEAM Methods of teaching? Applicant needs to clarify: If the targeted population is at risk or traditionally lower performing students, how will the instructional program address content gaps students may have upon entering the school? Applicant needs to clarify: According to the provided calendar teachers report one day before students do, how does this allow time for all teachers to master the STEAM teaching methodologies?	Kristen Parker	Curriculum a
Why such a large range of numbers for each section of grades? Can the applicant not be more precise in their desires for the school? Can the applicant please return to the drawing board on Appendix B and provide detailed and specific outlines for one grade level, to show: what standards will be addressed, and how these standards coincide with the STEAM-based approach? How does the STEAM focus "ensure that all disciplines are taught at an intense level"? Expand on this.	Douglas Price	Curriculum a

The applicant should provide more detail regarding the instructional design. Appendix B is attached, however, lacks great detail to be considered a sound plan. The applicant should provide details to ensure the curriculum will be suitable for a wide range of students.	Greg Schermbeck	Curriculum a
What is the system for providing interventions for students with needs? The application indicates "Teachers have the option to assign students assignments so that they can either review previous topics, practice newly learned topics, or be introduced to new topics" How is this differentiated for students that struggle? Is there a comprehensive way for looking at students needs? Is there e a problem solving method for determining appropriate assignments?	Robert McOuat	Special Prog
How does the applicant differentiate between "at-risk" and exceptional students? How will each be identified for specific interventions given that at-risk and exceptional are subject to varied interventions? Will the home language survey be on the application or on the enrollment forms? What is the goal in asking prior to admittance?	Nicole Charles	Special Prog
Applicant needs to clarify: What is the exact plan to identify and support at risk students? What interventions will be used? When and how will students be identified? Applicant needs to clarify: For gifted students, what specific data will be used to make a decision/identifying gifted students?	Kristen Parker	Special Prog
The applicant fails to provide specific details or a sound plan academic interventions. Basic information is presented but lacks a clear process or practical ways for the school and it's staff to intervene.	Greg Schermbeck	Special Prog
Where is the documentation and support to suggest that STEAM is "structured in a way that students at all levels have access" and "are constantly challenged"? Can the applicant please return to the application to address "clear systems of prevention and intervention"? Nothing explicit was offered up.	Douglas Price	Special Prog
Applicant needs to clarify: Will all students referred go directly to EC testing? What steps will be taken prior to students being tested?	Kristen Parker	Exceptional
It is unclear from the application whether the applicant differentiates between 504 plans and IEPs.	Nicole Charles	Exceptional
How will the community be aware of the schools Child Find obligations? Typo - "Parents, staff, and the student may also refer a child to." Too? The plan indicates "If the student is found to be eligible for ECE services, the IEP team (an administrator, general education and special education teacher, parent, and student, and relevant related service providers) will hold an IEP meeting" - What is ECE and why is it a requirement to be eligible for special education services?	Robert McOuat	Exceptional
It is checked off that the applicant needed more room to continue expounding, but there is nothing else provided.	Douglas Price	Exceptional
The applicant does not provide a solid plan to ensure the implementation of a full range of exceptional children's programs. It is also not clear if/how the EC curriculum is aligned with the overall school's vision and mission.	Greg Schermbeck	Exceptional
How will school provide full continuum of special education services delivery?	Robert McOuat	Exceptional
Who is included in the related services providers category? Are the contracted providers (speech and language therapy, occupational and physical therapy providers) also the providers offering support to teachers within the typical instructional areas? Is this reflected in the budget? Is the special education teacher also the special education coordinator? How is the educational plan for exceptional children reflective of the STEAM mission and methods?	Nicole Charles	Exceptional

Applicant needs to clarify: Is the model for ES support going to be an inclusion model? Applicant needs to clarify: How will the Special Education Coordinator reach all students service times?	Kristen Parker	Exceptional
What assessments are used to measure and track academic progress and success for all students and varied across need? How are the performance standards aligned with the STEAM and project based learning method? Is the applicant clear on the NC standards used (this is not clear from the application which merely states that NC public school measures will be used)?	Nicole Charles	Student Perf
Applicant needs to clarify: What are the specific criteria for promotion and retention? How will students receive academic grades? Applicant needs to clarify: What are the specific assessment measures that will be used to ensure that all students are performing on grade level?	Kristen Parker	Student Perf
How will administrator consider the IEP in decisions about promotion and grading?	Robert McOuat	Student Perf
The applicant fails to provide clear, measurable, and specific student performance standards. Much greater detail is needed to assess this section.	Greg Schermbeck	Student Perf
no specifics	Joe Maimone	Student Perf
Beyond RTI, what other explicit assessment tools does this school intend to use? How will promotion be provided? What policies are in place? How will this school address any "at-risk" populace ? What evidence is being offered to show assessments that will drive instruction? How will this improve curriculum?	Douglas Price	Student Perf
How are self-discipline, sound moral character, and respect taught within the STEAM curriculum? Is there an additional character development component? Given the lengthy list of offenses, how are the standard communicated to families? Is discipline the same across all grade levels? What is the role of faculty and staff in the disciplinary process? How is staff trained? What options for appeal do families have? How is discipline for students with disabilities addressed?	Nicole Charles	Student Cond
How will protections under IDEA be considered as part of discipline procedures?	Robert McOuat	Student Cond
If trying to address the "at-risk" population of Western Meck, how does this behavior plan (outside of self-control) support that community?	Douglas Price	Student Cond
Applicant needs to clarify: What are the specific practices and methods that the school will use to ensure a safe environment?	Kristen Parker	Student Cond
The applicant should explain how the student conduct and discipline will be differentiated for all grade levels and how staff will be trained and assessed. The applicant provides general information but lacks details regarding processes and systems.	Greg Schermbeck	Student Cond

Reviewer	Score
Deanna Townsend-Smith	
Joe Maimone	Fail
Cheryl Turner	
Greg Schermbeck	Fail
Alan Hawkes	
Eric Sanchez	Fail
Mike McLaughlin	

Robert McOuat	
Douglas Price	Fail
Kristen Parker	Fail
Glenn Allen	
Nicole Charles	Fail
Hilda Parlér	Fail

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:
<u>Private Nonprofit Corporation:</u>
*The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

Name of Private Nonprofit: Young Inspiration Inc.

Mailing Address: 13925 Erwin Road

City/State/Zip: Charlotte NC 28273

Street Address: 13925 Erwin Road

Phone: 704-504-0442

Fax: 704-334-4272

Name of registered agent and address: Frank Jacobs
13925 Erwin Road
Charlotte,NC 28273

FEDERAL TAX ID: 25-1773900

<u>Tax-Exempt Status 501 (c)(3)</u>
The private nonprofit listed as the responsible organization for the proposed charter school has received 501 (c)(3) status:

X 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.

Board Member Name	Board Title	County/State of Residence	Current Occupation	Past or Present Professional Licenses(s) Held	Has any disciplinary action been taken against any of these professional licenses?

Frank Jacobs	C0-Founder, CEO	CABARRUS	Pastor		
Kimberly Jacobs	Co_Founder, COO	CABARRUS	Motivational Speaker		
Chris Fowler	Member	MECKLENBURG	STEM Certified Teacher		
Selwyn Davis	Member	MECKLENBURG	Salesman		
Sadie Jones	Member	MECKLENBURG	Retired Special Education Teacher		
Debra Edwards	Member	MECKLENBURG	Early Childcare Director		
Tom Neagle	Member	UNION	Retired Banking Accountant		
Erma Mason	Member	UNION	Daycare Director		

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

The governing Board of Directors for Young Inspiration STEAM Academy(BOD)understands that the Board is ultimately responsible for the operations and success of the proposed Charter school. The role of the BOD is to ensure through support and guidance the success of the program. Additionally the Board is responsible for the financial security and soundness of Young Inspiration Charter School. The BOD will supervise the principal who will be the only faculty member that is a direct report to the board.
The Board will serve as a task force to identify a Lead Administrator. They may recruit candidates through contacts in the local community and post on national and higher education recruiting sites including the Alliance for Public Waldorf Education. Interested candidates will participate in a
behavioral based interview that includes a range of questions from diverse perspectives, role-playing scenarios designed to elicit examples of previous experience and behavior, and providing a writing sample. The Board will
focus   its   search   on   applicants   with   prior   school   leadership experience,
particularly   in   the   areas   of   new   school   design   and   start-up, Waldorf
education methods, developmentally appropriate instructional practices, arts integration and managing significant external partnerships. Candidates with experience working with diverse populations will also be a priority.   The best   candidate   will   be   selected   utilizing   this   rubric.   The   Lead

Administrator will build consensus and inspire passion within teachers to teach, students to learn, and parents to engage in their child's development and learning while following the mission of the school. The Lead Administrator will be responsible for the overall school operation, working with parents, students, support staff and teachers. The Board will receive monthly reports from the Lead Administrator and his/her team as to all major functions of the school. The Lead Administrator will serve as a non-voting member of the board.

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

Board of Directors(BOD) currently has eight members. It is expected that no more than 4 addition members will be added to the board. One expected member would be a parent. The Principal will serve as an officer of the advisory sub-committee. The key skills that the Young Inspiration STEAM Academy Board of Directors has expertise in the field of education from various perspectives, partnered with high level
expertise in the professional business. The BOD will be able to ensure that the school is meeting academic and operational success through assessment results, testing results, and the financial stability of the overall operations. The BOD will evaluate the school leadership performance based on the same reporting tools. Parent involvement will be motivated by giving parents the sense of ownership/responsibility for their child's education through board membership and committee leadership roles.

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 current board members were recruited by the Co-Founders of Young
Inspiration Inc. Each member appointed was selected based on their expertise in education, demonstrated committed to being a part of ensuring the youth
of today are successful, and professionalism. Additionally, community involvement was considered as a selection factor.
There are currently 4 positions vacant on the board. Three of the vacant positions will
be filled by a parent, a general instruction teacher, and the principal of the Charter school.
Any vacancy that should come open there after will be filled by obtaining applications of interested canidates. Applications will be reviewed by the BOD. Interviews will be conducted by the board. At the conclusion of the interview process, the board will have a vote to confirm the selected
canidate. The filling of vacant board positions will be completed within 60 days.

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

The Young Inspiration STEAM Academy Board of Director will meet once a month. The Board will hold it's Annual meeting in July annually. The board will meet as needed during the implementation stage of the opening of the Charter School.

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.*

A orientation and training will be provided for all board members with 90 days of notice that Young Inspiration STEAM Academy's application have been approved by the Department of Public Instruction. The orientation and
training will focus on non-profit board service. Board Member Orientation: The concise and complete guide to non-profit Board Service, by Michael Bates will be a guide in conducting that training session. Additionally Acadia Northstar LLC will provide in service training to orient the board with the services and workings of the contracted services as our financial and student data management company.

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

The Schools governing board is guided by a set of By-laws that defines how the board will govern, including conflicts of interest and the proposed meeting schedule. The By-Laws are included in Appendix F. A member of the board may not be an employee of the Corporation (in any capacity, including, but not limited to, as a teacher or principal) and may not be an employee of the nonprofit corporations management company.

In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and must be given the opportunity to disclose all material facts to the directors and/or the members of committees with board delegated powers considering the proposed transaction or arrangement. After disclosure of the financial interest and all material facts, and
after any discussion with the interested person, he/she shall leave the board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists. If the board or committee has reasonable cause
to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure
to disclose. If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the board or committee determines that the member has in fact failed to
disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and
corrective action. To avoid any actual conflicts and to mitigate perceived conflicts, ethics and conflicts of
interests will be specifically addressed during the Boards orientation and training. Additionally, each Board member will sign the Conflict of Interest Policy prior to becoming a Board member and annually thereafter. There are no existing relationships that could pose actual or perceived conflicts if the
application is approved.

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

The Bod will further develop decision-making policies as a team. Those policies will include a voting system as described in the ByLaws.

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.*

An advisory sub-committee to the BOD will be formed to include the
Principal, teachers, and parents. the role of this committee will be to aid the BOD in making decision by supporting the Board with information from the day to day hands on operations perspective.

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

Parent/Student Grievance Policy
Grievances
During the academic year problems and misunderstandings between students, parents, and teachers may arise. The best way to resolve these problems is to keep an open, yet orderly channel of communication between all parties.
The following is a strategy that will allow an open channel of communication between parents and the staff of YIC.
The following steps are critical in maintaining a sense of discipline.
Step 1: Make an appointment with your childs teacher or team to discuss
issues and concerns. Remember that teachers will not be able to have conferences and lengthy conversations in the classroom or in the hallway
during class time. If you are not satisfied with the results from a teacher conference go to Step 2.
Step 2: Contact the Principal and request a conference between yourself, the teacher, and the Principal. The Principal will contact you with the
conference time and location. Please allow 3-5 days for a written response from the Principal unless it is an issue that threatens immediate safety, physical, mental, or emotional health or constitutes a criminal act. If you are not satisfied with the results of this conference go to step 3.
Step 3: Fill out the conflict resolution form to request a meeting with the YIC Executive Committee. Please include your concerns and the results from the previous meetings. Please allow 3-5 days for a written response from the school unless it is an issue that threatens immediate safety, physical,
mental, or emotional health or constitutes a criminal act.
Staff Grievance Policy will be followed as detailed in the Staff Handbook

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

Include in the Appendices:
1. *A well-defined <u>organizational chart</u> 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.
X   Not Applicable
Private School Conversions: *complete ONLY if the proposed charter is a private school conversion. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.*
X Not Applicable
Applicable" and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.
X Not Applicable

Projected Staff:

Outline below, a list of positions anticipated for the charter school; (e.g., principal or director; finance officer, administrative support staff; teachers (part-time and full-time); paraprofessionals/teaching assistants, clerical, and maintenance.). Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings and align with the proposed budget.
Projected Staffing needs are as follows
Principal
Assistant Principal
Clerical support
Guidance Counselor
Media Specialist/Librarian
Instructional Teachers
Music Teacher
Physical Education/Health teacher
Art Teacher
Paraprofessionals/Teacher Assistants
Custodians
Kitchen Staff
Special Education Teachers
School Nurse

Staffing Plans, Hiring, and Management
Include the following information for the proposed charter school:

The Young Inspiration STEAM Academy Board will recruit only certified and/or highly qualified staff. Measures will be taken to seek enthusiastic and dedicated teachers. Universities that produce highly trained teachers in the area will be a focal point in recruitment. As a step to retain quality successful teachers in our program, purpose driven staff development that includes mentoring will be continually offered. We will also be diligent in reviewing our compensation package and incentives to promote retention.
   2. *Provide a description of the relationship that will exist between the charter school employees and the nonprofit board.*
The Young Inspiration STEAM Academy board and the charter school employees will work to together as one team understanding each team member has a role that is vital to the overall success of the charter school.   The board will

consist of one parent, one teacher, and the principal to ensure the relationship between the governing board and the day to day hands on faculty is one that represents a united team.

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

North Carolina employment guidelines and laws will be adhered strictly.
Applications for employment will be reviewed for accuracy in information presented in the hiring process. Employment references will be verified along with all certifications. An applicant must successfully pass a criminal background check and drug testing prior to being offered employment
with YISA. Employment with Young Inspiration STEAM Academy is the voluntary free will agreement between the perspective employee and YISA. The employee as well as Young Inspiration STEAM Academy has the right at anytime to terminate this agreement at will with or without cause. An employee who resigns or is
terminated will be responsible to return all school property. Employees with health coverage will be entitled to continue coverage under COBRA.

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

The salary range for employees are based on position, experience, education, and merit. Employees who are classified as FULLTIME will be entitled to the benefits package, subject to terms and conditions. PARTTME, temporary,
introductory,casual, and per diem employees are not eligible for benefits.
The starting salary range for salaried management is 48,000 to 65,000
The starting salary range for teachers and specialty teaching staff is
30,000 to 40,000
The starting salary range for support staff including instructional assists is 15,000 to 27,000

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

It is the policy of Young Inspiration STEAM Academy in keeping with the ultimate goal of serving the educational welfare of children, to develop and practice reasonable and effective methods of resolving difficulties which may arise among employees. Detailed step by step procedures that will be used to reach resolution in found on that attached employee manual on pages 18-20.
Termination of employment with Young Inspiration Charter School can occur at anytime as we do not have tenue or guaranteed employment. Termination can be at the will of YIC without reason. Termination may result from any of the following; Corrective action measures, layoffs, and involuntary dismissal.

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

Not Applicable

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.*

Young Inspiration Charter School will hire high quality staff whom have
proven expertise with ELL and gifted students. Young Inspiration Inc. has recruited a board member that has experience as a Department head in the Charlotte Mecklenburg School system for special needs students. This board

member will be key as a advisory and monitoring resource that ensures the school's compliance for meeting the anticipated need.

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).*

Lead Administrator: Master's degree or higher, hold or obtain a NC Principal Certification, previous school administration, and teaching experience.
Responsibilities:
*Recruit, Hire, Supervise, Support and Evaluate staff
*Monitor progress towards goals in strategic plan; develop plans to address areas of need
*Plan for and organize staff professional development
*Ensure safety of students and staff
*Lead efforts to recruit and admit students
*Develop and monitor all programs
*Oversee daily operations of the school
*Communicate and collaborate with, and report to the School's Board and other stakeholders
*Make and maintain positive community relationships
*Oversee disciplinary actions of students
*Ensure compliance with all federal and state charter and public school laws and policies
*Attend Child Study Team and IEP meetings
*Act as 504 Coordinator

Assistant Administrator: Master's degree or higher, previous leadership and supervisory experience
in a school setting, and teaching experience.
Responsibilities:
*Assist Lead Administrator in supervising, supporting and evaluating staff
*Interface with schools contracted financial and management firm (Acadia NorthStar LLC)
*Assist in monitoring progress towards goals in strategic plan; developing plans to address areas of need
*Make and maintain positive community relationships
*Oversee disciplinary actions of students
*Coordinate with Acadia NorthStar LLC, in ensuring compliance with all federal and state charter and public
school laws and policies

Exceptional Children Coordinator: Holds a Master's in Special Education and holds a North Carolina Special Education teaching license. Committed to
educating a diverse student population in an inclusive environment, experience meeting children's special needs in inclusive environment, knowledge of special education law(federal and NC state). Strong
communication skills in communicating and collaborating with families,
faculty, administrators, and related service providers. Organized.
Responsibilities include:
*Ensure that students with disabilities have all their educational needs addressed and related services provided as documented in their IEPs
*Monitor and assess eligible students' progress towards their IEP goals;

report quarterly to parents
*Ensure that related service providers document services and report student progress quarterly
*Ensure compliance with all federal and NC special education laws and
policies
*Plan, Organize, and Head IEP team meetings
*Provide 1:1 instruction to students with disabilities as needed
*Provide support and training to school staff to promote and nurture an inclusive program
*Ensure all needed modifications, accommodations, and adaptive equipment are in place so all students have access to and may participate in YISA
curriculum, facilities, activities and state required testing
*Train, supervise, support, and evaluate any ECE teacher assistants
*Ensure that parent and child rights are protected

Curriculum Coordinator: Bachelor's Degree, STEAM certified
Responsibilities:
*Develop curriculum with colleagues; integrate arts, movement and nature
activities into lessons; and assess students.
*Provide training and coaching to YISA teaching staff.
*Act as testing coordinator
*Participate in ongoing professional development and teacher evaluation
*Monitor and ensure school curriculum complies with all federal and state charter and public school laws and policies

Specialty teachers: Bachelor's Degree
Willingness to collaborate with teachers and staff to
integrate specialty lessons into larger curriculum. Consideration for previous STEAM or STEM experience, comfort with arts integration, and strong interpersonal skills.

Physical Ed Teacher; Bachelor's Degree, PE licensed
Experience in teaching a wide variety of movement, knowledgeable
about child motor development, and sports.
Teachers: Bachelor's degree or higher, licensed by the State of NC. Teachers and special consideration will be made for those with STEAM certification.
Consideration for experience in inclusive education, dual licensure in ESL, AGI, ECE, or Response to Instruction.
Responsibilities:
Developing curriculum collaboratively with colleagues; integrating arts,
movement and nature activities into lessons; and assessing.
Responsibilities:
Facilitate instruction
Incorporate main lesson in all project based activities.
Assess student learning and development
Communicate regularly with families of students.
Participate in ongoing professional development and teacher evaluation
process. Supervise students Maintain a nurturing, peaceful, safe, and positive classroom learning
environment.

Teacher Assistants: Associate's Degree or two years of higher education. Experience working with elementary or early childhood age students.
Responsibilities:
Plan and work with teachers to reinforce skills and concepts
Assist in instruction of individual or groups of students as directed by the teacher.
Participate actively in professional development
Assist with daily record-keeping and tasks as assigned by teacher.
Assist in supervising students and maintaining a nurturing, peaceful, safe, and positive classroom learning environment.
Participate in transportation, lunch, and student supervision duties as
assigned

Clerical: High school diploma, secretarial and receptionist, assistant to Lead & Assist Administrators. Proficient in Microsoft OfficeSuite, office practices, written and verbal communication skills, and strong interpersonal skills. Bilingual preferred. Able to meet deadlines, and maintain flexibility.
Responsibilities:
Greet visitors
Answer phones, taking messages
Make copies, file, and organize
Maintain school calendar and student/teacher attendance
Purchase supplies and Basic record keeping

Staff Evaluation and Professional Development

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

The Lead Administrator will be responsible for maintaining teacher records and licensure requirements. Professional development will be coordinated between the Lead Administrator and the Curriculum Coordinator.

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.*

At Young Inspiration STEAM Academy, we have adopted the coaching evaluation approach which fosters respect between administration and faculty through a series of personal, qualitative assessments. All
Administrators responsible for evaluation will perform classroom observations on a
regular basis and provide continuous feedback in an open dialogue with the classroom teachers as a follow up.. Annually, administrators will perform formal observation to be discussed with staff in one on one year-end conferences.   This understanding will be shared with faculty on a
regular basis through monthly faculty meetings/workshops. At the request of a faculty member, administrators must also be available on a regular basis to provide feedback on specific instructional techniques that are being
practiced in the classroom.
Retention of highly qualified, excellent, staff will be achieved by cultivating a culture of respect and professionalism at every level within

the governance model. While expectations of all staff members will be high,
it is equally important that every member of the school acknowledges and
shows reverence for the deep transformative work that is educating the
future leaders of tomorrow.

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

The core component of the professional development plan is training that
will certify faculty and school as a STEAM certified facility

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

The professional development schedule will be developed and provided by
STEAM edu, and STEAM certification organization

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.*

It is expected that faculty will benefit from over 100 hours of professional
development. The calendar has ample time built into it for supportthis
goal.

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.

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)).*

Young Inspiration has begun to market for the proposed charter school. Our
parent surveys, afterschool parents, and parents of childcare facilities
that have partnered with our organization are already anticipating the
opening of the charter school in 2018 as an educational choice for their
child(ren). We will continue to build community awareness and
interest through printed materials, social media, and partnerships with
community organizations. As we continue to approach the opening academic
year, we will include media advertising to promote Young Inspiration STEAM
Academy.

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.
Young Inspiration STEAM Academy upon state approval of our application, will host a series of
community awareness meetings through our partnerships with neighborhood
associates, community faith based organizations, community recreational
facilities, and community helps organizations. We will also do some massive community mail-outs to share the information of our soon opening charter school. As we get closer to 2018, we will increase the communications
through social media, parent meetings, and media resources.
YISA parents will become engaged in the life of the Charter school through the
parent association, parent homeroom "moms" and/or "dads", parent advisory board, and other parent organizations. As a STEAM focused academy, parents will support their child with their project based assignments.

Admissions Policy

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

1. *Tentative dates for the open enrollment application period; enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.*
2. *Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.*
3. *Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.*
4. *Explanation of the purpose of any pre-admission activities (if any) for students or parents.*
5. *Clear policies and procedures for student withdraws and transfers.*

Young Inspiration STEAM Academy School will be open to all students entitled to
attend public school according to the guidelines and statues that govern the State of North Carolina Public Schools and who submit a timely and complete application. The admissions process will be consistent with the federal NCLB Title V, part B Charter Schools Program Non-Regulatory Guidance (USDOE 2004) provided by the US Department of Education. YISA will not discriminate on the
basis of race, color, gender, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability 9as well as actual or perceived disability), age, religion, ancestry, athletic performance, and association with an individual who has any of the aforementioned characteristics.
All applications will be consideration for admission without regard to
achievement level. The school will not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic performance, disability, race, creed, gender, national origin, religion, or ancestry. Due to the diverse racial and demographic representations of North Carolina's Mecklenburg County, the school is expected to represent demographic
diversity of the community it serves. The school will be promoted and

publicized in order to reach the entire community and all of its racial and
ethnic groups.
Open enrollment will tentatively begin January 1, 2018 and continue through
March 31, 2018. After that time, a lottery will be held for any
grade
level(s) for which the number of applications exceeds the number of spaces.
Each application will be assigned a unique number for the purpose of lottery
or admission purposes. Siblings will be assigned the same number.
The
lottery will be held in April with the date publicly announced in advance.
If a lottery is not needed, students with the completed enrollment
applications will be considered enrolled and will be notified as such.
The following lottery procedures will be followed;
1 All applicants who have applied by the enrollment deadline will have equal
opportunity in the drawing.
2)A public lottery will be conducted in the presence of a public notary,
administrator, and a parent.
3)All remaining students will be placed on a waiting list and accepted by
lottery as space becomes available.
4)After the application deadline, applications for students will be accepted
on a rolling basis throughout the school year and each complete application
form will be recorded with the acceptance date and time
information.
5)Transfer students must follow regular lottery procedures and waiting list
rules.
Applicants for Re-Enrollment
1. Students currently enrolled in and attending Young Inspiration STEAM
Academy
are to complete an Enrollment Intention Form indicating whether or not they
intend to remain at YISA or withdraw and attend another school. Returning
students are not required to complete a new application or go through the
lottery process.
2. Students who withdraw before the last day of the current school year or
are expelled from the school for behavior problems must re-apply
for
admission and will follow the procedures for new students.
The tentative enrollment deadline will be September 15, 2018.

Weighted Lottery

Does your school plan to use a weighted lottery?

Yes:
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.*

PROJECTED ENROLLMENT
2018-19 through 2022-2023

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Charlotte-Mecklenburg Schools
LEA #2
LEA #3

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

	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000
Kindergarten	24	0	0	24	0	0	24	0	0	24	0	0	24	0	0
Grade 01	24	0	0	24	0	0	24	0	0	36	0	0	36	0	0
Grade 02	15	0	0	24	0	0	24	0	0	36	0	0	36	0	0
Grade 03	15	0	0	30	0	0	30	0	0	45	0	0	45	0	0
Grade 04	15	0	0	30	0	0	30	0	0	45	0	0	45	0	0
Grade 05	15	0	0	30	0	0	30	0	0	45	0	0	45	0	0
Grade 06	0	0	0	30	0	0	30	0	0	45	0	0	45	0	0
Grade 07	0	0	0	0	0	0	30	0	0	45	0	0	45	0	0
Grade 08	0	0	0	0	0	0	0	0	0	45	0	0	45	0	0
	108			192			222			366			366		

44

Section IV: Governance and Capacity Concerns and Additional Questions	Reviewer	Page Reference
Applicant needs to clarify: What is the process for evaluation of the lead administrator? Applicant needs to clarify: Among the board members, what will individual roles and responsibilities be? Applicant needs to clarify: What does ongoing training entail throughout the year?	Kristen Parker	Governance a
By-laws are listed as articles of incorporation. How does Waldorf play into the educational methods as they were not mentioned in the educational planning section? Is there anyone with educational management or governance experience? Do any board member have experience with Charter authorizing or management? Who will lead the board trainings and what will be that is school management specific? Non-profit service is merely one aspect of governance. How is the board evaluated? Who are the officers?	Nicole Charles	Governance a
Where are the bylaws? All bylaw questions cannot be checked here.	Douglas Price	Governance a
Given the notes that are provided above, many aspects of this section are incomplete. The org chart is attached but lacks great detail.	Greg Schermbeck	Governance a
By Laws are included in articles	Joe Maimone	Governance a
N/A	Greg Schermbeck	Proposed Man
Not applicable.	Douglas Price	Proposed Man
Applicant needs to clarify: The application states that employees can be terminated at any time without reason. How will this impact teacher recruitment? Applicant needs to clarify: What defines a proven expertise with ELL and gifted students? What additional qualifications are you looking for in this area? Applicant needs to clarify: Why is the position for Curriculum Coordinator and Exceptional Children Coordinator not listed in the projected staff outline?	Kristen Parker	Staffing Pla
Are the proposed salaries reasonable based on the small number of students? Are there other funding streams not mentioned that will cover these competitive salaries? Can the applicant clarify the recruitment strategy? Who are the core instructional staff and will they have STEAM certifications? Is the principal considered salaried management and is this salary competitive enough to attract talent? Can the applicant clarify the relationship between board and staff? How will hire and fire policies impact recruitment and retention?	Nicole Charles	Staffing Pla
The applicant fails to provide details and a specific plan on how they will recruit and retain high-performing teachers.	Greg Schermbeck	Staffing Pla
Salaries in budget are way too low to attract needed talent. Budget is inadequate due to low numbers.	Joe Maimone	Staffing Pla
How does the board suggest that staff driven PD will be the driving force behind teacher recruiting and retention? Is there nothing more innovative they could produce that would allude to a more earnest drive in recruiting and retaining?	Douglas Price	Staffing Pla

No employee manual was attached; what is the grievance policy for teachers and staff? What is the relationship between employees and the board?		
This section is limited and lacks detail. The applicant should provide a clear plan for exceptional professional development and how it will related to high rates of student achievement.	Greg Schermbeck	Staff Evalua
Describe the coaching evaluation approach. What is the frequency of evaluating teachers before year ends? Application mention teachers will be evaluated on a "regular basis".	Hilda Parlér	Staff Evalua
Salaries in budget are way too low to attract needed talent. Budget is inadequate due to low numbers.	Joe Maimone	Staff Evalua
What and how much STEAM and character development specific professional development will staff receive to ensure mission alignment? When will the PD take place as no time is allocated on the calendar although the applicant states it does? The staff reports the day before students. The applicant should clarify. It is unclear whether the plan aligns to the budget as it is not detailed enough.	Nicole Charles	Staff Evalua
Applicant needs to clarify: What specific strategies and professional development offerings will support teachers in understanding the methodologies of STEAM?	Kristen Parker	Staff Evalua
Are annual observations of employees enough? Can the applicant justify this? Can the applicant go into more narrative to describe the PD and certification process for STEAM-certified staff?	Douglas Price	Staff Evalua
The marketing plan is incredibly limited. It is difficult to believe that the school will meet their student enrollment needs without a very specific and actionable plan.	Greg Schermbeck	Marketing Pl
How does the marketing team plan to address the targeted area and student population desired for this school?	Douglas Price	Marketing Pl
Applicant needs to clarify: How does the recruitment plan ensure that you will reach the targeted student population as outlined in the application?	Kristen Parker	Marketing Pl
Do you have a landing page on your website where the public can ask questions or make comments and submit on a "contact us" page? Are information meetings planned for the community?	Hilda Parlér	Marketing Pl
Is the entire of the marketing plan word of mouth or is there a contingency plan should the proposed strategy not yield the full enrollment projections? What in this strategy will cost $6000 per the marketing line item?	Nicole Charles	Marketing Pl
The applicant does not provide a descriptive or practical communication plan. Specifics should be included to ensure that parent and community involvement will have a strong foundation.	Greg Schermbeck	Parent and C
How will working parents and those unable to participate in activities be engaged once their children are enrolled? Is there engagement aside from recruitment with interested families? How will the mission be communicated? Can families visit the school?	Nicole Charles	Parent and C
How will parents be expected to support their child with project based assignments? More details.	Douglas Price	Parent and C
Expound on community "faith" based organizations. My question regarding information meetings as a means of marketing your school was answered in this area. How will parents support their child(ren) with project based assignments?	Hilda Parlér	Parent and C
Student enrollment goals are realistic and rather small, 15-24 students per grade level. The applicant should clarify how the school will be financial sustainable with such small enrollment figures.	Greg Schermbeck	Projected St
Very small enrollment...	Hilda Parlér	Projected St
Salaries in budget are way too low to attract needed talent. Budget is inadequate due to low numbers.	Joe Maimone	Projected St
Although the projected enrollment numbers are realistic, how is the applicant addressing budget concerns including paying for facilities and operating the school given the low per pupil projections?	Nicole Charles	Projected St
Not applicable.	Douglas Price	Weighted Lot

Why is a public notary necessary for attending the lottery? Will the lottery be video-taped? Will only siblings have lottery preference? What about children of board members, faculty and staff? A parent of whom will be conducting the lottery? Think about it.	Hilda Parlér	Weighted Lot
N/A	Nicole Charles	Weighted Lot
N/A	Greg Schermbeck	Weighted Lot

Reviewer	Score
Mike McLaughlin	
Deanna Townsend-Smith	
Eric Sanchez	Fail
Robert McOuat	
Joe Maimone	Fail
Glenn Allen	
Alan Hawkes	
Hilda Parlér	Fail
Kristen Parker	Fail
Greg Schermbeck	Fail
Nicole Charles	Fail
Douglas Price	Fail
Cheryl Turner	

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.

Young Inspiration STEAM Academy has determined the best possible transportation solution will be to utilize a local school transportation company to provide transport for students to and from campus. Based on our research, we have identified three possible contractors (Urban Express, Charlotte Transporters, an Totz to Teens Transport) to provide transportation services. The selected contractor will provide buses, drivers, and be responsible for establishing the logistics needed to support the Academy's transportation needs. Buses will support pick up and drop off stops for students at what will be determined as assigned cluster stops. Cluster stop locations locations will be determined based on student enrollment and family need. A transportation survey will be sent to all families after the initial enrollment period is over to assess this need.
As our targeted population of families are financially unable to afford a private school education, yet desire an alternative, yet quality education choice for their child(ren), it is critical that each child is afforded transportation to and from campus. Our campus location intentionally exposes students to a demographic difference than their neighborhood provides.
Young Inspiration STEAM Academy, along with our contracted transportation vendor will revisit the number of buses and pick up locations throughout the year and annually to make sure we are the best at serving our students.

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.

Young Inspiration STEAM Academy plans to participate in the Nation School Lunch Program (NSLP)
The USDA's division of Food and Nutrition Services provides funding to assist in a variety of school nutrition program that provides funding for schools and other entities that provide nutritious meals for youth and disabled adults.
NSLP is one of the USDA monitored programs that provides aid to child
and adult care institutions and family or group day care homes for the
provision of nutritious foods that contribute to the wellness, healthy
growth, and development of young children, and the health and wellness of older adults and chronically impaired disabled persons.
Any child at a participating school may purchase a meal through the National School Lunch
Program. Children from families with incomes at or below 130 percent of the poverty level are
eligible for free meals. Those with incomes between 130 percent and 185 percent of the poverty

level are eligible for reduced price meals, for which students can be charged no more than 40 cents. (For the period July 1, 2013, through June 30, 2014, 130 percent of the poverty level is $30,615 for a family of four; 185 percent is $43,568
Every student will be provided lunch regardless of their ability to pay.

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	$1,588.00
Officers and Directors/Errors and Omissions		$1,000,000	$3,332.00
Property Insurance		$500,000	$750.00
Motor Vehicle Liability		$1,000,000	$188.00
Bonding Minimum/Maximum Amount	$250,000	$250,000	$332.00
Other		$1,000,000	$8,064.00
Total Cost	██████████████		$14,254.00

*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.

younginspiration   09/16/2016

(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.

```
Young Inspiration STEAM Academy will be a newly built facility on the
property owned by Kidz Rock Preparatory Academy Steele Creek, addressed
13925 Erwin Road, Charlotte, NC 28273. YISA has identified the lender who
has
committed to funding the project. A letter of intent to fund is attached.
Kidz Rock Preparatory Academy was founded by the same founders of Young
Inspiration Inc, the parent organization of Young Inspiration STEAM Academy.
Young Inspiration Inc was founded in 1995 in the state of Pennsylvania.  To
ensure no conflict of interest,Acadia NorthStar L.L.C. will be contracted to
manage the financial and student data management, legal and regulation
compliance, and accountability of the Academy.
```

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.

```
The facility is not existing at this time making this question not
apllicable.
```

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.*

```
As a facility contingency plan should an issue arise that would impact
readiness of the new facility for an August 2018 opening, Kidz Rock
Preparatory Academy will provide classroom space in the existing facility
located at 13925 Erwin Road.  Kidz Rock Preparatory Academy has agreed to
provide spacing that will support the first year's enrollment projections.
The facility which housed a charter school by the previous owners of the
property, has classrooms and administrative office space that would be
sufficient for the first year of operation.  The space is already county
code division approved for early educational use.
The location of the facility is appropriate for our targeted population
because it supports that culture awareness and community diversity that will
support the development of our students awareness of the community beyond
their neighborhood experience.
```

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
The applicant should provide more information regarding the projected costs of transportation.	Greg Schermbeck	Transportati
Although it is admirable and advantageous to families to have transportation provided, where is the transportation reflected in the budget? The transportation line item reflects zero cost.	Nicole Charles	Transportati
How will transportation plan be impacted by students that need transportation as a relates service on their IEPs?	Robert McOuat	Transportati
Have you considered city buses for those students who live on or near the bus routes? If so, will they be provided vouchers? How much liability will your school be responsible when using local transportation companies/contractors?	Hilda Parlér	Transportati

For those students who can't afford to pay for lunch, what is the plan to provide them with a lunch?	Hilda Parlér	School Lunch
Insurance People appears to be a company used for quotes by several charter applicants. Is this insurance provider reliable? The is no contact information on their estimates.	Nicole Charles	Civil Liabil
Square footage can be obtained from the blueprints or drafted architecural plans. Cost/sq. ft. can be calulated based on the proposed cost to build.	Hilda Parlér	Facility and
Where is the letter of intent referenced? What is the cost of building and how can the cost be covered with low student enrollment numbers? What is the loan repayment strategy? What contingency funding can be secured? What is the contingency plan? The current plan still includes the proposed building.	Nicole Charles	Facility and
While the building may not be in tact, could the board not provided an estimated cost per square foot, based on quotes from architects or builders they've met with? What is the cost/expenses associated with the contingency plan?	Douglas Price	Facility and
The applicant should provide much more detail regarding the facility and contingency plan. Especially with the rather small student enrollment numbers, it is unclear how the applicant will fund the construction of a new school.	Greg Schermbeck	Facility and
explain facility LOW budget given a 'new building' lease?	Joe Maimone	Facility and
Applicant needs to clarify: What is the projected cost of the school building? How large will it be and what amount of space will it provide?	Kristen Parker	Facility and

Reviewer	Score
Eric Sanchez	Fail
Alan Hawkes	
Greg Schermbeck	Fail
Cheryl Turner	
Joe Maimone	Fail
Deanna Townsend-Smith	
Hilda Parlér	Fail
Nicole Charles	Fail
Glenn Allen	
Kristen Parker	Pass
Douglas Price	Pass
Robert McOuat	
Mike McLaughlin	

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 <u>Resource Manual Finance Section</u> for guidance on estimated funding amounts*	***State Funds***: *Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.* • *In year 1 – Base state allotments are determined by the LEA in which <u>the student</u> resides* • *In year 2 and beyond- Base State allotments are determined by the LEA in which <u>the school</u> is located.* ***Local Funds:*** *Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.* ***Federal Funds****: Charter schools must qualify and apply for the individual federal grants based on their population of students.* ***REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS***

LEA #1 600 - Charlotte-Mecklenburg Schools

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	$4,852.22	108	$524,039.76
Local Funds	$2,332.18	108	$251,875.44
Federal EC Funds	$3,579.70	25	$89,492.50
Totals			$865,407.70

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

INCOME: REVENUE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
-State ADM Funds	$524,040	$931,626	$1,077,193	$1,775,913	$1,775,913
-Local Per Pupil Funds	$251,875	$447,779	$517,744	$853,578	$853,578
-Exceptional Children Federal Funds	$89,493	$107,378	$125,274	$143,171	$143,171
-Other Funds*	$0	$0	$0	$0	$0
-Working Capital*	$0	$0	$0	$0	$0
Z - TOTAL REVENUE	$865,408	$1,486,783	$1,720,211	$2,772,662	$2,772,662

*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.

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:															
Lead Administrator	1	$45,000	$45,000	1	$47,250	$47,250	1	$49,600	$49,600	1	$52,080	$52,080	1	$54,684	$54,684
Assistant Administrator	0	$38,000	$0	0	$38,000	$0	1	$39,900	$39,900	1	$41,895	$41,895	1	$43,990	$43,990
Clerical	1	$24,000	$24,000	1	$25,200	$25,200	1	$26,460	$26,460	2	$27,783	$55,566	2	$29,172	$58,344
Food Service Staff	2	$22,000	$44,000	3	$23,100	$69,300	3	$24,255	$72,765	4	$25,468	$101,872	4	$26,741	$106,964
Custodians	1	$22,000	$22,000	1	$23,100	$23,100	1	$24,255	$24,255	2	$25,468	$50,936	2	$26,741	$53,482
Transportation Staff	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
Guidance Counselor	0	$36,000	$0	1	$36,000	$36,000	1	$37,800	$37,800	1	$39,690	$39,690	1	$43,758	$43,758
Nurse	1	$32,000	$32,000	1	$33,600	$33,600	1	$35,430	$35,430	1	$37,201	$37,201	1	$39,061	$39,061
Media Specialist	1	$32,000	$32,000	1	$33,600	$33,600	1	$35,430	$35,430	1	$37,201	$37,201	1	$39,061	$39,061
Finance Secretary	0	$26,000	$0	0	$26,000	$0	1	$27,300	$27,300	1	$28,665	$28,665	1	$30,098	$30,098
Data Specialist	0	$26,000	$0	1	$26,000	$26,000	1	$27,300	$27,300	1	$28,665	$28,665	1	$30,098	$30,098
A - Total Admin and Support:	7		$199,000	10		$294,050	12		$376,240	15		$473,771	15		$499,540
Instructional Personnel:															
Core Content Teacher(s)	8	$34,000	$272,000	10	$38,850	$388,500	16	$38,850	$621,600	26	$41,332	$1,074,632	26	$43,399	$1,128,374
Electives/Specialty Teacher(s)	0	$34,000	$0	1	$38,850	$38,850	1	$38,850	$38,850	2	$41,332	$82,664	2	$43,399	$86,798

If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov.

Exceptional Children Teacher(s)	1	$34,000	$34,000	1	$38,850	$38,850	2	$38,850	$77,700	3	$41,332	$123,996	3	$43,399	$130,197
Instructional Support	0	$32,000	$0	0	$32,000	$0	1	$32,000	$32,000	2	$33,600	$67,200	2	$35,283	$70,566
Teacher Assistants	2	$28,000	$56,000	3	$29,400	$88,200	4	$29,400	$117,600	8	$32,412	$259,296	8	$34,033	$272,264
B - Total Instructional Personnel:	11		$362,000	15		$554,400	24		$887,750	41		$1,607,788	41		$1,688,199
A+B = C - Total Admin, Support and Instructional Personnel:	18		$561,000	25		$848,450	36		$1,263,990	56		$2,081,559	56		$2,187,739
Administrative & Support Benefits															
Health Insurance	0	$2,768	$0	10	$2,768	$27,680	12	$2,768	$33,216	15	$2,768	$41,520	15	$2,768	$41,520
Retirement Plan--NC State	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
Retirement Plan--Other	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
Life Insurance	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
Disability	7	$40	$280	12	$40	$480	12	$40	$480	15	$40	$600	15	$40	$600
Medicare	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
Social Security	7	$2,002	$14,014	12	$2,002	$24,024	12	$2,002	$24,024	15	$2,002	$30,030	15	$2,002	$30,030
D - Total Admin and Support Benefits:	14		$14,294	34		$52,184	36		$57,720	45		$72,150	45		$72,150
Instructional Personnel Benefits:															
Health Insurance	0	$2,768	$0	19	$2,768	$52,592	24	$2,768	$66,432	41	$2,768	$113,488	41	$2,768	$113,488
Retirement Plan--NC State	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
Retirement Plan--Other	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
Social Security	11	$2,002	$22,022	19	$2,002	$38,038	24	$2,002	$48,048	41	$2,002	$82,082	41	$2,002	$82,082
Disability	11	$40	$440	19	$40	$760	24	$40	$960	41	$40	$1,640	41	$40	$1,640
Medicare	11	$468	$5,148	19	$468	$8,892	24	$468	$11,232	41	$468	$19,188	41	$468	$19,188
Life Insurance	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
E - Total Instructional	33		$27,610	76		$100,282	96		$126,672	164		$216,398	164		$216,398

If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov.

Personnel Benefits:															
D+E = F - Total Personnel Benefits	47		$41,904	110		$152,466	132		$184,392	209		$288,548	209		$288,548
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	21		$213,294	44		$346,234	48		$433,960	60		$545,921	60		$571,690
B+E = H - Total Instructional Personnel (Salary & Benefits)	44		$389,610	91		$654,682	120		$1,014,422	205		$1,824,186	205		$1,904,597
G+H = J - TOTAL PERSONNEL	65		$602,904	135		$1,000,916	168		$1,448,382	265		$2,370,107	265		$2,476,287

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

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	Administrative & Support:					
Office:	Office Supplies	$1,000	$1,000	$1,000	$1,000	$1,000
	Paper	$2,000	$2,000	$2,000	$2,000	$2,000
	Computers & Software	$20,000	$10,000	$15,000	$10,000	$10,000
	Communications & Telephone	$3,300	$3,300	$3,300	$3,300	$3,300
	Copier leases	$6,000	$6,000	$6,000	$6,000	$6,000
Management Company	Contract Fees	$10,800	$19,200	$22,200	$36,600	$36,600
Professional Contract	Legal Counsel	$0	$0	$0	$0	$0
	Student Accounting	$0	$0	$0	$0	$0
	Financial	$0	$0	$0	$0	$0
	Other Professional	$5,000	$6,000	$6,500	$7,000	$7,000
Facilities	Facility Lease/Mortgage	$8,000	$8,000	$8,000	$8,000	$8,000
	Maintenance	$4,000	$4,000	$4,000	$4,000	$4,000
	Custodial Supplies	$5,000	$5,000	$5,000	$5,000	$5,000
	Custodial Contract	$0	$0	$0	$0	$0
	Insurance (pg19)	$14,254	$14,254	$14,254	$14,254	$14,254
	Other	$5,000	$5,000	$5,000	$5,000	$5,000
Utilities	Electric	$6,500	$6,800	$7,200	$7,500	$7,800
	Gas	$0	$0	$0	$0	$0
	Water/Sewer	$3,600	$3,800	$4,000	$4,200	$4,400
	Trash	$3,600	$3,600	$3,600	$3,600	$3,600
Transportation	Buses	$0	$0	$0	$0	$0
	Gas	$0	$0	$0	$0	$0
	Oil/Tires & Maintenance	$0	$0	$0	$0	$0
Other	Marketing	$6,000	$6,000	$6,000	$6,000	$6,000
	Child nutrition	$20,000	$20,000	$20,000	$20,000	$20,000
	Travel	$4,000	$4,000	$4,000	$4,000	$4,000
	Other	$0	$0	$0	$0	$0
	K - TOTAL Administrative & Support Operations	$128,054	$127,954	$137,054	$147,454	$147,954
	Instructional:					
Instructional Contract	Staff Development	$20,000	$20,000	$20,000	$20,000	$20,000
Classroom Technology	Software	$40,000	$30,000	$30,000	$20,000	$30,000

Books and Supplies	Instructional Materials	$30,000	$30,000	$30,000	$30,000	$30,000
	Curriculum/Texts	$15,000	$20,000	$20,000	$20,000	$20,000
	Copy Paper	$6,000	$6,000	$6,000	$6,000	$6,000
	Testing Supplies	$5,000	$5,000	$5,000	$5,000	$5,000
	Other	$2,500	$2,500	$2,500	$2,500	$2,500
	L - TOTAL Instructional Operations	$118,500	$113,500	$113,500	$103,500	$113,500
	K+L = M - TOTAL OPERATIONS	$246,554	$241,454	$250,554	$250,954	$261,454

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
J - TOTAL PERSONNEL	$602,904	$1,000,916	$1,448,382	$2,370,107	$2,476,287
M - TOTAL OPERATIONS	$246,554	$241,454	$250,554	$250,954	$261,454
J+ M =N TOTAL EXPENDITURES	$849,458	$1,242,370	$1,698,936	$2,621,061	$2,737,741
Z - TOTAL REVENUE	$865,408	$1,486,783	$1,720,211	$2,772,662	$2,772,662
Z - N = SURPLUS / (DEFICIT)	$15,950	$244,413	$21,275	$151,601	$34,921

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

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

1. *How was the student enrollment number projected?*
   Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.
   Provide the break-even point of student enrollment.

The projected number of student expected to enroll at Young Inspiration
Charter was driven by survey results and expressed parent interest. In year one we will have two classes grade levels K-1, and one class on grade levels 3-5 with a maximum of 15 students per class.

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

The contingency plan is under development. The BOD is actively working on funding resources.

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

The budget will rely on state funds to operate the school.

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

Ratio 1-15

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

We will contract with Northstar Acadia LLC for student accountanting and financial services.

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

The budget is designed to provide a free education to every child that desires an alternative education source than the local CMS school system provides.

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.

With guidance from Acadia NorthStar LLC, we will develop a healthy budget and general fund balance.

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

Funding will rely on State funds.

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*

The school has not identified and assets at this time.

If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov.

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?

To ensure adequate internal controls, including the segregation of duties, safeguarding of assets, accurate and adequate recording keeping, YISA will contract with Acadia NorthStar LLC, a company founded in 2001. Acadia NorthStar specializies in PowerSchool data management and is the largest provider of charter school financial and student information management services in North Carolina. With over a decade of not-for-profit and charter school experience, many employees and partners have worked with charter schools since their inception. As charter schools have evolved and become more complex, Acadia NorthStar has continued to work side-by-side with its clients to solidify their financial health and ensure compliance with state and federal guidelines.

The school is subject to the financial audits, the audit procedures, and the audit requirements adopted by the State Board of Education for charter schools. These audit requirements may include the requirements of the School Budget and Fiscal Control Act. The school shall comply with the reporting requirements established by the State Board of Education in the Uniform Education Reporting System. The school shall report at least annually to the State Board of Education the information required by the State Board

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

There are no possible related party transaction known.

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.

Dave Love, 8514 McAlpine Park Drive,Suite 290, Charlotte, NC 28211, 704
6885995, 704 688-5998 fax

Section VI: Financial Plan **Concerns and Additional Questions**	Reviewer	Page Reference
Where is the outline for the remaining 4 years?	Douglas Price	Budget Reven
Salaries in budget are way too low to attract needed talent. Budget is inadequate due to low numbers.	Joe Maimone	Total Budget
The applicant referenced additional funding resources elsewhere in the application, can the sources be added to the income projections?	Nicole Charles	Total Budget
The outline of revenue projections does not appear realistic given the small number of projected student enrollment. The applicant has not provided assurances of other funds.	Greg Schermbeck	Total Budget
Applicant needs to clarify: How does the board plan to recruit a lead administrator for a lower than average salary of $45,000? Applicant needs to clarify: In an earlier part of the application it detailed information about a Curriculum Direct and an EC Coordinator- where are these positions listed on the personnel budget?	Kristen Parker	Personnel Bu
Salaries in budget are way too low to attract needed talent. Budget is inadequate due to low numbers. Zero transport inconsistent with app.	Joe Maimone	Personnel Bu
The applicant should explain the process of recruiting a school leader for a projected salary of $45,000. This salary seems low for a school leader. It also appears that Health Insurance and Benefits are not covered within the budget. The applicant should explain this point.	Greg Schermbeck	Personnel Bu
Can a principal with the outlined qualification e recruited with the current $45,000 to $55,000 alary range? Why is the narrative for recruitment different than the budget numbers (the former being higher)? The benefits cost do not align with staffing projections. Are teachers and administrators not provided benefits? How will this impact recruitment and retention?	Nicole Charles	Personnel Bu
Do these expenditures account for the construction of a new facility?	Douglas Price	Operations B
$2,000 seems like a very low budget projection for paper. $8,000 is a very low budget projection for the facility lease. $0 are budgeted for transportation. This does not align with the applicant's transportation plans. Most, if not all budget items seem incredibly minimal for a first-year school.	Greg Schermbeck	Operations B
Salaries in budget are way too low to attract needed talent. Budget is inadequate due to low numbers. Transport and facility too low.	Joe Maimone	Operations B
No legal board counsel contract?	Hilda Parlér	Operations B
The budget appears low in regards to proposed operations. Can the facility costs be guaranteed? What is included in contract fees (if special education services are included, the budget is not realistic)? Where is transportation factored in? Where are legal and financial services represented given they are not present on the board or contracted services?	Nicole Charles	Operations B
Applicant needs to clarify: What money will be used for transportation? It is outlined in the transportation plan that students will be riding the bus to school.	Kristen Parker	Operations B
There are several discrepancies in the budget. The narrative indicates hiring services not reflected in the budget (transportation, financial services etc.). Where are the costs for these services factored in? Other concerns include unrealistic projections or no contingency planning: Where will the school be located if the current building is no longer an option? Is	Nicole Charles	Total Expend

If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov.

$8000.00 a realistic location projection? How will income be guaranteed given the small enrollment projection? How will costs be covered if the school is under enrolled?		
Salaries in budget are way too low to attract needed talent. Budget is inadequate due to low numbers.	Joe Maimone	Total Expend
Do these expenditures account for the construction of a new facility?	Douglas Price	Total Expend
$15,950 is a very limited surplus. The applicant should further explain these budget projections and related contingency plans.	Greg Schermbeck	Total Expend
What is the contingency plan? Not provided.	Douglas Price	Budget Narra
Where is the contingency financial plan? How can the school remain viable with low enrollment? What systems will be used to track fiscal fidelity and how are those systems paid for?	Nicole Charles	Budget Narra
Applicant needs to add further description to the narrative. What will the relationship with Acadia Northstar be?	Kristen Parker	Budget Narra
The applicant should provide much greater detail and data to support the answers provided in this section. Further, the applicant should provide the specifics of their relationship with Acadia NorthStar LLC.	Greg Schermbeck	Budget Narra
The applicant should provide more detail and explanation regarding their agreement with Acadia NorthStar LLC.	Greg Schermbeck	Financial Au
The applicant does not demonstrate an understanding of the requirements for audits and relies heavily on their agreement wit Acadia NorthStar. What is the agreement? What is the cost for the contract? Who will oversee the contract?	Nicole Charles	Financial Au
This application needs a lot more work that will indicate a thorough and detailed understanding of what is needed to be ready to open and operate.	Hilda Parlér	Financial Au

Reviewer	Score
Douglas Price	Pass
Cheryl Turner	
Hilda Parlér	Fail
Kristen Parker	Pass
Joe Maimone	Fail
Deanna Townsend-Smith	
Eric Sanchez	Fail
Robert McOuat	
Glenn Allen	
Alan Hawkes	
Mike McLaughlin	
Nicole Charles	Fail
Greg Schermbeck	Fail

If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov.

VIIAGREEMENT 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).
younginspiration   Date: 09/19/2016

Applicant Signature:

The foregoing application is submitted on behalf of Young Inspiration STEAM Academy *(name of non-profit corporation or individuals submitting application).* The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. 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: younginspiration

Board Position: Board Chairman

Signature: _____   Date: 09/19/2016

                Sworn to and subscribed before me this
                _____day of _____, 20_____.
                _____
                Notary Public   Official Seal

My commission expires: _____, 20_____.

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.

Total External Evaluator Votes	
No	**Yes**

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.

Total Subcommittee Votes	
No	**Yes**

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.

CSAB Votes	
No	**Yes**

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

If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov.

Mission, Purposes, and Goals	- haparler
Education Plan	- esanchez
Governance and Capacity	(1) The Articles of Incorporation are missing. The attached document in its place are the bylaws for the proposed school. (2) Full detail of the Criminal Background Checks for all members which includes evidence of national background checks is missing (3) Board member information forms for Frank Jacobs, Chris Jacobs, Tom Neagle, and Selwyn Davis are missing (4) One page resume missing for Chris Jacobs and Tom Neagle - esanchez
Operations	Zero budget for transportation inconsistent?? - esanchez
Financial Plan	(1) The Articles of Incorporation are missing. The attached document in its place are the bylaws for the proposed school. (2) Full detail of the Criminal Background Checks for all members which includes evidence of national background checks is missing (3) Board member information forms for Frank Jacobs, Chris Jacobs, Tom Neagle, and Selwyn Davis are missing (4) One page resume missing for Chris Jacobs and Tom Neagle - esanchez
OVERALL	- dtsmith840 - haparler - haparler

If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov.

External Evaluator	
Mission, Purposes, and Goals	<u>Mission Statement</u> Applicant needs to clarify the mission statement further. What are the primary objectives of the proposed school? - kzparker718 <u>Mission Statement</u> Although the mission statement of the school is admirable, is the applicant able to connect a generalized statement to the schools objective and direction? - nacharles <u>Mission Statement</u> Differentiation from surrounding schools is not convincing - joseph_maimone <u>Mission Statement</u> Mission statement is very broad, limited and non-descript in its purpose and outcome, therefore is not defined. How will students be "influenced"? The mission statement and the mission do not coincide. - haparler <u>Educational Need and Targeted Student Population</u> Applicant needs to clarify the rationale for selecting the location further. What is primary targeted student population? Overcrowding is listed, as is low performing test scores- but there is a lack of data to support the rationale. Applicant needs to clarify specifically how the STEAM approach is different than the LEA. Rationale is described as different than "traditional" classroom models, but does not speak directly about the LEA. - kzparker718 <u>Educational Need and Targeted Student Population</u> The applicant provides a strong narrative regarding why the school should exist however should provide data to support the narrative that is presented. CMS is offering more STEM & STEAM programs. The applicant and the charter advisory board should ensure that this applicant is truly proposing a new model. - gschermbeck <u>Educational Need and Targeted Student Population</u> Can the applicant provide data supporting claims made in the education plan description and the benefit of its proposed educational model? The public meeting sheet indicates that some parents are interested in YISA Charter school; however, does the interest tie to educational need directly? The ed plan describes STEM education but the school is listed as STEAM. Does the school propose a Art component? - nacharles <u>Educational Need and Targeted Student Population</u> What is the designated student population to be targeted? Why does the attached appendix only provide the want, and not the need? There is a significant difference between the two, and I would like to see this applicant provide what the need is in this area. - mycah068 <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:
http://www.dpi.state.nc.us/charterschools/schools/map. - dtsmith840

Educational Need and Targeted Student Population
Targeted population does not align with the proposed school's mission. The mission quote should be created by the Board. - haparler

Purposes of Proposed Charter School
Applicant needs to clarify: How will the professional development support teachers in owning the outcomes for students? How is the training by consultants considered a new opportunity for teachers?

Applicant needs to clarify: How does the outlined information connect to the school's mission of securing tomorrow by influencing the youth of today? Applicant needs to be more specific. - kzparker718

Purposes of Proposed Charter School
The applicant should provide greater detail regarding how these purposes are truly different and how they will be managed and measured to reach academic excellence. - gschermbeck

Purposes of Proposed Charter School
Although the purpose of the school is described, it does not tie back to the mission since the mission statement is not specific. Can the applicant provide greater detail for the purposes with specific strategies (professional development, assessment measures, parent engagement strategies)? - nacharles

Purposes of Proposed Charter School
What are the specific and succinct methods that will be employed by the school to increase new professional opportunities for teachers? The given answer is not specific enough.

If STEAM is to be implemented at this school, then how is the "A" in STEAM being measured? While STEM can be quantifiably measured by testing (including those mentioned by the applicant) how do we plan to assess the "A" portion as well, which will hold this school accountable?

What is the expanded choice being offered at this school that parents and students could not receive elsewhere?

What is the innovation for this school to make it stick out? STEAM is offered in the traditional LEA sector; be specific and inventive. - mycah068

Purposes of Proposed Charter School
Using Common Core, Core Knowledge and STEAM almost interchangeably reveals a lack of clarity in curriculum delivery. - joseph_maimone

Goals for the Proposed Charter School
Applicant needs to clarify: What is "typical or higher than typical growth" defined as?

Applicant needs to clarify: What specific strategies will be sued to establish strong relationships with families and the community?

If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov.

	Applicant needs to clarify: How often and when will information be communicated to the board and other stakeholders? Applicant needs to clarify: How do the goals focus on the STEAM framework and improving student outcomes? - kzparker718 Goals for the Proposed Charter School The applicant does not provide a clear process for how the board will monitor the progress of academic goals. The goals focus on improving student outcomes, however are not set at a high-standard. - gschermbeck Goals for the Proposed Charter School How is "typical or higher than typical growth" defined? Are raw scores also assessed? How are high achieving students factored given that skills tests max out? What other funding sources will be utilized to meet finance goals? Who is responsible for the relationship building between families and organizations? Is it the Principal or the Board? This is a big task given other responsibilities, is this reflected in the staffing allocation How is board informed of educational progress? - nacharles Goals for the Proposed Charter School How will classroom performance be factored in? Be specific and explicit. How are your financial goals being met, and how will you know; outside of contracting with Acadia? If a parent is being offered a seat at the table , will there also be a seat offered for a current teacher as well? Since matters of the school are at hand at board meetings, it would appear only logical to allow both parties to be represented. - mycah068 Goals for the Proposed Charter School Goals to general - joseph_maimone
Education Plan	Instructional Program Applicant needs to clarify: What data is there to support the STEAM methods increasing student outcomes for at risk students? Applicant needs to clarify: What is meant by benchmarks? Where will these be coming from? How do they align with standards and what students will be taught? Applicant needs to clarify: What are the specific assessment strategies to monitor student progress throughout the year? - kzparker718 Instructional Program The applicant should provide more information regarding documentation for the proposed approach and related assessment strategies. - gschermbeck Instructional Program The applicant provides a generalized description of what a STEAM curriculum could provide. However, what specific curriculum and methodology will be provided? If project

based learning is used, is this resource intense strategy reflected in the the budget?

Is there data to support that STEAM has been proven to be successful with high needs students? Is it STEAM or individualization YISA is offering to provide educational improvement?

Which benchmarks will be used? - nacharles

Instructional Program
What are the specifics of this instructional program? Besides using STEAM, how does the school intend to implement STEAM at a level that shows success?

What are the documented evidences in supporting the proposed approach?

What assessments will be used? - mycah068

Curriculum and Instructional Design
Applicant needs to clarify: How does the provided course of study connect to the STEAM Methods of teaching?

Applicant needs to clarify: If the targeted population is at risk or traditionally lower performing students, how will the instructional program address content gaps students may have upon entering the school?

Applicant needs to clarify: According to the provided calendar teachers report one day before students do, how does this allow time for all teachers to master the STEAM teaching methodologies? - kzparker718

Curriculum and Instructional Design
The applicant should provide more detail regarding the instructional design.
Appendix B is attached, however, lacks great detail to be considered a sound plan.
The applicant should provide details to ensure the curriculum will be suitable for a wide range of students. - gschermbeck

Curriculum and Instructional Design
Although math is aligned to YISA's mission, can the applicant provide a detailed scope and sequence rather than generalized content areas for ES and MS?

What are the specific modules used by teachers? Are teachers content area experts or traditionally trained teachers who will need to gain STEAM understanding? What data supports STEAM claims?

Is there professional development and school readiness time for teachers and when? The calendar does not reflect this time.
 - nacharles

Curriculum and Instructional Design
Why such a large range of numbers for each section of grades? Can the applicant not be more precise in their desires for the school?

Can the applicant please return to the drawing board on Appendix B and provide detailed and specific outlines for one grade level, to show: what standards will be addressed, and how these standards coincide with the STEAM-based approach?

How does the STEAM focus "ensure that all disciplines are taught at an intense level"? Expand on this. - mycah068

Curriculum and Instructional Design
I believe that art and design are poised to transform our economy in the 21st century in the same way that science and technology did in the last century,
Evidence? - joseph_maimone

Special Programs and "At-Risk" Students
Applicant needs to clarify: What is the exact plan to identify and support at risk students? What interventions will be used? When and how will students be identified?

Applicant needs to clarify: For gifted students, what specific data will be used to make a decision/identifying gifted students? - kzparker718

Special Programs and "At-Risk" Students
The applicant fails to provide specific details or a sound plan academic interventions. Basic information is presented but lacks a clear process or practical ways for the school and it's staff to intervene. - gschermbeck

Special Programs and "At-Risk" Students
How does the applicant differentiate between "at-risk" and exceptional students? How will each be identified for specific interventions given that at-risk and exceptional are subject to varied interventions?

Will the home language survey be on the application or on the enrollment forms? What is the goal in asking prior to admittance?

 - nacharles

Special Programs and "At-Risk" Students
What is the system for providing interventions for students with needs? The application indicates "Teachers have the option to assign students assignments so that they can either review previous topics, practice newly learned topics, or be introduced to new topics" How is this differentiated for students that struggle? Is there a comprehensive way for looking at students needs? Is there e a problem solving method for determining appropriate assignments? - robert_mcouat1

Special Programs and "At-Risk" Students
Where is the documentation and support to suggest that STEAM is "structured in a way that students at all levels have access" and "are constantly challenged"?

Can the applicant please return to the application to address "clear systems of prevention and intervention"? Nothing explicit was offered up. - mycah068

Exceptional Children – Identification and Records
Applicant needs to clarify: Will all students referred go directly to EC testing? What steps will be taken prior to students being tested?

 - kzparker718

Exceptional Children – Identification and Records

It is unclear from the application whether the applicant differentiates between 504 plans and IEPs. - nacharles

Exceptional Children – Identification and Records
How will the community be aware of the schools Child Find obligations?

Typo - "Parents, staff, and the student may also refer a child to." Too?

The plan indicates "If the student is found to be eligible for ECE services, the IEP team (an
administrator, general education and special education teacher, parent, and student, and relevant related service providers) will hold an IEP meeting" - What is ECE and why is it a requirement to be eligible for special education services?
 - robert_mcouat1

Exceptional Children – Education Programming
Applicant needs to clarify: Is the model for ES support going to be an inclusion model?

Applicant needs to clarify: How will the Special Education Coordinator reach all students service times? - kzparker718

Exceptional Children – Education Programming
The applicant does not provide a solid plan to ensure the implementation of a full range of exceptional children's programs. It is also not clear if/how the EC curriculum is aligned with the overall school's vision and mission. - gschermbeck

Exceptional Children – Education Programming
Who is included in the related services providers category? Are the contracted providers (speech and language therapy, occupational and physical therapy providers) also the providers offering support to teachers within the typical instructional areas? Is this reflected in the budget?

Is the special education teacher also the special education coordinator?

How is the educational plan for exceptional children reflective of the STEAM mission and methods? - nacharles

Exceptional Children – Education Programming
How will school provide full continuum of special education services delivery? - robert_mcouat1

Exceptional Children – Education Programming
It is checked off that the applicant needed more room to continue expounding, but there is nothing else provided. - mycah068

Student Performance Standards
Applicant needs to clarify: What are the specific criteria for promotion and retention? How will students receive academic grades?

Applicant needs to clarify: What are the specific assessment measures that will be used to ensure that all students are performing on grade level? - kzparker718

Student Performance Standards

If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov.

The applicant fails to provide clear, measurable, and specific student performance standards. Much greater detail is needed to assess this section. - gschermbeck

Student Performance Standards
What assessments are used to measure and track academic progress and success for all students and varied across need?

How are the performance standards aligned with the STEAM and project based learning method?

Is the applicant clear on the NC standards used (this is not clear from the application which merely states that NC public school measures will be used)? - nacharles

Student Performance Standards
How will administrator consider the IEP in decisions about promotion and grading? - robert_mcouat1

Student Performance Standards
Beyond RTI, what other explicit assessment tools does this school intend to use?

How will promotion be provided? What policies are in place?

How will this school address any "at-risk" populace ?

What evidence is being offered to show assessments that will drive instruction? How will this improve curriculum? - mycah068

Student Performance Standards
no specifics - joseph_maimone

Student Conduct and Discipline
Applicant needs to clarify: What are the specific practices and methods that the school will use to ensure a safe environment? - kzparker718

Student Conduct and Discipline
The applicant should explain how the student conduct and discipline will be differentiated for all grade levels and how staff will be trained and assessed. The applicant provides general information but lacks details regarding processes and systems. - gschermbeck

Student Conduct and Discipline
How are self-discipline, sound moral character, and respect taught within the STEAM curriculum? Is there an additional character development component?

Given the lengthy list of offenses, how are the standard communicated to families?

Is discipline the same across all grade levels?

What is the role of faculty and staff in the disciplinary process? How is staff trained?

What options for appeal do families have?

How is discipline for students with disabilities addressed? - nacharles

Student Conduct and Discipline

If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov.

	How will protections under IDEA be considered as part of discipline procedures? - robert_mcouat1
	Student Conduct and Discipline
	If trying to address the "at-risk" population of Western Meck, how does this behavior plan (outside of self-control) support that community? - mycah068
Governance and Capacity	Governance and Organizational Structure of Private Nonprofit Organization
	Applicant needs to clarify: What is the process for evaluation of the lead administrator?
	Applicant needs to clarify: Among the board members, what will individual roles and responsibilities be?
	Applicant needs to clarify: What does ongoing training entail throughout the year? - kzparker718
	Governance and Organizational Structure of Private Nonprofit Organization
	Given the notes that are provided above, many aspects of this section are incomplete. The org chart is attached but lacks great detail. - gschermbeck
	Governance and Organizational Structure of Private Nonprofit Organization
	By-laws are listed as articles of incorporation.
	How does Waldorf play into the educational methods as they were not mentioned in the educational planning section?
	Is there anyone with educational management or governance experience? Do any board member have experience with Charter authorizing or management?
	Who will lead the board trainings and what will be that is school management specific? Non-profit service is merely one aspect of governance.
	How is the board evaluated?
	Who are the officers? - nacharles
	Governance and Organizational Structure of Private Nonprofit Organization
	Where are the bylaws? All bylaw questions cannot be checked here. - mycah068
	Governance and Organizational Structure of Private Nonprofit Organization
	By Laws are included in articles - joseph_maimone
	Proposed Management Organization (EMO/CMO)
	N/A - gschermbeck
	Proposed Management Organization (EMO/CMO)
	Not applicable. - mycah068
	Staffing Plans, Hiring, and Management
	Applicant needs to clarify: The application states that employees can be terminated at any time without reason. How will this impact teacher recruitment?
	Applicant needs to clarify: What defines a proven expertise with ELL and gifted students?

If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov.

What additional qualifications are you looking for in this area?

Applicant needs to clarify: Why is the position for Curriculum Coordinator and Exceptional Children Coordinator not listed in the projected staff outline? - kzparker718

Staffing Plans, Hiring, and Management
The applicant fails to provide details and a specific plan on how they will recruit and retain high-performing teachers.
 - gschermbeck

Staffing Plans, Hiring, and Management
Are the proposed salaries reasonable based on the small number of students? Are there other funding streams not mentioned that will cover these competitive salaries?

Can the applicant clarify the recruitment strategy?

Who are the core instructional staff and will they have STEAM certifications?

Is the principal considered salaried management and is this salary competitive enough to attract talent?

Can the applicant clarify the relationship between board and staff?

How will hire and fire policies impact recruitment and retention? - nacharles

Staffing Plans, Hiring, and Management
How does the board suggest that staff driven PD will be the driving force behind teacher recruiting and retention? Is there nothing more innovative they could produce that would allude to a more earnest drive in recruiting and retaining?

No employee manual was attached; what is the grievance policy for teachers and staff?

What is the relationship between employees and the board? - mycah068

Staffing Plans, Hiring, and Management
Salaries in budget are way too low to attract needed talent. Budget is inadequate due to low numbers. - joseph_maimone

Staff Evaluation and Professional Development
Applicant needs to clarify: What specific strategies and professional development offerings will support teachers in understanding the methodologies of STEAM? - kzparker718

Staff Evaluation and Professional Development
This section is limited and lacks detail.
The applicant should provide a clear plan for exceptional professional development and how it will related to high rates of student achievement. - gschermbeck

Staff Evaluation and Professional Development
What and how much STEAM and character development specific professional development will staff receive to ensure mission alignment? When will the PD take place as no time is allocated on the calendar although the applicant states it does? The staff reports the day before students. The applicant should clarify.

It is unclear whether the plan aligns to the budget as it is not detailed enough.

 - nacharles

Staff Evaluation and Professional Development
Are annual observations of employees enough? Can the applicant justify this?

Can the applicant go into more narrative to describe the PD and certification process for STEAM-certified staff? - mycah068

Staff Evaluation and Professional Development
Salaries in budget are way too low to attract needed talent. Budget is inadequate due to low numbers. - joseph_maimone

Staff Evaluation and Professional Development
Describe the coaching evaluation approach. What is the frequency of evaluating teachers before year ends? Application mention teachers will be evaluated on a "regular basis". - haparler

Marketing Plan
Applicant needs to clarify: How does the recruitment plan ensure that you will reach the targeted student population as outlined in the application? - kzparker718

Marketing Plan
The marketing plan is incredibly limited. It is difficult to believe that the school will meet their student enrollment needs without a very specific and actionable plan. - gschermbeck

Marketing Plan
Is the entire of the marketing plan word of mouth or is there a contingency plan should the proposed strategy not yield the full enrollment projections?

What in this strategy will cost $6000 per the marketing line item? - nacharles

Marketing Plan
How does the marketing team plan to address the targeted area and student population desired for this school? - mycah068

Marketing Plan
Do you have a landing page on your website where the public can ask questions or make comments and submit on a "contact us" page?
Are information meetings planned for the community? - haparler

Parent and Community Involvement
The applicant does not provide a descriptive or practical communication plan. Specifics should be included to ensure that parent and community involvement will have a strong foundation. - gschermbeck

Parent and Community Involvement
How will working parents and those unable to participate in activities be engaged once their children are enrolled?

Is there engagement aside from recruitment with interested families? How will the mission be communicated? Can families visit the school? - nacharles

Parent and Community Involvement

If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov.

	How will parents be expected to support their child with project based assignments? More details. - mycah068
	Parent and Community Involvement
	Expound on community "faith" based organizations.
	My question regarding information meetings as a means of marketing your school was answered in this area.
	How will parents support their child(ren) with project based assignments? - haparler
	Projected Student Enrollment (Table)
	Student enrollment goals are realistic and rather small, 15-24 students per grade level. The applicant should clarify how the school will be financial sustainable with such small enrollment figures.
	- gschermbeck
	Projected Student Enrollment (Table)
	Although the projected enrollment numbers are realistic, how is the applicant addressing budget concerns including paying for facilities and operating the school given the low per pupil projections? - nacharles
	Projected Student Enrollment (Table)
	Salaries in budget are way too low to attract needed talent. Budget is inadequate due to low numbers. - joseph_maimone
	Projected Student Enrollment (Table)
	Very small enrollment... - haparler
	Weighted Lottery
	N/A - gschermbeck
	Weighted Lottery
	N/A - nacharles
	Weighted Lottery
	Not applicable. - mycah068
	Weighted Lottery
	Why is a public notary necessary for attending the lottery?
	Will the lottery be video-taped?
	Will only siblings have lottery preference? What about children of board members, faculty and staff?
	A parent of whom will be conducting the lottery? Think about it. - haparler
Operations	Transportation Plan
	The applicant should provide more information regarding the projected costs of transportation. - gschermbeck
	Transportation Plan
	Although it is admirable and advantageous to families to have transportation provided, where is the transportation reflected in the budget? The transportation line item reflects zero cost. - nacharles
	Transportation Plan
	How will transportation plan be impacted by students that need transportation as a relates service on their IEPs? - robert_mcouat1

If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov.

	Transportation Plan Have you considered city buses for those students who live on or near the bus routes? If so, will they be provided vouchers? How much liability will your school be responsible when using local transportation companies/contractors? - haparler School Lunch Plan For those students who can't afford to pay for lunch, what is the plan to provide them with a lunch? - haparler Civil Liability and Insurance Insurance People appears to be a company used for quotes by several charter applicants. Is this insurance provider reliable? The is no contact information on their estimates. - nacharles Facility and Facility Contingency Plan The applicant should provide much more detail regarding the facility and contingency plan. Especially with the rather small student enrollment numbers, it is unclear how the applicant will fund the construction of a new school. - gschermbeck Facility and Facility Contingency Plan Applicant needs to clarify: What is the projected cost of the school building? How large will it be and what amount of space will it provide? - kzparker718 Facility and Facility Contingency Plan Where is the letter of intent referenced? What is the cost of building and how can the cost be covered with low student enrollment numbers? What is the loan repayment strategy? What contingency funding can be secured? What is the contingency plan? The current plan still includes the proposed building. - nacharles Facility and Facility Contingency Plan While the building may not be in tact, could the board not provided an estimated cost per square foot, based on quotes from architects or builders they've met with? What is the cost/expenses associated with the contingency plan? - mycah068 Facility and Facility Contingency Plan explain facility LOW budget given a 'new building' lease? - joseph_maimone Facility and Facility Contingency Plan Square footage can be obtained from the blueprints or drafted architecural plans. Cost/sq. ft. can be calulated based on the proposed cost to build. - haparler
Financial Plan	Budget Revenue Projections from Each LEA (Table) Where is the outline for the remaining 4 years? - mycah068 Total Budget Revenue Projections 2018-2023 (Table)

The outline of revenue projections does not appear realistic given the small number of projected student enrollment.
The applicant has not provided assurances of other funds.
 - gschermbeck

Total Budget Revenue Projections 2018-2023 (Table)
The applicant referenced additional funding resources elsewhere in the application, can the sources be added to the income projections? - nacharles

Total Budget Revenue Projections 2018-2023 (Table)
Salaries in budget are way too low to attract needed talent. Budget is inadequate due to low numbers. - joseph_maimone

Personnel Budget: Expenditures 2018-2023 (Table)
The applicant should explain the process of recruiting a school leader for a projected salary of $45,000. This salary seems low for a school leader.
It also appears that Health Insurance and Benefits are not covered within the budget. The applicant should explain this point. - gschermbeck

Personnel Budget: Expenditures 2018-2023 (Table)
Applicant needs to clarify: How does the board plan to recruit a lead administrator for a lower than average salary of $45,000?

Applicant needs to clarify: In an earlier part of the application it detailed information about a Curriculum Direct and an EC Coordinator- where are these positions listed on the personnel budget? - kzparker718

Personnel Budget: Expenditures 2018-2023 (Table)
Can a principal with the outlined qualification e recruited with the current $45,000 to $55,000 alary range?

Why is the narrative for recruitment different than the budget numbers (the former being higher)?

The benefits cost do not align with staffing projections. Are teachers and administrators not provided benefits? How will this impact recruitment and retention?
 - nacharles

Personnel Budget: Expenditures 2018-2023 (Table)
Salaries in budget are way too low to attract needed talent. Budget is inadequate due to low numbers. Zero transport inconsistent with app. - joseph_maimone

Operations Budget: Expenditures 2018-2023 (Table)
$2,000 seems like a very low budget projection for paper.
$8,000 is a very low budget projection for the facility lease.
$0 are budgeted for transportation. This does not align with the applicant's transportation plans.
Most, if not all budget items seem incredibly minimal for a first-year school. - gschermbeck

Operations Budget: Expenditures 2018-2023 (Table)
Applicant needs to clarify: What money will be used for transportation? It is outlined in the transportation plan that students will be riding the bus to school. - kzparker718

Operations Budget: Expenditures 2018-2023 (Table)

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The budget appears low in regards to proposed operations. Can the facility costs be guaranteed? What is included in contract fees (if special education services are included, the budget is not realistic)?

Where is transportation factored in?

Where are legal and financial services represented given they are not present on the board or contracted services? - nacharles

Operations Budget: Expenditures 2018-2023 (Table)
Do these expenditures account for the construction of a new facility? - mycah068

Operations Budget: Expenditures 2018-2023 (Table)
Salaries in budget are way too low to attract needed talent. Budget is inadequate due to low numbers. Transport and facility too low. - joseph_maimone

Operations Budget: Expenditures 2018-2023 (Table)
No legal board counsel contract? - haparler

Total Expenditure Projections (Table)
$15,950 is a very limited surplus. The applicant should further explain these budget projections and related contingency plans. - gschermbeck

Total Expenditure Projections (Table)
There are several discrepancies in the budget. The narrative indicates hiring services not reflected in the budget (transportation, financial services etc.). Where are the costs for these services factored in?

Other concerns include unrealistic projections or no contingency planning:
Where will the school be located if the current building is no longer an option? Is $8000.00 a realistic location projection? How will income be guaranteed given the small enrollment projection? How will costs be covered if the school is under enrolled? - nacharles

Total Expenditure Projections (Table)
Do these expenditures account for the construction of a new facility? - mycah068

Total Expenditure Projections (Table)
Salaries in budget are way too low to attract needed talent. Budget is inadequate due to low numbers. - joseph_maimone

Budget Narrative
The applicant should provide much greater detail and data to support the answers provided in this section.
Further, the applicant should provide the specifics of their relationship with Acadia NorthStar LLC. - gschermbeck

Budget Narrative
Applicant needs to add further description to the narrative. What will the relationship with Acadia Northstar be? - kzparker718

Budget Narrative
Where is the contingency financial plan?

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	How can the school remain viable with low enrollment?
	What systems will be used to track fiscal fidelity and how are those systems paid for? - nacharles
	Budget Narrative What is the contingency plan? Not provided. - mycah068
	Financial Audits The applicant should provide more detail and explanation regarding their agreement with Acadia NorthStar LLC. - gschermbeck
	Financial Audits The applicant does not demonstrate an understanding of the requirements for audits and relies heavily on their agreement wit Acadia NorthStar. What is the agreement? What is the cost for the contract? Who will oversee the contract? - nacharles
	Financial Audits This application needs a lot more work that will indicate a thorough and detailed understanding of what is needed to be ready to open and operate. - haparler
OVERALL	Grade Levels Served and Total Student Enrollment: Enrollment figures do not appear to be tactical. 15+ students per six grade levels seems small for the opening year of the school. - gschermbeck Grade Levels Served and Total Student Enrollment: Why is enrollment so low for a K-8? - haparler Grade Levels Served and Total Student Enrollment: Low numbers will not support budget. Many budget discrepancies. - joseph_maimone

Charter School Advisory Board Subcommittee

Mission, Purposes, and Goals	
Education Plan	
Governance and Capacity	
Operations	
Financial Plan	
OVERALL	

Overall Summary	
Initial Screening **09/30/2016**	The Office of Charter Schools deemed this application incomplete on September 30, 2016. The following is need to continue the application evaluation: (1) The Articles of Incorporation are missing. The attached document in its place are the bylaws for the proposed school. (2) Full detail of the Criminal Background Checks for all members which includes evidence of national background checks is missing (3) Board member information forms for Frank Jacobs, Chris Jacobs, Tom Neagle, and Selwyn Davis are missing (4) One page resume missing for Chris Jacobs and Tom Neagle
Application Review	OCS provided a brief overview of the proposed application including the enrollment over five (5) years, proposed county, and mission of the proposed school. 1 board member and 4 advisory board members were present for the clarification opportunity. No representative from Young Inspiration was present for the clarification outcome. The Performance Committee (PF) led by Mr. Maimone, discussed and reviewed each section of the application. Ms. Parler provided comments regarding the mission statement. Mr. Maimone outlined that the mission statement reflected a motto instead of a mission statement. Ms. Turner and Ms. Parler questioned if the applicant group was proposing STEAM or STEM. The section lacked details, clarity, and raised many questions for the CSAB. Mr. Maimone encouraged the committee to hold through the process although the proposal received a majority of fails from the external evaluators. Mr. Sanchez pointed to the lack of quality with the curriculum outline provided in the appendix. Mr. Maimone outlined there was no effort demonstrated to improve the application for the previous submission. Ms. Turner made a committee motion to not recommend an interview for the applicant group. Ms. Parler seconded. The motion passed unanimously. Mr. Maimone made a motion to the full CSAB to not allow an interview for Young Inspiration STEAM Academy. Ms. Parler seconded. The motion passed unanimously.
Application Interview	
OVERALL	

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