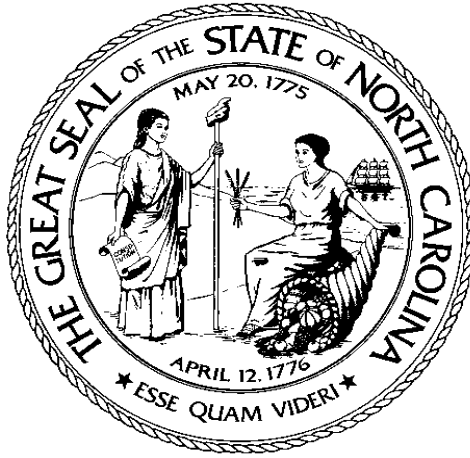


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Application Preliminary Evaluation Packet

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:

Deanna Townsend-Smith
Tammi Sutton
Danielle Allen
Cheryl Turner
Amy Ruck Kagan
Alex Quigley
Alex Quigley
Alan Hawkes
Arasi Adkins
Joe Maimone
Lindalyn Kakadelis
Kristen Parker
Lynn Kroeger
Phyllis Gibbs
Robert McOuat
Sherry Reeves
Steven Walker

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Date of Review:

09/27/2017

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NORTH CAROLINA CHARTER SCHOOL APPLICATION

Mountain Island Day School

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

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OCS September 2016

CHARTER SCHOOL 2016 Application Process

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

APPLICATION DUE DATE/TIME

September 19, 2016 A complete *online* application package, in the Office of Charter Schools **by 5:00 pm EST.**

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

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

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline September 19, 2016 at 5:00 pm EST. **All applications must be submitted using the online portal** and applicants are to use the following specifications:

1. All required Appendices should be clearly titled, include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...), and submitted in the appropriate places within the application.
2. **Any** answer given within the application which is not original to the applicant, the applicant must provide a citation to the source of the answer.
3. Review all elements of your application for completeness before submitting.
4. **Any** document attached to the application or within the online system **must be** in PDF format.
5. Late submissions **will not** be accepted. No exceptions.

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TABLE OF CONTENTS

I.	<u>APPLICATION CONTACT INFORMATION</u>	<u>6</u>
	Grade Levels Served and Total Student Enrollment:	8
	Concerns and Additional Questions	10
II.	<u>MISSION and PURPOSES</u>	<u>12</u>
	Mission:	12
	Educational need and Targeted Student Population of the Proposed Charter School:	12
	Purposes of the Proposed Charter School:	14
	Goals for the Proposed Charter School:	16
	Concerns and Additional Questions	18
III.	<u>EDUCATION PLAN</u>	<u>20</u>
	Instructional Program:	20
	Curriculum and Instructional Design:	21
	Special Programs and "At-Risk" Students	25
	Exceptional Children	27
	Student Performance Standards	29
	Student Conduct:	30
	Concerns and Additional Questions	32
IV.	<u>GOVERNANCE and CAPACITY</u>	<u>35</u>
	Governance:	35
	Governance and Organizational Structure of Private Non-Profit Organization:	35
	Proposed Management Organization (Educational Management Organization or Charter Management Organization)	47
	Private School Conversions:	47
	Projected Staff:	50
	Staffing Plans, Hiring, and Management	50
	Staff Evaluation and Professional Development	53
	Enrollment and Marketing:	56
	Marketing Plan	56
	Parent and Community Involvement	56
	Admissions Policy	57
	Weighted Lottery	59
	PROJECTED ENROLLMENT	60
	Concerns and Additional Questions	61
V.	<u>OPERATIONS</u>	<u>64</u>
	Transportation Plan:	64
	School Lunch Plan:	64
	Civil Liability and Insurance	65
	Health and Safety Requirements:	65
	Facility:	65
	Facility Contingency Plan:	66
	Concerns and Additional Questions	66
VI.	<u>FINANCIAL PLAN</u>	<u>68</u>
	Budget: Revenue Projections from each LEA 2018-19	68
	Total Budget: Revenue Projections 2018-19 through 2022-2023	69
	Personnel Budget: Expenditure Projections 2018-19 through 2022-2023	70
	Operations Budget: Expenditure Projections	72
	Overall Budget:	74

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Budget Narrative:	74
Financial Compliance:	78
Concerns and Additional Questions	80

[VII.](#)

AGREEMENT PAGE	
Application Fee:	81
Applicant Signature:	81
Total External Evaluator Votes	83
Total Subcommittee Votes	83
CSAB Votes	83
Initial Screening	84
External Evaluator	84
Charter School Advisory Board Subcommittee	95
Overall Summary	97

I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Mountain Island Day School

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

Name of non-profit organization under which charter will be organized or operated: *Mountain Island Day School*

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: *Tammy Winstead*

Title/Relationship to nonprofit: *Board Member*

Mailing address: 1209 Little Rock Road
Charlotte NC 28214

Primary telephone: 704-609-1149 Alternative telephone: 704-609-5786

E-Mail address: twinstead@earlybeginningscdc.com

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

County: MECKLENBURG

LEA: 600-Charlotte-Mecklenburg Schools

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

No:

Yes:

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

No:

Yes:

If so, Public or Private:

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

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If a private school, give the name of the private school being converted: Mountain Island Day School

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

No:

Yes:

Acceleration

Yes:

No:

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

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

MID is currently serving as a school of choice for 245 students in the Northwest Charlotte community. We are a private school applying for a charter to increase the number of high quality charter schools in the area. MID has been serving the families in this area for nine years and has witnessed the need in the community for additional high quality tuition free charter school. Families in Northwest Charlotte often seek other educational opportunities for their students outside of their community school based on the low performance of schools in this area.

MID's purpose has always been to provide a quality education at a rate that was affordable to parents and to make a positive impact on our community. Staying true to our mission MID wishes to convert to a charter so that we may provide a quality college preparatory program to the families in our area and make a positive impact on the developing Northwest Charlotte community. Effectively ran charter schools have a positive impact in the communities, districts, and traditional public schools where they are located. The Northwest Charlotte community has one of the greatest needs in the city for increased educational choices for parents and students. This area does not currently have a good choice for families with students seeking a College and Career ready school. West Mecklenburg the closest high school to MID and it received a "D" performance on the North Carolina School Report Cards 2015-2016. West Mecklenburg does not have sufficient programing in place to meet the needs of a College and Career ready student. In addition to low academic performance West Mecklenburg also is one of the top two schools with reports of drug and weapon possession in CMS.

We are requesting an accelerated planning year because we are already an operating accredited institution that offers a college preparatory track with above average test scores. We are equipped with facilities, staff, curriculum, and a proven nine year track record. If granted acceleration we have a team of passionate board members, staff, parents, and community members ready to make a positive impact on the Northwest Charlotte community by providing a quality, college preparatory, charter school. There is a compelling and urgent need in Northwest Charlotte for a school of choice targeting the population of the college and career ready student.

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

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

Yes:

No:

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

Yes:

No:

What is the name of the nonprofit organization that governs this charter school? Mountain Island Day School

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2018 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (

5

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
Year 1	K,01,02,03,04,05,06,07,08,09,10,11	408
Year 2	K,01,02,03,04,05,06,07,08,09,10,11,12	460
Year 3	K,01,02,03,04,05,06,07,08,09,10,11,12	508
Year 4	K,01,02,03,04,05,06,07,08,09,10,11,12	560
Year 5	K,01,02,03,04,05,06,07,08,09,10,11,12	600

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

I certify that I have the authority to submit this application, that the initial board members and I were regularly involved in the development of this application, and that no part of this application is plagiarized. All information contained herein is complete and accurate. I realize that any misrepresentation will result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the non-profit organization.

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tcwinstead
Signature

Board Member _____
Title

tcwinstead _____
Printed Name

09/22/2017 _____
Date

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Section I: Application Contact Information Concerns and Additional Questions	Reviewer	Page Reference
<u>Conversion of a private school into a charter school.</u>	<u>Steven Walker</u>	<u>Cover Page</u>
<u>The name of this proposed school is the same if not identical to an existing charter school in the same area. What will applicant do to eliminate confusion between the schools in the same geographical region and market its school?</u>	<u>Deanna Townsend-Smith</u>	<u>Cover Page</u>
<u>\$22K balance two years prior (in school's 7th or 8th year of operation) and then \$309K balance one year prior is concerning.</u>	<u>Danielle Allen</u>	<u>Cover Page</u>
<u>Applicant needs to clarify: What evidence is there to support that the surrounding schools do not have sufficient programming in place to meet the needs of College and Career Ready students?</u>	<u>Kristen Parker</u>	<u>Acceleration</u>
<u>Applicant needs to clarify: What evidence is there to prove above average test scores for the current MID schools?</u>		
<u>How do SAT/ACT scores compare to area schools? What percentage of students that graduate are enrolled in college?</u>	<u>Steven Walker</u>	<u>Acceleration</u>
<u>Does the development timeline of the homes at Riverbend Village match the proposed accelerated schedule for the school?</u> <u>With a school already in existence, what would be the plans for the private school if acceleration was not granted?</u>	<u>Amy Ruck Kagan</u>	<u>Acceleration</u>
<u>Please provide data on elementary and middle school in the area, as the applicant wishes to open a K-12 school.</u> <u>More information on the above average test scores to which the applicant is referring is needed. What scores are being used to make this comparison?</u> <u>Does the student body of the private school match the student body demographics (race, SES, ability, etc.) of the nearby schools?</u> <u>Data on MID college acceptance/attendance/matriculation rates (in addition to student demographic data) would be helpful in determining whether or not the school has successfully provided this opportunity to students, and has the capacity to provide this track to all students, regardless of ability or prior preparation.</u> <u>The Mountain Island already has charter schools attracting parents- how will this school compare or compete for new students moving into the area?</u>	<u>Danielle Allen</u>	<u>Acceleration</u>
<u>Is being an "operating and already accredited institution" a true and compelling need for acceleration?</u> <u>Applicant should clarify this statement - "This area does not currently have a good choice for families with students seeking a College and Career ready school." Are there not already operating charter schools within this proposed area?</u> <u>Applicant should clarify how it has corrected the Non-compliant items identified in the occupancy report.</u>	<u>Deanna Townsend-Smith</u>	<u>Acceleration</u>
<u>Unclear if applicant will be able to attain these projected enrollment numbers in year 1. School is currently K-12, if acceleration is approved, why do they anticipate only opening with K-11?</u>	<u>Danielle Allen</u>	<u>Grade Levels</u>
<u>What grades are currently being offered at the private school?</u>	<u>Amy Ruck Kagan</u>	<u>Grade Levels</u>
<u>Is the school K-11 now?</u>	<u>Arasi Adkins</u>	<u>Grade Levels</u>
<u>Applicant needs to clarify: What evidence is there to support the need for a K-12 school in the area? Previous parts of the application discuss High school but does not address elementary and middle schools.</u> <u>Applicant needs to clarify: What has been done as far as community outreach to suggest that parents and students would be interested in sending their</u>	<u>Kristen Parker</u>	<u>Grade Levels</u>

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<u>students to MID?</u>		
<u>This is a substantial increase in enrollment over the enrollment of the current school. How does the school plan to handle the increase in students in year one?</u>	<u>Steven Walker</u>	<u>Grade Levels</u>
<u>The projected enrollment numbers are not realistic for the proposed region. Although currently established, the proposed applicant will need to recruit a new student base and current students do not get preference when the school is converted from a private to charter school. Is starting K - 11 with 408 students in year 1 appropriate for this proposed location?</u>	<u>Deanna Townsend-Smith</u>	<u>Grade Levels</u>

<u>Reviewer</u>	<u>Score</u>
<u>Deanna Townsend-Smith</u>	<u>Pass</u>
<u>Tammi Sutton</u>	
<u>Danielle Allen</u>	<u>Pass</u>
<u>Cheryl Turner</u>	
<u>Amy Ruck Kagan</u>	<u>Pass</u>
<u>Alex Quigley</u>	
<u>Alex Quigley</u>	<u>Pass</u>
<u>Alan Hawkes</u>	
<u>Arasi Adkins</u>	<u>Pass</u>
<u>Joe Maimone</u>	<u>Pass</u>
<u>Lindalyn Kakadelis</u>	<u>Pass</u>
<u>Kristen Parker</u>	<u>Fail</u>
<u>Lynn Kroeger</u>	
<u>Phyllis Gibbs</u>	
<u>Robert McQuat</u>	
<u>Sherry Reeves</u>	<u>Pass</u>
<u>Steven Walker</u>	<u>Pass</u>

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II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

By educating and nurturing the whole child, a Mountain Island Day student does not just seek good grades, but strives to be a better person and make their world a better place. Along with scholastic endeavors, Mountain Island Day focuses on character, ethics, service, physical, and emotional health in a creative and positive environment.

Clearly describe the mission of the proposed charter school:

The mission of MID is to help students realize their academic potential. There is a strong emphasis on the development of character, ethics, service, family, community, cultural awareness, physical, and emotional health. Student are immersed in a technology rich environment and taught to seek out areas of personal growth and how to set obtainable goals. The mission of MID is to grow well-rounded career and college bound students with strong critical thinking skills.

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.*

MID's campus is centrally located in Northwest Charlotte. The site is conveniently located off Fred Alexander Highway and the school is an easy commute from Hwy 16, I-485, and I-85. The majority of MID's student body is from the local community of Northwest Charlotte, Mountain Island Lake, and Huntersville. In addition, students commute from Cornelius, Lincolnton, Mooresville, Denver, Mount Holly, and we have seen an increasing number of students from Belmont. We chose MID's location because it is centrally located in an area in need of educational options and can be easily accessed by many families in Charlotte and surrounding areas. MID's targeted population is College and Career ready students seeking a more rigorous school setting that prepares them to succeed in the global economy.

MID currently has a diverse population of students enrolled but it does differ slightly from that of our local LEA. MID's current population is 32% African American, 6% Multi race, 2% Asian, 1% Hispanic, and 59% Caucasian. The average LEA's population in Charlotte Mecklenburg typically has fewer Caucasian students and more Asian and Hispanic students enrolled. Based on

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CMS's Fast Facts published August 11th, 2017 the average population in CMS is 38% African American, 3% multi, 6% Asian, 24% Hispanic, and 29% Caucasian

- 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).*

MID's projected enrollment of 408 students in year one is comprised of 200 elementary students, 120 middle school students, and 88 high school students. The local LEA, Charlotte Mecklenburg Schools, has over 147,000 students enrolled K-12th grade. MID's projected enrollment is less than .003% of the LEA's population for elementary/middle schools and less than .002% of the LEA's population for High schools. At full growth the projected enrollment will be 290 elementary, 150 middle school students, and 200 high school students. At MID's proposed 5 year enrollment our elementary/middle school population is less than .004% of the LEA's population and the high school is less than .005% of the LEA's population

Articles written in the Business Insider, Forbes, and The Washington Beacon cite Charlotte one of the fastest growing cities in the country and this growth is expected to continue over the next decade. As the population of Charlotte continues to increase so will the demand on educational choice. The impact of students enrolled from the LEA is less than .005% at full growth and is expected to lessen as we see an increase in Charlottes population.

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

MID has found success through the years using a variety of programs but the foundation for our success has been our small school model. Students learn best when they are in an environment where they are comfortable, challenged, and a place where mistakes are recognized as learning opportunities. Students are treated with respect and their opinions matter. In return they are expected to treat others with respect and taught to look for the positive attributes in others. In a small school environment students are friends across grade levels and with fewer students behavioral concerns are addressed quickly. Everyone, even students, like clear behavioral expectations and appreciate the positive environment it creates. We listed the small school environment as a key point in our educational plan because even with the best curricula a school can fail if they do not create a healthy environment for students to grow and learn.

MID currently uses The Core Knowledge for our K-8th grade students and we have had great success with this curriculum. We started using this curriculum when we opened in 2009 and through the years tried other curriculums but none have compared to The Core Knowledge. This sequence offers students solid background knowledge with content that spirals across subject levels and across grade levels. The way the curriculum is arranged it repeats content without becoming too repetitive for students and produces students with fewer gaps in their education. The curriculum does not focus on rote memorization therefore creates students who can problem solve and have strong critical thinking skills. When the Core Knowledge is implemented properly, it is a wonderful curriculum that not only meets the NC Common

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Core and Essential State Standards it exceeds them. MID supplements by utilizing other teaching strategies and research based curriculums.

Spanish is the second most common language in the United States. MID includes Spanish classes in our basic education model in our K-4th classrooms and offered to 5th-12 grade in combination with French and other language options. Individuals who are bilingual can earn up to 3% more professionally than their non-bilingual co-workers. Research supports students taught Spanish have higher academic achievement, cognitive benefits, and are more culturally aware than their peers. Students who are taught Spanish in elementary are more successful at learning other languages later in life. Students who wait until middle school, when foreign languages are typically made available, are at a disadvantage.

Students who receive solid content, in a small setting, delivered by quality staff learn and exceed what is expected of their grade level. We continue to challenge our advancing students by giving them advanced grade level work and opportunities to push up for advanced instruction. The small school model allows us to meet our students where they are and gives us flexibility to adjust how we challenge our students. Having a plan in place for advanced learners allows more time for the teachers to differentiate and work to meet the needs of students who may learn differently or have gaps in their education. The approach of meeting our students where they are has created driven middle school and high school students who are able to set goals and create stepped processes to achieve them. It is not uncommon to see an 8th grade student taking high school leveled work or an 11th grade student enrolled in a dual credit course to gain college credits prior to graduation. Last year 90% of our juniors successfully completed college leveled coursework earning A's and B's. We contribute this success to our schools simple but effective education plan. MID's education plan differs from that of our LEA who are not afforded the opportunity to differentiate, address behavior concerns, or provide individualized attention, due to their mega-size.

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.*

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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-At MID we recognize that our teaching staff is the foundation of our schools academic success. In the past our small school model and limited budget has forced us to be creative with our teachers professional development. We review our end of year data, classroom observations, and teacher feedback to develop areas of growth for future professional development. We send lead teaching staff to training or to obtain certification in areas identified as areas of growth. The lead teachers return after training to lead workshops for all other teachers on site. MID was recently approved to receive access to Title One resources due to the need in our surrounding area and schools. With access to Title One resources, we can now utilize various resources and attend workshops offered by Charlotte Mecklenburg Schools.

We have lead teaching staff that are trained extensively in a specific program, assessment tool, teaching strategy, etc. Our teachers have the opportunity to lead workshops, role play, and to be available for additional support during implementation into our learning programs. We have teachers that have become lead teachers and literacy facilitators who aid administration in completing administrative tasks associated with their area and are given additional responsibilities. Because we are a small school our staff has the ability to provide input to shape the growing program. As MID grows and the budget increases we will continue to look for creative professional development opportunities for our teachers and opportunities where they can continue to be responsible for the learning program.

2-The average MID student makes at least one year of academic growth annually. Students with an IEP or 504 plan expectations appropriate to their individual goals. We utilize formal and informal assessments throughout the year and end of year data to analyze student results and provide proper support to ensure students are meeting academic growth goals.

3-MID's small school model contrasts the large traditional public schools located in Northwest Charlotte. The smaller setting provides more accountability, differentiated instruction, individualized attention, optimal student-teacher relationships, and a strong sense of community. The small school model is an option many parents and students are seeking and one not currently available as a public option in Northwest Charlotte.

4-MID utilizes data from both formal and informal assessments to form groups of students based on their academic levels. Students then receive individualized and differentiated instruction based on the students academic level and social group. We use progress monitoring to assess the students continual growth to regroup as needed throughout the year. Students performance can be fluid and peer groupings can change across the various subject levels as needed. We have experienced growth in our students learning utilizing this approach.

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5-MID offers increased learning opportunities to students by grouping students based on their academic levels. MID's administrators and teachers analyze the data and identify which students are gifted learners, on-grade level learners, and low learners. We create a plan for how we are going to meet the students individual needs and group them to narrow the gap of academic levels. This approach allows our staff to not only focus on at-risk students but also focus on grade level and gifted students. Our small school model has required us over the years to become creative and resourceful in meeting our students needs. We have been quite successful meeting the needs of students who need to be challenged at the same time as supporting students who need extra support utilizing this model.

6-MID uses The Core Knowledge curriculum but due to our students different academic levels and learning styles we supplement this curriculum with various teaching strategies and curricula. Our teachers utilize balanced literacy, project based learning, and interactive notebooks. They supplement the curricula with Envision Math, Words Their Way, Lucy Caulkins, and other research based curriculum. Our technology rich classrooms utilize Smart Boards, Mimeo's, Google Chrome TV's, document cameras, iPads, Surface tablets, and Kindle Fire tablets. Students in fifth through twelfth grade are issued one to one devices to access digital curriculum, educational apps, and online college coursework. MID recognizes that as individual as students are, so are their motivations and learning styles. We encourage our staff to seek out and utilize innovative teaching methods and strategies both inside and outside the classroom.

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.*

MID has set specific and measurable goals to assess the success of our program. These goals are constantly reviewed and reported to board members, who provide guidance and support based on their various areas of expertise. The Head of School is responsible for reviewing and reporting these analytics to the Board of Directors and stakeholders on a quarterly basis.

MID's expectations for the school's operations within the first five years is to have steady and continued growth in our student population with 600 students enrolled by year five. It is expected that MID meets and maintains health, sanitation, and fire safety requirements measurable by annual reports from The Department of Health and City of Charlotte. It is expected that MID's lunch program, busing program, and extracurricular activities have a steady and continued growth consistent with the growth of our student enrollment. It is expected that MID will be required to renovate and grow facilities or utilize additional buildings to accommodate increased student enrollment.

MID's expectation for the school's academics in the first five years is that we will see a decrease in testing scores in year one due to the conversion and the number of new students enrolled. MID's goal for year two will be 60% proficient and 75% proficient by year five in both reading and math. It is expected that students who attend all four years of high school at MID will

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graduate high school. We expect to have 100% graduation rates by year five. It is expected in year five that an MID student will have above average SAT and ACT scores.

MID's expectation for finance and governance is that the board ensures the school has adequate resources and that the school is managed with fiscal integrity and discipline. It is expected that the school administration and board set, review, adjust as needed, and meet the school budget outlined at the beginning of each school year annually.

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

The governing board will receive quarterly metric reports from the Head of School. The analytic reports are reviewed and discussed with the board. If/when negative trends are found, the Head of School, board members, and school staff members work together to identify the causes and develop a plan to counteract, and ultimately reverse the trend. This especially applies to academic goals and trends, but also satisfies the need of governance and financial goals.

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Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
<p>Mission description does not match mission statement. Description speaks to a college preparatory track that is technology rich. Neither of these aspects are mentioned in the mission.</p>	Sherry Reeves	Mission Stat
<p>What tools, not being used by local schools, will help MID students realize academic potential? What measurements tools, if not grades, will be used to evaluate if goals to make students better people have been achieved?</p>	Amy Ruck Kagan	Mission Stat
<p>Applicant used academic performance as a main reason necessitating acceleration, but mission statement prioritizes being good people and making the world a better place. Is there evidence that current schools in the area, while perhaps underresourced and underperforming, are not teaching students to be good citizens? How do school leaders intend to measure achievement or progress towards the goals outlined in mission statement? Interesting that applicant uses West Mecklenburg as an example of why families in the area need an alternative choice, but their own student demographics differ wildly from West Meck, where over 90% of the student body identifies as African American. Or Tuckaseegee Elementary, where 100% of students qualify for free- or reduced-price lunch. The neighborhoods served by these schools are extremely close to the proposed school, as opposed to areas such as Mountain Island Lake, Cornelius, Mooresville, etc. Why is there not more of a concerted effort to target and enroll these students apparent in this application?</p>	Danielle Allen	Mission Stat
<p>What are the other teaching strategies and research based curriculums you mention using? Do other schools in the LEA use Core Knowledge? If so, what will differentiate MID from those other schools? There is a significant gap between the racial breakdown of the school and the racial breakdown of MID. What are the root causes, and will there be any attempts to bring the school population in line with local population. If so, what methods do you propose? Please elaborate on the survey gathering techniques used and where and how sample was collected.</p>	Amy Ruck Kagan	Educational
<p>Survey questions used to demonstrate need are vague and do not differentiate parents desiring this school from parents at any other school. All parents want their children to feel safe, all parents want teachers to know their children, and all parents want their children to feel accepted by their peers. Survey tells us nothing about how/why this particular charter school is needed. How, specifically, has MID implemented the small school model? Simply having a small student body does not equate to implementing a small school. How does offering Spanish instruction differentiate MID from any other public school? More evidence is needed to prove that the education plan differs from the LEA.</p>	Danielle Allen	Educational
<p>How will 111 responses to the survey conducted translate into the proposed year one enrollment numbers of 408? Does these responses translate into substantial evidences of educational need?</p>	Deanna Townsend-Smith	Educational
<p>Does the school plan to market to the Hispanic communities to increase enrollment of that subgroup?</p>	Steven Walker	Educational
<p>Applicant needs to clarify: What will be done to ensure that MID reflects the population of the it's local LEA?</p>	Kristen Parker	Educational

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Applicant needs to clarify: What will be done to ensure that MID provides opportunities for all students in the area and not just students who previously attended MID?		
Small school model is proposed but current enrollment will more than double by year 5	Sherry Reeves	Purposes of
It appears that applicant plans to retain its current teaching staff. As a private school, licensure is not problematic. What percentage of the current teaching staff is certified to comply with the 50% licensure requirement which charter schools must maintain?	Deanna Townsend-Smith	Purposes of
#5 - What steps are taken to ensure students are not "pigeon-holed" into ability grouping frequently? Is there a better term to use rather than "low" learners? What steps are taken to ensure ability groups are not racially segregated?	Arasi Adkins	Purposes of
How does the school intend to measure "steady and continued growth" as it relates to outlined goals? Is there a percentage by which the school intends to progress towards goals each year? Goals should be more specific and measurable. Please elaborate on why applicant believes they will see a decrease in test scores in year 1.	Danielle Allen	Goals for th
The year 1 goal for the proposed charter school is not clear? What does the proposed applicant plan to achieve academically in year one? Is planning for a decrease in scores appropriate?	Deanna Townsend-Smith	Goals for th
Will SAT and ACT scores be compared to national, state, or local averages? Are there any academic goals for years 3 and 4? What, if any, quantitative financial goals does the school have?	Amy Ruck Kagan	Goals for th
Goals are a little on the low side, but reasonable.	Steven Walker	Goals for th
Applicant needs to clarify: How will goals in regards to character, ethics, service, physical and emotional health be set and measured? These are key components of the school's outlined mission. Applicant needs to clarify: Goals can be more specific and measurable for operations and finance- what are the specific timelines for reaching goals? How will goals be readjusted and or monitored yearly?	Kristen Parker	Goals for th

Reviewer	Score
Deanna Townsend-Smith	Pass
Steven Walker	Pass
Danielle Allen	Fail
Cheryl Turner	
Amy Ruck Kagan	Fail
Alex Quigley	
Alex Quigley	
Alan Hawkes	
Arasi Adkins	Pass
Tammi Sutton	
Sherry Reeves	Fail
Robert McOuat	
Phyllis Gibbs	
Lynn Kroeger	
Kristen Parker	Pass
Lindalyn Kakadelis	Pass
Joe Maimone	Pass

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III. EDUCATION PLAN

(No more than ten total pages in this section)

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

Instructional Program:

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

MID will provide students a rigorous curriculum in Kindergarten through 11th grade, in year one, and will add 12th grade the following year. MID's small school model is one where students are assessed using end of year data, formal and informal assessments. Remediation and differentiation will occur throughout the year within small groups based upon academic levels and social-emotional dynamics.

MID currently utilizes The Core Knowledge curriculum as its base curriculum and will continue within the Charter model. The Core Knowledge Sequence is a "coherent, cumulative, and content-specific core curriculum" developed by the Core Knowledge Foundation for more than 20 years. The Core Knowledge approach embodies knowledge at the heart of schooling. The Core Knowledge curriculum is specific and sequenced. Most curriculum standards provide general goals and objectives but offer teachers little guidance about the specific knowledge students should master in each grade level. In contrast, the Core Knowledge approach is specific, in a grade-to-grade sequence of what students are expected master.

MID selected The Core Knowledge curriculum for the K-8 program. The Core Knowledge curriculum emphasizes a strong foundation of knowledge and establishes the groundwork for language development. The selected curriculum spirals over the sequence of courses and grade levels and continues to advance student knowledge base by building upon prior knowledge. The Core Knowledge curriculum sequence ensures that academic gaps are identified and closed.

MID understands that students benefit by learning a second language. Thus, MID places an emphasis on being globally competitive and supports 21st Century Learning. MID offers Spanish as its part of its course of study in the elementary school. We continue to place an emphasis on world language in middle school and high school.

MID supplements The Core Knowledge curriculum with the Envision Math Program, Zaner Bloser Handwriting, Lucy Caulkins , Mountain Math/Mountain Language, and Words Their Way. MID currently utilizes various teaching strategies such as balanced literacy, project base learning, and interactive student notebooks to further enhance the academic rigor of the educational programming.

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In the high school setting (Grades 9-11) MID offers a rigorous coursework that aligns with the NC Common Core and Essential State Standards, and meets the future-ready core requirements. MID utilizes the Scott Foresman/Pearson Math, Science, Social Studies curriculums, and the Prentice Hall curriculum for English. MID utilizes various curriculum publishers for elective courses.

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.

At MID, the educational learning environment is dynamic, experiential and interactive. Students encounter open-ended questions, projects of real-world relevance, exploration of the natural world, and immersion in service learning. Students learn best in an environment that offers intellectual and social/emotional support while challenging students to take responsibility for their own learning and the growth of a community. MID has a structured, classroom-based learning environment that encourages the instructional staff and students to explore learning opportunities outside the classroom. Classrooms are adorned with word walls, student work and anchor charts reflecting recent curriculum. At capacity, Kindergarten-4th classrooms are designed to accommodate 16 students. 5th-12th grade classrooms are designed to accommodate 22 students. Our current students perform on a variety of academic levels and are accommodated using differentiated instruction and modified curriculum. Teachers utilize various teaching models, such as, whole-group instruction, targeted small-group instruction, inquiry-based learning, and hands on scientific inquiry-based learning.

Technology is integrated into daily instruction. Each teacher has access to Google Chrome TV's that link to their laptops, SMART boards, document cameras, Kindle Fires, and iPads. Students in grades 5th-7th have a 1:1 technology, a school issued iPad. Students in 8th-12th are assigned a laptop. Students utilize technology to access online curriculum and supplements for ELA, Science, and elective coursework. In addition to maximizing the curriculum resources, students have the opportunity to become future-ready as they have access to college level coursework through the Voyager program.

MID's elementary grades are self-contained with some students moving to various teachers for differentiated instruction as needed. The middle school and high school content teachers and classes are departmentalized by content. Elective courses are selected and offered based on student interest. The current model allows students to have exposure to various social groupings as well as differentiating their core classes which are offered on various academic levels. The middle school English and Mathematics course sections are grouped by ability level, allowing students to learn in an individualized setting at an academically appropriate pace. All high school students are on an advanced college preparatory track. Students interested in maximizing the number of college courses taken while in high school may opt into one of the pre-planned high school pathways which offer the opportunity for students to complete up to two years of college coursework by the time they graduate high school. Starting in 8th

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grade, MID offers a college preparation course that allows students to explore various college opportunities. While taking the college preparation course, students examine college requirements for desired schools and make plans on how to achieve admission to their desired college. Within the middle and high school setting, MID teaches study skills, organizational skills and SAT /ACT test preparation strategies to prepare students for college-level rigor. In 8th grade, eligible students have the opportunity to enroll in high school coursework that includes English 1, Algebra 1, Environmental Science, Biology, World History and Spanish. Students who demonstrate progress on the accelerated model will follow one of the preplanned high school tracks, complete an internship and/or take a vocational class. The rigorous curriculum in the elementary and middle school offers students the opportunity to be well-prepared for the advanced coursework in high school. MID's learning environment emphasizes; learning with a purpose; learning in nature; learning that is global; and experiential, individualized learning with a sense of high expectations, within a supportive community of students and faculty.

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 NC Accountability Model is in effect to promote academic achievement and to gauge learning against state and national standards. MID uses the Core Knowledge Sequence as our guiding curriculum in core subject areas K-8, as well as the North Carolina Essential Standards (NCES), which aligns with the NC Accountability Model. The Core Knowledge Sequence is a "coherent, cumulative, and content-specific core curriculum" developed by the Core Knowledge Foundation that has been in place for over 20 years. The Core Knowledge curriculum is specific and sequenced and places content knowledge at the heart of schooling. Most curriculum standards provide general goals and objectives but offer teachers little guidance about the specific knowledge students should learn in each grade. In contrast, the Core Knowledge approach is to specify, in a clear grade-by-grade sequence, what students need to know. It is important to begin building strong foundations of knowledge in the early years. The Core Knowledge approach focuses on preschool through grade eight. In these early years, especially the preschool and elementary grades, schools can do the most to help children lay the groundwork for language development and future success, which is why MID chooses to use the Core Knowledge Curriculum. This curriculum also spirals over the course of students growth, which continues to advance student knowledge by hitting their interests. The Core Knowledge directly correlates with the NCES. In addition to Core Knowledge, MID also uses the Envision Math curriculum in Kindergarten through middle school, which is fully aligned to the NCES. In high school, teachers are utilizing curriculum

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that meets the NCES and aligns with college and work expectations. The instruction is evidence and research-based, teaching rigorous content and emphasizes the application of knowledge through high-order thinking skills, ensuring that MID students are prepared to succeed in a global economy and society. By combining our rigorous high school model with the strong foundations built in our K-8 program, students will be equipped with the knowledge and skills throughout their K-12 education allowing them graduate from high school fully prepared for college and careers aligning with our targeted College and Career ready population.

- 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.*

MID expects our teaching staff to master a variety of different educational strategies. Our teaching staff will master research-based instructional strategies that establish rigorous objectives, reinforce student effort through providing praise and recognition, provide opportunities for practice, concept mapping, anchor charts and the use of interactive response notebooks. The higher grade teachers are expected to build upon the basic school-wide strategies by implementing summary writing and note taking, testing hypotheses and practice to reinforce classroom learning. MID has an emphasis on inquiry-based learning, high expectations, goal setting, and on formulating a plan to achieve set goals. The above instructional strategies have demonstrated to be effective for our learners. We have not found one set strategy that meets the needs of all of our students, but this combination of strategies has proven successful to achieve across varied learning styles and differences. These strategies have resulted in repeated academic achievement based on our previous scores on end-of-year assessments. We will continue to follow these instructional strategies, as well as implementing new strategies as identified.

- 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.*

Each grade level has a set of expectations and achievements that each student must fulfill to progress from grade to grade. Our students are continually assessed using both formal and informal assessments through the year, and their progress is communicated to parents and support staff. If a student is not meeting grade-level standards, we formulate a plan of action with the teacher, parent, and support staff as needed. We establish goals for the student to achieve, and assign students in small groups where they will receive additional support. Our higher learners are also continually assessed, given opportunities to set goals and work in small groups to receive executed instruction. By clearly identifying the grade-level expectations, and providing continued assessment and communication, we can ensure students to smoothly transition from grade to grade.

Beginning in middle school our students are on a 90-minute block rotation mimicking our high school block schedule. The block rotation schedule prepares students to transition from class to class, organize classroom materials and utilize school planners. Students are taught how to develop high expectations, set goals and formulate a plan to achieve the established

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goals. By establishing this rigorous schedule in middle school we are providing an opportunity for our learners to build stamina, develop leadership ability and critical thinking skills - which will translate to real life application in high school classrooms, as well as college and career settings.

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?

MID currently implements the Future-Ready Core requirements by requiring all students to complete; four credits each in English, Math, and Social Studies; three credits in Science; two credits in the same World Language; and one credit in Health and Physical Education. Students must complete a minimum of six elective credits. The minimum requirements total 24 credits for graduation. The requirements align with the Future-Ready Core requirements. For third through eleventh grades, the grade point average calculations will be applied as follows:

A: 90-100 = 4.0
B: 80-89 = 3.0
C: 70-79 = 2.0
D: 60-69 = 1.0
F: <59 = 0.0

For those students enrolled in higher level courses, the grading point system will provide an additional .5 quality point to Honors courses, and a 1.0 additional quality point to Advanced Placement, community colleges courses, or four-year university /college courses taken in high school. Student transcripts will include numerical grades, in addition to the letter grade and GPA. MID students have received differentiated instruction throughout their academic career. The use of differentiated instruction continues throughout the high school where students can choose to explore college coursework, vocational tracks, research career possibilities and complete internships. Students set individual goals and school counselors guide students to ensure that the future-ready core requirements and future goals of the students are met.

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.

MID will meet the required 1025 hours of instruction including days for staff professional development, grade preparation, and grade reporting. MID's 2018-2019 school schedule begins August 9th providing seven days for professional development and teacher workdays prior to students first day on August 20th. MID aligns its yearly calendar with that of the local colleges, aligning the schedule to facilitate dual credit, college courses and vocational courses. Students are able to maximize the course requirements over the 12-week session and aligns with local colleges 12-week sessions. MID's last day of the year will be May 31st followed by 4 teacher workdays concluding on June 6th. Teachers and students benefit from planned breaks throughout the year. We have established the breaks in advance, coordinating around holiday schedules and times typically associated with

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family travel.

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 majority of students referred for academic concerns are identified as having a specific learning disability. Among the population of students with learning disabilities, roughly 80% have reading disabilities (Lerner, 1993) but regardless of their diagnostic label, below grade level readers continue to regress without the benefit of effective instruction. Yearly, teachers create instructional goals for individual students based on their pre-assessment data. Teachers utilize various teaching strategies in their classrooms and provide both whole group and small group instruction. The staff monitors student progress through ongoing formative assessments providing data which serves as meaningful feedback for instructional improvement. Our administrative team reviews student data from student assessments throughout the year and identifies students who need additional support. The school's reading specialist pulls students into small groups and provides additional interventions based upon formal data. The general education teachers, administrators, special education teachers, and reading specialist collaborate and formulate the best plan of action for the individual student. The school has observed positive results in student academic growth by quickly responding to students who are not performing at expected levels. When early and proper interventions and teaching strategies are in place, less gaps are observed in overall academic performance. By progress monitoring, teachers identify what interventions are not successful and determine what modifications are necessary. The staff communicates assessment data to parents, advises them of strategies and interventions in place and provides parents with strategies to use at home with their child to improve performance. MID maintains files on each student that follow students to the next grade level. By maintaining student data (academic and behavior), strategies and interventions and notes from previous teachers it allows the new teacher to review data before the new school year starts and formulate a plan to meet the individual student needs. As a school we can examine historical academic data across students and identify the strategies and interventions most effective in improving overall student performance. In the event a student is referred for testing we have adequate observations, interventions and data to present to the psychologist and special education team.

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.*

Included in the full enrollment package provided to students after they are admitted is a Home Language Survey. If the parents check yes on any of the questions on the survey or indicate English is the second language, students will be referred to the ELL liaison for testing. The staff will create an

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instructional plan for students identified as ELL through testing and/or for students previously identified as ELL. The staff will determine curriculum instruction, interventions and modifications required for ELL students based on test results, parental feedback, previous academic record and observations. The staff will align teaching strategies with the available Core Knowledge ELL lesson plans. MID has a technology rich environment and web-based programs can be utilized to support ELL students including bilingual dictionaries, translators, grammar tools, games and supplementary coursework. Students who test as English proficient based on ACCESS test results will continue to be monitored for two years, as required by state regulations. Parents will be notified of the test results and will continue to be informed of results throughout the monitoring process.

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.*

A common trait of gifted students in general education classrooms is that the student frequently completes their work sooner than other students and performs at a higher success rate. This may happen in one subject area, such as math, or across all subject areas. When this occurs, if the student is not properly challenged, they could become bored and/or become a distraction within the classroom. The student academic needs, the pace and the depth of the curriculum/instruction must be appropriately challenging for the student. In our small school environment we have the ability to work with students that are socially and emotionally ready as long as their required academic standards are met. However, often gifted students may lack the emotional and social abilities to work ahead with more mature students. When this occurs the needs of a gifted student can be met within the general classroom with modified curriculum and research based instructional strategies. It is essential to identify if the student is gifted in one area or multiple areas. This can be achieved by acquiring information from both formal and informal assessments, external assessments and/or gifted testing. The results from assessments will aid staff in determining what extensions, enrichment activities, and acceleration is needed for the student based on their area of strength. By identifying students areas of strength, we can identify and group other gifted students with similar strengths and create opportunities for them to accelerate. Students are provided course work that is built upon solid content in their area of strength. Teachers use research-based curriculum units that allow the student access to content-rich units at the same time completing required state standards. Teachers provide students with assignments that are geared to an area of interest, or modify problems to solve that require more critical thinking skills as well as opportunities to be creative. It is just as imperative to continue to monitor and challenge a gifted student's growth as it is for slower learners. We have found success by challenging gifted students by providing them a rigorous advanced course of study with opportunity to complete dual college credits, internships, and independent studies. MID's program is ideal for the motivated gifted learner because students can progress based on their academic abilities, interest levels and have the ability to work in groups with similar learners.

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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)*

When students enroll with MID and student records indicate the student has an IEP or a 504 plan in place, the admissions administrator will forward the students information to our Exceptional Children's (EC) Staff and the Head of School. The EC team will make contact with parents to discuss the students disability and any required accommodations noted on the IEP or 504 plan. The EC team will review the students results and accommodations with the necessary teaching staff. Student may be referred for services by parents or school staff through the federal "Child Find" mandate. It is the responsibility of the school's staff to identify, locate and evaluate all children with disabilities requiring special education and related services. Once a child is identified by "Child Find" the EC staff, with parental permission, will observe the student within the classroom and begin the evaluation process. Under federal IDEA regulations, evaluation needs to be completed within 60 days after the parent gives consent for an evaluation. Once the evaluation is complete, if the student is identified as a child with a disability, the student will become eligible for special education and related services. The EC team, administrator, and parents must meet within 30 calendar days after eligibility for services to write an individualized education plan (IEP) for the student. After a students IEP is written, the student will begin to receive services and accommodations. The students progress will be monitored and reported to parents. IEPs will be revised once each calendar year and students must be reevaluated every three years. With our small school model we notify all pertinent staff within the learning community of students with IEP's, 504's or related concerns in the event the student requires additional supports. We request incoming student records, via transcript request form, to be sent to the admission's staff. All incoming information is filed securely within the student files and is stored in locked cabinets in the school office. Student files with an IEP would be noted in their regular file and a full file with their IEP would be filed with the EC team. EC records are locked within the EC teachers office

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and the school maintains a list of individuals permitted to access those files. The staff is trained in ethical principles and act in compliance with laws and regulations in place to protect students and their families right to privacy and confidentiality.

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.*

MID staff recognize that special and regular education share the same goals and our EC staff are utilized to expand our capacity to meet the educational needs of students. The role of the EC team is to identify children that require services, and aid parents in getting the proper assistance and modifications for their child. At MID, both regular and EC programs play a role in meeting the needs of our EC students. The EC program functions within the regular programming with the purpose of providing and maintaining environmental conditions most conducive to the growth and learning of all our students. The EC staff serves as a support system and assist regular school personnel in managing the education of our EC students. EC students are served in regular classes as long as the placement is conducive to student progress. The students spend only as much time outside the regular class as necessary to control variables critical to the student's achievement and as indicated on the IEP. Often, not always, when a student transfers to MID's smaller environment students quickly acclimate and accelerate. Our EC staff uses the inclusion model within classroom setting and supports teachers, providing the strategies and interventions needed to modify the curriculum for EC students. EC students requiring separate setting are supported by the EC team. Our EC team creates a schedule to ensure students are receiving the proper amount of time in and out of the regular classroom as indicated on the IEP. The staff makes it a priority to be available in the event an EC student has an immediate physical, emotional or academic need. MID has established an accepting environment. Like all children, EC students require stability in their environment, emotional nurturance and social acceptance. MID recognizes that public schools are responsible for providing students a free and appropriate education (FAPE) and that the student's IEP is essentially the roadmap on how the school will meet the needs of the student. MID understands that it is the school's and EC staff's responsibility to determine if student is or is not making progress (progress monitoring) and if needed make changes to the specifically designed instruction. In order to offer a quality EC program and meet the needs of our EC students we understand that EC is ever-changing with many moving parts, that requires monitoring and communication. The regulations in 34 CFR 300.137(a) explicitly provide that children with disabilities enrolled by their parents in private schools do not have an individual right to receive some or all of the special education and related services they would receive if enrolled in the public schools. It is imperative that we point out that MID has operated as a private school for nine years and was not required to offer services to EC students.

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Nonetheless, the founders of MID recognized the need for EC programming within the school, and they developed a passion for aiding the EC students they served. Thus, they hired qualified EC staff, looked to identify EC students and worked with the parents and the local LEA to have the students evaluated so MID could provide EC and related services. In the past we have worked with our local public schools to have students tested and our EC staff formulated IEP's and 504's to service our students needs. MID already has an EC staff in place and, while we may need to adjust our processes and/or expand our staff as we transition, we are prepared to meet the needs of EC students.

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.*

1-It is expected in year one that our test scores will decrease due to a new population of students. The goal at the end of year one is 60% proficiency overall. We will strive to maintain a proficiency level of 75% and attain at least one year of academic growth in years two through five.

2-MID uses ITBS test, M-class, and Dibbles as reading assessment tools. We will add the NWEA MAP assessment in the 2018 school year to assess reading and math at the beginning, middle and end of year. Based on the data teachers receive they will develop small groups for individualized instruction and monitor progress to ensure students are making necessary academic growth.

3-Students will be tested with NWEA MAP at the beginning of the year to establish their baseline academic level. A typical MID student is expected to make one year of academic growth within the school year. If a student has a special need then growth would be based on their IEP or 504 goals. In the event that a student did not make expected growth the parents would be conferenced to discuss options to remediate or to be retained.

4-An approved internship, research or community service project of no less than 40 hours will be required for graduation. The focus of each project should be personal development in preparation for a future career or advancing one of MID's core values. Students will be required to document and report on their project throughout their junior and senior year. A project of this type allows students to research, establish goals, monitor results and even continue beyond the classroom and their enrollment at MID. In order to graduate, an MID student must complete; 4 credits each in English, Math, and Social Studies; 3 credits in science; 2 credits in the same world language; and 1 credit in Health & Physical Education. Students must complete a minimum of 6 elective credits. Although college level

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courses are not required, it is anticipated that many of our student will complete one or more college level courses prior to graduation. Students with disabilities will participate according to their IEP and 504 goals and as their abilities allow.

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.*

MID believes creating a positive and safe learning environment is key to student success. MID implements policies and a code of conduct that promotes a safe school culture where students are accountable for behaviors. We provide students with character education and teach the following traits; respect, honesty, responsibility, caring for others, citizenship, perseverance, justice, and courage. Teaching staff operate structured classrooms with clear expectations and daily routines to keep students focused on their academics and to provide very little time for students to focus on poor behavioral choices. We educate our parents and students on school expectations and clearly outline the schools response to specific behaviors at the beginning of each school year, providing families with the MID Code of Conduct. Parents/Guardians and students are asked to pledge that they will support the school by adhering to the guidelines within. Our methodology is that addressing small behavior concerns continually reduces overall behavior concerns. The behavioral choices clearly outlined in our code of conduct that could lead to a student long term suspension and/or expulsion are:

- Assault on a student or staff;
- Inciting to riot;
- Sexual behaviors such as offensive touching, sexual harassment, indecent exposure, sexual activity, consensual sexual acts and sexual battery;
- Use, sale, or distribution of drugs/illegal substances;
- Possession of a weapon or dangerous object and / or fire arms;
- Any unsafe action that could cause harm to self or others and persistently dangerous students;
- Breaking and entering, theft, robbery, extortion;
- Use of fire, creating a false alarm, bomb threat; and
- Possession and/or use of pornographic, profane, and/or violent material.

MID's discipline will be maintained without the use of corporal punishment.

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However, staff are authorized by state law to "use reasonable force in the exercise of lawful authority to restrain or correct pupils and maintain order (N.C.G.S. 115C-390.3 and 391.1)." Procedures for short-term suspensions, less than 10 days, are:

- Notice given in writing by head of school/designee of reason for student suspension;

- Opportunity is provided to student to present their version of the event;

- Head of school/designee determines the disciplinary response; and

- Head of school/designee provides parent/guardian and school board written notice of the suspension;

Student and parents/guardians are not entitled to an appeal for short term suspensions.

Procedures for long-term suspensions and/or expulsions are:

- Notice given in writing by head of school/designee to the parent/guardian explaining the reason for the recommendation of long-term suspension and/or expulsion;

- Opportunity is provided to the student to present their version of the events, provide witnesses, or other evidence supporting their version of events; and

- Head of school/designee provides parent/guardian and school board written notice of the long-term suspension and/or expulsion;

- Parents/Guardians can request an appeal (that will occur within 10 days of the notice of long-term suspension or expulsion) to the head of school and board of directors;

- Opportunity is provided to the student to present their version of the events, provide witnesses, or other evidence supporting their version of events; and the Board of Directors will provide written notice to parent/guardian of the boards decision following the appeals process.

While it may be necessary for students with disabilities to receive a long-term suspension and/or expulsion, the procedures for making the determination are adjusted. A manifestation determination meeting with head of school and the IEP team will occur to determine if a students misconduct was a manifestation of the students disability to insure students are not denied a FAPE per federal law.

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Section III: Education Plan Concerns and Additional Questions		
It is still unclear exactly what population the applicant is targeting. More evidence is needed to demonstrate that this particular approach will lead to improved performance for the applicant's targeted population. This appears to be the same curriculum framework MID has been using for 20 years. The applicant has indicated that test scores will likely decrease because of a new student population. (A statement that needs further clarification.) What evidence do you have that this framework will be appropriate for the new student population?	Danielle Allen	Instructiona
The applicant explains what it currently does as an operating school; however, it is unclear from the information provided in this section how its current instructional program improves student performance for its targeted population? What evidence does the proposed applicant have as a currently operating school to demonstrate success with its current student population using its established instructional program and methods? Does the proposed applicant have an established relationship with CPCC? What evidence was provided to demonstrate such partnership?	Deanna Townsend-Smith	Instructiona
Why operate year 1 as a K-11? Is school currently a K-12?	Sherry Reeves	Instructiona
What assessments, in addition to year end data, will be used to make differentiation throughout the year? Is there evidence that indicates the proposed approach will lead to student improvements?	Amy Ruck Kagan	Instructiona
What steps are taken to ensure the middle school English and Math course sections are not racially segregated?	Arasi Adkins	Instructiona
Applicant needs to clarify: What specific assessments will be used to determine student growth areas throughout the course of the year? Applicant needs to clarify: How do you supplement CKLA with all the additional resources you outlined? Applicant needs to clarify: What evidence is there to support that just having CKLA and supplemental resources will lead to improved student performance for the targeted student population?	Kristen Parker	Instructiona
As a charter school, applicant must have a plan in place to address the needs of students who may not be able to pursue the college preparatory track. What is the proposed applicants plan to address the needs of students who may not meet the requirements of its college preparatory track? The materials provided for pacing guides and curriculum overview are direct cuts and pastes from the resources the school plans to use. Has school not modified these resources to fit the needs of it targeted student population?	Deanna Townsend-Smith	Curriculum a
Applicant needs to clarify: How does the Curriculum and Instructional Program support the school's mission around building character? Applicant needs to clarify: Will you always use CKLA as your core curricula? What process will the school go through if it chooses to adopt a new curricula?	Kristen Parker	Curriculum a
What additional staff will be included to accommodate the identified at risk students?	Amy Ruck Kagan	Special Prog
Applicant needs to clarify: What pre-assessment data will be used to create instructional goals for students? Applicant needs to clarify: What types of interventions will be used to support students who are at risk?	Kristen Parker	Special Prog
When a student with disabilities enrolls, how do you get records from the previous school? Should an IEP team make decisions regarding evaluations and eligibility, not just "the EC staff"? Will you have a log to help document who is accessing the student's files?	Robert McQuat	Exceptional

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What budgetary changes will the school make to adjust from the EC requirements of private school vs. those required by a public charter school?	Amy Ruck Kagan	Exceptional
The narrative says that it is "The role of the EC team is to identify children that require services" - should the IEP team be responsible? I appreciate that the rest of the narrative goes on to discuss the shared responsibility. Possibly, the sentence could be amended? I see references to "inclusion model within classroom setting and "separate setting" but not the rest of the full continuum of service delivery. I appreciate the acknowledgement that there will be a transition from responsibilities as the school transitions from a private school to a charter school.	Robert McOuat	Exceptional
Applicant needs to clarify: Why is the expectation that test scores will decrease due to a new population of students? Applicant needs to clarify: How will MAP testing data be utilized throughout the school year? What goals are set around student growth through MAP testing? Applicant needs to clarify: How will each student graduate to the next grade level? Is it based on EOG test performance? Class grades?	Kristen Parker	Student Perf
Please provide more information as to why applicant expects test scores to decrease. More information on policies and standards for promotion is needed here. How will teachers/admins determine whether or not a student is promoted to the next grade? Is there an appeals process? Will student progress be monitored throughout the year in order to avoid grade retention?	Danielle Allen	Student Perf
I like the use of MAP.	Steven Walker	Student Perf
Applicant should clarify this statement - "It is expected in year one that our test scores will decrease due to a new population of students." What is the evidence that the assessment or evaluation tools outlined in the application will improve the curriculum and benefit all students? Since the school is already established, what evidence does the applicant have regarding its current student population and the use of the assessments outlined? As a K - 12 school, what is the proposed applicant's plan to promote students from one grade to the next? Currently what is outlined for promotion is graduation at the completion of the proposed school's final grade.	Deanna Townsend-Smith	Student Perf
What steps are taken to ensure student discipline is not racially disproportionate?	Arasi Adkins	Student Cond
Applicant should clarify this statement - " However, staff are authorized by state law to "use reasonable force in the exercise of lawful authority to restrain or correct pupils and maintain order (N.C.G.S. 115C-390.3 and 391.1)." How will the proposed applicant measure reasonable force? What training will be provided to staff regarding this component outlined in this section?	Deanna Townsend-Smith	Student Cond
What types of behavior result in short-term suspensions, and why are appeals not allowed in these cases? Can you clarify "reasonable force" in restraining students? Who determines what is "reasonable"?	Danielle Allen	Student Cond
School mentions details for dealing with serious acts, ie inciting riots, and also mentions that addressing small concerns reduces large concerns. What are specific examples and methods for dealing with small behavior concerns?	Amy Ruck Kagan	Student Cond

Reviewer	Score
Alan Hawkes	
Tammi Sutton	
Alex Quigley	
Amy Ruck Kagan	Pass
Cheryl Turner	
Danielle Allen	Pass

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Steven Walker	Pass
Deanna Townsend-Smith	Pass
Sherry Reeves	Pass
Robert McOuat	
Phyllis Gibbs	
Lynn Kroeger	
Kristen Parker	Pass
Lindalyn Kakadelis	Pass
Joe Maimone	Pass
Arasi Adkins	Pass
Alex Quigley	

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IV. GOVERNANCE and CAPACITY

(No more than ten total pages in this section)

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

Governance:

Private Nonprofit Corporation:

*The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

Name of Private Nonprofit: Mountain Island Day School

Mailing Address: 1209 Little Rock Road

City/State/Zip: Charlotte NC 28214

Street Address: 1209 Little Rock Road

Phone: 704-391-5516

Fax: 704-391-2540

Name of registered agent and address: Tammy Winstead
 Mountain Island Board of Directors
 Attention Tammy Winstead
 1209 Little Rock Road
 Charlotte NC 28214

FEDERAL TAX ID: 01-0916385

Tax-Exempt Status 501 (c)(3)

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

Yes (copy of letter from federal government attached: Appendix D)

X No

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board Member	Board Title	County/State of Residence	Current Occupation	Past or Present Professional	Has any disciplinary action been taken
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Name				Licenses(s) Held	against any of these professional licenses?
Dawn Heim	Chair of Athletic Committee	MECKLENBURG	Whitewater Center		
Travis Whitton	Co-Chair of Athletic Committee	MECKLENBURG	Sales		
Tom Winstead	Chairman of the Board	MECKLENBURG	Head of School MID		
Connie Rauch	Co-Chair of Athletic Committee	MECKLENBURG	Medical		
Leona Williams	Chair of Events Committee	MECKLENBURG	Financial		
Rene Wike	Co-Chair of Events Committee	MECKLENBURG	Cato Corp		
Michelle Hess	Co-Chair of Events Committee	MECKLENBURG	Homemaker		
Katie Norman	Chair of Development Committee	GASTON	Homemaker		
Judith Parson	Co-Chair of Develo	MECKLENBURG	Lab Tech		

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	Development Committee				
Melissa Geoffroy	Co-Chair of Development Committee	MECKLENBURG	Homemaker		
Debra Watson	Chair Finance Committee	MECKLENBURG	Financial		
Tracey Nisley	Co-Chair Finance Committee	MECKLENBURG	Financial		
Michael Teeter	Co-Chair of Finance Committee	MECKLENBURG	Pastor		
Debra Stinson	Chair of Nominating Committee	MECKLENBURG	Homemaker		
Gail Bryant	Co-Chair of Nominating Committee	MECKLENBURG	Homemaker		
Charlotte Chambers	Co-Chair of Nominating Committee	MECKLENBURG	Financial		
Ben Leeson	Chair Technology/IT Committee	MECKLENBURG	Sales		

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	tee				
Murrie Fichtner	Co-Chair of Technology/IT Committee	MECKLENBURG	Sales		
Laura Hanby	Co-Chair of Technology/IT Committee	MECKLENBURG	Finance		
Karla Lever	Chair School Trips Committee	MECKLENBURG	Councilor		
Carmen Costa	Co-Chair of School Trip Committee	MECKLENBURG	Agriculture		
Mary Tran	Co-Chair of School Trip Committee	MECKLENBURG	Teacher		
Liz Salguero	Chair of Hispanic Alliance	MECKLENBURG	Financial		
David Hunter	Chair of School Safety Committee	MECKLENBURG	Detective		
Brendan Ryan	Co-Chair of School Safety	MECKLENBURG	Construction		

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	Committee				
Brittany Mattox	Co-Chair of School Safety Committee	GASTON	Nurse		
Jackie Beavers	Chair of Parent Teacher Committee	MECKLENBURG	Homemaker		
Nora Atkins	Co-Chair of Parent Teacher Committee	MECKLENBURG	Homemaker		
Sebrina Combs	Co-Chair of Parent Teacher Committee	MECKLENBURG	Finance		
Abier Thronton	Co-Chair of Transportation Committee	MECKLENBURG	Homemaker		
Jason Bell	Chair of Transportation Committee	MECKLENBURG	City of Davidson		
Victor Hart	Co-Chair of Transportation Committee	MECKLENBURG	Freight liner		

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	tee				
Daniel Tart	Co-Chair of Transportation Committee	MECKLENBURG	Construction		
Denise Ballard	Co-Chair	MECKLENBURG	Social Services		
Amy Bruining	Secretary	MECKLENBURG	CPCC-Assistant to Vice President Learning		
Nicole Pajak	Treasurer	MECKLENBURG	Risk Management		
Kristen Lanier	Board member	MECKLENBURG	Licensed NC School Administrator		
John Blythe	Board member	MECKLENBURG	Attorney		
Tammy Winstead	Board member	MECKLENBURG	Director of Family Life Education		

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.*

Mountain Island Day School is a North Carolina not-for-profit entity formed for educational purposes. The primary function of the Board of Directors will be to make decisions for and to oversee the operations of Mountain Island Day School. The duties of the board will include, but are not limited to, mission of school, strategy, leadership, financial policies, budgeting, accountability, and legal and financial obligations of the school. The board members are non-compensated and will remain true to the bylaws.

MID board of directors will be responsible for interviewing and hiring a Head of School. The Board of Directors will advertise the available position and will interview eligible candidates for the Head of School position once the conversion is implemented. The Board will focus on instilling the vision and mission of MID into the Head of School and will support, empower, and oversee them to implement the vision and mission of the school. The Board will not engage in the day to day of the operations of MID but will empower and oversee the Head of School in charge of those daily functions.

The Head of School will be held to an employment agreement that outlines

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expectations, authority, and responsibilities associated with the position. The Head of School will be evaluated annually by the Board. During this process the Board will analyze the progression of academics, financial and operational performance under the leadership of the Head of School.

The Board of Directors role is focus on the results of the Charter by monitoring and voting. They are responsible for the vision, mission, goals, and policies to be in place. The Head of School focuses on the methods of the School. This includes the objectives, strategies, action plans, and procedures implemented on a daily basis. The Head of School makes recommendations to the Board concerning the operations and the Board votes and then monitors the operations.

- 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.*

Mountain Island Day's Board currently has 7 members and the ability, stated within the bylaws, to add more members in the future. The Board consist of parents, with students in attendance or of students who attended in the past, with shared vision and mission for the future of the school. We have intentionally formed a Board with diverse backgrounds and areas of expertise. The Directors qualifications include business leaders, sales & marketing, accounting & risk management, educational leadership (NC lead administrator & CPMC Administrator), and legal expertise. The founding board member's skill sets will be instrumental in the development, oversight, and operations of MID during the conversion from private school to public charter.

The Head of School will be required to report operational matters at each Board meeting. The reports provided every 6-8 weeks will ensure that the Head of School is performing duties within the employment agreement and that the board is updated regularly of operational matters. In addition, annual reviews will be conducted to ensure the Head of School is making progress toward the mission, goals, and academic growth of students within the school.

MID's Board will hold meetings every 6-8 weeks that will be publicized on school websites, parental handouts, and other forms of school communication. MID has intentionally chosen a Board with diverse backgrounds, range of expertise, and shared vision and mission for the school. Board members are expected to be engaged in the governance of the school while actively working to further promote the schools mission. The Board meetings will include a Head of School report, financial reports, assessment results, ongoing school improvement plans, goal setting, compliance reviews and updates, and a time dedicated to stakeholder feedback.

- 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?*

MID's board is a diverse group of members who are like minded and share the vision and mission for MID's future. Since MID is a school that is already operating, our Board consist of families that either have or have had an

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experience with the existing school. It is important to the families of MID that the vision and mission of the school remain intact during this transition from a private school to a non-sectarian public school of choice. The Board members include educators, attorney, accounting, risk management, background in sales and marketing, business owners, social service, and community members. We have sought individuals who are committed to the success of the MID and its mission. In the event of a vacancy, the Board will recruit to fill the seat with an individual with similar professional skill sets, who possess leadership skills, is a community member, and has a commitment to the vision and mission of MID. Any vacancy on the Board would be filled as quickly as possible and new Board members would be voted in at the next Board meeting, which will be held every 6-8 weeks.

As stated in our Bylaws, The Board of Directors will appoint a Nominating Committee whose responsibility is to present a slate of candidates for Officers to the Board of Directors at the annual meeting. The Board may accept or decline the slate presented by the slated committee. If the slate is declined, nominations for officers may be entertained by the Board Chairperson. Several months prior to a scheduled Board election, we will hold "information nights" to give possible candidates an opportunity to get a sense of what Board participation is all about. Our Board will identify active parents or community business leaders and recruit them to attend the informational meetings. We will seek educators who work in other districts or schools.

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

The board will meet every 6-8 weeks but recognize more meetings will be required during the planning phases. Regularly scheduled meetings will be; Oct. 17 2017, Dec. 5 2017, Jan. 30 2018, March 13 2018, May 8 2018, June 19 2018, July 31 2018, Sept. 11 2018, Oct. 30 2018, Dec. 11 2018, Feb. 5 2019, March 19 2019, May 14 2019, and June 25 2019.

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 proper welcome and training will help new Board members feel more connected to one another, better understand their role, and motivated to do a better job. Our new member orientation will include:

- The Board manual
- The mission, vision, and values of the organization
- Review of the organization's history
- Roles and responsibilities of the Board and the staff
- A calendar which schedules important Board activities
- An organizational chart, including a list of committees
- Information about how the Board conducts its meetings
- Charter and NC state laws

New members will be provided with a list of individuals they should contact with questions and concerns on different topics in the future. Our new

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members will also be paired with a "buddy", a current Board member who is willing to help orient the new member.

We understand that ongoing professional development will make our Board stronger and provide a chance for our members to continue their education. We will hold bi-annual professional development for our members, that they are required to attend, and provide them with written newsletters, school updates, and general tip sheets on Board development throughout the year. We will use a variety of methods to conduct our ongoing professional development. We may bring in outside professionals, use a school staff member, or hold self-generated and self-conducted development, using Board member expertise and discussion to address issues. Some possibilities for professional development are:

- Board responsibilities and legal issues (liability, conflict of interest, etc.)
- Boards relationship to the organization and its's day to day operations
- How to be an effective board member
- Relations with the community, staff, and parents
- How the organization's finances work
- Strategic planning
- Fundraising
- Program evaluation
- Problem solving

MID recently developed a new Board of Directors for the public charter school to clearly divide past operations and future operations. We have started our new Board member training since all members are new to the Board. We will schedule additional professional development the first year to ensure that we have an effective Board that is a dynamic, fluid group able to bring new ideas to further our cause.

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.*

MID will adopt a conflict of interest policy and establish disclosure of conflict of interest by members as a normal practice. The conflict of interest policy is intended to supplement, not replace, any applicable state and federal laws governing non profits. The Board member with possible conflict must make the other governing Board members aware of the potential conflict concerning financial interest, serving as a Board member, officer, general partner or another party, families ties, etc. The Board member with the conflict of interest may participate in the discussions but may not vote on the transaction. We will mitigate conflicts of interest by disclosing our interests in a public forum, allowing the board to determine the best course of action, and then create procedures and guidelines for the management of conflicts of interest.

MID's current Head of School is the Chairman of the newly formed Mountain Island Day School Board of Directors. The Board of Directors will advertise and search for a new Head of School. In the event the existing Head of School services are required during the conversion he will resign from the Board of Directors during his time as the Head of School. This arrangement

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is consistent with our stated Bylaws which states "The school director may not serve as an officer or a board member of the corporation".

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

MID's Board recognizes that behind every program and initiative, there are real people with real emotions working on it. One of the hardest aspects of serving on any Board is to first recognize that in order to make the best decision for the organization we will at times have to purposely attain distance before deciding, and pursue strategies placing those real human emotions aside. Our Board will also have to combat our own overconfidence with a healthy dose of humility, and by preparing to be wrong. We will make attempts to not narrow our view point to a, whether or not, question. Instead, we will try to widen our options looking at opportunities to broaden our view point. We will reality test our assumptions to ensure we do not end up with ideas that do not work but yet something the board is totally invested in.

The top function of the Board is to make good decisions that are best for the organization, staff, and school community. The Board recognizes that we are responsible for making the strategic, tactical, and operational decisions for the school. We will use the following stepped process when making any decisions including the development of school policies:

- DISCUSS the issue/policies with board members and employees.
- CONSIDER the mission and long-range plans of the school
- REINFORCE the mission and goals of the school
- TALK with other Directors who have experience in developing school policies and find out what they did
- ACT like a Director, not a producer, and make the best decisions/school policies for the organization
- VOTE with discernment

In order to make effective, decisions each board member must recognize that they must attain distance before deciding, prepare themselves to be wrong, not to ask, whether or not, questions, widen our options, and reality test our assumptions. We will then follow the stepped process above to effectively formulate and decide upon policies for the school.

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.*

MID will form various sub-committees as a part of the Board of Directors. These sub-committees will consist of parents, teachers, and community members. The advisory boards will meet at least four times a year to give input, to react to ideas from staff and Board members, and to make suggestions. We will have several staff and Board members attend each of the advisory meetings. The sub-committees are created based on necessity and may be added or removed after operations commence. Some examples of the various committees include;

Development Committee

- Coordinates the schools fundraising activities
- Advises the Board on the financial goals of the annual campaign and on any capital campaign
- Facilitates fundraising activities

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Executive Committee

- Coordinates, with the Board chair, the work of the Board
- Serves as a sounding Board for the Head of School
- Acts in place of the Board between meetings in the manner prescribed by the Bylaws and as expressly delegated by the Board
- Reports any actions to the Board in a timely fashion.

Finance/Audit Committee

- Develops the long-range financial plan and yearly operational budget
- Monitors the implementation of the budget
- Makes periodic reports to the Board on the schools financial status
- Educates the Board on nonprofit financial reporting/ trends affecting the schools finances
- Recommends the independent auditor for Board approval
- Works with the auditor to establish the scope of the audit
- Reviews the recommendations for improving internal controls
- Recommends approval of the annual audit to the Board

Nominating Committee

- Coordinates the identification, cultivation, recruitment, and orientation of new members
- Re-nominates sitting members
- Nominates officers
- Facilitates Board self-assessment
- Identifies Boards needs for education and training and designs vehicles to meet those needs
- Organizes the recognition of individual members

Parent/Teacher Committee

- Provide a voice for parents, teachers, and administrators
- Formulate and send out surveys to receive stakeholder feedback
- Report survey data to the Board of directors
- Work in conjunction with the schools PTO (Parent Teacher Organization)

Transportation Committee

- Create a transportation plan
- Formalize carpooling procedures and list for interested families
- Formulates the plan for car rider line and traffic flow
- Accountable for the inspection and maintenance of busses

Events Committee

- Make suggestions for school wide events
- Plan and recruit volunteers for the events
- Seek support from the community to support school events
- Work in coordination with the Arts department to aid in planning events to support the Arts.

Athletic Committee

- Work in coordination with Athletic Directors to aid in planning events for athletic program
- Plan and recruit volunteers for the events
- Accountable for the schools Athletic Boosters Club

Technology/IT committee

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-Investigate and make suggestions to Board of Directors for technology and IT needs

-Make arrangements to oversee and to implement any needed technology

-Maintain school website

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

MID will have a grievance policy within the student and employee handbook with a stepped process individuals are to follow to report a grievance. An employee or parent may submit a grievance under this policy if a parent or staff member is aggrieved by a decision of a school employee involving:

1. An alleged violation of a specified federal law, state law, State Board of Education Policy, State Rule, or local Board policy or administrative regulation; or

2. The terms or conditions of employment or employment status of a school employee, provided, however, this does not include the dismissal, demotion or suspension of career employees for which statutory procedures are available.

Prior to beginning the formal steps in the grievance process, the employee should attempt to resolve the grievance early through discussions with the employees supervisor at the lowest possible level.

A grievance is untimely if it is not submitted in writing under the First Step below no later than 30 business days after the event(s) giving rise to the grievance.

At each step of the process, the person to whom the grievance is made shall have 15 days to review and/or investigate and attempt to resolve the matter. At the end of this time period, the grievant shall have 10 days in which to file the written grievance at the next step in order to proceed to the next step. The 10-day deadline begins to run at the end of the 15 days, whether or not there has been a determination or resolution of the grievance.

The failure to meet these deadlines shall prevent the employee from proceeding under the grievance policy or with a Board hearing, but it shall not prevent a review and/or investigation of the grievance.

First Step

If the grievance cannot be resolved through early resolution, the grievance must be put in writing. The grievance must be submitted in writing to the lead administrator for the division of the school where the grievance occurred.

Second Step

If the matter is not resolved satisfactorily at the First Step, the grievance may then submit the grievance to the Head of School.

Third Step

If the matter is not resolved satisfactorily at the Second Step, the employee may then submit the grievance to the Board of Directors.

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*In creating our grievance process for MID we gleaned information from other schools and CMS.

*We refer back to this section in the Employee grievance section under the staffing plans, hiring, and management section.

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

Include in the Appendices:

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

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

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

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.

Not Applicable

1. Describe the rationale for converting from a private entity to a public school. Include information regarding how the proposed charter school will be nonsectarian in nature and will be open for all students (not just those currently attending the private school).

MID has operated for nine years as a private school. MID is requesting a charter because we see a need in the community for a tuition free charter. We have always strived to provide a quality education at an affordable rate and to make an impact on our community. The parental feedback we receive day to day from families both enrolled and touring MID support the fact that the need is great. We have the ability to make an impact on this area of Charlotte.

When we started long range planning for our high school and reviewed the results of local high school performance in our LEA, it solidified for our board the necessity of another school of choice that targets College and Career ready students. In examining the North Carolina School Report Cards 2015-2016 for West Mecklenburg High School, we quickly recognized that the LEA was not meeting the needs of College and Career ready students in our area. Students scoring at Level 4 and Level 5 meet NC Standard for College and Career-Readiness and West Mecklenburg scored a "D" in overall performance failing to provide a quality choice to the Northwest community. The 2016 results listed below for West Mecklenburg Level 4 and Level 5 EOC

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is subpar to state and district results;

LEVEL 4	English II	Math I	Biology
West Meck	23.4%	11.3%	20.8%
District	44.9%	33.9%	32.9%
State	43.9%	34.3%	31.5%

LEVEL 5	English II	Math I	Biology
West Meck	N/A	N/A	N/A
District	7.9%	24.2%	19.5%
State	5.7%	15.6%	15.8%

If granted a charter, we are able to offer a quality program to all students who are seeking a college and career readiness program. MID has operated as a Christian School for nine years and if granted a charter will become non-sectarian in nature and open to all students. We will continue to promote ethics, good citizenship, and focus on character development of our students.

2. *Provide a detailed description of the existing private school's financial status, including the process in which these financial assets or deficits will be transferred to the non-profit organization. Provide a copy of the organization's IRS Form 990 for the last three years as Appendix N. If the current organization does not have a FORM 990, tax information for the last three years along with financial statements must be included as Appendix N.*

Mountain Island Day School grew out of Early Beginnings CDC that began operations in 2005 in the Mountain Island Lake community. MID currently operates under Early Beginnings CDC DBA Mountain Island Day School and has done so since 2009. We attached the financials for Early Beginnings for the past three years that include Early Beginnings preschool operation. Mountain Island Day has formed a new Board with a new Board of Directors to separate its operations from Early Beginnings CDC. We are separating so that the two organizations can operate independently from one another and no longer co-dependent of one another. It has never been the mission of Early Beginnings CDC not for profit to make money and due to the support Early Beginnings provided MID through the years does not boast large annual profits but did manage to maintain and support the growing day school program. Early Beginnings was instrumental in funding and supporting MID's vision and mission and due to that non profits support has allowed MID to grow into the school it is today.

The new not for profit Mountain Island Day does not have a form 990 or financials for the past three years. The new MID board wanted a clear break from, Early Beginnings, the previous not for profit MID has operated under for nine years.

3. *Depict and analyze the current enrollment trends and student demographics of the private school over the past three academic years.*

MID is currently in our ninth year of operation. We started with 40 students K-3rd and have grown to 245 students K-12th grade. MID has historically enrolled 25-40 students each year since opening. In 2015-2016 our enrollment was 192 students, in 2016-2017 our enrollment was 218 students, and today is is 245 students. We turned away roughly 30 students in 2017-2018 based on no availability in certain grade levels. We chose not to open up additional classrooms because there was not enough in particular grade level to make it financially feasible to open up additional classrooms. We

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currently have some availability within a few of our grade levels but the majority of the classes we opened this school year are full.

MID has always had a diverse student population with families from various ethnic, cultural, socio-economic, and family structures. MID has a strong community where families have historically bonded and embraced one another similarities and differences.

4. *Document and expound upon evidence that the existing private school is successful in student achievement. Base this explanation upon academic data available through state and national summative assessments.*

MID assesses students using the IOWA Test of Basic Skills. Our data shows a consistent track record of overall student success. We use a different test than the local LEA but after careful review of the scores from the local LEA and how the same students compare when taking the IOWA test, we concluded that the national norm of 50% on the IOWA test is equivalent to a student scoring a level 4 on our local LEA's EOG and it appears that 40-41% national norms are comparable to scoring a low level 3 in our local LEA's EOG assessment.

2016-2017 School Summary of IOWA Test of Basic Skills

Grade 3-Reading	71%	Lang 65%	Math 53%	SS 63%	Science 69%
Grade 4-Reading	69%	Lang 66%	Math 64%	SS 79%	Science 69%
Grade 5-Reading	74%	Lang 69%	Math 73%	SS 61%	Science 72%
Grade 6*-Reading	49%	Lang 38%	Math 44%	SS 47%	Science 49%
Grade 7-Reading	69%	Lang 62%	Math 70%	SS 69%	Science 75%
Grade 8-Reading	59%	Lang 58%	Math 59%	SS 57%	Science 66%
Grade 9*-Reading	56%	Lang 49%	Math 39%	SS 60%	Science 44%
Grade 10-Reading	78%	Lang 64%	Math 58%	SS 59%	Science 59%
Grade 11-Reading	69%	Lang 60%	Math 53%	SS 48%	Science 65%

*50% of Grade 6 was new to MID in 2016-2017.

*60% of Grade 9 was new to MID in 2016-2017.

2015-2016 School Summary of IOWA Test of Basic Skills

Grade 3-Reading	77%	Lang 66%	Math 68%	SS 67%	Science 73%
Grade 4-Reading	80%	Lang 76%	Math 74%	SS 72%	Science 72%
Grade 5-Reading	66%	Lang 67%	Math 57%	SS 55%	Science 54%
Grade 6-Reading	80%	Lang 69%	Math 68%	SS 75%	Science 76%
Grade 7-Reading	62%	Lang 59%	Math 65%	SS 59%	Science 66%
Grade 8-Reading	54%	Lang 50%	Math 55%	SS 42%	Science 60%
Grade 9-Reading	73%	Lang 75%	Math 56%	SS 77%	Science 79%
Grade 10-Reading	75%	Lang 72%	Math 69%	SS 72%	Science 80%

5. *Explain the process by which the current private school staff will be considered for teaching at the proposed charter school staff. What is the projected turnover due to the statutory requirements for teacher licensure and highly qualified status?*

MID is accredited by AdvancED and based on staff requirements associated with the accreditation we already have highly qualified staff. We currently have nineteen teachers all with college degrees, 70% of our staff are licensed through DPI, and 42% hold advanced degrees. We do not project any turnover due to the statutory requirements as we already meet the standards for highly qualified teachers. Moving forward we will continue to hire

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highly qualified staff who hold a SP1 or SP2 licensure.

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.

Administration/Operational Staff

- (1)Head of School-full time
- (2)Dean of Students-full time
- (1)Business Administrator-full Time
- (2)Clerical/Receptionist-full time
- (2)bus drivers
- (.5)Maintenance-part time

Instructional Staff

- (1)Literacy Facilitator-full time
- (10)K-4th Grade Teachers-full time
- (10)5th-11th grade teachers-full time
- (2.5)Special Education Teachers-(2)full time (.5)part time
- (1.5)Spanish Teacher(1)full time (.5)part time
- (1)Art Teacher-full time
- (1)Music Teacher-full time
- (1)Drama/Public Speaking Teacher-full time
- (1)PE Teacher/Athletic Director-full time
- (1)Dance teacher-full time
- (1)Teacher's Aid-full time

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

Mountain Island Day currently has 245 students enrolled and we have 19 highly qualified teachers on staff. We have a wonderful base staff that we can build upon as our enrollment grows. We will continue to recruit staff as we have in the past by posting teaching positions available and word of mouth.

The most important aspect of teacher retention is a shared vision and

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mission. It is imperative that time is spent in the interview process to discuss the vision and mission of the school and allow a potential staff member the opportunity to ask questions and understand that vision. Any teacher, new or veteran, should be put with a buddy or a mentor teacher to make sure their transition into the new school is smooth. We have found teachers truly appreciate structure and policy and are happiest when those are in place.

We recognize that teaching is an incredibly demanding job, and while many teachers want to expand beyond their classroom, they often do not have the time to take on additional responsibilities.

Highly-effective teachers are ambitious, and seek opportunities to grow their leadership skills. We create opportunities for teachers to take on a more active role in planning and decision-making, and utilize their individual strengths. These opportunities can be instructional, such as leading professional development, policy-oriented, or being a career coach. We have found by providing these opportunities to our teachers the school benefits, the staff feel valued, and they are truly invested in overall programming. We structure our staffing and scheduling to provide time for highly-effective teachers to have an impact outside their classrooms. We implement innovative approaches to achieve this, such as implementing job sharing options or hybrid roles, allow teachers to grow professionally while maintaining a sustainable work-life balance.

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

A Board of Directors must support its school leaders, build trust, encourage candor, and have open communications. The Board and staff members will come together to address any challenges, both proactive and reactive. In particular, the relationship between the Board and school leader must be a strong, candid, and a supportive relationship. A high-performing partnership allows for proactive planning for both Board and staff leadership transitions and produce a more effectively run school.

The Board of Directors will allow the Head of School to oversee the daily operations and staff of the school and will not interfere to meet personal agendas. The Board will be of assistance when needed and supportive in resolving any employee or parental conflicts brought to the board through the school's grievance policy.

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

Effective Board members refrain from trying to perform management functions that are the responsibility of the Head of School and administrative staff. The Board's responsibility is to ensure that the school operates well by requiring the Head of School to report data regarding the hiring and dismissing of any school personnel. The Board will require, Head of School report, at routine Board meetings to confirm that these tasks were completed. The task of hiring within the approved budget, dismissing with board approval, and conducting criminal background check for employees is the responsibility of the Head of School and administrative staff. The responsibility of confirming that these items were completed is the responsibility of the Board of Directors.

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

MID will pay staff according to their level of education and years of experience. We use the NC teacher pay scales as a base for our teachers pay rate to remain competitive with our local LEA's. We add the NC base teacher pay scale amount to half of the Mecklenburg county supplement to arrive at teachers pay rate. For example, a new hire that has five years of teaching experience and holds a NC license would receive:

Base pay-38,300.00

50% of CMS supplement-2,876.35

Total teacher salary-41,176.35

MID board will work with the Head of School to establish budget criteria, incentives, and other motivating factors that attract, reward, and retain the quality teachers. The mandatory benefits such as workers compensation, unemployment insurance, and social security insurance will be provided. Full time employees will be able to participate in health, dental, vision, and life insurance following the first thirty days of employment. MID's employees will be able to enroll for such benefits during the annual open enrollment period. In the event an employee would need to make changes to their benefits package they must have a qualifying life event such as, birth of child, divorce, marriage, adoption, etc., to make adjustments if it is prior to the following enrollment period.

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

The Head of School and Administrative staff would follow protocol providing an employee written warnings, training, and opportunity for an employee to correct performance concerns prior to termination. In the event the Head of School recommends an employee for termination, the recommendation will be reviewed by the Board of Directors. The Board will either approve the termination of the employee or the Board will make recommendations of possible solutions for the Head of School to put in place for the staff in question. The Board of Directors must approve employee terminations. In the event an employee needs to be removed immediately prior to Board approval of a termination, the employee will be placed on leave, until the employees file has been reviewed by the Board of Directors and a determination made.

In the event there is a grievance by the employee following a termination the employee would follow the stepped process to resolve the grievance. The Board of Directors discern any grievances the employee had during the stepped grievance policy stated in the governance section of this application.

*MID will use the three stepped grievance policy outlined in the governance section of the application for grievances with employees.

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

In our proposed staffing plan there are currently no positions that will have dual responsibilities. We do have staff that perform other duties from time to time such as professional development, mentoring, coaching athletic teams, etc. We have included a stipend within our budget to add to the teachers salary to account for any additional duties.

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We will have dual responsibilities in the future as part of teacher retention and professional development opportunities for staff. We will add the dual responsibilities in the future as our programs grow and opportunities arise for dual responsibilities.

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

MID currently has two experienced EC teachers on staff to handle any special education needs of the school, to write IEPs, and to oversee EC compliance. MID recognizes that these services are needed for our EC students to be able to perform. We have been servicing our students for years through our EC program. The number of staff required to meet future EC needs of the school will be adjusted to meet the number of students requiring EC services based on new incoming students with IEP's and 504 plans.

We seek to hire highly qualified general education teachers for our students. In our hiring process we seek to employ teachers, and currently have general education teachers, who are certified in ELL, EC, or AIG. We have a literacy facilitator on staff that supports our struggling learners as well as our gifted learners. This allows us to serve a wider variety of students.

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).

MID seeks to hire teachers who have a North Carolina Professional Educator Licenses of either Standard Professional 1 (SP1) or Standard Professional 2 (SP2). During the interview and hiring process, with teachers consent, we will obtain and review a copy of each teachers professional license. In the event we elect to hire a teacher that is moving from another state with an out of state license, they will be required to apply for a NC teacher license within a five year period. MID is an existing school with a development plan already in place with DPI that allows us aid our teachers in the requirements needed to obtain and maintain their professional license.

We currently have a staff member that assists our teaching staff with the required information and documents needed to obtain and maintain their license. The teaching staff is responsible for any fees associated with their license progression and renewals but our administrative team works with employees to gather required documentation and file the documentation needed to keep teachers licensure current.

The Board of Directors will be responsible for ensuring that the school is hiring qualified licensed teachers and that licensure requirements are being maintained. The Head of School reports will provide information to the Board of Directors containing this information throughout the year.

MID may employ or contract skilled non-certified staff as teachers' aides or other non-instructional support staff. All EC staff will hold the proper license or certification for the student services they are providing.

Staff Evaluation and Professional Development

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

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MID has a designated team responsible for licensure, which includes Head of School, staff that oversees licensure, and designated mentors. The team is responsible for both maintaining teacher licensure requirements and professional development.

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

MID strives to retain and empower the teachers it employs. MID offers growth opportunities and rich professional development opportunities for all teachers and staff. MID provides teachers with all of the tools necessary for student achievement and success, minimizing the financial outlay most new teachers experience. New teachers to MID are paired with experienced mentor who provide support and guiding through the year. The mentee and mentor meet at least once a week informally and once a month formally to review progress, support needs, lesson plans, classroom management, and other tools the staff needs for success. Peer observations are completed once a year by fully licensed staff members and reviewed with the new teacher individually. Each peer observation will include a pre-conference, observation and post conference. All formal observation will be completed by Head of School or lead administrators. All staff are required to attend weekly staff meetings where the lead teachers and administrative staff review important information regarding the happenings of the school. These meetings allow all teachers the opportunity to share and discuss ideas across subjects and grade levels. All teachers and staff are evaluated in accordance with the North Carolina Educators Evaluation System (NCEES) requirements (<http://ncees.ncdpi.wikispaces.net>).

We provide opportunities for our teaching staff to attend professional development to earn licensure renewal credit, during and after school hours, the summer, and/or online. MID makes available information for different licensure routes and options to best suit the needs of all teachers.

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

MID provides professional development opportunities that follow practical core components. MID encourages and offers individual and group professional development. Choice and flexibility in professional development are important to create individualized plans advancing the practical goals each teacher wants to achieve. Teachers are encouraged to search out professional development based on personal interest or needs. MID expects teachers and staff to maintain professional accountability to use what they learned through professional development and to support peers by sharing what they have learned. If MID identifies a school-wide need, the lead teachers and administrators arrange to have the entire staff trained on the identified need. We provide professional development opportunities both internally and externally to our teaching staff.

- 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.*

MID holds two different professional developments before the opening of

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school each year. One is specific to new teachers and covers instructional expectations, proven instructional strategies, instructional non-negotiables and the school-wide safety plan. The second is for the returning staff members to explain any changes from the previous year in the instructional expectations, proven instructional strategies, instructional non-negotiables and the school-wide safety plan.

New teachers are on-boarded with specific training and professional development prior to the rest of the staff returning from summer break. If a new teacher becomes employed after the official school start date, the administrative team and the mentor will work with the teacher to complete the same training /on boarding. New teachers are introduced to the Beginning Teacher Program at MID, and all plans/procedures are explained. New teachers are provided with their Professional Development Plan (PDP) goals and the requirements of their evaluations and observations. New teachers are advised on the process of achieving and/or maintaining a highly qualified teaching license. New teachers are given two days of targeted professional development where they are provided with information on: classroom management; professionalism; planning highly effective lessons for student achievement; preparing for the first experience in a classroom; and other pertinent topics as set out by the licensing coordinator and the Head of School. New teachers are also given a description of training opportunities and services available to them throughout the year for professional development and growth support. During this training period, new teachers are paired with a mentor. The mentor answers any questions that the new teacher may have. In addition, the mentor will make staff introductions, provide a school tour, provide any security codes and/or keys for access to the building, and assist with room set-up or technology needs.

The second professional development is for all staff, both new and returning. This occurs over several days so that the teachers can also have optimal time to work in the classroom in order to be ready for the new school year. Teachers are provided with a faculty handbook. The Head of School or other administrative staff reviews all teacher expectations for the school year. Teachers are encouraged to ask any questions they may have. The staff signs off on the handbook so that all teachers and support staff are held accountable for the information covered in the handbook. Teachers are also provided specific training on any new curriculum materials and technology. Teachers are provided both in-house and contract training on how to use the curriculum for optimal student learning and growth. Teachers are given time to review and interact with the curriculum. MID plans to hold additional Google Education training throughout the subsequent years to ensure that all teachers are optimally using the materials and technology. All teachers are provided training on RenWeb, the record keeping program that MID uses to maintain student information, grades, attendance, etc. RenWeb has provided several updates over the past 12 months and teachers are continually trained on how to utilize the new look and tools offered through RenWeb1.

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.

MID's professional development goal for the year is to hold at least one PD a month. The PD is held during the staff meetings and lasts one hour.

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Attendance at all staff meetings is mandatory. The school reserves Wednesday, the day staff meetings are held, by not allowing any athletic practices, games, after school trips, etc. to occur to ensure all staff members are available to attend. The staff will have at least ten professional development hours during the year. The professional development opportunities offered vary depending on what training is needed and what training teachers are interested in completing. The staff will complete a survey to indicate their individual need. This data will drive the PD offerings within the school. Teachers are encouraged to attend PD outside of the school which is specific to them and is not offered in the school. MID uses the "Train the Trainer" model to facilitate PD, and outsources PD via contract when necessary. MID recently received Title 1 status that allows staff members to attend specific workshops provided off campus by the LEA to gain knowledge and training in areas that will aid across grade and subject levels.

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 reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).

MID currently has 245 students in attendance at the school. If MID is granted a charter, we will continue to advertise the school the same way we have in the past. The advertisements we have had the most success with is to advertise in community publications, place "Now Enrolling" banners and signs on our site, maintain an updated website, word of mouth from parents within the school, and advertise through social media. We have also had success with the following marketing strategies in the past.

- Create a parent advocacy group
- Mail flyers and postcards to surrounding homes
- Engage in local media
- Establish shadow days for new students
- Develop school information packets
- Update schools website with current programs, tour dates and times, and other recruitment information
- Create a student-organized school "Marketing Club"
- Develop marketing materials specifically targeting parents and students

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*

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for building engaging partnerships between the family and school that strengthen support for student learning.

If MID's acceleration is approved, we will immediately begin to communicate and engage parents and community members. We will build a distribution list off of students applications and information sheets from families who visited the school to learn more about programing. We will e-mail progression updates to our potential stakeholders and anyone interested in keeping up with how we are progressing. We will regularly update our website and social media outlets as an additional communicational tool.

Part of MID's mission is meeting the needs of the whole child and that involves the school administration, teaching staff, parents, all families within the school, and members within the community coming together. We encourage our parents to take on volunteer roles, help with community events, read stories within the classrooms, volunteer at a book fair, put together furniture, and help the front office make copies. We engage extended family members such as Grandparents, Aunts & Uncles to get involved. MID has strong sense of community and it can be felt the moment you step on the campus or attend a school event.

We achieve a strong sense of community by hosting programs throughout the year to allow our students to display all that they have learned and for our families within the school to come together. We have Fall Festivals, dances where the entire family is encouraged to come, and 3 nights each year where our students become the teacher sharing what they have learned in class. We offer avenues for our elementary students to play athletics together and depend on parent volunteers to help coach and lead the elementary sports program. Families are very active in aiding the school with its programing, planning trips, working alongside of other families. When this occurs natural friendships form and further enhances our MID community.

Our students are required to complete community service. Many of our regularly scheduled field trips and school wide activities involve helping others within the community. MID's mission is to build a strong sense of community within our students and engage them in a way that they understand their role within that.

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.*

MID admits students without regard to disability, race, creed, gender, sexual orientation, national origin, religion, or ancestry. In keeping with

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MID's mission of a career and college prep school we offer a rigorous course of study including dual enrollment and the Voyager Program. In order for incoming students to participate in MID's Career and College Prep high school they must achieve specific math instruction prior to admission. Students will be required to be ready for the following math levels;

-Applicants applying to 8th grade must be ready for Pre-Algebra/Math Grade 8 Honors or higher

-Applicants applying to 9th grade must be ready for Algebra 1/Math 1 or higher

-Applicants applying to 10th grade must be ready for Geometry/Math II or higher

-Applicants applying to 11th grade must be ready for Algebra I II/Math III or higher

The application packet for K-12th grade will consist of, but may not be limited to, the following: a personal application with student's name, date of birth, present school, grade, parent/guardian's names and address. A math placement form indicating that the student is prepared for the required math course for their entry level signed by their current math teacher completes the application.

If MID were granted an accelerated charter, we would open enrollment window following final approval by NCSBE and continue open enrollment period for at least 30 calendar days. We will enroll all eligible students who submit an application in a timely manner unless the number of students exceed the capacity for the grade level or program. At the end of open enrollment period we will determine the necessity of a lottery or continue to enroll until spaces are filled. If a lottery is a necessity MID will conduct the lottery no later than April 6th in a public forum as directed by state law. Lottery results will be posted onto the school website following the lottery.

MID will grant lottery priority to students who meet any of the following conditions.

-Siblings of currently enrolled students who were admitted in previous year
-Siblings of students who have completed the highest grade level offered by MID "Charter" and who were enrolled in at least four grade levels offered by MID

-Limited to no more than fifteen percent (15%) of the school's total enrollment:

-Children of the school's full-time employees. In the event that an employee is hired after lottery for that year has been drawn, student may still be enrolled

-Children of charter school's board members

-A student who was enrolled in MID charter school within two previous school years but left the school (i) to participate in academic study abroad program or competitive admission residential program or (ii) because of the vocational opportunities of student's parent may re-enroll without submitting a new application or being placed on the waitlist.

MID will hold pre-admission sessions so interested families can learn more about programming, attendance will not be required to apply.

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If a family wishes to withdraw from MID, they must complete a withdrawal form at the school. Upon withdrawal, the school will then offer the open seat to the next child on the waitlist. Parents may withdraw or transfer student.

Weighted Lottery

Does your school plan to use a weighted lottery?

Yes:

No:

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

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

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

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

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PROJECTED ENROLLMENT

2018-19 through 2022-2023

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

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

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

	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	LEA 600	LEA 360	LEA 000	LEA 600	LEA 360	LEA 000	LEA 600	LEA 360	LEA 000	LEA 600	LEA 360	LEA 000	LEA 600	LEA 360	LEA 000
Kindergarten	25	7	0	26	6	0	38	10	0	38	10	0	38	10	0
Grade 01	25	7	0	26	6	0	38	10	0	38	10	0	38	10	0
Grade 02	25	7	0	26	6	0	26	6	0	38	10	0	38	10	0
Grade 03	25	7	0	26	6	0	26	6	0	38	10	0	38	10	0
Grade 04	25	7	0	26	6	0	26	6	0	38	10	0	38	10	0
Grade 05	32	8	0	32	8	0	32	8	0	32	8	0	40	10	0
Grade 06	32	8	0	32	8	0	32	8	0	32	8	0	40	10	0
Grade 07	32	8	0	32	8	0	32	8	0	32	8	0	40	10	0
Grade 08	32	8	0	32	8	0	32	8	0	32	8	0	40	10	0
Grade 09	32	8	0	32	8	0	32	8	0	32	8	0	40	10	0
Grade 10	20	4	0	32	8	0	32	8	0	32	8	0	40	10	0
Grade 11	20	4	0	29	7	0	32	8	0	32	8	0	40	10	0
Grade 12	0	0	0	20	4	0	29	7	0	32	8	0	40	10	0
	325	83		371	89		407	101		446	114		510	130	

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Section IV: Governance and Capacity Concerns and Additional Questions	Reviewer	Page Reference
If the proposed applicant is already operating as a school why is there not tax exempt status already in place?	Deanna Townsend-Smith	Tax-Exempt S
<p>Why are board meetings held only every 6 - 8 weeks? Will this meet the minimum of required board meetings for the year? Since this may be a conversion from a private to a charter, would it not be prudent for the board to meet monthly as requirements will be significantly different than running a private school?</p> <p>Applicant should clarify this statement - We will hold bi-annual professional development for our members.</p> <p>Applicant should clarify why a board seat will be reserved for a member of the Fallsdale Project.</p> <p>There is misalignment between the meeting schedule in the bylaws in relation to the information provided in the application. For example, the bylaws state an annual meeting in September of each year while the information entered in the application calls for a bi-annual meeting.</p> <p>The bylaws Conflict of Interest section will need to be rewritten to ensure information required per the charter agreement is included if approved.</p> <p>7 board members; however, multiple others included in the application as co-committee chairs. How will the board manage the various committees?</p> <p>How the board will evaluate its own success?</p>	Deanna Townsend-Smith	Governance a
<p>Why not list the Board members first instead of committee members? This makes it difficult to discern actual board members.</p> <p>Board meetings every 6-8 weeks leaves a huge gap in time between meetings.</p>	Sherry Reeves	Governance a
This is certainly an interesting board structure. I do not believe that the background checks provided are sufficient. When submitted, a background check should show the offense charged rather than just a case number. Although, we do now know the astrological signs of the board members.	Steven Walker	Governance a
<p>Applicant needs to clarify: In the application is states that there are currently 7 board members. What are current positions of the the other members listed in the chart?</p> <p>Applicant needs to clarify: It is stated in the application that all board members have engaged with the already existing MID school- how will you recruit members who have an outside perspective?</p> <p>Applicant needs to clarify: Appendices F, G and H are missing.</p>	Kristen Parker	Governance a
What are the terms and removal process for board members?	Amy Ruck Kagan	Governance a
<p>Ms. Winstead's husband is currently the HOS at MID. Will he no longer hold that position if the charter is approved? Or is he intending to apply for the HOS position?</p> <p>If the board and its committees are already formed by parents with children currently or previously enrolled, how will they ensure that families of new students with no prior affiliation at school are represented? Further, if the goal is to ensure that the "vision and mission of the school remain intact" how will school leaders ensure this vision and mission is non-sectarian?</p>	Danielle Allen	Governance a
N/A	Deanna Townsend-Smith	Proposed Man
What specific steps/planning has taken place to ensure the curriculum, the staff, the programs, and overall environment are non-sectarian? Although it is stated that it will	Arasi Adkins	Charter Scho

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become non-sectarian, few details are present.		
What professional development is planned to ensure all staff are trained appropriately on separation of church and state, since the current school has had a religious affiliation for so long?		
What specific steps will you take to ensure that students of all religions feel welcome and have a sense of belonging in a formerly Christian school that, if approved, will be publicly funded and subject to separation of church and state?		
What ages does Early Beginnings CDC serve? Where are they physically located?	Sherry Reeves	Charter Scho
Applicant should clarify the - total equity for 2 of the three years financial statements provided.	Deanna Townsend-Smith	Charter Scho
Why is there such a lengthy amount of time for out of state teachers to obtain NC licensure?	Arasi Adkins	Staffing Pla
How many new teachers do you anticipate hiring? Which benefits will the school provide to staff?	Sherry Reeves	Staffing Pla
What is the amount allocated in budget for professional development and does that cover the proposal listed?	Amy Ruck Kagan	Staff Evalua
I believe you will need to make some changes to reach the students you need to make sure that the public knows that this is now a public school that is tuition free.	Steven Walker	Marketing Pl
Marketing plan needs improvement in order to attract demographics that will reflect that of the surrounding community. It should be clear that the applicant is making a concerted effort to attract and enroll students who live nearby and would benefit from this college prep track, small school environment.	Danielle Allen	Marketing Pl
What percentage of current students will transition from the private school to a new charter school, and is there any evidence to support your answer? How many students to you anticipate you will need to attract via your marketing program?	Amy Ruck Kagan	Marketing Pl
Applicant needs to clarify: How will the marketing strategy change from conversion of a private to public charter school? What messages will need to be sent to the community about the change?	Kristen Parker	Marketing Pl
Given that the school is currently a Christian school, and it is likely that families in the neighborhood will continue to see it as such, do school leaders intend to make any intentional efforts to welcome families from differing religious backgrounds?	Danielle Allen	Parent and C
Will there be any parental involvement with the school via volunteer hours classroom help, etc.? If so, how much and how do you plan to attract and evaluate the success of such programs?	Amy Ruck Kagan	Parent and C
Please clarify how you will implement the policy for Math instruction.	Sherry Reeves	Admissions P
Applicant should clarify the below statements as these stipulations will work to exclude specific student populations: Applicants applying to 8th grade must be ready for Pre-Algebra/Math Grade 8 Honors or higher -Applicants applying to 9th grade must be ready for Algebra I/Math 1 or higher -Applicants applying to 10th grade must be ready for Geometry/Math II or higher -Applicants applying to 11th grade must be ready for Algebra II/Math III or higher Some of the preferences adopted will not be able to be implemented for some time after the charter school is established.	Deanna Townsend-Smith	Admissions P
Math requirements will bar certain students from attending. Are there any provisions for students who have not met that bar for admissions but would like to attend MID?	Danielle Allen	Admissions P
Applicant needs to clarify: What is a student isn't prepared for the math outlined? Will they not be accepted? How does this provide opportunities for all students in the community?	Kristen Parker	Admissions P
If I am remembering correctly you would not be able to give preference to currently enrolled students? I believe it would be a blank slate?	Steven Walker	Weighted Lot

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Reviewer	Score
Alan Hawkes	
Alex Quigley	Pass
Alex Quigley	
Amy Ruck Kagan	Pass
Cheryl Turner	
Danielle Allen	Pass
Steven Walker	Pass
Deanna Townsend-Smith	Fail
Arasi Adkins	Pass
Joe Maimone	Pass
Lindalyn Kakadelis	Pass
Kristen Parker	Pass
Lynn Kroeger	
Phyllis Gibbs	
Robert McOuat	
Sherry Reeves	Fail
Tammi Sutton	

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V. OPERATIONS

Transportation Plan:

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

MID currently provides busing. Each year we evaluate the need of the families attending the school and we designate bus stops within the community and go to areas outside of the community. MID ran a bussing program for Mountain Island Charter School from 2010-2014 to aid them with that task during their start up. We stopped running that program so we could focus on busing for our students.

MID will continue to have access to Early Beginnings buses during the transition. The buses available to start the busing program are two seventy passenger buses and three fifteen passenger buses. We currently have two bus routes. We have stops at local businesses and in local neighborhoods in West Charlotte, Huntersville, Denver, and Mount Holly. If MID is granted a charter, we will continue to run our busing program adding to the stops we currently offer to meet the needs of our students.

Students arrive to MID by a number of conveyances; personal cars, car pooling, and MID busing.

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.

MID students either bring a bag lunch to school or order a hot lunch through a local caterer that services the school. MID has two kitchens on site and one cafeterias but determined it was more cost effective to cater our hot lunches. Families receive a monthly menu, they can order their lunches online, and they are served buffet style from our kitchen. We currently use Spicy Sunshine for our school's catering needs. The price for a child sized portion is \$3.85 which includes milk or bottled water and \$5.00 for an adult size portion which includes milk or bottled water. The caterer does a wonderful job of serving balanced meals based USDA guidelines.

We have had situations arise where parents have not sent in a lunch and have not ordered a lunch for their child. MID provides a lunch to any students without a lunch and then contacts the parents to conference with them. If it is determined that the family needs assistance providing lunch MID provides a lunch to the child to ensure that all of our students receive a healthy lunch.

MID also has a free dinner/snack program offered directly after school dismissal daily for both enrolled students and students within after school programing. The dinner/snack program is available to all students.

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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		\$4,500.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$2,500.00
Property Insurance	\$3,500,000		\$22,150.00
Motor Vehicle Liability	\$100,000		\$3,500.00
Bonding Minimum/Maximum Amount	\$0	\$250,000	\$1,000.00
Other	\$0		\$.00
Total Cost			\$33,650.00

*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.

tcwinstead 09/21/2017

(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.

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MID currently leases a building and has a long term lease in place to ensure the space is secured for future years. The site is located at 1209 Little Rock Road Charlotte NC 28214. The site is 23 acres with two buildings. The main building is roughly 19,000 square foot has an auditorium space, front lobby, 12 office spaces, an educational hall with 9 classrooms, and a multipurpose space with attached kitchen. The second building is a three story building and is roughly 26,200 square foot. The first floor of the second building has 9 classroom spaces and a separate kitchen. The second floor of the second building has a 10,000 square foot gymnasium with concession stand, a stage area for programs, two large classrooms and locker rooms. The third floor has four additional classrooms that we currently use as special classrooms.

MID installed a new playground when we moved in 2016 complete with rubber mulch. Students can exit directly onto the playground from the lower building that is currently used for our elementary classrooms. MID installed fencing and parking lot gates when we moved in in 2016 for added security.

The facilities have recently been updated with new HVACs, roofs, paint, flooring, waterproofing, parking lot resurfacing, new doors, and the interior lighting was updated in needed spaces. The facility was originally used as a school in the 80's and 90's so it was built for the purpose of a school. We moved to this campus in 2016 and have been very pleased with the condition of the buildings, their maintenance, and amenities this site has to offer.

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 cost to lease the facility is \$9.30 per square foot. The lease rate was derived in consideration of location, acreage, and usage. MID is currently in a 20 year lease at 1209 Little Rock Road Charlotte NC.

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.*

MID does not have a contingency plan in place for another facility. We are currently occupying the site we intend to stay at if granted a charter. The site was originally built to be a school and we are currently using it for that purpose. The site has already been inspected and approved for occupancy by the Department of Health and Charlotte Mecklenburg Fire. The site is inspected annually to ensure we are in compliance with all local regulations.

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
Does not meet the criteria. Not enough money in the budget.	Alex Quigley	Transportati
Will current transportation plan be able to handle huge increase in enrollment? Are you sharing buses with child development center?	Sherry Reeves	Transportati

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Are the buses allotted for transportation truly enough to handle the increase in the proposed projected enrollment? What is the plan if more bus transportation is needed outside of other means of transportation?	Deanna Townsend-Smith	Transportati
This does not seem to meet the criteria of ensuring no child lacks a daily meal.	Steven Walker	School Lunch
What percentage of free and reduced lunch students does the school anticipate and has that projections been adequately addressed in the budget?	Amy Ruck Kagan	School Lunch
What percentage of MID student qualify for FRPL? Does the applicant have a projected enrollment of students needing lunch to be provided for them? What percentage is the applicant expecting? Is this accounted for in the budget?	Danielle Allen	School Lunch
How do you provide lunches for students who qualify for free/reduced lunch?	Sherry Reeves	School Lunch
Is there a scaled up plan to address the needs of students who may be eligible for free/reduced lunch?	Arasi Adkins	School Lunch
Contingency plan?	Danielle Allen	Facility and
The school mentions that at some point an expansion will be required to accommodate enrollment growth. When will said expansion be required and will the current facility be able to accommodate the expansion?	Amy Ruck Kagan	Facility and
Will current facility have ample space for increasing enrollment?	Sherry Reeves	Facility and

Reviewer	Score
Alan Hawkes	
Alex Quigley	Fail
Tammi Sutton	
Sherry Reeves	Pass
Robert McOuat	
Phyllis Gibbs	
Lynn Kroeger	
Kristen Parker	Pass
Lindalyn Kakadelis	Pass
Joe Maimone	Pass
Arasi Adkins	Pass
Deanna Townsend-Smith	Pass
Steven Walker	Pass
Danielle Allen	Pass
Cheryl Turner	
Amy Ruck Kagan	Pass
Alex Quigley	

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VI. FINANCIAL PLAN

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

Budget: Revenue Projections from each LEA 2018-19

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

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

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

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

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

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1 600 - Charlotte-Mecklenburg Schools

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	\$4,992.65	325	\$1,622,611.25
Local Funds	\$2,526.27	325	\$821,037.75
Federal EC Funds	\$4,253.55	27	\$114,845.85
Totals			\$2,558,494.85

LEA #2 360 - Gaston County Schools

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	\$5,079.99	83	\$421,639.17
Local Funds	\$1,353.60	83	\$112,348.80
Federal EC Funds	\$4,079.35	8	\$32,634.80
Totals			\$566,622.77

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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	\$2,044,250	\$2,304,392	\$2,530,109	\$2,805,840	\$3,206,649
-Local Per Pupil Funds	\$933,387	\$1,057,716	\$1,157,326	\$1,281,026	\$1,464,365
-Exceptional Children Federal Funds	\$147,481	\$174,395	\$195,663	\$212,677	\$229,691
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$3,125,118	\$3,536,503	\$3,883,098	\$4,299,543	\$4,900,705

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

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

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

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

BUDGET EXPENDITURE PROJECTIONS Personnel	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Head Of School	1	\$85,500	\$85,500	1	\$88,065	\$88,065	1	\$90,706	\$90,706	1	\$93,428	\$93,428	1	\$96,231	\$96,231
Dean Of Students	2	\$60,000	\$120,000	2	\$61,800	\$123,600	2	\$63,660	\$127,320	2	\$65,570	\$131,140	2	\$67,540	\$135,080
Business Administrator	1	\$32,900	\$32,900	1	\$33,890	\$33,890	1	\$34,900	\$34,900	1	\$36,000	\$36,000	1	\$37,080	\$37,080
Clerical	2	\$24,650	\$49,300	2	\$24,400	\$48,800	2	\$26,000	\$52,000	2	\$26,650	\$53,300	2	\$27,350	\$54,700
Transportation Staff	2	\$14,300	\$28,600	2	\$14,800	\$29,600	3	\$15,250	\$45,750	3	\$15,710	\$47,130	3	\$16,180	\$48,540
Maintenance	.5	\$31,200	\$15,600	.5	\$32,136	\$16,068	.75	\$33,100	\$24,825	.75	\$34,093	\$25,570	1	\$35,115	\$35,115
A - Total Admin and Support:	8.5		\$331,900	8.5		\$340,023	9.75		\$375,501	9.75		\$386,568	10		\$406,746
Instructional Personnel:															
Core Content Teacher(s)	20	\$43,600	\$872,000	23	\$44,690	\$1,027,870	25	\$45,800	\$1,145,000	28	\$46,950	\$1,314,600	32	\$48,200	\$1,542,400
Literacy Facilitator	1	\$48,000	\$48,000	1	\$49,500	\$49,500	1	\$50,985	\$50,985	1	\$52,514	\$52,514	2	\$54,089	\$108,178
Electives/Specialty Teacher(s)	6.5	\$43,750	\$284,375	7.5	\$44,850	\$336,375	7.5	\$46,000	\$345,000	8.5	\$47,200	\$401,200	10.5	\$48,380	\$507,990
Exceptional Children Teacher(s)	2.5	\$43,750	\$109,375	3	\$44,850	\$134,550	3	\$46,000	\$138,000	4	\$47,200	\$188,800	4	\$48,380	\$193,520
Instructional Support	108	\$140	\$15,120	135	\$145	\$19,575	155	\$150	\$23,250	175	\$155	\$27,125	195	\$160	\$31,200
Teacher Assistants	1	\$21,750	\$21,750	1	\$22,300	\$22,300	2	\$22,900	\$45,800	3	\$23,480	\$70,440	3	\$24,050	\$72,150

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B - Total Instructional Personnel:	139		\$1,350,620	170.5		\$1,590,170	193.5		\$1,748,035	219.5		\$2,054,679	246.5		\$2,455,438
A+B = C - Total Admin, Support and Instructional Personnel:	147.5		\$1,682,520	179		\$1,930,193	203.25		\$2,123,536	229.25		\$2,441,247	256.5		\$2,862,184
Administrative & Support Benefits															
Health Insurance	6	\$5,500	\$33,000	6	\$5,600	\$33,600	6	\$5,700	\$34,200	6	\$5,800	\$34,800	7	\$5,900	\$41,300
Retirement Plan--NC State	6	\$2,600	\$15,600	6	\$2,700	\$16,200	6	\$2,800	\$16,800	6	\$2,900	\$17,400	7	\$3,000	\$21,000
Medicare	8.5	\$800	\$6,800	8.5	\$850	\$7,225	9.75	\$900	\$8,775	9.75	\$950	\$9,263	10	\$1,000	\$10,000
Social Security	8.5	\$3,500	\$29,750	8.5	\$3,600	\$30,600	9.75	\$3,700	\$36,075	9.75	\$3,800	\$37,050	10	\$3,900	\$39,000
D - Total Admin and Support Benefits:	29		\$85,150	29		\$87,625	31.5		\$95,850	31.5		\$98,513	34		\$111,300
Instructional Personnel Benefits:															
Health Insurance	30	\$5,500	\$165,000	35	\$5,600	\$196,000	38	\$5,700	\$216,600	44	\$5,800	\$255,200	50	\$5,900	\$295,000
Retirement Plan--NC State	30	\$2,600	\$78,000	35	\$2,700	\$94,500	38	\$2,800	\$106,400	44	\$2,900	\$127,600	50	\$3,000	\$150,000
Social Security	31	\$800	\$24,800	36.5	\$850	\$31,025	38.5	\$900	\$34,650	44.5	\$950	\$42,275	50.5	\$1,000	\$50,500
Medicare	31	\$3,500	\$108,500	36.5	\$3,600	\$131,400	38.5	\$3,700	\$142,450	44.5	\$3,800	\$169,100	50.5	\$3,900	\$196,950
E - Total Instructional Personnel Benefits:	122		\$376,300	143		\$452,925	153		\$500,100	177		\$594,175	201		\$692,450
D+E = F - Total Personnel Benefits	151		\$461,450	172		\$540,550	184.5		\$595,950	208.5		\$692,688	235		\$803,750
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	37.5		\$417,050	37.5		\$427,648	41.25		\$471,351	41.25		\$485,080	44		\$518,046
B+E = H - Total Instructional Personnel (Salary & Benefits)	261		\$1,726,920	313.5		\$2,043,095	346.5		\$2,248,135	396.5		\$2,648,854	447.5		\$3,147,888
G+H = J - TOTAL PERSONNEL	298.5		\$2,143,970	351		\$2,470,743	387.75		\$2,719,486	437.75		\$3,133,934	491.5		\$3,665,934

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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	\$4,500	\$5,100	\$5,600	\$6,200	\$6,700
	Paper	\$7,000	\$7,900	\$8,800	\$9,600	\$10,300
	Computers & Software	\$7,600	\$8,600	\$9,500	\$10,500	\$11,200
	Communications & Telephone	\$8,000	\$9,000	\$10,000	\$11,000	\$12,000
	Copier leases	\$15,100	\$16,200	\$22,000	\$22,660	\$23,339
Professional Contract	Student Accounting	\$3,600	\$3,800	\$4,000	\$4,200	\$4,400
	Legal Counsel	\$4,000	\$4,500	\$5,100	\$5,600	\$6,700
	Financial	\$12,000	\$13,200	\$14,100	\$15,000	\$16,200
	Other Professional	\$8,500	\$9,500	\$10,500	\$11,500	\$12,500
Facilities	Facility Lease/Mortgage	\$420,000	\$460,000	\$550,000	\$550,000	\$550,000
	Maintenance	\$22,000	\$23,000	\$24,000	\$28,000	\$30,000
	Custodial Supplies	\$9,500	\$11,200	\$12,500	\$14,000	\$15,600
	Custodial Contract	\$39,600	\$49,300	\$54,800	\$42,600	\$61,500
	Insurance (pg19)	\$11,500	\$11,845	\$12,200	\$12,556	\$12,943
	Furniture/Fixtures	\$30,000	\$20,500	\$20,500	\$20,500	\$10,500
Utilities	Electric	\$38,500	\$47,500	\$48,500	\$49,500	\$50,000
	Water/Sewer	\$6,200	\$7,200	\$8,200	\$9,200	\$10,200
	Trash	\$3,600	\$3,750	\$3,900	\$4,150	\$4,400
Transportation	Buses	\$14,400	\$14,400	\$14,400	\$14,400	\$14,400
	Gas	\$13,000	\$14,000	\$15,000	\$16,000	\$17,000
	Oil/Tires & Maintenance	\$12,000	\$13,000	\$14,000	\$15,000	\$16,000
Other	Marketing	\$12,500	\$8,500	\$7,500	\$5,000	\$3,000
	Child nutrition	\$2,500	\$4,000	\$4,500	\$5,000	\$5,500
	Travel	\$3,500	\$4,500	\$6,500	\$8,000	\$9,500
	Other	\$6,500	\$7,500	\$8,500	\$9,500	\$10,500
	K - TOTAL Administrative & Support Operations	\$715,600	\$777,995	\$894,600	\$899,666	\$924,382
	Instructional:					
Instructional Contract	Staff Development	\$15,000	\$16,000	\$17,000	\$18,000	\$19,000
Classroom Technology	Software	\$8,000	\$9,000	\$9,500	\$10,500	\$11,000
Books and Supplies	Instructional Materials	\$20,000	\$22,000	\$24,000	\$26,000	\$28,000

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	Curriculum/Texts	\$26,000	\$28,000	\$30,000	\$32,000	\$34,000
	Copy Paper	\$3,000	\$3,500	\$4,000	\$4,500	\$5,000
	Testing Supplies	\$12,500	\$14,600	\$16,300	\$18,000	\$19,100
	Other	\$3,300	\$3,600	\$4,000	\$4,700	\$5,100
	L - TOTAL Instructional Operations	\$87,800	\$96,700	\$104,800	\$113,700	\$121,200
	K+L = M - TOTAL OPERATIONS	\$803,400	\$874,695	\$999,400	\$1,013,366	\$1,045,582

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Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
J - TOTAL PERSONNEL	\$2,143,970	\$2,470,743	\$2,719,486	\$3,133,934	\$3,665,934
M - TOTAL OPERATIONS	\$803,400	\$874,695	\$999,400	\$1,013,366	\$1,045,582
J+ M =N TOTAL EXPENDITURES	\$2,947,370	\$3,345,438	\$3,718,886	\$4,147,300	\$4,711,516
Z - TOTAL REVENUE	\$3,125,118	\$3,536,503	\$3,883,098	\$4,299,543	\$4,900,705
Z - N = SURPLUS / (DEFICIT)	\$177,748	\$191,065	\$164,212	\$152,243	\$189,189

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.

Mountain Island Day School currently has 245 students enrolled. We anticipate our student body will grow to 408 students in year one. We determined this number based to the demand of educational choice in Northwest Charlotte and the number of students MID could comfortably add in year one without placing unnecessary strain on the facility and the operations of the school. Should cuts need to be made due a reduction in projected enrollment MID would proportionately adjust staffing and other adjustable expenses to match the number of students enrolled. MID currently has 245 students and have determined that the break even point is 65% of projected students, roughly 265 students. MID will need to add 20 students to it's existing student body to break even. As a private school we have historically added 25-50 students each year. It is realistic based on historical data that we can easily add on the required students to break even. Our Board of Directors and staff anticipate we will quickly exceed the number of students required to break even.

The Board of MID understands that if more students apply than MID is approved for by grade level, program, or facilities that all existing students would be placed in the lottery with other potentially new students. If the charter is granted and a lottery is required, we understand there is a chance that not all of the existing students would get into the newly converted charter. MID already has a great foundation of staff, facilities, and history to accommodate 408 students the first year but in the event we do not enroll 408 students the first year we can profit with a surplus with 265 students.

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

MID has operated for the past nine years and has learned how to balance the budget by adjusting or reducing the expenditures to meet the incoming revenues. The first place adjustments would occur is within the administration and teaching staff. The number of students are directly related to the incoming revenues so in the event we did not obtain the

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projected number of students we would reduce, hold, or restructure staff positions to reduce staff cost. We would analyze all operating expenditures and look for areas of elimination or reduction. Additionally, other previously non-contemplated sources of revenue, such as grants and contributions would be exercised.

MID currently has 245 students, furnishings, curriculums, etc. in place and it is expected that the majority of the students, if granted admissions through at the admission process, will remain. By maintaining our existing enrollment, without adding any new students we are above what's required to break even.

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 proposed operational budget is based on state, county, and federal funds and does not rely on other sources of revenue to operate. MID will not have the same start up cost associated with newly formed schools due to the conversion. MID has already made provisions for needed items to operate and has them currently in place such as school technology, classroom furniture, new playgrounds, curriculums for K-12th grade, etc. We already occupy a leased space and will not need additional funds for down payments to secure a lease or moving/shipping cost associated with start up.

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

1 to 14 ratio

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.*

MID currently contracts an outside cleaning company, lawn service company, and when needed outside vendors for maintenance needs. We have found through the years that contracting these services is both financially beneficial and less of a strain on the administrative team trying to oversee these necessary items. We plan to continue to contract for these services until more cost effective options are available to us.

MID does not currently contract any additional outside services as it operates today. We understand as our student body grows so will its needs. MID will explore either hiring or contracting with qualified vendors for several administrative, accountability, and staff development services. This potentially could include services for EC instructional support, occupational therapy, and physical therapy. Vendors will be selected based on experience, track record, reputation, and the value outsource provides versus hiring an in-house staff member to perform those tasks.

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

MID has been committed to operating a quality instructional program for the past nine years and it has continually grown and evolved from a K-3rd program to the K-12th program it is today. The Board of MID understands

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that in order to provide a quality instructional program for our students we must provide a highly qualified staff, appropriate and accessible school facilities, and quality curriculums, professional development, assessment tools and safe reliable transportation.

The MID budget aligns with the mission, goals, and the instructional and facility needs by allotting funds in the following ways:

1) We provide a quality Head of School that can execute the vision and mission of the MID Board.

2) We provide high quality teaching staff that can execute quality teaching and a quality classroom experience for our students by providing competitive pay to teaching staff.

3) We provide recently updated, clean, well maintained, and easily accessible facilities for our students and teachers.

3) We provide safe and reliable transportation stops to families within the surrounding communities with existing transportation resources. We encourage parent engagement to strengthen our car pooling program. In future years, we will increase the number of buses MID is able to utilize for its transportation services, field trips, and athletic programs.

It is our intention to manage our budget in a way that we continue to operate a quality school that will become a desirable public school of choice for the Northwest Charlotte community.

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.

MID will operate on a zero-based, balanced budget from year to year, while maintaining a low debt to income ratios. We will take steps to control cost and increase fundraising efforts so we can maximize every dollar and to build savings and reserve funds.

Any surplus funds at the end of each fiscal year will be budgeted for future savings, staff development, curricular enhancements, required maintenance, future facilities, and items required for future growth. The Board will decide how the surplus will be designated annually. MID does not have a general fund goal for each fiscal year, but fully understands the need to build financial reserves to manage unforeseen future circumstances.

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

MID is currently in a long term lease agreement for its facilities. We will not currently seek to finance any facilities because our initial facility needs will be met through leasing the school building we currently occupy. The owner/landlord of the facilities has agreed as the school population and building needs grows they will add additional facilities on the school grounds at the market lease rate for comparable facilities.

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MID currently is obligated to (2) equipment leases used to finance playground equipment/fencing and student issued technology. The lease for student issued technology, the I pad lease, is set to expire in Oct 2018. In addition to the (2) equipment leases MID has a lease with a dollar buyout for two fifteen passenger bus.

MID has always limited borrowing funds to make purchases. We have obtained needed items in the past by purchasing used, from a school distributor that sells scratch and dented items, fundraising, and buying the majority of the needed items out of surplus reserves.

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*

Early Beginnings CDC DBA Mountain Island Day will transfer predetermined assets to the newly formed Mountain Island Day School. Included in the assets being transferred, with no commitment, to the new organization are classroom furnishings including student tables, desk and chairs, teacher furniture, wooden classroom furnishings, and cubbies. Early Beginnings will transfer five smart boards, lot of mimeo's, lot of document cameras, lot of computers utilized by upper school students, and projectors/screens mounted in classrooms. All curriculums, books, assessment tools, classroom manipulative currently used by teaching staff. All non mounted sports equipment and PE equipment.

Early Beginnings CDC will elect to keep some of the school furnishings needed to operate it's after school and summer camp operations. The landlord has some mounted equipment that can be used by MID for their programing but is not property of MID since it is considered part of the building.

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

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

MID will establish processes and procedures to safeguard assets, ensure fiscal responsibility and sound internal controls. Our overall budget will be monitored monthly and updated financial statements will be presented at each of the Board of Directors meetings. In addition, the finance committee and the Head of School will hold budget review meeting between board meetings to discuss any budget variations.

To ensure proper internal controls, policies will be adopted to address segregation of duties and a system of checks and balances will be in place. For example, the individual handling the deposits and payments would not be the same individual handling the journal entries or preparing the financial statements. We make daily deposits and encourage any collection or payment of funds to be paid using check or credit card. We discourage the use of cash. On the rare occasions we accept cash, typically at a school event. We require two individuals to count the cash taken in from the event and both individuals sign off deposit form confirming they had the same total.

Financial records will be maintained at the school and also with the finance committee. All transactions will be recorded into the board approved accounting program. Financial reports will be audited on an annual basis by an approved auditing firm selected by the Board. Further, policies and procedures will be created through the committee, and approved by the Board, to ensure that delegated authority is created for a tiered approach for non-budgeted transactions.

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

The property that MID leases from, The Fallsdale Project, is partially owned by the Winstead's. The lease rate between the school and The Fallsdale Project is below the market rate at roughly 9.30 per square foot to rent 45,200 square foot of rentable space to be used for educational purposes. The facility sits on a 24-acre site in North West Charlotte. The facility was recently renovated in August 2016 for MID to provide updated facilities for the schools use.

MID has a Conflict of Interest Policy in effect should any situations arise with possible conflict. In the event of possible conflict, the Board will adhere to the stated Conflict of Interest Policy.

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.

MID currently uses Huggins and Company for its accounting and audit needs.

Huggins and Company, CPA PA
6148-D Brookshire Blvd., Charlotte, NC 28216

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257 N. Hwy. 16, Denver, NC 28037

704-394-2364

We are investigating the possibility of using:

Faulkner and Thompson, P.A

PO BOX 2456

Rockhill SC 29732

803-324-3160

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Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
MID spent \$90K in legal/professional fees in 2015, \$3600 on legal/professional fees in 2016, and budgeted \$4-7K for years 1-5 of the proposed charter school. Why such a large discrepancy is previous spending? Is \$2500 for child nutrition enough to cover projected enrollment of students qualifying for FRPL? The nearby elementary school is 100% low-income. How was \$2500 for student nutrition deemed a sufficient amount? Are there other nutrition funds budgeted elsewhere?	Danielle Allen	Operations B
Elaborate on child nutrition budget. What is the Fallsdale Project (owned by the Winstead's)?	Sherry Reeves	Operations B
Is there a plan to ever own the facility currently occupied? The lease amount for this facility increases significantly over the first 5 years. What if the school does not meet its projected enrollment? What is the contingency plan for this lease payment since a long-term lease is already signed and in place?	Deanna Townsend-Smith	Operations B
Does the budget have funds for related service providers (Occupational Therapy, Physical Therapy, Speech Pathologist, etc)?	Robert McOuat	Operations B
Does not placing stipulations on entrance regarding math readiness impact student projected enrollment?	Deanna Townsend-Smith	Budget Narra
Applicant should clarify - The Fallsdale Project, is partially owned by the Winstead's	Deanna Townsend-Smith	Financial Au

Reviewer	Score
Alan Hawkes	
Tammi Sutton	
Robert McOuat	
Phyllis Gibbs	
Lynn Kroeger	
Kristen Parker	Pass
Lindalyn Kakadelis	Pass
Joe Maimone	Pass
Arasi Adkins	Pass
Deanna Townsend-Smith	Pass
Steven Walker	Pass
Danielle Allen	Pass
Cheryl Turner	
Amy Ruck Kagan	Pass
Alex Quigley	
Alex Quigley	Pass
Sherry Reeves	Pass

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VII AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the September 19, 2016 5:00 pm EST deadline. Payments will be accepted in the form of a check or credit card. The Credit card Form is found on the Office of Charter Schools website. Cash is not accepted.

**Application Note: The applicant must mail the check or credit card form along with a letter indicating the name of the proposed charter school, contact information, and the enclosed payment amount to be received before or on the due date of September 19, 2016 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

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

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

I understand the requirements pursuant to G.S. 115C-218.1(c).
tcwinstead Date: 09/22/2017

Applicant Signature:

The foregoing application is submitted on behalf of Mountain Island Day School (*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: tcwinstead

Board Position: Board Member

Signature: _____

Date: 09/22/2017

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

Notary Public

Official Seal

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My commission expires: _____, 20_____.

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OVERALL ASSESSMENT

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

<u>Total External Evaluator Votes</u>	
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.

<u>Total Subcommittee Votes</u>	
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.

<u>CSAB Votes</u>	
No	Yes
	9 AQ, AH, PG, CT, JM, SW, SR, LK, LK

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

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<u>Initial Screening</u>	
Mission, Purposes, and Goals	- dtsmith840
Education Plan	- dtsmith840
Governance and Capacity	- dtsmith840
Operations	- dtsmith840
Financial Plan	- dtsmith840
OVERALL	- dtsmith840 - dtsmith840 - dtsmith840

<u>External Evaluator</u>	
Mission, Purposes, and Goals	<p><u>Mission Statement</u> What tools, not being used by local schools, will help MID students realize academic potential? What measurements tools, if not grades, will be used to evaluate if goals to make students better people have been achieved? - arkagan</p> <p><u>Mission Statement</u> Applicant used academic performance as a main reason necessitating acceleration, but mission statement prioritizes being good people and making the world a better place. Is there evidence that current schools in the area, while perhaps underresourced and underperforming, are not teaching students to be good citizens? How do school leaders intend to measure achievement or progress towards the goals outlined in mission statement? Interesting that applicant uses West Mecklenburg as an example of why families in the area need an alternative choice, but their own student demographics differ wildly from West Meck, where over 90% of the student body identifies as African American. Or Tuckaseegee Elementary, where 100% of students qualify for free- or reduced-price lunch. The neighborhoods served by these schools are extremely close to the proposed school, as opposed to areas such as Mountain Island Lake, Cornelius, Mooresville, etc. Why is there not more of a concerted effort to target and enroll these students apparent in this application? - daniellejallen</p> <p><u>Mission Statement</u> Mission description does not match mission statement. Description speaks to a college preparatory track that is technology rich. Neither of these aspects are mentioned in the mission. - sherryreeves</p>

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Educational Need and Targeted Student Population
Applicant needs to clarify: What will be done to ensure that MID reflects the population of the it's local LEA?

Applicant needs to clarify: What will be done to ensure that MID provides opportunities for all students in the area and not just students who previously attended MID? - kzparker718

Educational Need and Targeted Student Population
How will 111 responses to the survey conducted translate into the proposed year one enrollment numbers of 408? Does these responses translate into substantial evidences of educational need? - dtsmith840

Educational Need and Targeted Student Population
What are the other teaching strategies and research based curriculums you mention using? Do other schools in the LEA use Core Knowledge? If so, what will differentiate MID from those other schools?
There is a significant gap between the racial breakdown of the school and the racial breakdown of MID. What are the root causes, and will there be any attempts to bring the school population in line with local population. If so, what methods do you propose? Please elaborate on the survey gathering techniques used and where and how sample was collected. - arkagan

Educational Need and Targeted Student Population
Survey questions used to demonstrate need are vague and do not differentiate parents desiring this school from parents at any other school. All parents want their children to feel safe, all parents want teachers to know their children, and all parents want their children to feel accepted by their peers. Survey tells us nothing about how/why this particular charter school is needed.

How, specifically, has MID implemented the small school model? Simply having a small student body does not equate to implementing a small school.

How does offering Spanish instruction differentiate MID from any other public school?

More evidence is needed to prove that the education plan differs from the LEA. - daniellejallen

Educational Need and Targeted Student Population
Does the school plan to market to the Hispanic communities to increase enrollment of that subgroup? - dswalker

Purposes of Proposed Charter School
#5 - What steps are taken to ensure students are not "pigeon-holed" into ability grouping frequently?

Is there a better term to use rather than "low" learners?

What steps are taken to ensure ability groups are not racially segregated?

- jade1124

Purposes of Proposed Charter School

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	<p>It appears that applicant plans to retain its current teaching staff. As a private school, licensure is not problematic. What percentage of the current teaching staff is certified to comply with the 50% licensure requirement which charter schools must maintain? - dtsmith840</p> <p><u>Purposes of Proposed Charter School</u> Small school model is proposed but current enrollment will more than double by year 5 - sherryreeves</p> <p><u>Goals for the Proposed Charter School</u> Applicant needs to clarify: How will goals in regards to character, ethics, service, physical and emotional health be set and measured? These are key components of the school's outlined mission.</p> <p>Applicant needs to clarify: Goals can be more specific and measurable for operations and finance- what are the specific timelines for reaching goals? How will goals be readjusted and or monitored yearly? - kzparker718</p> <p><u>Goals for the Proposed Charter School</u> The year 1 goal for the proposed charter school is not clear? What does the proposed applicant plan to achieve academically in year one? Is planning for a decrease in scores appropriate? - dtsmith840</p> <p><u>Goals for the Proposed Charter School</u> Will SAT and ACT scores be compared to national, state, or local averages? Are there any academic goals for years 3 and 4? What, if any, quantitative financial goals does the school have? - arkagan</p> <p><u>Goals for the Proposed Charter School</u> How does the school intend to measure "steady and continued growth" as it relates to outlined goals? Is there a percentage by which the school intends to progress towards goals each year? Goals should be more specific and measurable.</p> <p>Please elaborate on why applicant believes they will see a decrease in test scores in year 1. - daniellejallen</p> <p><u>Goals for the Proposed Charter School</u> Goals are a little on the low side, but reasonable. - dswalker</p>
<p>Education Plan</p>	<p><u>Instructional Program</u> Applicant needs to clarify: What specific assessments will be used to determine student growth areas throughout the course of the year?</p> <p>Applicant needs to clarify: How do you supplement CKLA with all the additional resources you outlined?</p> <p>Applicant needs to clarify: What evidence is there to support that just having CKLA and supplemental resources will lead to improved student performance for the targeted student population? - kzparker718</p> <p><u>Instructional Program</u> What steps are taken to ensure the middle school English and Math course sections are not</p>

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<p>racially segregated? - jade1124</p> <p><u>Instructional Program</u> The applicant explains what it currently does as an operating school; however, it is unclear from the information provided in this section how its current instructional program improves student performance for its targeted population?</p> <p>What evidence does the proposed applicant have as a currently operating school to demonstrate success with its current student population using its established instructional program and methods?</p> <p>Does the proposed applicant have an established relationship with CPCC? What evidence was provided to demonstrate such partnership? - dtsmith840</p> <p><u>Instructional Program</u> What assessments, in addition to year end data, will be used to make differentiation throughout the year? Is there evidence that indicates the proposed approach will lead to student improvements? - arkagan</p> <p><u>Instructional Program</u> It is still unclear exactly what population the applicant is targeting. More evidence is needed to demonstrate that this particular approach will lead to improved performance for the applicant's targeted population. This appears to be the same curriculum framework MID has been using for 20 years. The applicant has indicated that test scores will likely decrease because of a new student population. (A statement that needs further clarification.) What evidence do you have that this framework will be appropriate for the new student population? - daniellejallen</p> <p><u>Instructional Program</u> Why operate year 1 as a K-11? Is school currently a K-12? - sherryreeves</p> <p><u>Curriculum and Instructional Design</u> Applicant needs to clarify: How does the Curriculum and Instructional Program support the school's mission around building character?</p> <p>Applicant needs to clarify: Will you always use CKLA as your core curricula? What process will the school go through if it chooses to adopt a new curricula? - kzparker718</p> <p><u>Curriculum and Instructional Design</u> As a charter school, applicant must have a plan in place to address the needs of students who may not be able to pursue the college preparatory track. What is the proposed applicant's plan to address the needs of students who may not meet the requirements of its college preparatory track?</p> <p>The materials provided for pacing guides and curriculum overview are direct cuts and pastes from the resources the school plans to use. Has school not modified these resources to fit the needs of its targeted student population? - dtsmith840</p> <p><u>Special Programs and "At-Risk" Students</u> Applicant needs to clarify: What pre-assessment data will be used to create instructional goals for students?</p>

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	<p>Applicant needs to clarify: What types of interventions will be used to support students who are at risk? - kzparker718</p> <p><u>Special Programs and "At-Risk" Students</u> What additional staff will be included to accommodate the identified at risk students? - arkagan</p> <p><u>Exceptional Children – Identification and Records</u> When a student with disabilities enrolls, how do you get records from the previous school? Should an IEP team make decisions regarding evaluations and eligibility, not just "the EC staff"? Will you have a log to help document who is accessing the student's files? - robert_mcouat1</p> <p><u>Exceptional Children – Education Programming</u> The narrative says that it is "The role of the EC team is to identify children that require services" - should the IEP team be responsible? I appreciate that the rest of the narrative goes on to discuss the shared responsibility. Possibly, the sentence could be amended? I see references to "inclusion model within classroom setting and "separate setting" but not the rest of the full continuum of service delivery. I appreciate the acknowledgement that there will be a transition from responsibilities as the school transitions from a private school to a charter school. - robert_mcouat1</p> <p><u>Exceptional Children – Education Programming</u> What budgetary changes will the school make to adjust from the EC requirements of private school vs. those required by a public charter school? - arkagan</p> <p><u>Student Performance Standards</u> Applicant needs to clarify: Why is the expectation that test scores will decrease due to a new population of students?</p> <p>Applicant needs to clarify: How will MAP testing data be utilized throughout the school year? What goals are set around student growth through MAP testing?</p> <p>Applicant needs to clarify: How will each student graduate to the next grade level? Is is based on EOG test performance? Class grades? - kzparker718</p> <p><u>Student Performance Standards</u> Applicant should clarify this statement - "It is expected in year one that our test scores will decrease due to a new population of students."</p> <p>What is the evidence that the assessment or evaluation tools outlined in the application ill improve the curriculum and benefit all students?</p> <p>Since the school is already established, what evidence does the applicant have regarding it current student population and the use of the assessments outlined?</p> <p>As a K - 12 school, what is the proposed applicant's plan to promote students form one grade to the next? Currently what is outlined for promotion is graduation at the completion of the proposed school's final grade. - dtsmith840</p> <p><u>Student Performance Standards</u> Please provide more information as to why applicant expects test scores to decrease.</p>
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	<p>More information on policies and standards for promotion is needed here. How will teachers/admins determine whether or not a student is promoted to the next grade? Is there an appeals process? Will student progress be monitored throughout the year in order to avoid grade retention? - daniellejallen</p> <p><u>Student Performance Standards</u> I like the use of MAP. - dswalker</p> <p><u>Student Conduct and Discipline</u> What steps are taken to ensure student discipline is not racially disproportionate? - jade1124</p> <p><u>Student Conduct and Discipline</u> Applicant should clarify this statement - " However, staff are authorized by state law to "use reasonable force in the exercise of lawful authority to restrain or correct pupils and maintain order (N.C.G.S. 115C-390.3 and 391.1)."</p> <p>How will the proposed applicant measure reasonable force? What training will be provided to staff regarding this component outlined in this section? - dtsmith840</p> <p><u>Student Conduct and Discipline</u> School mentions details for dealing with serious acts, ie inciting riots, and also mentions that addressing small concerns reduces large concerns. What are specific examples and methods for dealing with small behavior concerns? - arkagan</p> <p><u>Student Conduct and Discipline</u> What types of behavior result in short-term suspensions, and why are appeals not allowed in these cases?</p> <p>Can you clarify "reasonable force" in restraining students? Who determines what is "reasonable"? - daniellejallen</p>
<p>Governance and Capacity</p>	<p><u>Tax-Exempt Status 501 (c)(3)</u> If the proposed applicant is already operating as a school why is there not tax exempt status already in place? - dtsmith840</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Applicant needs to clarify: In the application is states that there are currently 7 board members. What are current positions of the the other members listed in the chart?</p> <p>Applicant needs to clarify: It is stated in the application that all board members have engaged with the already existing MID school- how will you recruit members who have an outside perspective?</p> <p>Applicant needs to clarify: Appendices F, G and H are missing. - kzparker718</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Why are board meetings held only every 6 - 8 weeks? Will this meet the minimum of required board meetings for the year? Since this may be a conversion from a private to a charter, would it not be prudent for the board to meet monthly as requirements will be significantly different than running a private school?</p> <p>Applicant should clarify this statement - We will hold bi-annual professional development</p>

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	<p>for our members.</p> <p>Applicant should clarify why a board seat will be reserved for a member of the Fallsdale Project.</p> <p>There is misalignment between the meeting schedule in the bylaws in relation to the information provided in the application. For example, the bylaws state an annual meeting in September of each year while the information entered in the application calls for a bi-annual meeting.</p> <p>The bylaws Conflict of Interest section will need to be rewritten to ensure information required per the charter agreement is included if approved.</p> <p>7 board members; however, multiple others included in the application as co-committee chairs. How will the board manage the various committees?</p> <p>How the board will evaluate its own success?</p> <p>- dtsmith840</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> What are the terms and removal process for board members? - arkagan</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Ms. Winstead's husband is currently the HOS at MID. Will he no longer hold that position if the charter is approved? Or is he intending to apply for the HOS position?</p> <p>If the board and its committees are already formed by parents with children currently or previously enrolled, how will they ensure that families of new students with no prior affiliation at school are represented? Further, if the goal is to ensure that the "vision and mission of the school remain intact" how will school leaders ensure this vision and mission is non-sectarian? - daniellejallen</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Why not list the Board members first instead of committee members? This makes it difficult to discern actual board members. Board meetings every 6-8 weeks leaves a huge gap in time between meetings. - sherryreeves</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> This is certainly an interesting board structure. I do not believe that the background checks provided are sufficient. When submitted, a background check should show the offense charged rather than just a case number. Although, we do now know the astrological signs of the board members. - dswalker</p> <p><u>Proposed Management Organization (EMO/CMO)</u> N/A - dtsmith840</p> <p><u>Charter School Replication</u> What specific steps/planning has taken place to ensure the curriculum, the staff, the programs, and overall environment are non-sectarian? Although it is stated that it will</p>
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become non-sectarian, few details are present.

What professional development is planned to ensure all staff are trained appropriately on separation of church and state, since the current school has had a religious affiliation for so long?

What specific steps will you take to ensure that students of all religions feel welcome and have a sense of belonging in a formerly Christian school that, if approved, will be publicly funded and subject to separation of church and state? - jade1124

Charter School Replication
Applicant should clarify the - total equity for 2 of the three years financial statements provided.

- dtsmith840

Charter School Replication
What ages does Early Beginnings CDC serve? Where are they physically located? - sherryreeves

Staffing Plans, Hiring, and Management
Why is there such a lengthy amount of time for out of state teachers to obtain NC licensure? - jade1124

Staffing Plans, Hiring, and Management
How many new teachers do you anticipate hiring?
Which benefits will the school provide to staff? - sherryreeves

Staff Evaluation and Professional Development
What is the amount allocated in budget for professional development and does that cover the proposal listed? - arkagan

Marketing Plan
Applicant needs to clarify: How will the marketing strategy change from conversion of a private to public charter school? What messages will need to be sent to the community about the change? - kzparker718

Marketing Plan
What percentage of current students will transition from the private school to a new charter school, and is there any evidence to support your answer?
How many students to you anticipate you will need to attract via your marketing program?
- arkagan

Marketing Plan
Marketing plan needs improvement in order to attract demographics that will reflect that of the surrounding community. It should be clear that the applicant is making a concerted effort to attract and enroll students who live nearby and would benefit from this college prep track, small school environment. - daniellejallen

Marketing Plan
I believe you will need to make some changes to reach the students you need to make sure that the public knows that this is now a public school that is tuition free. - dswalker

Parent and Community Involvement

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	<p>Will there be any parental involvement with the school via volunteer hours classroom help, etc.? If so, how much and how do you plan to attract and evaluate the success of such programs? - arkagan</p> <p><u>Parent and Community Involvement</u> Given that the school is currently a Christian school, and it is likely that families in the neighborhood will continue to see it as such, do school leaders intend to make any intentional efforts to welcome families from differing religious backgrounds? - daniellejallen</p> <p><u>Admissions Policy</u> Applicant needs to clarify: What is a student isn't prepared for the math outlined? Will they not be accepted? How does this provide opportunities for all students in the community? - kzparker718</p> <p><u>Admissions Policy</u> Applicant should clarify the below statements as these stipulations will work to exclude specific student populations: Applicants applying to 8th grade must be ready for Pre-Algebra/Math Grade 8 Honors or higher -Applicants applying to 9th grade must be ready for Algebra 1/Math 1 or higher -Applicants applying to 10th grade must be ready for Geometry/Math II or higher -Applicants applying to 11th grade must be ready for Algebra I II/Math III or higher</p> <p>Some of the preferences adopted will not be able to be implemented for some time after the charter school is established. - dtsmith840</p> <p><u>Admissions Policy</u> Math requirements will bar certain students from attending. Are there any provisions for students who have not met that bar for admissions but would like to attend MID? - daniellejallen</p> <p><u>Admissions Policy</u> Please clarify how you will implement the policy for Math instruction. - sherryreeves</p> <p><u>Weighted Lottery</u> If I am remembering correctly you would not be able to give preference to currently enrolled students? I believe it would be a blank slate? - dswalker</p>
<p>Operations</p>	<p><u>Transportation Plan</u> Are the buses allotted for transportation truly enough to handle the increase in the proposed projected enrollment? What is the plan if more bus transportation is needed outside of other means of transportation? - dtsmith840</p> <p><u>Transportation Plan</u> Will current transportation plan be able to handle huge increase in enrollment? Are you sharing buses with child development center? - sherryreeves</p> <p><u>Transportation Plan</u> Does not meet the criteria. Not enough money in the budget. - a_quigley</p> <p><u>School Lunch Plan</u></p>

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	<p>Is there a scaled up plan to address the needs of students who may be eligible for free/reduced lunch? - jade1124</p> <p><u>School Lunch Plan</u> What percentage of free and reduced lunch students does the school anticipate and has that projections been adequately addressed in the budget? - arkagan</p> <p><u>School Lunch Plan</u> What percentage of MID student qualify for FRPL? Does the applicant have a projected enrollment of students needing lunch to be provided for them? What percentage is the applicant expecting? Is this accounted for in the budget? - daniellejallen</p> <p><u>School Lunch Plan</u> How do you provide lunches for students who qualify for free/reduced lunch? - sherryreeves</p> <p><u>School Lunch Plan</u> This does not seem to meet the criteria of ensuring no child lacks a daily meal. - dswalker</p> <p><u>Facility and Facility Contingency Plan</u> The school mentions that at some point an expansion will be required to accommodate enrollment growth. When will said expansion be required and will the current facility be able to accommodate the expansion? - arkagan</p> <p><u>Facility and Facility Contingency Plan</u> Contingency plan? - daniellejallen</p> <p><u>Facility and Facility Contingency Plan</u> Will current facility have ample space for increasing enrollment? - sherryreeves</p>
<p>Financial Plan</p>	<p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Does the budget have funds for related service providers (Occupational Therapy, Physical Therapy, Speech Pathologist, etc)? - robert_mcouatl</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Is there a plan to ever own the facility currently occupied? The lease amount for this facility increases significantly over the first 5 years. What if the school does not meet its projected enrollment? What is the contingency plan for this lease payment since a long-term lease is already signed and in place? - dtsmith840</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> MID spent \$90K in legal/professional fees in 2015, \$3600 on legal/professional fees in 2016, and budgeted \$4-7K for years 1-5 of the proposed charter school. Why such a large discrepancy is previous spending?</p> <p>Is \$2500 for child nutrition enough to cover projected enrollment of students qualifying for FRPL? The nearby elementary school is 100% low-income. How was \$2500 for student nutrition deemed a sufficient amount? Are there other nutrition funds budgeted elsewhere? - daniellejallen</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Elaborate on child nutrition budget.</p> <p>What is the Fallsdale Project (owned by the Winstead's)? - sherryreeves</p>

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	<p><u>Budget Narrative</u> Does not placing stipulations on entrance regarding math readiness impact student projected enrollment? - dtsmith840</p> <p><u>Financial Audits</u> Applicant should clarify - The Fallsdale Project, is partially owned by the Winstead's - dtsmith840</p>
OVERALL	<p><u>Cover Page</u> The name of this proposed school is the same if not identical to an existing charter school in the same area. What will applicant do to eliminate confusion between the schools in the same geographical region and market its school? - dtsmith840</p> <p><u>Cover Page</u> \$22K balance two years prior (in school's 7th or 8th year of operation) and then \$309K balance one year prior is concerning. - daniellejallen</p> <p><u>Cover Page</u> Conversion of a private school into a charter school. - dswalker</p> <p><u>Acceleration</u> Applicant needs to clarify: What evidence is there to support that the surrounding schools do not have sufficient programming in place to meet the needs of College and Career Ready students?</p> <p>Applicant needs to clarify: What evidence is there to prove above average test scores for the current MID schools? - kzparker718</p> <p><u>Acceleration</u> Is being an "operating and already accredited institution" a true and compelling need for acceleration?</p> <p>Applicant should clarify this statement - "This area does not currently have a good choice for families with students seeking a College and Career ready school." Are there not already operating charter schools within this proposed area?</p> <p>Applicant should clarify how it has corrected the Non-compliant items identified in the occupancy report. - dtsmith840</p> <p><u>Acceleration</u> Does the development timeline of the homes at Riverbend Village match the proposed accelerated schedule for the school? With a school already in existence, what would be the plans for the private school if acceleration was not granted? - arkagan</p> <p><u>Acceleration</u> Please provide data on elementary and middle school in the area, as the applicant wishes to open a K-12 school.</p> <p>More information on the above average test scores to which the applicant is referring is needed. What scores are being used to make this comparison? Does the student body of the private school match the student body demographics (race, SES, ability, etc.) of the nearby schools?</p>

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	<p>Data on MID college acceptance/attendance/matriculation rates (in addition to student demographic data) would be helpful in determining whether or not the school has successfully provided this opportunity to students, and has the capacity to provide this track to all students, regardless of ability or prior preparation.</p> <p>The Mountain Island already has charter schools attracting parents- how will this school compare or compete for new students moving into the area? - daniellejallen</p> <p><u>Acceleration</u> How do SAT/ACT scores compare to area schools? What percentage of students that graduate are enrolled in college? - dswalker</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Applicant needs to clarify: What evidence is there to support the need for a K-12 school in the area? Previous parts of the application discuss High school but does not address elementary and middle schools.</p> <p>Applicant needs to clarify: What has been done as far as community outreach to suggest that parents and students would be interested in sending their students to MID? - kzparker718</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Is the school K-11 now? - jade1124</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> The projected enrollment numbers are not realistic for the proposed region. Although currently established, the proposed applicant will need to recruit a new student base and current students do not get preference when the school is converted from a private to charter school. Is starting K - 11 with 408 students in year 1 appropriate for this proposed location? - dtsmith840</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> What grades are currently being offered at the private school? - arkagan</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Unclear if applicant will be able to attain these projected enrollment numbers in year 1. School is currently K-12, if acceleration is approved, why do they anticipate only opening with K-11? - daniellejallen</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> This is a substantial increase in enrollment over the enrollment of the current school. How does the school plan to handle the increase in students in year one? - dswalker</p>
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Charter School Advisory Board Subcommittee	
Mission, Purposes, and Goals	<p>Mr. Quigley led the interview and reviewed each section of the application. Mr. Walker wanted to know the school marketing plan and how it would market to the substantial Hispanic population. Additionally, the academic goals for the school were projected low. Ms. Reeves has concerns with the grade spans in year one of operation. Mr. Maimone wants to know the exact reason for the conversion. Ms. Kakedalis wanted to know who on</p>

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	<p>the board would be employed by the school. Mr. Walker communicated it was a wild governance structure. Mr. Quigley wanted to know how the school will mitigate losing some of the Christian points and what that would do to the school's culture. The CSAB wanted to know that since the school appears to have an successful private school - why convert now to a public school. The board chair outlined the school now has a larger facility and going to a charter was initially considered when there was a cap on charters. The board chair will step down and will be employed at the school. He would be a transition head of school for transition purposes. Additionally, the school could sustain as a private school and its original mission is to serve the community. Additionally, because of tuition a certain population is eliminated. Approximately 35% of population are on a opportunity scholarship. Another board member reported that the school is a Title 1 school. Ms. Reeves wanted to know the history of the school and how it grew over time. The board chair reported it started Pre-K - 3 and then grew through high school. Ms. Winstead reported that the middle school is pretty substantial. Many of the students currently enrolled have communicated that they would attend if the school was converted. Mr. Maimone stressed that the current parents must understand the lottery procedure. Ms. Winstead stated that they understand and that the opportunity scholarships has presented some challenges with not being able to pay tuition. She also reported that the school serves students on the Autism spectrum. 25% of the graduating class is on the Autism spectrum. The school as 2 licensed EC teachers and a speech pathologist. The advertising at the school would be the same but they would communicate that they are a public nonsectarian charter school. Ms. Turner wanted to know if the school has reached out to the community. The school responded the public is requesting information from them. The school reported the wait list of current charter schools in the area and reported that the closest charter is Aristotle. The school will continue private pay for its current 12th graders. The school is graduating its first class this school year. Mr. Maimone wanted to know the greatest takeaway from the RTO process. The school the programs that would be available to them as a public school. 70% of the current staff has worked in the traditional public school. The school has an established licensure plan with the state.</p>
<p>Education Plan</p>	<p>Ms Reeves questioned the points in the application that require students to be at a specific academic level to be accepted. The school is accredited with AdvancedEd. Ms. Reeves wanted to know the planned breakdown. 16 elementary - 5th grade - 9 40 per grade and the remaining grade 24 - eventually they will go up to 50. Mr. Maimone questioned if an outside Core Knowledge training to gauge implementation. The school had the training but not the evaluation. Ms. Winstead stated the math requirement is not meant to exclude but to establish a threshold for dual enrollment. Ms Turner stated that an EC student cannot apply to the school at 8th grade. The school currently has students on a vocational track. There was a lengthy conversation about the tracks of study the school would need to offer. The board member stated that it is not about the entrance about the courses the student will need to take. The board member stated that the first question the school would need to ask if the student has been retained. Also the board member stated that consideration must be given to the current student population. They need to zone in on what their current market is. Ms. Kakedalis stated that the student would be accepted but the courses would be different for the student and the parent/student makes the decision on where to place the child.</p>
<p>Governance and Capacity</p>	
<p>Operations</p>	<p>Mr. Quigley pointed out the school did not budget appropriately for transportation and lunch. The board member stated that the school is currently Title 1 and the school receives</p>

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	<p>some monies for all students. She recapped the current expense the school has for lunch. The school plans to participate with the National FRL program. The school currently has buses and uses 2 buses for transportation. Less than 10% of the population uses transportation. The school previously buses students for the already approved Mountain Island Charter School.</p>
Financial Plan	<p>Ms Kroeger outlined the increased in revenue over the years is just 1%. Mr. Walker wanted to know the current debt and if the school is viable without conversion. Ms. Kakedelis wanted to know why the legal fees decreased. Ms. Winstead outlined that the decrease was because at the time they were determining moving and purchasing a facility. The treasurer reported on the reason for the numerous committees and the reason for the 1% increase projected in the application. Ms. Reeves wanted to know about the Fallsdale project and the conflict of interest with the Lease Back. The board member stated that there was a conflict of interest and the members would be excluded from the decisions. Ms Winstead stated that the nonprofit always owned the facility. Additionally, BB&T has counseled the school and stated they needed a for profit LLC for financing purposes. Ms Reeves wanted to know if it was a new non-profit. The board member stated that it would be a new nonprofit with no association with New Beginnings.</p>
OVERALL	<p>Mr. Walker thinks the group knows what they are doing. He made a motion to recommend SBE accelerated opening in 2018. JM seconded. Ms. Turner stated there needs to be a stipulation as the Math 1 piece will be an excluder. Approving another charter with that piece she is not comfortable with. Ms. Turner made a subsequent motion that Math cannot be an excluder for admission. Mr. Maimone seconded. Amendment to the motion passed unanimously. Ms. Reeves asked if the CSAB should be concerned about the name. Mr. Quigley outlined he will support the motion. The school is currently Title one and encourages the school to consider a weighted lottery. Ms Reeves wanted additional clarity on the debt. Mr. Quigley stated that the school must figure out the financials and he does not see the same glaring financial issues from the prior school. The motion passed unanimously.</p>

Overall Summary	
<p>Initial Screening 09/27/2017</p>	<p>The Office of Charter Schools deemed this application incomplete on September 27, 2017. The following is needed to begin the application evaluation:</p> <ul style="list-style-type: none"> (1) Appendices A, C, and F are missing. (2) Appendix F only includes board member forms, background checks and resumes for 6 of the 39 members outlined as board members in the application. <p>Applicant responded to the incomplete information request by the October 4, 2017 deadline.</p>
<p>Application Review</p>	<p>OCS provided a brief overview of the proposed application including the proposed enrollment for the first five (5) years, proposed county, and if the application had an LEA impact statement and/or due diligence.</p> <p>Mr. Quigley led the discussion and members of the Performance Committee asked specific questions on items needing clarification. Mr. Quigley wanted clarification on the</p>

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school name as it relates to an existing charter school in the same area. Dr. Townsend-Smith and Mr. Machado explained that there is an existing charter school with a similar name in nearby Gaston County.

Ms. Kakadelis expressed concern about confusion related to the school name and wanted clarification on the wait list numbers for the school. Ms. Turner explained that all the schools in the area of the proposed school have a significant wait list. Mr. Maimone wanted clarification on why the school wanted to convert a successful private school to a charter school and how the school manages a 39 member board. Ms. Reeves clarified that there are seven board members and that all of the others listed in the submitted documentation are committee members. Mr. Maimone and Ms. Reeves were confused as to why the committee members were listed considering they're not board members.

A board member provided information on the name of the school and clarified the reason that existing schools in the area have a similar name. The board member explained that the schools in the area derive their name from a geographic feature (lake).

A board member explained that the school wants to convert to a charter school because they have seen a trend of parents enrolling their children and not being able to meet the financial requirement as their kids age. The board member explained that the school has seen parents choosing to enroll one child in the school and their other children in different schools because they can't afford to have more than one in the school. Mr. Quigley wanted clarification on the current grade levels. Ms. Reeves wanted clarification on why the school is proposing to increase enrollment yet dropping a grade level during the conversion, since the school is currently a K-12 private school and would start off as a K-11 charter school. A board member explained that the school wanted to have an extra year with the students before graduation. Ms. Reeves expressed concern about dropping a grade level during the conversion as it would displace existing students. A board member explained that if the school decided to keep the current grade levels, they couldn't guarantee that the currently enrolled students would enroll in the new charter school because of a lottery process. Mr. Quigley asked if it would be possible to utilize a tuition-based system for just the 12th grade. A board member indicated that it would be possible.

Mr. Maimone asked about the facility and enrollment interest. A board member stated that they have a facility and that there is enrollment interest. Mr. Maimone also asked about the school's participation in the ready-to-open process. A board member stated that the school has participated in all of the training opportunities to-date.

Ms. Kakadelis asked if a church met at the school on the weekends. The board member indicated that a small church leases the space and meets in the facility on Sundays. A board member explained how the school maintains a separation of church and state. Ms. Kakadelis also wanted more information on how the school would market that the school is no longer a private school.

Mr. Maimone made a committee motion to allow an interview for Mountain Island Day School. Ms. Reeves seconded. The motion passed unanimously.

Mr. Quigley made a motion to the full CSAB to allow an interview for Mountain Island Day School. Mr. Maimone seconded. The motion passed unanimously.

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<p>Application Interview</p>	<p>The Office of Charter Schools provided a brief update on the proposed school. X proposed board members and the proposed Lead Administrator members introduced themselves to the CSAB and provided a brief professional history and explained their respective role for Mountain Island Day School.</p>
<p>OVERALL</p>	<p>Mr. Quigley led the interview and reviewed each section of the application. After discussion, Mr. Walker thought the group knows what they are doing. He made a motion to recommend SBE accelerated opening in 2018. JM seconded.</p> <p>Ms. Turner stated there needs to be a stipulation as the Math 1 piece will be an excluder. She was not comfortable recommending approval of another charter with that piece. Mr. Walker withdrew his motion.</p> <p>Ms. Turner made a subsequent motion that Math cannot be an excluder for admission. Mr. Maimone seconded. Amendment to the motion passed unanimously. Ms. Reeves asked if the CSAB should be concerned about the name. Mr. Quigley outlined he would support the motion. The school is currently Title one and encourages the school to consider a weighted lottery. Ms Reeves wanted additional clarity on the debt. Mr. Quigley stated that the school must figure out the financials and he does not see the same glaring financial issues from the prior school. The motion passed unanimously.</p>