



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:

Alan Hawkes
Kevin Piacenza
Cheryl Turner
Glenn Allen
Tracy Kelley
Avril Smart
Hilda Parlér
Robert McOuat
Buffy Fowler
Mike McLaughlin
Joe Maimone
Eric Sanchez
Deanna Townsend-Smith

Date of Review:

09/30/2016



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Myrtis Simpson Walker Academy for Boys

Public charter schools opening the fall of 2018

Due by 5:00 pm, September 19, 2016

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

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

CHARTER SCHOOL
2016 Application Process
To open a charter school in the 2018-2019 school year

APPLICATION DUE DATE/TIME

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

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

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

APPLICATION SPECIFICATIONS

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

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

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Myrtis Simpson Walker Academy for Boys

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: *Myrtis Simpson Walker Academy for Boys*

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: *Cynthia L. Johnson*

Title/Relationship to nonprofit: *Executive Director*

Mailing address: 1443 Summer Coach Drive
Charlotte, NC 28216 NC 28216

Primary telephone: 704-491-0176 Alternative telephone: 704-399-0912

E-Mail address: mswyouthleadership@gmail.com

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

County: MECKLENBURG

LEA: 600-Charlotte-Mecklenburg Schools

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

No:

Yes:

If so, provide the name of the third party person or group. North Carolina Public Charter School Accelerator Program

List the fee provided to the third party person or group. N/A

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

This application was supported by Leadership by Leaders Building Leaders and the North Carolina Public Charter School Accelerator Program. This public charter support program provided application feedback, a writing coach, research, resources and experts in the areas of educational and

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instructional design, fiscal budgeting, facility selections and legal requirements. It is the mission of the NC Public Charter School Accelerator Program to aspire a vibrant pipeline of high - quality, highly innovative, public charter schools.

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

No:

Yes:

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

No:

Yes:

Acceleration

Yes:

No:

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

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

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

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

Yes:

No:

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

Yes:

No:

What is the name of the nonprofit organization that governs this charter school? Myrtis Simpson Walker Academy for Boys

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

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Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K,01,02	165
Second Year	K,01,02,03	240
Third Year	K,01,02,03,04	315
Fourth Year	K,01,02,03,04,05	390
Fifth Year	K,01,02,03,04,05	465

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.

myrtis
Signature

Cynthia Johnson
Title

myrtis
Printed Name

09/19/2016
Date

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Section I: Application Contact Information Concerns and Additional Questions	<u>Reviewer</u>	<u>Page Reference</u>
<u>Another Charlotte program: NC Accelerator</u>	<u>Joe Maimone</u>	<u>Cover Page</u>

<u>Reviewer</u>	<u>Score</u>
<u>Alan Hawkes</u>	
<u>Kevin Piacenza</u>	<u>Pass</u>
<u>Cheryl Turner</u>	<u>Pass</u>
<u>Glenn Allen</u>	
<u>Tracy Kelley</u>	<u>Pass</u>
<u>Avril Smart</u>	
<u>Hilda Parlér</u>	<u>Pass</u>
<u>Robert McQuat</u>	
<u>Buffy Fowler</u>	<u>Pass</u>
<u>Mike McLaughlin</u>	
<u>Joe Maimone</u>	<u>Pass</u>
<u>Eric Sanchez</u>	
<u>Deanna Townsend-Smith</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:

To provide a nurturing, character building, school environment for young males so that they can grow to become productive, innovative thinkers.

Clearly describe the mission of the proposed charter school:

The Young men will be in an educational environment that will not only challenge them academically but will empower them to lead positive and productive lives. They will be challenged through daily lessons of character education integrated into their core subject areas. Students will be taught a character trait daily during story time (grades K-1) or classroom meetings (grades 2-5). Each week families will receive parenting tips on the character trait of the month to support HOPE-K12 curriculum.

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.*

The Myrtis Simpson Walker Academy for Boys (MSW) is committed to serving a diverse student body. MSW will have an open enrollment model that will involve North Mecklenburg County. The charter school will be comprised of male students in grades kindergarten through fifth grade. According to the Charlotte Mecklenburg Police Department there were 323 non-aggravated assault arrests for male juveniles compared to 130 non-aggravated assault arrests for female juvenile offenders. The MSW Academy for Boys will focus on the male population and character development. In 2014-2015, school year, 44% of males in grade three scored level 3 and above on the Reading End of Grade. Grade Four, 43.2 % scored level three and above on the Reading End of Grade; 37.9 % 5th grade males scored level three and above on Reading End of Grade. Also, our males continue to lack behind their female counterparts in math as well. According to Charlotte-Mecklenburg School data, 50.6% of third grade males scored level three and above in math End of Grade Test; 52.7% of males scored level three and above on the math End of Grade test; and 54.3% scored level three and above on math End of Grade test. Approximately, 16,043 males have been suspended compared to 6,172 females in Charlotte Mecklenburg Schools.

It is the goal of MSW to strategically target families who will assist MSW in becoming diverse and culturally distinct. MSW will strategically target families who desire for their sons to receive a unique educational

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experience and subscribe to the MSW mission. One group that MSW will market to are families who place a high importance on character education in the early grades. MSW will offer HOPE K-12 Curriculum designed by Dr. Christina Christian. Character Education curriculum which is designed to provide families with the necessary skills to develop the character of students Kindergarten through fifth grade. This curriculum equips families and schools with the tools to readily teach, expand and generalize lessons across multiple environments. In addition to providing families with prepared:

- * Social Skills lessons (K-1st)

- * Character Education lessons (2nd - 3rd grade) and

- * A task analysis for developing HOPE Mission-driven Character Development lessons (4th - 5th grade).

After nearly 15 years following the passing of the Student Citizen's Act- a law which has required local boards of education to develop and implement character education instruction with input from the local community there have been no significant advancements made toward the establishment of such a curriculum. MSW will adopt the HOPE Character education Curriculum to encourage students to take individual and community (moral) action to promote positive change in themselves and their communities. Although, CMS has an integrated character education program it uses the North Carolina's Character Education: Information Handbook & Guide, 1st and 2nd eds. , both described as introductory guides, represent the extent of the initiative taken by the state to implement a comprehensive character education curriculum (HOPE, K-12 Character Education Curriculum).

In an effort to enhance student experiences via authentic 21st century learning MSW will offer the 21st century learning experience in Mecklenburg county and surrounding areas. Based on the Common Core State Standard (CCSS), students must develop and understanding for what it means to be literate in the 21st Century through a variety of content areas and contexts. To promote 21st century learning MSW will seek organizations, businesses and field experts so students are exposed to real-world experiences. At MSW, students will work within the community and visit various locations in or around the Charlotte on regular basis.

- 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).*

The total projected student enrollment at The Myrtis Simpson Walker Academy for Boys will be 442 students in Kindergarten through fifth grade. We plan to open the school with 165 students in grades Kindergarten through second grades. The total projected student enrollment of MSW in year five (442 students) reflects 0.5% of the Average Daily Membership of Charlotte-Mecklenburg Schools.

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

The Myrtis Simpson Walker Academy for Boys will have some similarities with Charlotte Mecklenburg Schools (CMS), specifically with the education plan. Like CMS, MSW will utilize the Common Core State Standard to guide teaching and learning in all core subjects. MSW will also use the Balanced Literacy Workshop Model for teaching literacy with support from the units of study

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designed by Lucy Calkins and The Reading and Writing Project at Columbia University Teacher College.

The most significant difference between MSW, the LEA and other public charter schools in the Charlotte area is our commitment to character education. HOPE Character Education curriculum is a focus of MSW. HOPE Character Education curriculum developed by Dr. Christina Christian PhD is designed to provide families and schools with the necessary skills and tools to develop the character of students. This curriculum equips schools with the tools to readily teach, expand, and generalize lessons across multiple environments.

HOPE Character Education Curriculum is also used to (a) aide teachers in developing the critical thinking skills of students (in concert with Common Core), (b) develop the Self-Efficacy and Self Concept of students, and (c) clearly define parent involvement opportunities, promote parent-teacher collaboration and enhance parent-teacher communication.

HOPE Character Education Curriculum includes both direct and indirect instruction. Direct Instruction (K-3rd grades) is carried out during story/circle time. The elements included in these lessons require that the teacher read HOPE story books (K-1st) or a pre-selected popular children's book (2nd -5th grade).The lessons will be prepared during the weekly grade level / subject planning. After having discussed lessons and content to be taught in the upcoming week, teachers discuss those aspects of each lesson that can readily and directly be linked to the character trait under study as well as those previously studied traits. Teachers use question stems (2nd-5th grade) to generate questions designed to help students make connections between the content and character trait.

Another instructional difference between MSW and CMS K-5 schools is that MSW will offer students daily character education instruction. While there are character education lessons integrated in regular instruction in CMS schools, MSW will adopt HOPE Character Education Curriculum, which will be taught independently on a daily basis. HOPE education curriculum is a literature based curriculum that addresses both NC Common Core Standards and NC Student Act of 2001. HOPE character education curriculum is developmentally appropriate; teaching students problem solving and decision making skills. Research shows that the curriculum increases reading comprehension while reducing school wide behavior problems.

Given the autonomy we will have as a charter school, MSW will also have the ability to rethink all aspects of our school structures, systems, and policies. We will extend the school day to maximize the amount of learning time students have daily. Students who perform below grade level will attend after school tutorial programs led by licensed and support staff.

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.*

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The Six Legislative Purposes of a Charter School are:

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

2. MSW's goal is to ensure that students learn in a rigorous and engaging environment. The effectiveness of teaching and learning at MSW will be judged on the basis of students achievement on state and federal accountability standards.

All teachers will participate in an ongoing process of identifying the current level of student achievement, establishing goals and strategies to improve their performance. This ongoing process will afford teachers the opportunity to work in teacher and student teams to achieve the aforementioned goals. Formative and summative outcome data will be monitored to shape instructional practices (Marzano, 2003). Students will be held accountable for their learning and achievement by actively participating in setting academic goals, regularly reflecting on progress with their Advisors, and continuously resetting their goals for growth. Teacher performance will be evaluated in the context of student achievement and overall school goals.

(3) The educational experiences that MSW will provide to students will enhance their potential of becoming innovative leaders who can thrive in the 21st century. Therefore, MSW students will have access to instruction that focuses daily on character education in grades kindergarten through fifth. This gives parents another school choice who feel strongly about their son's character development.

With a proposed location of North Mecklenburg County, MSW will be accessible to a diverse student body. The MSW Academy for Boys will work with community organizations and businesses who will ensure that the young males receive additional support to accomplish character educational goals inside and outside the classroom which will enable them to become productive and innovative thinkers.

(4) HOPE Character Education curriculum is one component of the MSW design that makes the students educational experiences unique and provides an opportunity by addressing 10 components in two phases.

* Phase 1 - character education, identifying traits, staff development, and adult role models,

* Phase 2 - integration into both direct and indirect instruction, experiential learning, student involvement, evaluation, community, and

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participation.

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.*

There are several metrics and performance goals that Myrtis Simpson Walker Academy for Boys will set to demonstrate our success, regular communication will take place with the board regarding the progress towards the set goals. The current state of MSW will be shared during monthly board meetings facilitated by the MSW administrative team. During the monthly meetings the board will also report the results of the school's ongoing assessment data based on the goals that the Board as created.

The MSW Board of Directory has developed the following Academic and Organizational goals and objectives:

1) Academic Growth: MSW students show academic growth at the end of each school year.

2018-2019: 70% of all students will demonstrate at least one year's academic growth at the end of the school year based upon quarterly benchmark assessments, mClass Reading 3D and/ or READY EOG results.

2019-2020: 75% of all students will show at least one year's academic growth at the end of the school year based upon quarterly benchmark assessments, mClass Reading 3D and / or READY EOG results.

2020-2021: 80% of all students will show at least one year's academic growth at the end of the school year based upon quarterly benchmark assessments, mClass Reading 3D and/ or READY EOG results

2) Attendance: MSW students will attend school daily.

Goals: MSW will have an Average Daily Attendance (ADA) of 96% each year.

3) School Growth: MSW maintains school capacity, increases the number of applicants, and keeps a wait list of students each year.

Goals:

2018-2019: MSW will serve 100% of the school capacity.

2019-2020: MSW will serve 100% of the school capacity, increase the number of MSW applicants by 100 students, and have a waitlist of at least 25 students.

2020-2021: MSW will serve 100% of the school capacity, increase the number of MSW applicants by 100, and have a waitlist of at least 25 students.

2021-2022: MSW will serve 100% of the school capacity, and have a waitlist of least 50 students.

4) Family Satisfaction and Retention: MSW students and families are pleased to be a part of the MSW community and remain MSW students each year.

Goals:

2018-2019: 80% of families will be pleased to be apart of the MSW community based upon the parent survey results and 90% will remain MSW students.

2019-2020: 85% of students and families will be pleased to be a part of the MSW community based upon the parent survey results and 92% will remain MSW students.

2020-2021: 90% of students and families will be pleased to be a part of the MSW community based upon the parent survey results and 95% of K-5 students

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will remain at MSW.

2021-2022: 90% of students and families will be please to be a part of the MSW community based upon the parent survey results and 95% of K-5 student will remain at MSW.

5) Teacher Satisfaction and Retention: MSW teachers are pleased to be working at MSW and will remain on staff each year.

Goals:

2018-2019: 80% of teachers will be pleased to be working at MSW based upon the teacher survey results and 85% will remain on staff.

2019-2020: 85% of teachers will be pleased to be working at MSW based upon the teacher survey results and 90% will remain on staff.

2020-2021: 90% of teachers will be pleased to be working at MSW based upon the teacher survey results and 90% will remain on staff.

2021-2022: 90% of teachers will be pleased to be working at MSW based upon the teacher survey results and 90% of staff will remain on staff.

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

Presentation of the School Progress report consisting of the school's progression towards fulfilling the mission of MSW will be presented by the MSW administrative team during monthly board meetings. During the monthly meetings the MSW administrative team will present data from all instructional programs including information from the community organizations and businesses, and feedback from the character education instructors regarding the state of the HOPE Curriculum and other relevant student growth data. Feedback from the HOPE curriculum will also consist of monthly feedback from parents via survey and student responses to learning the curriculum.

MSW administrative team will also provide the Board with data to show how the school is achieving each of the five goals listed above. Throughout the year, we will provide evidence of academic growth through benchmark testing results and average daily attendance through Power School reports. Annually we will discuss data on school growth based on the Family and Teacher surveys. All of this information will give the Board a complete understanding of how MSW is achieving our school mission and goals.

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Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
<p>The mission statement does not evidence high academic outcomes for students. Applicant needs to clarify what is meant by "positive and productive lives". There is nothing aspirational or hopeful about the proposed mission and applicant needs to clarify what is meant by "challenged academically".</p>	Tracy Kelley	Mission Stat
<p>Would the mission statement be strengthened by the addition of some language referencing the academic aspect of school life at MSW? Does "Productive, innovative thinkers" go far enough to be compelling?</p>	Kevin Piacenza	Mission Stat
<p>The mission statement is somewhat clear, but how could the mission statement be enhanced by being rewritten using the name of the school?</p>	Buffy Fowler	Mission Stat
<p>agree with questions: 1- Applicant needs to clarify how it will assess the HOPE character curriculum, as no performance goals measuring character development or socio/emotional health were discussed. 2-why all male for K-5?</p>	Joe Maimone	Mission Stat
<p>Attached for review purposes is a map outlining the current charter schools. Additionally, the map provides an overview of the general placement of proposed charter schools for the 2018 school year: http://www.dpi.state.nc.us/charterschools/schools/map.</p> <p>Applicant needs to clarify the following statement included in the application - "Given the autonomy we will have as a charter school, MSW will also have the ability to rethink all aspects of our school structures, systems, and policies." - Is this before or after approval? Does applicant have an understanding of the application being binding once approved unless amended?</p> <p>Is there sufficient evidence provided to support the need for an all male school in the proposed county?</p> <p>Was sufficient evidence of need provided? While the survey conducted was provided, the responses were not included or summarized to indicate a need.</p>	Deanna Townsend-Smith	Educational
<p>Beyond the single-sex model and MSW focus on character education can the applicant clarify how instruction and pedagogy will differ from what is already available in the LEA?</p>	Kevin Piacenza	Educational
<p>Applicant does provide a compelling explanation for how the proposed school will significantly differ from CMS in a way that will result in improved academic outcomes for kids. The applicant needs to clarify how its educational plan will differ from what CMS has to offer. Evidence of educational need presented by applicant is less than compelling and in fact demonstrates to demonstrable or verifiable evidence that the CMS community of families supports the proposed school.</p>	Tracy Kelley	Educational
<p>Why was the North Mecklenburg region targeted? Describe more about what is meant by "in becoming diverse and culturally distinct"?</p> <p>The survey had many questions but compiled analysis described only as 70% positive response. What other information was learned in the survey data?</p> <p>Was the survey distributed in the targeted region to families of young children or to community members as a whole?</p> <p>Are there other all male schools in Charlotte? This was not described as a difference of CMS.</p>	Buffy Fowler	Educational
<p>Applicant does not clearly describe how the legislative purposes will be achieved, for example applicant states that they will know the school is effective based on end of year state assessments. Performing well on the state assessment is not and</p>	Tracy Kelley	Purposes of

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<p>should not be the determining factor for how a school knows if it is successful. Applicant contends that character education will lead to improved learning but offers no research-based evidence that this alone can be the driver of improved academic outcomes for the target population being proposed. The purposes are not focused nor are they meaningful, as a result they are not likely to result in improved outcomes.</p>		
<p>elaborate: HOPE Character Education curriculum is one component of the MSW design that makes the students educational experiences unique and provides and opportunity by addressing 10 components in two phases. * Phase 1 - character education, identifying traits, staff development, and adult role models, * Phase 2 - integration into both direct and indirect instruction, experiential learning, student involvement, evaluation, community, and participation.</p>	<p>Joe Maimone</p>	<p>Purposes of</p>
<p>Goal two describes that "The effectiveness of teaching and learning at MSW will be judged on the basis of students achievement on state and federal accountability standards." Describe exactly what is meant by this for the first two years when EOG data and other state testing is not in place. What tools will be used? What federal standards are you referring to? Responses are lacking specific details.</p>	<p>Buffy Fowler</p>	<p>Purposes of</p>
<p>Are MSW finance goals tied only to capacity? Are there more specific finance goals that should be considered? Are academic goals listed in this section realistic based on LEA data presented in the Mission section of this application? Can existing average growth data for target population be presented in addition to percentage at or above level III? Are there governance goals for MSW?</p>	<p>Kevin Piacenza</p>	<p>Goals for th</p>
<p>No goals to assess effectiveness of HOPE curriculum despite it being the center of their model.</p>	<p>Cheryl Turner</p>	<p>Goals for th</p>
<p>The Academic goals measuring growth are expecting only 70% of students to meet grow each year. As the grade levels expand, the percentage goes up. What information was used to develop these goals and to determine what was reasonable? There are no finance or governance goals listed. How will the success of the business aspect of the school be assessed?</p>	<p>Buffy Fowler</p>	<p>Goals for th</p>
<p>Are there goals aligned to the character ed objectives?</p>	<p>Joe Maimone</p>	<p>Goals for th</p>
<p>Applicant needs to clarify how it will assess the HOPE character curriculum, as no performance goals measuring character development or socio/emotional health were discussed. This represents a substantial mis-alignment between the mission and purposes. The process for how the board will progress monitor the performance of students is vague. The goal measures performance on EOY state tests, but what data will be used as a predictor of future success and how will that data be presented (i.e. common grade level assessments, screener)and what will school use as a baseline. In other words, when will students be assessed in the beginning of the year and with what data and then how will board determine if the school is meeting the needs of all students, before the EOY state assessment which by then is too late to make any mid course adjustments. Goal to retain 85% or 90% of teachers is not necessarily dispositive of an effective school design. How will school retain it most highly effective teachers is the better measure and then how will school release its least effective teachers. What will the goal for that look like and what data will be used to identify teachers that are highly effective. If 30% of teachers are receiving an ineffective rating than the school learns more about their recruitment, retention, hiring practices than if it retains 85% of staff. School should consider refocusing on the percentage of teachers invited back, that tell more about the PD and teachers supports in place so that teachers are improving instructional practices in a way that they are able to "earn" and invitation to return for another year.</p>	<p>Tracy Kelley</p>	<p>Goals for th</p>

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Reviewer	Score
Hilda Parlér	Pass
Kevin Piacenza	Pass
Glenn Allen	
Avril Smart	
Robert McOuat	
Mike McLaughlin	
Alan Hawkes	
Tracy Kelley	Fail
Buffy Fowler	Pass
Cheryl Turner	Pass
Joe Maimone	Pass
Deanna Townsend-Smith	Pass
Eric Sanchez	

III. EDUCATION PLAN

(No more than ten total pages in this section)

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

Instructional Program:

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

The Myrtis Simpson Walker Academy for Boys instructional approach is focused on authentic learning experiences which will enable students to learn content and skills through logical contexts and applications. Students will develop mathematical understanding through solving real-world problems by using the EngageNY math program. MSW students will develop reading and writing skills by reading authentic literature and writing original works. To drive instruction and measure success, MSW will use a variety of assessment data. Teachers will create and administer common assessments in all core subject areas to consistently gauge instruction and reformulate small groups for interventions. Teachers will administer NC reading and math released EOG assessments quarterly in reading and math (grades 3-5) and science (grades 5) as one way to measure students learning and academic progress. Administration of these quarterly assessments will enable teachers to track and monitor student growth and instructional needs in literacy skills, Mathematics abilities and Common Core State Standards. Posting of literacy skills and mathematics abilities, and Common Core State Standards. Posting of literacy skills and mathematic abilities will occur on a data wall which teachers and the administrative team will refer to when discussing progress. Reading and Writing will be deve

Each student will have the personalized learning (PLP) which will consist of benchmark data and daily classroom data. Teachers will utilize the PLP to create weekly learning activities, which will provide opportunities for students to work on specific skills at their own pace. Having a PLP will afford students the opportunity to better understand how they learn, practice self-reflection, and better understand the community through a character education program (HOPE) reflective of the needs of their age. In grades 3-5, students will lead their own conferences along with their teacher. It will consist of portfolios to showcase their learning, share new understandings, explain their strengths and set future goals. These practices will provide teachers with opportunities for ongoing informal assessments, as well as the ability for students to self-reflect and evaluate their progress.

All levels of HOPE encourages students to take individual and community action to promote positive change in themselves and their communities. Beginning in Kindergarten and extending to the 5th grade, all students demonstrations are monitored in an effort to help them to understand weaknesses and strengths in their actions. At the earliest levels, Social skills lessons in Phase I Character Development, teachers and parents are closely monitoring students to observe and affirm skills and values demonstration. Using a class roster or behavior contract as a form of data

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collection, teachers and parents are able to provide external motivation in such a way as to encourage the development of internal motivation for all students.

Phase II is the beginning of student data collection and analysis. Student data collection will focus on values such as personal responsibility, respect, self control and trustworthiness. These actions are customarily collected by the teacher in the form of homework, test grades, attendance, tardiness, office referrals, etc. Each week teachers will provide students with the data that has been collected. Students will graph this data recognizing that it reflects their actions for the week. Following the graph or data analysis, teachers will facilitate whole class meetings to address any problems that exist. HOPE problem solving will be used as a guide for these meetings.

The MSW student body will comprised of a diverse group of male students seeking a school experience that differs from that of the traditional school model. Through our dedication to our core values, we will provide MSW students with a unique and innovative model of school in the 21st Century.

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.

Myrtis Simpson Walker Academy for Boys will provide a caring and nurturing learning environment for all of our K-5 students. The learning environment of MSW will be conducive for forming lasting relationships with peers and adults, making responsible choices, creating a sense of personal ownership, and becoming a role in the community. Myrtis Simpson Walker Academy for Boys will encourage young males to become individual thinkers and life long learners. To achieve this, MSW will offer a small class size (between 17-25 students) and additional personnel to provide a low student-teacher ratio which will allow teachers to give students more personal attention and support their social and emotional needs. We will also use a student-centered approach, designed so that children and adolescents can develop an understanding for who they are as learners and how they learn best. Students will be engaged in daily activities both inside and outside of the classroom. To enhance students learning experience we will use a combination of hands-on activities, field experience with field experts, and utilize one-to one technology as tools for learning.

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.*

At Myrtis Simpson Walker Academy for Boys we believe in having state and

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national standards with which to compare our students' academic success, progress and growth. That is why we have aligned our curriculum, with the Common Core State Standard and the Essential State Standards. We see these standards as just the starting point for the development of our curriculum, we believe we will need to do more than prepare students to be successful on learning, critical thinking, collaboration, problem solving, and adaptability required for the success in higher education and the 21st Century workforce. Therefore, our curriculum and instructional practices offer students personalized instruction, intensive Character Education instruction, and the approach to learning all content areas in the context of real world applications. The individualized and engaging nature of these approaches, which include hands-on, inquiry-driven, technology-enabled, real world activities are appropriate and effective teaching strategies for students at every level. Additionally, the families who choose MSW will be those seeking and opting into this type of innovative educational experience.

Along with our supplemental curriculum, our unique instructional techniques designed to address a wide variety of learners, and quarterly benchmark assessments, we will have an accurate view of how our students are working; therefore, MSW students will be prepared to participate in the North Carolina Accountability Model. The elementary students will take part in the Read to Achieve Program Grade Level Implementation Plan. As part of the program, students in kindergarten through third grade will take the mClass Reading 3D assessments, a statewide adopted formative diagnostic assessment system, throughout the year. Any student who is working below grade level will take part in the after school tutorial program and will receive supplemental activities and reading interventions like Fountas and Pinnell's research based Leveled Literacy Intervention program which supports students foundational reading and comprehension skills.

4. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.

The belief of Myrtis Simpson Walker Academy for Boys is that students will become productive innovative thinkers as a result of teachers promoting character education and a strong academic foundation. At MSW we expect our teachers to have a strong background in facilitating the workshop model and differentiated learning by the end of their first year. The workshop model and differentiated learning has proven to be successful according to Columbia University Teachers College.

In addition, we want our teachers to have mastered the Hope K-12 Character Education Curriculum. This curriculum will be the driving force of MSW. Research has shown that HOPE K-12 increases reading comprehension, while reducing school wide behavior problems.

All K-12 students experience learning the character traits through various forms (a) data collection and collection and analysis, (b) HOPE Problem Solving meetings and (c) higher order thinking questions.

We also expect our teachers to be technologically proficient with the changing times.

HOPE is a Problem Solving Acronym:

- a. What Happened
- b. What Other choices would you have made.
- c. Pick the best choice.

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d. Encourage the behavior/trait

HOPE will promote critical thinking skills such as problem solving, decision making, delayed gratification, empathy, etc. It will benefit the school by providing Positive, Behavioral, Interventions and Support (PBIS). It offers a school wide intervention and it is a proactive approach to behavior and classroom management. It incorporates balanced literacy and makes parent involvement practical. It takes the guess work of adult directives for students.

North Carolina Common Core Standard Course of Study provides more clarity in the alignment of resources. Students will see the connections between what they are learning in class and their goals for the future, they will stay on track to earning their diploma and student achievement and graduation rate will continue to rise. Common Core will prepare our students for graduation in which they will be globally aware, financially and environmentally literate, skilled in synthesis, analysis, critical thinking and communications.

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.*

HOPE Social Skills, Character Education Curriculum, and Mission- Driven Character Development were designed for the purpose of encourage reading, the acquisition of knowledge, understanding, and overall cognitive and emotional development.

HOPE was created to encourage focused communication and support within the classroom and between peers, teachers-students and parents-children. While Problem Solving meetings were designed to increase dialogue, they were also designed to develop the executive functions of the frontal cortex, i.e. , critical thinking skills.

Below is a list of specific critical thinking skills that will be developed throughout the course of this K-12 curriculum:

Emotional regulation, self-control, Delayed gratification, empathy, peer relationships, monitoring of actions, verbal reasoning, planning, problem solving, working memory, attention, etc.

We are ensuring student readiness by instructing our students skills that will build on character development, reading comprehension and parent involvement.

All K-12 students experience learning the character trait through various forms of (a) data collection and analysis, (b) HOPE Problem Solving meeting and (c) higher order thinking questions.

Student demonstrations of social skills (K-1) and characteristic traits (2nd-3rd) will be acknowledged and reinforced through the use of daily checks and weekly stickers placed on a classroom behavior chart.

Student (4th and 5th) daily demonstrations of mission- driven character traits such as responsibility, respect and self-control will be collected by teachers (homework, tardies, test/exams, discipline referral, etc.). Once or twice a week, teachers will give this data (grades, missing homework and referrals) to students to be independently graphed. Teachers will monitor and facilitate whole class graph analysis for 4th and 5th grade students.

Students in grades K-3 will participate in a HOPE Problem Solving meeting immediately following the social skills (K-1st) and character education (2nd-3rd) book reading.

Students in grades in 4th and 5th will participate in regularly scheduled HOPE Problem Solving meeting immediately following data collection and graph analysis. During these meetings, teachers will facilitate a problem-solving

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Question and Answer designed to help students understand the connection between the character trait under study and their actions.

Students in grades K-3 will participate in weekly HOPE Problem Solving meetings and daily classroom discussions involving the skill to be taught. These students will be monitored and affirmed (by teachers) for skill demonstrations.

Students in grades 4th and 5th will participate in weekly HOPE Problem Solving meetings immediately following data collection and graph analysis. These students will also participate in daily classroom discussions involving connections between the content and character trait being taught and/or their behavior and the character trait under study.

Through the use of (a) individually managed student graphs; (b) whole class, peer, and teacher-student graph analysis and (c) HOPE Problem Solving meetings students learn to visually interpret their overall academic and social behavior. In addition to providing students with a visual interpretation, graphing and graph analysis also provides students, teachers and families with an opportunity to recognize patterns and trends in student performance as well as student academic and social strengths and weaknesses. Through the utilization of graphs and graph analysis, students can more accurately evaluate their social interactions and academic performances.

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

The Myrtis Simpson Walker Academy for Boys Calendar was organized to support its mission. The calendar displays 185 instructional days. It is recognized on the monthly calendar mandatory parent workshops built into the schedule that supports parent involvement. During our work days and half days teachers will be involved in professional development supporting character development, behavior management, running an effective classroom, promoting children leaders, developing teacher leaders and instructing male students.

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.*

Myrtis Simpson Walker Academy for Boys is dedicated to providing quality instruction and clear methods of prevention and intervention to students who are at-risk of not making adequate academic growth.

To ensure this, MSW will utilize the North Carolina Responsiveness to Instruction (NCRtI) model for addressing the needs of all students. Through this model, all students will receive Tier I support which is the core classroom instruction. Teachers will conduct ongoing informal assessment, document the students' strengths and areas for growth through conference notes, and continue to adjust and differentiate through small group instruction based upon this data and the results from the quarterly benchmark assessments.

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In accordance with the North Carolina Student Accountability Standards, any MSW student who is performing below grade level in Reading, Writing, Math or Behavior will receive a Personalized Education Plan (PEP) written and implemented by the classroom teacher, and will enter the intervention process at Tier II. The teacher will set goals, document the research based intervention strategies that they use to meet those goals, and meet quarterly with parents to discuss the students' progress. At that point, the Intervention Team, consisting of the administrative team, a teacher representative from the grade level and below, and the classroom teacher will meet to discuss the students individually.

If a student does not progress on the PEP, the Intervention Team may then move the student to Tier III. This is the intensive, targeted instruction given in addition to the core and PEP instruction; the instruction may also be more frequent and/or in a smaller setting. Tier III students may take part in a variety of intensive research based programs. For students with behavioral concerns, the Intervention Team will establish a behavior contract with the student, family and advisor to address specific needs. If a Tier III student has made limited progress, the Intervention Team may then refer the student to the Special Education Department who will decide if the student is in need of Exceptional Children Testing.

MSW teachers will monitor the continued progress and academic growth of all MSW students whether they are part of the NCRtI process or not. The MSW administrative team will meet with each teacher quarterly to discuss their students at length during "Kid Talk" sessions; at this time, teachers will have the opportunity to share their class profile, discuss the strengths and areas of growth of individual students and seek suggestions for interventions and instructional strategies to support all students' learning.

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.*

Myrtis Simpson Walker Academy for Boys recognizes the importance of creating an instructional plan and curriculum that includes all learners, namely ELL students. At MSW however, the ability to speak a second language is considered a strength and asset, rather than a challenge to be overcome. While providing opportunities for students who are native speaker with the North Carolina (NC) adoption of the World Class Instructional Design and Assessment (WIDA) Consortium English Language development standards, all prospective and current ELL students should be identified, monitored and evaluated to ensure their academic success. To achieve this, MSW will first identify all new ELL students and administer the WIDA Access Placement Test (W-APT) if they meet one of the following criteria:

-Upon entrance to MSW, their families have completed the Home Language Survey (as stated in the North Carolina State Board of Education policy GCS-K-000 (16 NCAC 6D. 0106) and have indicated that English is their second language.

-Their teachers have referred them to the Intervention Team for deficiencies

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in the English Language.

MSW will also administer the WIDA-ACCESS test to all current ELL students as indicated by their prior school records. The results from this assessment will provide teachers and parents with the students' strengths and areas of growth in a variety of reading, writing, speaking and listening contexts. Based upon this information, teachers will adapt their instructional strategies to support the students in the appropriate literacy focus areas. Throughout the regular classroom instruction, teachers will monitor the growth of all ELL students using the designated classroom and school assessment data. When necessary, ELL students will receive additional support and modified assignments. MSW teachers will meet with parents of all ELL students to discuss their progress during their regular PEP conferences. In addition, for students in grades 3-5, MSW teachers will confer with the school testing coordinator to add any necessary accommodations for state testing.

In addition to monitoring ELL students. MSW teachers will observe and evaluate any Limited English Proficiency (LEP) students that still appear to be struggling with the English language. If they are not making adequate growth on their benchmark and state testing, MSW will differentiate their curriculum and reevaluate their LEP status to meet their needs, adding exemptions and accommodations as necessary. This will ensure that all students have equitable access to instruction.

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.*

An expectation for the students at Myrtis Simpson Walker Academy for Boys is for them to receive instruction that requires higher level thinking and is designed to make students college and career-ready. Therefore, we will instruct intellectually gifted students in an inclusive setting with other MSW students and provide enrichment opportunities for all students. We will take into account each student's unique interest, learning styles, and capabilities and differentiate their instruction accordingly. We will also place time in the schedule to provide more challenging activities designed to push gifted students even farther. The level of student choice and the student-centered approach enables our program to be inherently differentiated and in line with much of the Talent Development enrichment opportunities offered by the local LEA.

Adhering to the North Carolina Academically or Intellectually Gifted (NC AIG) Program standards, when identifying AIG students that are new to MSW, we will rely on their prior school records to determine their status as AIG students. Once they are in our school, MSW student in any grade level who are not initially identified as AIG and display gifted abilities in one or more subject areas can be referred to the MSW administrative team by a classroom teacher, staff member, or parent at any time. The administrative team, along with the classroom teacher, will evaluate each student's classroom performance, EOG scores, benchmark assessments, and informal classroom data to determine if he is eligible for the differentiated AIG programming. This programming may include, but is not limited to:

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- Grouping across grade levels
- Independent studies
- Supplemental work with critical thinking and problem solving activities during Advisory time.
- Technology programs that focus on building analytical skills.

Students identified as gifted will be monitored and evaluated in the same manner as other MSW students, through benchmark assessments and ongoing classroom data. Teachers will meet with parents on an as-needed if their educational needs and academic goals need to be modified. The environment and methods for monitoring and evaluating students ensure that all MSW students regardless of ability, are receiving the academic program that is essential to their success and that continues to push them appropriately.

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)*

The academic needs of all MSW students, including students who are eligible for special education services (protected under Section 504 of the Rehabilitation Act) will be adhered to. In an effort to identify students who should receive these services and/or accommodations, MSW will review cumulative records from all students' previous schools. Review of student's previous records will assist in determining if an Individualized Education Plan (IEP) or 504 plan exists. In the event that the receipt of records is delayed, the MSW School Business Manager (SBM) will contact the former school until the records are received. Upon receipt of the records, the SBM will review them specifically for any documents or documentation of any Exceptional Children (EC) or 504 information. In the case that documentation or documents pertaining to a 504 or EC, the SBM will inform the administrative team immediately. After thorough review by the Administrative team a case manager will be assigned who will be responsible for writing, revising and in some cases, implementing their plans. The assigned case manager will also be responsible for conducting the IEP or 504 meetings with classroom teacher, advisor, member of the administrative team,

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and parent(s). Students who qualify as EC will also have an EC-certified case manager who will also serve as the child's EC teacher. A member of the administrative team will be the case manager for all students with 504 plans.

Following the guidelines of the federal Child Find mandate, if there is an MSW student who is believed to have EC needs, he can be evaluated in one of two ways: 1) A parent has submitted a written request to the school asking that his child be evaluated for a disability. MSW will then conduct an IEP meeting to determine if the evidence presented supports the need to evaluate the student for a disability; 2) The student has gone through Tier III of the RtI process with limited progress and is, therefore, referred to the EC Team for evaluation. If it is determined by the EC Team that further evaluation of the student is warranted, he will be tested by a contracted School Psychologist. Based upon the findings in the psychologist's report, if the student qualifies for EC services, an IEP will be written on his behalf and the student will receive instruction from an EC-certified teacher in an inclusion setting. In the event that the student does not qualify for EC services and he is new to the RtI process, he will be referred to the Intervention Team and begin to receive intervention services. If the student who did not qualify for EC services was referred from Tier III of the RtI process, he will continue to receive all interventions through Tier III and classroom modifications as necessary.

In the event that a Parent desires his son to receive accommodation under Section 504, they will have to follow a similar process as the EC process. The parents are also responsible for providing the MSW with copy of the child's medical condition or disability and meet with the case manager and classroom teacher to write a 504 plan.

To uphold confidentiality of all students throughout the identification and evaluation process for EC services and 504 accommodations, MSW will maintain all EC and 504 records and information in a secure location, managed by the SBM. Access to the records will be given to the EC and administrative teams and by request, teachers will be able to review their own students' information. There will be a sign-in/out process for all records so that the SBM can locate students records at all times.

During each IEP and 504 meeting a member of the administrative team will be present to ensure compliance with state/federal guidelines, record-keeping, and students services. To facilitate this, the EC and administrative team will hold parent and teacher meetings for annual review or as dictated by IEPs and 504 plans.

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.*

To ensure that the students at Myrtis Simpson Walker Academy for Boys (MSW)

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receive a Free and Appropriate Public Education (FAPE) we have designed a full continuum of services. The full continuum of services includes but is not limited to students with disabilities, which means that they will receive a) instruction in an inclusion model and ongoing differentiated instruction. We believe that the inclusion model works best for most EC students. In this model, EC teachers will provide additional services in the regular classroom setting. Providing instruction in the regular classroom environment allows students to learn in their Least Restrictive Environment (LRE) where they can hear the lesson firsthand from their classroom teacher and receive supplemental instruction from an EC-trained teacher. Students who receive instruction in the inclusive setting also benefit from observing their classmates problem-solve through their work and set personal goals for themselves. At MSW we do realize that inclusion is not perfect for everyone, therefore, if a setting other than the inclusion setting is noted on an EC student's IEP that alternative setting will be provided.

Similar to our ELL and intellectually gifted students, EC students will receive differentiated instruction throughout the day. Teachers will conduct running records to determine their independent and instructional reading levels and word with EC students in gifted reading and strategy groups. EC students will also have the opportunity to meet one on one with teachers in conferencing sessions to determine next writing steps should be. During math EC students will receive the same instruction as the general education students and will receive additional support on the skills, with support from classroom teachers, assistant teachers, and EC teacher. Providing EC students' instruction in the following manner will allow them to meet their academic potential, and not be limited by their placement.

Throughout this core instruction, classroom and EC teachers are cognizant of the EC students, IEPs and are modifying instruction and work when applicable to ensure that they are in compliance with the IEP goals and plans. Quarterly parent-teacher conferences are schedule between the parents, teachers, and advisors to make certain that all stakeholders share the same ideas about the EC students' achievement and progress. Other staff members that work with the EC students are also informed of the IEP goals and will work with the students at the appropriate levels in their subject areas. Strategies teachers can use in the classroom to ensure that Exceptional Students are getting the best education based on their needs are the use of small groups. Forming small groups of two or three students within the class grouped according to their level can help with personalizing the teaching while not sacrificing class instruction time.

Creating Classroom Centers is another effective way students can be grouped. Each center would specialize in one area or level. The centers would be self-contained in terms of instruction and all lesson materials. They would be self-explanatory and self-guided to allow the teacher to rotate among the different centers and provide appropriate guidance.

When it is brought to the attention of a parent or teacher that an EC student may need services, an IEP meeting will be scheduled and the team will convene. Once the presented documentation is reviewed by the team an Individual Education Plan will be drafted based on the student's needs. The student will then receive the available services at MSW on site on a part or full-time basis, depending on the need. In the event that the services are not available, MSW will contract occupational therapy, speech, physical

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therapy, school psychologist and other services with personnel from the Local Education Agency or another charter school to obtain the services for the child.

MSW believes that all students deserve a sound instructional program and through these EC services and the inclusion model, students with disabilities will be well supported at our school.

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.*

The students at Myrtis Simpson Walker Academy for Boys are held to high standards and expectations. As experienced educators we believe that our male students will succeed due to the quality of our instructional programs and the wide range of learning experiences that we offer. The performance standard for our school are:

95% of all students will complete their assigned coursework each year.

90% of all students will show at least one year's academic growth at the end of the school year by 2022.

In addition to the NC state test we will also use the following evaluation tools to achieve the performance standards of our school:

Literacy

In Reading, we will use different formative assessments to measure our students' Reading levels. Teachers in grades K-3 will follow the state guidelines for mCLASS Reading 3D assessments and use their fluency, word recognition, and text reading and comprehension progress monitoring tools to gain a picture of each reader as a whole. The results will provide teachers with the appropriate information to drive their individual, small group, and whole group lessons. Literacy teachers in grades 3-5, will conduct Fountas and Pinnell benchmark assessments at a minimum of once a quarter or whenever they believe a child has moved up in reading level. The Fountas and Pinnell benchmark assessments will provide teachers with an understanding of students' reading skills and behaviors as well as which comprehension strategies they use to analyze texts.

In Writing, the teachers will use rubrics for each writing unit of study in order to evaluate the students published pieces and ongoing writing abilities. They will also use Columbia University's Teachers College Reading and Writing Project's (TCRWP) writing continuum to assess the student's strengths and areas of improvement which will support them in determining teaching points for the student conferences and small group lessons.

Math, Social Studies and Science

Teacher observation, conference notes, rubrics, performance tasks, and

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benchmark assessments for each strand of the Common Cor and Essential Standards will be used by MSW teachers for consistent tracking of student growth. Teachers will also have access to ClassScape Assessment System where they can create Math and Science quizzes and unit exams with questions similar to those of the EOG's.

Promotion

When a student has the social and academic tools to access, analyze, synthesize, and present new information learned they can be successful. In support of this theory MSW believes many factors should be considered in the promotion process. MSW will adhere to the following promotion criteria:

The student should be on or approaching grade level in four out of five core subjects, is the appropriate age level or within a year of it for the grade level, and is socially mature enough to handle the succeeding grade level. The factors that determine grade level performance includes: students' grades based on classroom academic performance, teacher's recommendations, academic growth, and performance on state mandated assessments (grades 3-5).

To ensure the aforementioned data is formally taken into account MSW will utilize the Gateway Review Process developed by Charlotte Lab School to handle promotion and retention on behalf of each student. The process works as follows:

-At the beginning of the 3rd quarter of each school year, teachers and or mentors will be responsible for providing the Intervention Team with a list of students in their class that they believe are in question for promotion. Because we have a strong Intervention process, no names on the list should be a surprise to the team as they would have been discussed by team members throughout the year.

-Parents will be notified and invited to the Gateway Review meeting.

-The parents, along with the teachers and mentors, will have the opportunity to present the portfolio and documentation to the Gateway Review Committee. This committee will also include members of the Intervention Team including one teacher representative from each grade level in grades K-5 and a representative from Administration. The members can also share whether they wish for the child to be promoted or retained and explain why.

-The committee will review the information, take into account the student's prior history (age,size,past retentions, grades), make a decision regarding promotion/retention, and the parents will be notified of the decision within 24 hours.

The Gateway Review Process will be used for all students, however students in grade 3 will also need to meet the requirements for promotion based on North Carolina Read to Achieve Legislation. In accordance with the NC Read to Achieve Legislation MSW will adhere to the state mandates for this program and retain any third grade student who does not meet the criteria for promotion. In addition, MSW will review all EC students IEPs to determine if promotion to the next grade level is beneficial; the EC students who have successfully met their IEP goals will be promoted regardless of their achievement on grade level assignments and standardized tests. The same is true for ELL students; an ELL student who is still below grade level due to language deficiencies will be promoted to the next grade level. Their PEP will be revised for the next year to ensure that their language needs are continually met.

Upon completion of 5th grade at The Myrtis Simpson Walker Academy for Boys

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students will have an understanding of character development and its traits. Students will be able to apply, compare and contrast real life school experiences with values and evaluate outcome. Students will be able to Problem Solve and be critical thinkers.

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.*

An effective discipline program is essential in the teaching and learning process. The staff at MSW will establish an educational environment in which children can comfortably learn at their own level. Each student has the right to learn and play at MSW without disruption or antagonism from other students.

The staff will be expected to teach and reinforce appropriate student behavior. Courtesy, respect and problem-solving strategies are practiced by all staff members and students. Students will be encouraged to consistently follow school rules of conduct, set a positive example for others, and always be conscious of how their behavior affects others.

Together, our goal at MSW is to assure that each child achieve success. We believe that parents play an important role in helping their child achieve our MSW expectations, both academic and behavioral. The major role of parents in school discipline is to continually show interest in and support for their children at school.

Generally classroom teachers and administrators administer discipline, but when the situation warrants, the principal becomes involved. Parents are not necessarily called on the first problem, as students encouraged to take responsibility for their actions and to learn to meet the rules and expectations of the school. We believe each student has the final responsibility for the consequences of his behavior. If the student exhibits unacceptable behavior at school, the parent may be asked to help us teach the child an alternate, appropriate set of behaviors. According to the HOPE K-12 Curriculum the parent will be given books that reflect the behavior in question to review with them at home. It will be expected for the parent to collect data showing that their child has improved on the behavior in question.

Some of the offenses that MSW will not tolerate is:

Harassment, Intimidation and Bullying

Harassment, intimidation or bullying means any intentionally written message or image, including those that are electronically transmitted, a verbal or physical act, including but not limited to one shown to be motivated by any

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characteristic such as race, color, religion, ancestry, national origin, gender, sexual orientation, or mental or physical disability.

Exceptional Misconduct

Certain behaviors that are so serious in nature in terms of the disruptive effect upon the operation of the school may be deemed Exceptional Misconduct. Exceptional Misconduct may warrant immediate short term suspension or expulsion. Exceptional Misconduct includes, but is not limited to:

- *possession or sale of a controlled substance

- *Profane or vulgar language directed to and in the presence of a staff member.

- *arson

- *bringing a weapon on school property.

- *harassment

- *defacing school property

- *theft

It is important that all students respect rules in and outside the classroom. It is important that students with disabilities follow the same school rules. If a student with a disability has been suspended for more than 10 days their case manager must call a meeting to have a Manifestation of Determination Review. At this meeting it will be decided if the student's behavior in question is a result of his disability. If not, the student will be disciplined like his non disabled peers but there will be additional behavioral interventions put in place.

If a parent wants to appeal the suspension or expulsion they must complete a grievance form stating why your son was suspended. After the Head of School completes the investigation, a meeting is called with the parent and student to discuss the investigation. Within 24 hours a letter is mailed home to the aggrieved on the decision made by the Head of School. If the parent continues to be displeased on the decision, the grievance will be transferred to the MSW Board of Directors who will review all documents from the investigation, take a vote and make the final decision. The board will mail the letter to the aggrieved within 24 hours.

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Section III: Education Plan Concerns and Additional Questions		
<p>Can the applicant clarify the choice of EngageNY math by providing evidence of its (or Eureka math) effectiveness with the target population.</p> <p>"MSW students will develop reading and writing skills by reading authentic literature and writing original works"- Can the applicant provide details beyond the description in Appendix B and examples to clarify this approach? Will any direct reading instruction be used in addition to the Workshop approach?</p>	Kevin Piacenza	Instructiona
<p>Describe more of how students will be using the authentic literature and writing original works.</p> <p>What kinds of assessments will be used in the first year when students are not participating in EOGs because of k-2?</p> <p>Describe why EngageNY math was chosen over other math methods or programs.</p>	Buffy Fowler	Instructiona
<p>How will the proposed school work to ensure that each student has a PLP as outlined in the application?</p> <p>The proposed applicant is choosing to use a variety of educational programs to implement its chosen curriculum, the NC Standard Course of Study. How will this myriad of programs help the school ensure student mastery of the standards? How will professional development be structured to ensure success?</p>	Deanna Townsend-Smith	Instructiona
<p>Applicant provided no evidence that the HOPE program as the primary academic driver is likely to result in improved academic outcomes for the targeted student population. The description of the instructional program is not clear, concise, coherent, comprehensive, or sufficiently detailed to ensure that students will academically successful.</p> <p>Specific instructional practices are not clearly addressed. There is no research based connection between the proposed instructional practices and the schools stated mission. Applicant needs to clarify what HOPE problem solving actually is and how it will work.</p>	Tracy Kelley	Instructiona
<p>Good detail in Appendix B curriculum Guide on the Hope character program, but still not much detail on assessment.</p>	Joe Maimone	Instructiona
<p>Good detail in Appendix B curriculum Guide on the Hope character program, but still not much detail on assessment.</p>	Joe Maimone	Curriculum a
<p>Class size is described as small class size of "(between 17-25 students)" that is a large range and 25 doesn't seem to be described as small class size. There are only 3 teaching assistants listed in the budget, how will this support be used?</p> <p>Description states that MSW will utilize one-to one technology. How will this be accomplished with the tech budget listed?</p>	Buffy Fowler	Curriculum a
<p>Applicant response does not indicate a thoughtful and complete understanding of the fundamentals as it relates to instructional practices that are based on evidence from a body of high quality research and on high expectations for all students including use of appropriate research based reading and math programs. There is no articulation of what the group fundamentally believes and knows about early child hood education, evidence based instruction and a system for monitoring instructional practices.</p> <p>The curriculum framework is not presented clearly and does not align with the school's stated goals. There is no information on the specific curricular materials that will be used or who on staff will create curricular guidance and curriculum materials.</p> <p>Attachment B mentions advisory and readers workshop which does not align with other sections in the application. Applicant does not provide a fully aligned curriculum that includes course offerings or a cohesive curricular design that is aligned with the state mission. There are no off the shelf curricular materials named nor is there a description of how school will create its own materials if no off the shelf materials will be used. the calendar provides no details outlining assessments, benchmark testing, marking periods, PD days etc. describe how HOPE and PBIS will work together.</p>	Tracy Kelley	Curriculum a
<p>"Any student who is working below grade level will take part in the after school tutorial program and will receive supplemental activities and reading interventions like Fountas and Pinnell's research based Leveled Literacy Intervention program which supports students foundational reading and comprehension skills"- Why is it necessary</p>	Kevin Piacenza	Curriculum a

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<p>for a student who needs individual or direct reading instruction to stay after school? Can this type of instructional service be accomplished through the proposed literacy model?</p> <p>"Research has shown that HOPE K-12 increases reading comprehension, while reducing school wide behavior problems"</p> <p>Can the applicant cite specific evidence or existing school programs to support this statement?</p>		
<p>There is no connection between this section and the other sections in the application. For example, there is no discussion of HOPE will be used to meet the needs of at risk students. Hope is the primary driver of the proposed school in both socio emotional health and academic but it is not referenced in this section. This evidences a misalignment that is significant and substantial. The applicant continues to rely on using what the local LEA is using (i.e. NCRtI, talent development and enrichment programs offered in the district</p>	Tracy Kelley	Special Prog
<p>An IEP team, not the he Special Education Department, will make the decision about the need for special education eligibility evaluations.</p>	Robert McOuat	Special Prog
<p>Does the applicant have an understanding of the State's shift from RTI to MTSS?</p> <p>How will the PEP detailed here and the student PLP proposed by the applicant align?</p> <p>So far in the proposal several different student plans have been mentioned (LEP, PEP, PLP). How will these different plans be implemented with fidelity and effectively?</p> <p>The proposed applicant outlined there is a plan to adhere to the AIG guidelines. Is there a plan to become a NC AIG school? If so, what is that plan?</p>	Deanna Townsend-Smith	Special Prog
<p>Please identify the staff person that will be responsible for 504 monitoring?</p>	Tracy Kelley	Exceptional
<p>How will the community be aware of the schools Child Find obligations?</p>	Robert McOuat	Exceptional
<p>Specifically detailing inclusion for EC students whose IEPs dictate something different is concerning. What is the plan if inclusion is not appropriate? How will the school handle receiving a student whose IEP dictates delivery outside of the school's proposed inclusion model?</p>	Deanna Townsend-Smith	Exceptional
<p>Explain the difference between inclusion as described and a push-in model. "and word with EC students in gifted reading and strategy groups" Explain this sentence.</p> <p>How do you see other placements than inclusion working in your school?</p>	Buffy Fowler	Exceptional
<p>Please elaborate on specifics</p>	Joe Maimone	Student Perf
<p>Does the EngageNY math program include an assessment component?</p> <p>Is there an assessment component for the Hope k-12 program that can be described here?</p>	Kevin Piacenza	Student Perf
<p>How will school measure or track in order to ensure that 95% of students complete their course work? Please be more specific in terms of what is meant by coursework. What metric will be used to assess a years growth at the end of the year? The schools has no plan for how they will evaluate the effectiveness of the academic program.</p>	Tracy Kelley	Student Perf
<p>Does the school have the permission of Charlotte lab School to use it's Gateway Review Process?</p>	Deanna Townsend-Smith	Student Perf
<p>Does the Hope k-12 program have a conflict resolution component? How will fighting outside of the bullying/intimidation behavior be handled?</p>	Kevin Piacenza	Student Cond
<p>Parents are not necessarily called on the first problem, as students encouraged to take responsibility for their actions and to learn to meet the rules and expectations of the school. We believe each student has the final responsibility for the consequences of his behavior. If the student exhibits unacceptable behavior at school, the parent may be asked to help us teach the child an alternate, appropriate set of behaviors. According to the HOPE K-12 Curriculum the parent will be given books that reflect the behavior in question to review with them at home. It will be expected for the parent to collect data showing that their child has improved on the behavior in question.</p>	Joe Maimone	Student Cond
<p>The narrative does not describe how the school will create a culture of high expectations that is culturally, linguistically, and developmentally aligned with stated mission.</p>	Tracy Kelley	Student Cond

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Reviewer	Score
Deanna Townsend-Smith	Fail
Joe Maimone	Pass
Cheryl Turner	Pass
Buffy Fowler	Pass
Tracy Kelley	Fail
Alan Hawkes	
Eric Sanchez	Fail
Mike McLaughlin	
Robert McQuat	
Avril Smart	
Glenn Allen	
Kevin Piacenza	Pass
Hilda Parlér	Pass

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IV. GOVERNANCE and CAPACITY

(No more than ten total pages in this section)

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

Governance:

Private Nonprofit Corporation:

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

Name of Private Nonprofit: Myrtis Simpson Walker Academy for Boys

Mailing Address: 1443 Summer Coach Drive

City/State/Zip: NC 28216

Street Address: Charlotte

Phone: 704-491-0176

Fax:

Name of registered agent and address: Cynthia L. Johnson

1443 Summer Coach Drive

Charlotte, NC 28216

FEDERAL TAX ID:

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 Name	Board Title	County/State of Residence	Current Occupation	Past or Present Professional Licenses(s) Held	Has any disciplinary action been taken against any of these professional licenses?
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Kyle Goodson	Assistant Secretary	MECKLENBURG	Teacher		
Curtis King	Secretary	MECKLENBURG	Entrepreneur		
Talathia Robinson	Assistant Treasurer	MECKLENBURG	Exceptional Children Teacher		
Ashley Reid	Vice Chairman	MECKLENBURG	Child Development Specialist		
Lynn Hudson	Board Member	MECKLENBURG	School Counselor		
Corwin Clark	Treasurer	MECKLENBURG	Clinical Flow Manager		
Cynthia Johnson	Chairman of the Board	MECKLENBURG	School Counselor		

Please provide the following in this location of the APPLICATION:

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

The board is responsible for the governance and oversight of the school. The board will ensure that the school's mission is the main focus and that it is supported by all stakeholders (parents, staff members, community partners and administrators).

The Primary duties of the Board are as follows:

- *To recruit and hire the Head of School
- *To maintain trust and unity between the Board of Directors and Head of School.
- *To ensure programs are effectively evaluated. For example, reviewing End of Grade data, MAPS Assessments.
- *To attend professional developments that will strengthen board members roles.
- * To ensure that all policies and procedures are being upheld.
- * To analyze data reports from the hired administrator and/or designated staff member to ensure that students are progressing academically and behaviorally toward the MSW mission.
- * To understand the financial reporting requirements including revenue vs. expenses reports.

The Myrtis Simpson Walker Academy for Boys governing body will be comprised of seven to nine board members. Each board member will be a part of a standing committee that will support the overall excellence of the school (Academic Data, Finance Committee, Development and Governance Committee).

A. Academic Committee will ensure that all teachers, students and parents are collecting data to present to the governing board on a monthly basis.

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B. Finance Committee will research can complete grants that will benefit The MSW Academy for Boys financially.

C. Development Committee will ensure that all stakeholders are committed to the HOPE K-12 Character Education Curriculum. They will also ensure that the data is continuously being collected and weekly newsletters are communicated to staff and parents.

D. Governance Committee will ensure that all policies and procedures are being followed.

The major functions of the board is to ensure that the mission is the main focus of the school and that it is supported by all stakeholders (parents, staff members, community partners and administrators).

Recruit, hire and supervise the lead administrator:

The governing board will organize a committee who has experience in hiring an effective lead administrator.

We will look at the local school district for persons desiring to become a lead administrator. The governing board will also attend career fairs and use social media to recruit administrators.

In order to be hired the prospective employee will be expected to complete a personality assessment (located in Appendix U) and application. Once completed they will be invited to the interview in which they will be expected to give a mini lesson to determine if they will be able to give feedback to teachers on their teaching style when working with young males.

In addition, the board will expect to receive a data report from the lead administrator monthly to ensure that the administrator is supporting the mission of The Myrtis Simpson Walker Academy for Boys.

The lead administrator will be evaluated monthly after receiving the data report from students, parents and staff members.

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.*

According to the office of NC Charter Schools, it recommends that boards have at least seven board members. The MSW Board will be comprised of at least seven board members ranging in a diverse set of skills and accomplished in their fields of expertise. Our current board members consist of educators, a nurse, entrepreneur, Children and Family Services Coordinator and veteran of armed forces. Some of our current board members have also served on non-profit boards in the past and have areas of expertise in policies, procedures and business management. Our goal is to seek additional board members who have expertise in finance and marketing. The MSW Board members will ensure that The MSW Academy for Boys will have educational and operational success:

The board members will hire staff and a lead administrator that will support the mission of MSW Academy for Boys and in addition adhere to strict guidelines set down by our bylaws.

The board members will expect to meet with the lead administrator and designated staff monthly to receive a data report on the academic and HOPE K-12 curriculum and any concerns raised by parents. We will also expect

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monthly survey reports from teacher staff to determine the operation and function of the school.

To ensure that the board will evaluate the success of the school and school leader we want to support the school leader by giving them to necessary tools to strengthen the mission of MSW. Those tools will entail a workshop on the HOPE K-12 curriculum; a workshop instructing young males in the 21st century and continued professional developments throughout the school year to support their teaching staff.

Working with key stakeholders is very important while supporting The MSW Academy for Boys mission. The board will reach out to the community to encourage partnerships that have a passion for working with young males. Our goal is to reach out to those partners in the finance industry, educational, law enforcement, institution that can offer financial support and mentoring and professional development.

The MSW will continue to communicate with parents on an on going basis. One board member will volunteer to be in charge of the parent sub committee in which there will be continued feedback on needs of parent when it comes to communication, activities and character development.

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

The founding board members were selected from referrals. There was an interview with the prospective board member to determine their interests in being a part of The MSW Academy for Boys Board. Each applicant must have shown a passion for the education of young men; interested in the growth and productivity of young males and seeing a need for an all male school. The applicants were also invited to an information session that discussed the mission and goals of MSW Academy for Boys.

In the case of a vacancy on the board, interviews for prospective board members will be led by the remaining board members and two parents.

The initial term of office for all members is two years. A board member should communicate within six months of their term end. If a board member decide they want to continue an additional two years the parent advisory committee can make a recommendation to the remaining board members that they continue an additional two years.

If there is a vacancy the parent advisory committee will conduct a preliminary interview to determine if the prospective board member supports the mission and goals of MSW Academy for Boys. Once the prospective board member receives a majority vote from the Parent Advisory Committee then they will move on to the final interview from the Board Members. The board members will make the final decision with a majority vote if the prospective board member supports the mission and goals of MSW.

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

The Board of Directors will meet monthly to plan a detailed calendar that will support the overall MSW program . The Academic Data Committee, Finance Committee, Development Committee and Governance Committee will meet monthly to ensure that all stakeholders are following the mission of MSW.

- 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.*

New board members and existing board members will receive an extensive and thorough training focusing on the expectations of board members, NC Open

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Meeting Laws, Conflict of Interest, Ethics, HOPE K-12 Curriculum and Financial responsibility.

Existing board members will receive the above trainings at the beginning of the year.

I. Training Overview

The Board Members will receive the necessary training to guide The MSW Academy for Boys to academic excellence. The training will be facilitated by trained professionals who are knowledgeable of the NC Open Meeting Laws, Ethics, Conflict of Interest, Financial Responsibilities and The HOPE K-12 Curriculum. During the training the board members will participate in group work to ensure that they are knowledgeable of the topics covered.

The following trainings will be facilitated to new and existing board members:

A. HOPE K-12 Curriculum

Participants will understand the overall goal of the curriculum and how it will benefit young males. They will also understand how this curriculum will decrease behavior challenges and increase reading comprehension scores as well as decrease attendance.

B. Financial

The board members will walk away with the knowledge of creating, presenting, monitoring and implementing a financial plan and an approved budget. Board members will be familiar with different sources charter schools could receive funding including: State Funding, Average Daily Membership, Local Contribution, Federal Charter School Grant Program, and Fundraising.

C. Ethics

Board members will have knowledge of the code of ethics.

D. Conflict of Interest

Board members will thoroughly understand why it is necessary to have a conflict of interest as it relates to being the governing board of MSW Academy for Boys.

E. Open Meeting Law

The Board Members will gain insight and knowledge on how to conduct a professional meeting according to The NC Open Meeting Laws. They will understand how to conduct themselves with parents and other board members.

If board members need additional trainings to help them support The MSW mission it will be discussed.

- 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.*

After the board members have been selected, each member will sign an agreement to disclose any real or perceived conflict of interest to the board members. It is the expectation that each board member sign a written disclosure at the beginning of each fiscal year. Currently, there are no relationships that could pose actual or perceived conflicts if the application is approved.

A board member shall inform the Board of Directors of any direct or indirect conflict of interest which the board member has with regard to any transaction contemplated by the Board Members (a "Conflict of Interest"). A

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Conflict of Interest shall exist in Board actions including, but not limited to, actions concerning a transaction:

- (i) in which the board member has a material financial interest, or
- (ii) in which the board member is presently serving as a board member, trustee, officer or general partner of another party.

Pursuant to the provisions of Section 55A-8-31 of the General Statutes of North Carolina, the board member with a conflict of interest may participate in the discussion, but may not vote on the transaction. The transaction is authorized, approved, or ratified by the vote of the majority of the board members in office who have no Conflict of Interest (which must be more than one board member) and when a majority of board members who have no Conflict of Interest so vote, a quorum is deemed to be present at the meeting for purposes of that vote.

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

If a board member or parent feels that there is a need to develop a policy of a given situation (for example, school bullying, a guide for cell phone policy, a policy to discourage fighting in school) it should be in writing and presented to the board one month in advance. After the board members review the policy to be discussed the person interested in the new policy will be invited to present information on why the policy is needed. Following the presentation the board members will deliberate and vote to determine if the policy supports the mission of The MSW Academy for Boys.

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

The committees organized are in line with The MSW Academy for Boys mission as it relates to a nurturing, character building school environment. The following committees to support our mission are:

- A. The Academic Data Committee will be comprised of one teacher from each grade level and the Dean of Students. They will report the data at the monthly board meetings.
- B. Finance Committee will be comprised of parent volunteers and teachers who have an interest in the financial well being of the school.
- C. The Development Committee will be comprised of teachers, parents and community stakeholders.
- D. Governance Committee will ensure that all policies and procedures are being met.
- E. Parent Advisory Committee will be formed by The Head of School to ensure that all parents continue to be made aware of specific school expectations in relation to their son's education.

A board member will oversee each committee to ensure that all committees are being supported and supporting the MSW Academy for Boys mission.

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

A grievance is a dispute or complaint by a parent or staff member. The teacher's complaint could relate to employment, but not necessarily limited to the application or interpretation of personal policies, rules and regulations. Parent complaints could also relate to personal policies, suspensions, rules and regulations as it relates to the parent expectations based on the school's mission.

All grievances should be handled by The Head of School in the following order:

- a) The Head of School will complete an internal investigation.

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b) A meeting by the Head of School and person making the grievance will be conducted to try to resolve the grievance.

c) The person making the grievance will complete a Grievance form presented by The Head of School and then given to the Board of Directors for review. The grievance form will be put in the employees file and also given a copy. If a parent is completing a grievance form, the board of directors will file a copy and the parent will be given a copy.

d) The Board of Directors will review the grievance in a closed session to protect the confidentiality of the sensitive matter. At this meeting the person who has written the grievance will be invited to this meeting to discuss in detail the reason for the grievance. Following the meeting the board members will deliberate and given a decision within seven days of the meeting. The Head of School will be advised by The Board of Directors the decision the board members have made.

e) The person making the grievance will be notified in writing by The Head of School on the Board of Directors Decision within two weeks.

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.

X Not Applicable

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

X Not Applicable

Projected Staff:

Outline below, a list of positions anticipated for the charter school; (e.g., principal or director; finance officer, administrative support staff; teachers (part-time and full-time); paraprofessionals/teaching assistants, clerical, and maintenance.). Be mindful that your predicted administration and staff match the projected enrollment noted in

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Section I, course offerings and align with the proposed budget.

Head of School

School Business Manager

Secretary

Nine Full Time Teachers

EC Teacher full time

ESL Teacher part time

Academically Gifted part time

Three Teacher assistants

Physical Education Teacher

Technology Instructor

Music Teacher

Art Teacher

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

The Board of Directors will attend College Fairs, job fairs to recruit a diverse group of teachers to instruct our young men and support our mission. The non-profit board is the employer of the MSW Academy for Boys employees but are supervised by the Head of School. Once we have recruited our Head of School, they will also be involved to recruit highly qualified teachers. The prospective teachers will complete an application and the personality assessment (included in Appendix). After the Head of School has reviewed the application and personality assessment the prospective teacher will be asked to come in for an interview. The prospective teacher will be asked a series a questions to learn more about their experience in working with children, especially young males. In addition to the questions the prospective teachers will be asked to instruct a mock lesson for the Head of School and interview committee.

The Head of School will be in charge of organizing a monthly survey to gain input from teachers on educational needs, character building, professional needs to ensure that teacher morale is high and to continue strong communication between staff and the Board of Directors.

The MSW Academy for Boys will have a competitive salary compared to the local LEA.

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

The Board of Directors will be in charge of selecting the Head of School but it will be the primary responsibility of The Head of School to recruit and hire all employees. The Head of School will bring the prospective staff members before the board during the interview process. The board can assist the Head of School with selecting staff members and reviewing qualifications.

The Board of Directors should not interfere with the day to day process of the school but will intervene if a parent or staff member has a grievance.

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

The Myrtis Simpson Walker Academy for Boys prospective employees will

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submit their resume and complete an online application. In addition, all prospective employees will complete a personality assessment to determine their personality type. The prospective teacher will be expected to instruct a mock lesson for the Head of School.

The Head of School will make the hiring decisions for all school staff but the board can advise. A background check from all employees must be in good standing before being hired with The MSW Academy for Boys.

All exempt employees will be hired on a contractual basis with no guarantee of being hired the following school year. Returning employees will also be hired on a contractual basis unless dismissed as outlined in NC Statutes for public schools.

Termination of an employee will be recommended by The Head of School but the final approval of termination is from The Board of Directors.

Grounds for dismissal of an employee are as follows:

*Insubordination, which includes but is not limited to unwillingness or refusal to perform assigned duties and follow job instructions.

*Any inappropriate social media presence (pornography, sexually explicit pictures, drug and alcohol abuse).

*Falsification of the application for employment.

*Drug and alcohol abuse on campus.

*Incarceration in jail following a conviction of a misdemeanor or felony.

*Job abandonment.

*Fighting/and or physical assault of staff, parents and students.

*Sexual Harassment

*Threatening, attempting or doing bodily harm to another person.

*Threatening, intimidating, interfering with or using abusive language toward others.

*Any act of violence.

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

In order to remain competitive with the local LEA, The MSW Academy salary range for The Head of School's will be start at \$65,000. The Assistant Head of School will start at \$60,000 in year three at MSW. Teachers range will be between \$40,000 to \$55,000 based on experience and degree earned. Teacher Assistants will start at \$20,000. School Business Manager will start at \$35,000 and the Secretary will start at \$25,000. All salary or salary scale increases will be determined annually by the Board of Directors.

The MSW Academy for Boys will be able to select the following health plans based on their needs: Aetna, Cigna and US Health Care. All full time employees who work 30 hours or more will participate in the plan. MSW will utilize Tiaa Cref for the retirement plan. We will contribute up to 1.5% of what the employee contributes toward their retirement. Our plan at MSW is to be competitive compared to the local LEA and to treat our staff members with the highest regards.

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

Grievance is a dispute by a teacher or any staff member relating to his employment, including by not necessarily limited to the application or interpretation of personnel policies, rules, and regulations, ordinances, and statutes, acts of reprisal as a result of discrimination on the basis of race, color, creed, purposes.

The following are the procedures to submit a grievance:

1. The aggrieved will complete a form describing the grievance which will be presented to the Head of School.

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2. The Head of School meets with the aggrieved and reviews the form.
3. The Head of School will investigate the grievance.
4. Following the investigation the Head of School will present to the Board of Directors to receive input on their recommendation for the decision.
5. The Head of School will inform the aggrieved by letter or meeting with the final decision.

The termination of an employee will be the responsibility of The Head of School. The Head of School will present the name to the Board of Directors with the individual recommended to be terminated. The Head of School must present documentation on reason why the individual is to be terminated. After the Board of Directors reviews all documentation, they will make the final decision on termination.

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

We will not have any positions that will have dual responsibilities. The Head of School will take the role of an assistant principal and dean of students. They will work closely with the School Business Manager (SBM) to ensure that the fiscal affairs of the school and daily operational

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

The MSW Academy for Boys plan is to have one full time Exceptional Children's Teacher on staff to support our all male population and one part-time English Language Learner certified teacher to support those students in need of ESL services.

If the Head of School with the advisement of the Board of Directors sees that there is a need for additional support according to the monthly Head of School data for academics and behavior we will contract for additional instructional support.

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).*

The Myrtis Simpson Walker Academy for Boys supports a mission to build a nurturing and character building school environment. The staff hired to execute this mission will not only be certified but must have the motivation, passion and willingness to learn new things while working at a male school. The following are the positions and job qualification description:

Head of School will make executive decisions which will entail hiring and recruiting all staff positions with the assistance from The Board of Directors. The Head of School must adapt quickly to change and be able to instruct and lead their fellow teachers.

The Head of School has a vision to thrive and expects 100% commitment from teachers, support staff and parents. They will be able to organize a plan to incorporate committees that will support the mission of MSW. They will organize a monthly data report to presented to the Board of Directors to support their position as Head of School at The Myrtis Simpson Walker Academy for Boys.

They must have a minimum of two years educational administrative experience and show data documentation that your previous school has shown growth under your leadership. They must have demonstrated managerial skills of leadership and knowledge of human resources. The MSW Academy of Boys would prefer our Head of School to have a Masters Degree and educational licensure.

The Assistant Head of School works closely with the Head of School and will

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be in charge of ensuring that the behavioral data for the HOPE K-12 curriculum is organized and presented to the Head of School. They will be in charge of making sure that everyone is knowledgeable of the Parent/Student Code of Conduct. They are able to multi-task and be able to perform any duties associated with school operations. The Assistant Head of School is organized, strong interpersonal skills, the ability to plan and organize committees to support student achievement and staff development.

The Assistant Principal will take over the responsibilities of the Head of School in their absence.

It is preferred that the Assistant Head of School has a Masters Degree in Education and have demonstrated exceptional managerial skills.

The Core teachers must have a knowledge of the curriculum and be able to engage the male learner. They will be able to learn from different resources to instruct the male student toward the success. The teacher should have a background in working with male student to engage them academically. The teacher must plan with their grade level teachers to implement the HOPE-K12 curriculum daily. The teachers must collect classroom data data that will support the progress of the HOPE K-12 curriculum inside and outside the classroom. It will be expected that teachers visit the homes of their students. The teachers will instruct students on how to be critical thinkers, to problem solvers, organize a portfolio that will support them academically and behaviorally.

Their qualifications must include a bachelors degree and appropriate grade level teacher certification. They must have a strong commitment to working with young males Kindergarten through fifth grade.

The Exceptional Children will have the same qualifications of the core teachers but must have the EC certification to instruct those children who qualify to be a part of the Exceptional Children program.

Full Time Teacher Assistants must have a passion for male students and supporting the academic and behavior needs of our male students. It is preferred that the teacher assistant have had documented experience as being a teacher's assistant. They will work to provide instruction, tutoring individual students and facilitating small groups, supervising students inside the classroom and support The Head of School and Dean of Students where they see fit.

The Teacher assistants must have an associates degree.

School Secretary will manage the operations of the front desk. They will also have bookkeeping responsibilities. The secretary will be in charge of answering phone calls, assisting the teachers with attendance, Powerschool input, maintaining student records, organizing reports for the Head of School or Board of Directors to support the mission of MSW.

It is important that school receptionist have strong communication skills and exhibit a positive character. The school secretary should have a minimum of a high school diploma with at least two years of professional experience.

School Business Manager will assist The Head of School with teacher licensures, assisting with professional developments that are on and off site. The SBM will be trained in Powerschool, organize the financial records of MSW, assisting with organizing the data for HOPE K-12 curriculum, training the secretary and whatever duties the Head of School requires (assistance with marketing, data input, website manager and social media updates).

Staff Evaluation and Professional Development

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

The Head of School and School Business Manager will support teachers with their licensure and professional development requirements.

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

At the beginning of each school year all teachers will participate in workshops that will review the school's mission and goal for the year. We will continue to organize innovative workshops that will strengthen our students' character and academics. Most of our workshops will be facilitated by our staff who will be consistently learning but will be empowered to be positive leaders with vision.

Teachers will be valuable participants in the school culture by offering feedback in surveys on the HOPE-K12 Curriculum, school culture, behavior and academics. At MSW Academy for Boys we cherish our teachers and want to always consider their input.

On teacher workdays teachers will continue to be enriched with workshops focusing on character building, working with the male population and academic progression.

The MSW Academy for Boys will follow the State Board of Education Policy on Standards and Criteria for Evaluation of Professional School Employees and all instructional staff will participate in the NCEES. A self-assessment, formal and informal observation by peers and teacher's supervisor. The evaluation will also be supported by the data collected from the HOPE-K12 Curriculum included in the Head of School data report presented at the monthly board meetings. The Board of Directors will give feed back on each teacher on their data that is collected monthly focusing on parent involvement, HOPE-K12 Curriculum and academic information.

The Head of School will be evaluated using the North Carolina Standards for School Executives.

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.*

MSW will initiate a collaborative learning approach centered on facilitating growth among teachers in conjunction with strategies to promote teacher retention. The purpose of our professional development plan is to provide opportunities for career growth via professional learning communities that will target areas such as mentorship, coaching, formal training sessions, instructional strategies, and opportunities for feedback. The board will make accommodations to provide professional development for all teachers throughout the school year. Formal assessments will be administered to teachers and will provide with information to support the creation of SMART goals as well as feedback on individual teacher strengths. This information will be used to develop a targeted plan which will include goals, foci for implementation, and timeframes for achievement. A formal review of the plan will be conducted annually by the teacher. It will also be reviewed informally on a monthly basis with the peer mentor and teacher. The plan will be amended as goals are met and it will allow for the addition,

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revision, or replacement of goals as needed. The plan will culminate with an annual review of SMART goals versus achieved goals at the end of the school year. Information gathered during this formal evaluation of teaching practices will be used to determine additional areas for growth.

Teachers will be provided with opportunities to attend internal, external, onsite and off-site training on a variety of topics related to teaching practices and professional growth. Teachers will be provided learning opportunities on a monthly basis and we will integrate a two-tiered approach to professional development instruction: teachers will be allowed to attend conferences or trainings to gain information and/ or facilitators will present information to all teaching staff related to the topics previously mentioned.

- 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.*

Our school year will begin with a two-week orientation prior to the start of the school year. This will provide staff with the opportunity to train together and to collaboratively plan for the implementation of the academic program. This will be organized by instructional leaders and will use school staff and outside contracted instructional vendors to address a wide array of issues related to providing high-quality instruction to culturally diverse learners. The following topics will be covered: MSW's mission and vision, professional expectations of staff, the HOPE K-12 curriculum, technology training, a rubric for evaluation and a professional development toolkit. Staff will be informed on organizational routines, classroom and school culture, and delivery of instruction. Teachers will meet with The Head of School to discuss expectations, SMART goals, instructional goals, any mentoring/ coaching needs, and an individualized approach to receiving feedback.

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

The schedule and professional development activities provided by MSW are outlined below. The school calendar and staffing needs will be determined in conjunction with the needs of the staff and available opportunities for training.

Targeted Timeframes for Professional Development:

1. Staff Orientation and Pre-planning- seven business days before the school year begins. Staff will receive eight hours of training on HOPE K-12 curriculum on day one. On day two staff will participate in three hours of grade level planning for HOPE K-12 Curriculum. The training for HOPE K-12 for two days will be a total of eleven hours. There will be one Professional Development per month that supports the MSW mission and vision for the HOPE K-12 Curriculum.

2. Departmental or Grade Level Meeting- to be held on at least a weekly basis. Teachers will participate in two hours per week of grade level meetings.

3. Professional Development Days-To be held on at least on a monthly basis and as specified by additional needs of staff. Teachers will participate the minimum of 52 hours of Professional development for the school year.

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4. End of Year Meetings-To be held after the culmination of the school year. We will have one three hour meeting to close out the school year with staff.
5. Conferences/Workshops- To be attended at least quarterly by staff (staff can locate conferences and/or workshops to attend or they may be initiated by the administration or board). They may attend one conference for the school year and the minimum of one Professional Development (Workshop) per month. The minimum of 52 hours.

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)).

The Myrtis Simpson Walker Academy for boys will be introduced to prospective families using the following methods: general information sessions, scheduled one-on-one meetings, public appearances at local events, print media, social media, and via webpages dedicated to disseminating information about enrollment.

Board members will select specific regions throughout the city and schedule information sessions where prospective families can learn more about the school. There will be opportunities provided for parents to leave contact information and/ or complete an application for entrance into a lottery. Families will also be encouraged to follow our organization on social media to receive updates. Any contact information received will be followed up with a written introduction to the webpage as well as links to social media. Updated information will be sent to families via email, postal mail, and through social media. Board members will also appear at local churches, organized city-wide events, and at local organizations to present information and answer questions.

Parent and Community Involvement

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

Approval of the Myrtis Simpson Walker Academy for Boys will initiate a three-pronged approach to parent involvement consisting of monthly meetings with prospective families, follow-up phone calls to families that expressed an interest, and social media/ email blasts with updates pertaining to enrollment dates, requirements, and deadlines. Families who expressed interest will be encouraged to voluntarily attend the monthly meetings. From those meetings, parent ambassadors will be selected to share information

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about the school. This volunteer group of parents will be selected based on their geographic location and their willingness to serve as an ambassador.

A parent advisory board will be developed to serve after the school opens. This board will advise MSW board members on parent concerns and suggestions. They will meet quarterly to develop strategies for how families can best be served. Those strategies will be presented to the MSW board during the MSW board meetings.

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.*

Myrtis Simpson Walker Academy for Boys will comply with all laws regarding admission to charter schools and not discriminate against any student. The School will not limit admission based on any of the following: intellectual ability, athletic ability, disability, race, creed, gender, national origin, religion, sexual orientation, or ancestry. Students can attend from any county in the state of North Carolina. The proposed policies and procedures for admitting students to the proposed charter school includes:

1. **Application Period:** The applications for prospective students will be released once final approval is received from the State Board of Education. No enrollment deadline will be set. The start date for the School is tentatively scheduled for August 27, 2018. Once the School is approved applications will be released immediately. The open enrollment will begin November 1, 2017, and end January 30, 2018.

2. **Policies and Procedures for Open Enrollment:** Myrtis Simpson Walker Academy for Boys may give enrollment priority to the siblings of currently enrolled students who were admitted to the charter school in a previous year and to children of the Lead Administrator/Principal/CEO, teachers, and teachers assistants. If multiple birth siblings apply for admission to the school and a lottery is needed under G.S. 115C-238.29F(g)(6), the school shall enter one surname into the lottery to represent all of the multiple birth siblings. If the surname of the multiple birth siblings is selected, then all of the multiple birth siblings shall be admitted.

3. **Policies & Procedures for Waiting List, Withdrawals, Re-enrollment, and Transfer:**

a. **Waiting list:** After the lottery process of each year yields all slots assigned for any given year, students will be placed on a waiting list for the need grade level.

b. **Withdrawals:** Parents of students leaving the school will need to submit a

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formal written withdrawal request. Any student that would like to return will need to re-apply for enrollment through the normal enrollment process.
c. Re-enrollments: Students who leave the school will be required to follow the normal process for enrollment. They will be allowed to return to the school if space is available.

4. Pre-Admission: The purpose of pre-admission activities will be to establish Myrtis Simpson Walker Academy for Boys as a part of the community. This will serve to introduce the community, parents, and perspective students to the school, school personnel, and school administrators. These activities will give all stakeholders the opportunity to ask questions, commit to volunteering and talk about school offerings.

5. Withdrawals: The School will establish a withdrawal policy for students and the transfer of records. Parents will be expected to submit a formal written request to withdraw. Once all school property is returned (books, computers, ipads, etc.) the records will be sent to the school where the student will be attending.

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 Cabarrus County Schools

LEA #3 Union County Public Schools

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 130	LEA 900	LEA 600	LEA 130	LEA 900	LEA 600	LEA 130	LEA 900	LEA 600	LEA 130	LEA 900	LEA 600	LEA 130	LEA 900
Kindergarten	50	4	1	55	4	1	57	4	1	60	4	1	65	6	2
Grade 01	50	4	1	55	4	1	58	4	1	60	4	1	65	6	2
Grade 02	50	4	1	55	4	1	58	4	1	60	4	1	65	6	3
Grade 03	0	0	0	55	4	1	58	4	1	60	4	1	69	5	2
Grade 04	0	0	0	0	0	0	55	4	1	60	4	1	65	4	1
Grade 05	0	0	0	0	0	0	0	0	0	60	4	1	69	6	1
	150	12	3	220	16	4	286	20	5	360	24	6	398	33	11
	165			240			311			390			442		

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Section IV: Governance and Capacity Concerns and Additional Questions	Reviewer	Page Reference
Applicant has 24 months after approval to obtain 501c3 status.	Deanna Townsend-Smith	Tax-Exempt S
Applicant should clarify its process for allowing parents to develop policies for board approval. While the Parent Advisory Committee is outlined in the latter part of the response in this section, in the initial response to question 1, there is no mention of this committee. The board residency requirements do not align with statute or SBE policy. Does the proposed applicant understand the requirements? The conflict of interest component of the bylaws need to align with the current changes outlined in the SBE policy and with statute. How will the board measure its own effectiveness?	Deanna Townsend-Smith	Governance a
The governing board does not have the necessary skills set in order to be successful. The organizational chart is does not depict a clear governing structure. The leadership team is incomplete and the reporting structure is confusing and incomplete.	Tracy Kelley	Governance a
Will the decision to hire a prospective teacher be based in any part on the personality test results?	Kevin Piacenza	Staffing Pla
" personality assessment (included in Appendix" not found	Buffy Fowler	Staffing Pla
Is the Head of School salary appropriate? Should there be more of a significant difference with the HOS salary and Assistant HOS as duties would be different?	Deanna Townsend-Smith	Staffing Pla
Narrative describes an Assist Head of School but projected staff section does not indicate there Will be an Assist Head of Schools. Please explain the details of the HOPE curriculum.	Tracy Kelley	Staffing Pla
Evaluation plan for leader and teachers is not innovative or unique when compared to LEA. Applicant needs to clarify the position of instructional leaders as this position was not heretofore identified. The narrative does not indicate whether there will be time allotted in the calendar and daily schedule for ongoing job embedded PD, data analysis, or collaborative planning structures or expectations. There is nothing clearly outlining a comprehensive evaluation of teachers effectiveness and how it will be tied to student academic performance. It is not clear if school plans to align PD to student assessment data. A lead contact for PD and there is no coherent detailed plan for the development of mentorship structures.	Tracy Kelley	Staff Evalua
Is it appropriate for the board of directors to provide feedback to teachers? Throughout the application various curriculum programs were mentioned; however, the PD plan for staff is not inclusive of those programs to ensure fidelity and alignment to the proposed educational plan.	Deanna Townsend-Smith	Staff Evalua
In addition to the Hope k-12 program, will teachers need training for the proposed math(Engage NY), reading and writing (Workshop approach), Fountas and Pinnell, single-sex education, PLP development, and other instructional models/methods cited?	Kevin Piacenza	Staff Evalua
This school is proposing to locate in the Charlotte-Mecklenburg area. Given the saturation in that particular area, is this marketing plan sufficient?	Deanna Townsend-Smith	Marketing Pl
The marketing plan lacks sufficient level of intentionality especially given the fact that applicant was unable to provide compelling evidence of support. For example, there is nothing in the plan targeted to reaching families of young boys, rather it is a very generic and imprecise plan for recruitment.	Tracy Kelley	Marketing Pl
The parent advisory board is not identified on the org chart.	Tracy Kelley	Parent and C
What other ways do you foresee engaging parents once the school has opened?	Buffy Fowler	Parent and C

Reviewer	Score
Deanna Townsend-Smith	Pass
Hilda Parlér	Pass

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Kevin Piacenza	Pass
Glenn Allen	
Avril Smart	
Robert McOuat	
Mike McLaughlin	
Eric Sanchez	Pass
Alan Hawkes	
Tracy Kelley	Fail
Buffy Fowler	Pass
Cheryl Turner	
Joe Maimone	Pass

Myrtis Simpson Walker Academy for Boys - To provide a nurturing, character building, school environment for young males so that they can grow to become productive, innovative thinkers.

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.

Myrtis Simpson Walker Academy for Boys has a proposed location in or near the North Charlotte University area for several reasons: to have regular access to the local organizations and cultural institutions in that area including the University of North Carolina at Charlotte, to attract a cultural diverse student body in close proximity to the North Charlotte area, and to be within walking distance of public transportation for students who wish to attend MSW from other parts of the city. Our plan is to provide all MSW families with a transportation survey in their enrollment packets in order to survey their transportation needs as well as to ensure that no child is denied access to MSW due to lack of transportation. We anticipate that based on this information, the following plan will give our MSW families several options for transportation to school each day. However we will not provide transportation until year three of operation.

CATS transportation

MSW will also provide Charlotte Authority Transit System(CATS) bus and light rail passes at subsidized cost for families who have shown interest in utilizing public transportation and are in need of financial support.

We will have a parent volunteer to take the lead in working on carpooling as an option for the transportation needs of students in years one and two.

School Bus

Finally, MSW will offer a school bus service provided by contracted bus company at a subsidized cost in year three. This service will have multiple pick-up and drop-off locations in the Charlotte area. The bus stops will be in community locations and the route will be designed based upon the information received from the MSW transportation surveys. It will be our goal in the negotiations of a contract with a bus company to provide the service at a fixed cost, but for the school to retain a percentage of the fees to create a "transportation fund" to cover the costs for students who require financial assistance for transportation.

We are confident that these options will afford students the opportunity to receive free transportation access to our rewarding and high-quality educational experience.

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.

In keeping with its mission to provide a nurturing, character building school environment for young males, and to partner with neighborhood resources, the Myrtis Walker Simpson Academy for Boys will utilize its

Myrtis Simpson Walker Academy for Boys - To provide a nurturing, character building, school environment for young males so that they can grow to become productive, innovative thinkers.

lunch program to teach concepts and skills around sustainable local food sourcing, urban farming, nutrition and healthful eating habits. MWS will work with a local organization/vendor to provide lunch at a fixed cost(through monthly meal plans) to our students. We will negotiate a contract with the organization to retain a percentage of the sales of such meal plans in order for free and reduced lunch in public schools. We plan to begin our lunch plan in year three of operation.

As a contingency plan, in our budget projections we included the cost of daily lunch(\$3/day for 185 days) for 100% of our students.

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

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

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

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$1,273.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$4,380.00
Property Insurance	\$1,000,000		\$450.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$1,000,000	\$332.00
Other	\$1,000		\$2,387.00
Total Cost			\$9,003.00

*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.

myrtis 09/05/2016

(Board Chair Signature)

(Date)

Facility:

Myrtis Simpson Walker Academy for Boys - To provide a nurturing, character building, school environment for young males so that they can grow to become productive, innovative thinkers.

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.

Myrtis Simpson Walker Academy for Boys seeks to find a space in or near the Charlotte University area. We feel this area is excellent for our mission to educate a diverse group of young males and help them become productive and innovative thinkers. We anticipate a need for 15,000 square foot space to start with for our initial 165 male students with the capacity to expand to approximately 30,000 square feet to accommodate our planned student body growth.

The steps we will take to secure a space will include:

January 2017: The Board members will identify a Facilities Committee and meet with Charter Educational consultants who provide financing and consulting services for charter schools. Together we will develop a plan and timeline for securing a space, and establish options for a contingency plan.

January-April 2017: Facilities Committee will tour potential facilities in or near the Charlotte University area.

February 2017: Facilities Committee will identify possible locations, funders, and Charlotte area organizations that support and promote the development of the Charlotte University area. Meetings will be established by the Committee Chair as needed.

March 2017: Develop a facilities requirements document to determine the space requirement needs for all areas including: total space, classrooms, restrooms, common learning areas, recreational areas, cafeteria, teacher planning spaces, administrative offices, multi-purpose spaces, power, reception areas and technical and infrastructure needs.

April-June 2017: Monthly meetings with the Facilities Committee to provide updates on funders, architects, realtors and all business regarding facilities.

July 2017: The Facilities Committee will have identified funders/financers, architect(s), location, and specific technology requirements.

September 2017: Agree to a facilities contract to begin any necessary work.

September 2017-February 2018: Facilities Committee will continue to visit area schools/facilities focusing on internal set-up and design, furniture and use of space.

December 2017: We are narrowing and making final decisions on our search for a facility.

Myrtis Simpson Walker Academy for Boys - To provide a nurtural environment, character building, school environment for young males so that they can grow to become productive, innovative thinkers.

February 2018: Select vendors and suppliers for furniture, school equipment, and IT infrastructure.

May 2018: Facility is ready and Certificate of Occupancy issued.

July 2018: Facility is ready for move-in, installation and set-up of furniture and equipment.

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.

We are budgeting for an average cost of \$12.00-\$13.75/sq/ft/yr on a graduating scale. The average rental asking price per sq ft/year for specialized industry properties in Charlotte, NC 2016 range from \$11.00-\$13.00 according to Loopnet.com.

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

The Facilities Committee will work with real estate and charter consultant experts to establish a contingency plan possibilities. If need be we will temporarily rent office space in the University area or the University of North Carolina, Charlotte area, North Lake or North Davidson areas of Charlotte in which we have accounted for in our budget projections.

The MSW Academy for Boys will be opened to renting educational villas/ pods to be set up on a space that will be conducive to educating young males as well as support the MSW mission.

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
Can the applicant clarify "subsidized" cost? Will all students have to pay a transportation fee? What criteria will determine if a student is eligible for free or "subsidized" transportation? \$0 for transportation in budget year 1?	Kevin Piacenza	Transportati
How will transportation plan be impacted by students that need transportation as a relates service on their IEPs?	Robert McOuat	Transportati
Transportation plan is ambiguous. It describes the subsidized cost for transportation passes. Is it expected parents will pay for school transportation? There is \$0 in the budget for transportation the first two years. Do you think k-2 students should be using public transportation alone or are you expecting parents to ride with them to and from school? You will be enrolling such a large number the first year compared to the following years how do you think not providing transportation will impact your targeted population?	Buffy Fowler	Transportati
You cannot charge a fee for anything for which the local district does not charge a fee. school bus transportation in Mecklenburg County is free. \$3 per student per day budgeted? Why year 3 start? 1&2??	Cheryl Turner	Transportati
The school lunch plan lacks appropriate details. The plan does not clearly outline how each student will receive a meal each day.	Joe Maimone	School Lunch
Explain how you will continue to draw your targeted population with a budget of \$0	Deanna Townsend-Smith	School Lunch
	Buffy Fowler	School Lunch

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for the first two years. How will you ensure no student will be lacking a daily meal with a budget of zero for the first two years? What staff will oversee the lunch program with the contractor?		
The insurance amount proposed in the application does not align with the quote provided. Applicant should clarify.	Deanna Townsend-Smith	Civil Liabil

Reviewer	Score
Tracy Kelley	Pass
Robert McOuat	
Hilda Parlér	Pass
Deanna Townsend-Smith	Pass
Joe Maimone	Pass
Cheryl Turner	Fail
Buffy Fowler	Fail
Avril Smart	
Mike McLaughlin	
Glenn Allen	
Eric Sanchez	Fail
Alan Hawkes	
Kevin Piacenza	Pass

VI. FINANCIAL PLAN

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

Budget: Revenue Projections from each LEA 2018-19

<p>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</p> <p><i>Refer to the Resource Manual Finance Section for guidance on estimated funding amounts</i></p>	<p>State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.</p> <ul style="list-style-type: none"> In year 1 – Base state allotments are determined by the LEA in which <u>the student</u> resides In year 2 and beyond- Base State allotments are determined by the LEA in which <u>the school</u> is located. <p>Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.</p> <p>Federal Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.</p> <p>REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS</p>			
	<p>LEA #1 600 - Charlotte-Mecklenburg Schools</p>			
	Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
	State Funds	\$4,852.22	150	\$727,833.00
	Local Funds	\$2,469.24	150	\$370,386.00
	Federal EC Funds	\$3,579.70	13	\$46,536.10
	Totals			\$1,144,755.10
	<p>LEA #2 130 - Cabarrus County Schools</p>			
	Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
	State Funds	\$4,815.21	12	\$57,782.52
Local Funds	\$1,683.00	12	\$20,196.00	
Federal EC Funds	\$3,579.70	1	\$3,579.70	
Totals			\$81,558.22	
<p>LEA #3 900 - Union County Public Schools</p>				
Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019	
State Funds	\$4,863.33	3	\$14,589.99	
Local Funds	\$2,100.00	3	\$6,300.00	
Federal EC Funds	\$3,579.70	1	\$3,579.70	
Totals			\$24,469.69	

Myrtis Simpson Walker Academy for Boys - To provide a nurturing, character building, school environment for young males so that they can grow to become productive, innovative thinkers.

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	\$800,206	\$901,040	\$970,400	\$1,213,000	\$1,698,200
-Local Per Pupil Funds	\$396,882	\$493,848	\$617,310	\$740,772	\$864,234
-Exceptional Children Federal Funds	\$53,696	\$78,539	\$98,174	\$117,809	\$137,444
-Other Funds*	\$318,000	\$405,000	\$475,000	\$525,000	\$625,000
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$1,568,783	\$1,878,427	\$2,160,884	\$2,596,581	\$3,324,878

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

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

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

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

BUDGET EXPENDITURE PROJECTIONS Personnel	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary									
Administrative & Support Personnel:															
Lead Administrator	1	\$65,000	\$65,000	1	\$69,900	\$69,900	1	\$69,000	\$69,000	1	\$75,000	\$75,000	1	\$75,000	\$75,000
Assistant Administrator	0	\$0	\$0	0	\$0	\$0	1	\$60,000	\$60,000	1	\$60,000	\$60,000	1	\$60,000	\$60,000
Finance Officer	1	\$35,000	\$35,000	1	\$35,000	\$35,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000
Clerical	1	\$25,000	\$25,000	1	\$25,000	\$25,000	1	\$30,000	\$30,000	1	\$35,000	\$35,000	1	\$35,000	\$35,000
Food Service Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Custodians	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Transportation Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
A - Total Admin and Support:	3		\$125,000	3		\$129,900	4		\$199,000	4		\$210,000	4		\$210,000
Instructional Personnel:															
Core Content Teacher(s)	9	\$45,000	\$405,000	10	\$45,000	\$450,000	14	\$49,000	\$686,000	16	\$50,000	\$800,000	24	\$50,000	\$1,200,000
Electives/Specialty Teacher(s)	4	\$40,000	\$160,000	5	\$42,000	\$210,000	4	\$43,000	\$172,000	4	\$45,000	\$180,000	4	\$45,000	\$180,000
Exceptional Children Teacher(s)	1	\$40,900	\$40,900	2	\$42,000	\$84,000	2	\$43,000	\$86,000	2	\$45,000	\$90,000	2	\$47,900	\$95,800
Instructional Support	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Teacher Assistants	3	\$20,000	\$60,000	3	\$20,000	\$60,000	4	\$23,000	\$92,000	4	\$25,000	\$100,000	5	\$27,900	\$139,500
B - Total Instructional	17		\$665,900	20		\$804,000	24		\$1,036,000	26		\$1,170,000	35		\$1,615,300

Myrtis Simpson Walker Academy for Boys - To provide a nurturing, character building, school environment for young males so that they can grow to become productive, innovative thinkers.

Personnel:															
A+B = C - Total Admin, Support and Instructional Personnel:	20		\$790,900	23		\$933,900	28		\$1,235,000	30		\$1,380,000	39		\$1,825,300
Administrative & Support Benefits															
Health Insurance	3	\$4,800	\$14,400	3	\$4,800	\$14,400	4	\$4,800	\$19,200	4	\$4,800	\$19,200	4	\$4,800	\$19,200
Retirement Plan--NC State	3	\$0	\$0	3	\$0	\$0	4	\$0	\$0	4	\$0	\$0	4	\$0	\$0
Retirement Plan--Other	3	\$2,188	\$6,564	3	\$2,258	\$6,774	4	\$3,553	\$14,212	4	\$4,300	\$17,200	4	\$5,475	\$21,900
Life Insurance	3	\$1,980	\$5,940	3	\$1,980	\$5,940	4	\$2,640	\$10,560	4	\$2,640	\$10,560	4	\$2,640	\$10,560
Disability	3	\$3,417	\$10,251	3	\$3,629	\$10,887	4	\$8,797	\$35,188	4	\$9,317	\$37,268	4	\$9,490	\$37,960
Medicare	3	\$4,150	\$12,450	3	\$4,150	\$12,450	4	\$4,450	\$17,800	4	\$4,912	\$19,648	4	\$4,912	\$19,648
Social Security	3	\$4,418	\$13,254	3	\$4,418	\$13,254	4	\$4,418	\$17,672	4	\$4,621	\$18,484	4	\$4,621	\$18,484
D - Total Admin and Support Benefits:	21		\$62,859	21		\$63,705	28		\$114,632	28		\$122,360	28		\$127,752
Instructional Personnel Benefits:															
Health Insurance	20	\$4,800	\$96,000	20	\$4,800	\$96,000	24	\$4,800	\$115,200	26	\$4,800	\$124,800	39	\$4,800	\$187,200
Retirement Plan--NC State	20	\$0	\$0	20	\$0	\$0	24	\$0	\$0	26	\$0	\$0	39	\$0	\$0
Retirement Plan--Other	20	\$2,188	\$43,760	20	\$2,188	\$43,760	24	\$2,188	\$52,512	26	\$2,188	\$56,888	39	\$2,188	\$85,332
Social Security	20	\$3,175	\$63,500	20	\$3,175	\$63,500	24	\$3,175	\$76,200	26	\$3,175	\$82,550	39	\$3,175	\$123,825
Disability	20	\$3,645	\$72,900	20	\$3,645	\$72,900	24	\$3,645	\$87,480	26	\$3,815	\$99,190	39	\$3,815	\$148,785
Medicare	20	\$2,000	\$40,000	20	\$2,120	\$42,400	24	\$2,120	\$50,880	26	\$2,120	\$55,120	39	\$2,120	\$82,680
Life Insurance	20	\$720	\$14,400	20	\$720	\$14,400	24	\$720	\$17,280	26	\$720	\$18,720	39	\$720	\$28,080
E - Total Instructional Personnel Benefits:	140		\$330,560	140		\$332,960	168		\$399,552	182		\$437,268	273		\$655,902
D+E = F - Total Personnel Benefits	161		\$393,419	161		\$396,665	196		\$514,184	210		\$559,628	301		\$783,654
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	24		\$187,859	24		\$193,605	32		\$313,632	32		\$332,360	32		\$337,752

Myrtis Simpson Walker Academy for Boys - To provide a nurturing, character building, school environment for young males so that they can grow to become productive, innovative thinkers.

B+E = H - Total Instructional Personnel (Salary & Benefits)	157		\$996,460	160		\$1,136,960	192		\$1,435,552	208		\$1,607,268	308		\$2,271,202
G+H = J - TOTAL PERSONNEL	181		\$1,184,319	184		\$1,330,565	224		\$1,749,184	240		\$1,939,628	340		\$2,608,954

Myrtis Simpson Walker Academy for Boys - To provide a nurturing, character building, school environment for young males so that they can grow to become productive, innovative thinkers.

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	\$6,002	\$7,530	\$8,250	\$8,481	\$8,903
	Paper	\$5,729	\$5,161	\$5,161	\$5,161	\$5,161
	Computers & Software	\$19,000	\$17,040	\$16,307	\$15,214	\$16,105
	Communications & Telephone	\$3,315	\$3,452	\$3,793	\$3,728	\$3,088
	Copier leases	\$2,320	\$2,320	\$2,320	\$2,141	\$2,141
Management Company	Contract Fees	\$0	\$0	\$0	\$0	\$0
Professional Contract	Legal Counsel	\$10,250	\$10,250	\$10,750	\$10,750	\$11,250
	Student Accounting	\$4,880	\$5,173	\$5,483	\$5,812	\$6,161
	Financial	\$10,250	\$10,250	\$10,750	\$10,750	\$11,250
	Other Professional	\$38,000	\$40,000	\$40,000	\$40,000	\$45,000
Facilities	Facility Lease/Mortgage	\$58,800	\$58,800	\$60,576	\$60,576	\$62,090
	Maintenance	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
	Custodial Supplies	\$0	\$0	\$0	\$0	\$0
	Custodial Contract	\$15,000	\$15,000	\$16,000	\$16,000	\$17,000
	Insurance (pg19)	\$12,000	\$14,000	\$16,000	\$18,000	\$20,000
	Other	\$54,000	\$56,000	\$58,000	\$60,000	\$64,000
Utilities	Electric	\$16,148	\$16,146	\$16,711	\$17,295	\$17,901
	Gas	\$2,619	\$2,619	\$2,619	\$2,790	\$2,450
	Water/Sewer	\$3,099	\$3,309	\$3,186	\$3,923	\$3,726
	Trash	\$0	\$0	\$0	\$0	\$0
Transportation	Buses	\$0	\$0	\$8,840	\$9,481	\$10,903
	Gas	\$0	\$0	\$5,880	\$6,185	\$6,425
	Oil/Tires & Maintenance	\$0	\$0	\$3,325	\$3,396	\$3,625
Other	Marketing	\$5,415	\$7,200	\$9,789	\$10,823	\$12,524
	Child nutrition	\$0	\$0	\$60,000	\$65,000	\$65,000
	Travel	\$7,922	\$8,158	\$9,708	\$10,844	\$11,673
	Other	\$25,000	\$25,000	\$27,000	\$27,000	\$27,000
	K - TOTAL Administrative & Support Operations	\$305,749	\$313,408	\$406,448	\$419,350	\$439,376
	Instructional:					
Instructional Contract	Staff Development	\$6,000	\$8,000	\$9,100	\$10,200	\$12,000
Classroom Technology	Software	\$9,135	\$10,055	\$11,396	\$12,495	\$14,069

Myrtis Simpson Walker Academy for Boys - To provide a nurturing, character building, school environment for young males so that they can grow to become productive, innovative thinkers.

Books and Supplies	Instructional Materials	\$19,500	\$17,000	\$17,000	\$17,000	\$21,000
	Curriculum/Texts	\$19,880	\$15,812	\$17,484	\$23,006	\$27,507
	Copy Paper	\$5,360	\$7,079	\$9,397	\$10,180	\$15,279
	Testing Supplies	\$6,045	\$9,056	\$10,570	\$11,713	\$13,321
	Other	\$10,974	\$15,718	\$18,397	\$25,656	\$36,231
	L - TOTAL Instructional Operations	\$76,894	\$82,720	\$93,344	\$110,250	\$139,407
	K+L = M - TOTAL OPERATIONS	\$382,643	\$396,128	\$499,792	\$529,600	\$578,783

Myrtis Simpson Walker Academy for Boys - To provide a nurturing, character building, school environment for young males so that they can grow to become productive, innovative thinkers.

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
J - TOTAL PERSONNEL	\$1,184,319	\$1,330,565	\$1,749,184	\$1,939,628	\$2,608,954
M - TOTAL OPERATIONS	\$382,643	\$396,128	\$499,792	\$529,600	\$578,783
J+ M =N TOTAL EXPENDITURES	\$1,566,962	\$1,726,693	\$2,248,976	\$2,469,228	\$3,187,737
Z - TOTAL REVENUE	\$1,568,783	\$1,878,427	\$2,160,884	\$2,596,581	\$3,324,878
Z - N = SURPLUS / (DEFICIT)	\$1,821	\$151,734	-\$88,092	\$127,353	\$137,141

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.

In year one we are projecting 165 young males in Kindergarten through second grade. By the fifth year our projected enrollment is 465 males in kindergarten through fifth grade. The enrollment must increase by 75 each year in order to realize financial progress and financial stability to increase additional resources to support the MSW mission.

Our survey respondents and online petition supported MSW in the task of starting an all male charter school. According to our survey 70% supported the formation of an all male school. Many of our survey respondents felt that young males today needed more character development, leadership skills, social etiquette, job readiness, entrepreneurship education and learning positive interactions with each other.

The break-even point would be 155 students.

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

The Myrtis Simpson Walker Academy for Boys will finance the funds needed to operate the school after consulting with a Charter School Consultant.

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 MSW Academy for Boys will rely on state and local funding. We are planning to solicit funds from sponsors and seek grant funding that supports The MSW mission.

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

1:18

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

The Myrtis Simpson Walker Academy for Boys will contract a custodial

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company, exceptional children support staff if needed, and a food services company.

The board would seek contractors from local businesses and public charter schools that have a positive professional relationships in the community. The board will review the individuals and companies resume and proposal who show an interest in working with MSW. After the board discusses the proposal, the board will vote to make the final decision.

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

MSW's mission is to provide a unique single-gender public school environment for young boys grades K through 5 which is focused on authentic learning experiences which will enable students to learn content and skills through logical contexts and applications. MSW's values the development of the health and well-being of each young boy in a school environment that will offer strong social and emotional support. The budget is design to maintain a 1:18 teacher/student ratio with additional staff member support to ensure that the young boys become respectable and responsible members of their communities. MSW will develop students with the skills to apply knowledge acquired in classrooms and other learning environments in all aspects of their lives. The budget is aligned with the K-12 HOPE curriculum and ongoing teacher professional development to promote successful student development. The first and second year the carpooling system will be utilized. As we progress we will contract a local bus company in year three. MSW will work with the local public transit system (CATS) to provide dscounted bus passes for families. The budget provides funds to meet our current facility needs. The Board of Directors will continue to write grants and seek private donations to obtain additional funding for a permanent facility as the student body grows from 165 to 465 students.

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.*

MSW will enroll 165 student in grades K-2 for the first year to meet a break-even student number, and add 75 students each year until achieving the targeted total enrollment number of 465 students in grades K-5. The school's initial goal will be to maintain minimum reserve funds of at least 5-7% during the first year. MSW's goal is to achieve consistent annual growth to 10% over the prior year balance through fund-raising, grants and best business practices.

Our goals will be met if we continue to aggressively solicit sponsors and grants that support the MSW mission. Keeping costs at a minimum the first three years and continuously watching the budget will help us to progress financially as a public charter school. It is important that we have a detailed marketing plan to ensure that we reach our projected enrollment goal each year. Our parent advisory committee will work with the board members to plan fundraising activities. We will continue to develop partnerships with local businesses and individuals to assist MSW for obtaining venues and school materials for experiential learning activities and to minimize costs.

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

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The Myrtis Walker Simpson Academy for Boys will finance only what is necessary. Whenever possible, MSW will pay cash for or look for donations and fund-raising opportunities. MSW will operate within its financial means to the extent that it does not hinder working capital. Although no commitments have been made on lease terms for a facility, MSW will attempt to negotiate a multi-year lease that provides for a graduating lease rate, thereby deferring costs in the early years to later years of operation. MSW will contact outside agencies to assist in identifying, purchasing, renovation and then leasing the potential site for the school. We will continue to keep our options open if the original planned facility site becomes impractical or cannot be secured.

In order to purchase the necessary goods and services needed prior to opening we have met with two Charter Education Consultants who have given us the option of financing the necessary items before those funds are released from the state(building,equipment, purchase supplies, furniture). We will only focus on those items that are deemed necessary for the opening of a school. The Board will also seek those companies that will delay invoicing until our funds have become available from the state and local sources.

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

The Myrsts Simpson Walker Academy for Boys will not have assets from other sources.

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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?

Myrtis Walker Simpson Academy for Boys Board of Directors will set-up internal control standards along with financial policies and procedures to ensure compliance with the Fiscal Control Act. Also, facilitate annual audits which have been adopted by the State Board of Education for Charter Schools. The MSW Board will also appoint members to a standing Finance and Audit committee. This committee will have the responsibility for the oversight of the financial accounting and audit functions at the school. Duties will include but are not limited to:

- * Collaborate with the Head of School and school staff to draft an annual budget and submit for board approval.
- * Meeting with the Head of School and the contracted auditor on a weekly basis to review the budget report, cash flow and financial performance.
- * Establish fiscal policy and procedures in accordance with generally accepted accounting principles.
- * Issuing the RFP and overseeing the selection process for an annual independent auditor.
- * Establish the audit timeline and schedule field work.
- * Reviewing and presenting the results of the annual audit to the board of Directors for approval.
- * Draft and oversee implementation of organizational and functional level internal controls.

Myrtis Walker Simpson Academy for Boys will institute both organizational structure and functional level internal control and will evaluate those annually to see if it achieves its goals. If need be, modifications will be made to realign controls with the schools financial and operational objectives. Organizational level controls will document the organizational structure and operational nature of the school to include statements on integrity and values, management philosophy and operating style, training and commitment monitoring of the control environment. The school's functional level internal controls will consist of a set written functional level control documents for information systems, accounts payable, accounts received, general ledger, purchasing, cash disbursements, cash receipt, payroll, journal entries, financial reporting and fixed assets and depreciation. Each functional level control document will identify and define source documents, specify output reports and summaries, enumerate segregated duties and functions, appoint appropriate authorizes and level of authorization and provide procedures for errors detection and correction.

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

The Myrtis Simpson Walker Academy for Boys does not have any possible funding relationships at this time but we are soliciting local, regional and national resources to develop those relationships.

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.

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The name of the Firm that The MSW Academy for Boys will be using is Potter and Company.

Mailing Address: 434 Copperfield Blvd.
Suite A
Concord, NC 28025

Phone Number: 704-786-8189

Fax Number: 704-786-4447

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Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
What are other funds? Appendix M??	Joe Maimone	Total Budget
Can the applicant clarify the "other funds" included in Total Budget?	Kevin Piacenza	Total Budget
There is \$318,000 listed as other funds... Where are these funds coming from? Where is the documentation that these funds are guaranteed?	Buffy Fowler	Total Budget
If the proposed applicant has guaranteed funds through a number of years, what is the need to finance?	Deanna Townsend-Smith	Personnel Bu
Can the applicant clarify the benefits projection @ 3 staff? Are the majority of employees not eligible for benefits? What about SS and disability?	Kevin Piacenza	Personnel Bu
Copier lease seems really low. Facility Lease does not match what is described in facilities section. 58k for 15k sq feet? realistic? Explain 38k for other professionals Describe the technology that would be purchased for admin for 19k \$9k in instructional Technology Budget does not support 1-1 as described in narrative. Explain how students will be ensured transportation and lunch with 0 budget for both. Where is the cost for furniture in budget? Describe testing supplies. \$0 for custodial supplies? Is 15k set aside for custodial sufficient if contractor purchases own supplies? Explain 25k in other.	Buffy Fowler	Operations B
Can the applicant clarify custodial supplies at \$0? Will custodial contract @\$15k include supplies? The increase from \$58,800 in year 1 to \$62,090 in year 5 does not seem adequate to accommodate growth from 165 students to 465 students. Can the applicant clarify? Can the applicant clarify Facilities item "other" @ \$54k? Transportation @ \$0 if providing subsidies?	Kevin Piacenza	Operations B
The are no monies budgeted for the lunch program, is that realistic? What is the plan should the financial commitments not deliver on their promises? Also there are no monies budgeted for transportation - is this realistic? Several areas within the budget seem to be projected low.	Deanna Townsend-Smith	Operations B
Revenue numbers rely on significant "other funds" that do not appear to be guaranteed by a specified source. Can the applicant clarify the source and assurances for this revenue (\$318k in year 1)?	Kevin Piacenza	Total Expend
Revenue includes fund that are unaccounted for.	Buffy Fowler	Total Expend
There is a deficit of \$88,092 in year 3. Applicant should clarify.	Deanna Townsend-Smith	Total Expend
Deficit in year 3, AND undocumented 'other revenue'??	Joe Maimone	Total Expend
Other funds undocumented and year 3 deficit?	Joe Maimone	Budget Narra
"Our goals will be met if we continue to aggressively solicit sponsors and grants that support the MSW mission"- Can the applicant provide assurances from a specific and verified source to create a viable financial plan and budget for MSW?	Kevin Piacenza	Budget Narra
"The Myrtis Simpson Walker Academy for Boys will finance the funds needed to operate the school after consulting with a Charter School Consultant." Explain this statement. Who will finance?	Buffy Fowler	Budget Narra
How does the statement of seeking donations to prevent fundraising and only depending on state and local funding align?	Deanna Townsend-Smith	Budget Narra

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The contingency plan is incomplete and lacks a fundamental understanding of the need to have a detailed and specific plan in case enrollment falls bellow 155.	Tracy Kelley	Budget Narra
Other funds undocumented and year 3 deficit needs clarification	Joe Maimone	Financial Au

Reviewer	Score
Avril Smart	
Deanna Townsend-Smith	Fail
Kevin Piacenza	Fail
Mike McLaughlin	
Cheryl Turner	
Glenn Allen	
Tracy Kelley	Pass
Eric Sanchez	Fail
Joe Maimone	Fail
Alan Hawkes	
Hilda Parlér	Fail
Buffy Fowler	Pass
Robert McOuat	

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).

myrtis Date: 09/19/2016

Applicant Signature:

The foregoing application is submitted on behalf of Myrtis Simpson Walker Academy for Boys (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: myrtis

Board Position: Cynthia Johnson

Signature: _____

Date: 09/19/2016

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

Notary Public

Official Seal

Myrtis Simpson Walker Academy for Boys - To provide a nurturing, character building, school environment for young males so that they can grow to become productive, innovative thinkers.

My commission expires: _____, 20_____.

OVERALL ASSESSMENT

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

<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

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

Initial Screening

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Mission, Purposes, and Goals	- haparler
Education Plan	- esanchez
Governance and Capacity	Criminal Background check missing for Curtis King - esanchez
Operations	- esanchez
Financial Plan	Criminal Background check missing for Curtis King - esanchez
OVERALL	3 sections 18? All boys K-5? - haparler - haparler - haparler

External Evaluator

Mission, Purposes, and Goals	<p><u>Mission Statement</u> Would the mission statement be strengthened by the addition of some language referencing the academic aspect of school life at MSW? Does "Productive, innovative thinkers" go far enough to be compelling? - kpiacenza</p> <p><u>Mission Statement</u> The mission statement is somewhat clear, but how could the mission statement be enhanced by being rewritten using the name of the school? - buffy_fowler</p> <p><u>Mission Statement</u> The mission statement does not evidence high academic outcomes for students. Applicant needs to clarify what is meant by "positive and productive lives". There is nothing aspirational or hopeful about the proposed mission and applicant needs to clarify what is meant by "challenged academically". - kellestracy</p> <p><u>Mission Statement</u> agree with questions: 1- Applicant needs to clarify how it will assess the HOPE character curriculum, as no performance goals measuring character development or socio/emotional health were discussed. 2-why all male for K-5? - joseph_maimone</p> <p><u>Educational Need and Targeted Student Population</u> Beyond the single-sex model and MSW focus on character education can the applicant clarify how instruction and pedagogy will differ from what is already available in the LEA? - kpiacenza</p> <p><u>Educational Need and Targeted Student Population</u></p>
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<p>Why was the North Mecklenburg region targeted? Describe more about what is meant by "in becoming diverse and culturally distinct"?</p> <p>The survey had many questions but compiled analysis described only as 70% positive response. What other information was learned in the survey data?</p> <p>Was the survey distributed in the targeted region to families of young children or to community members as a whole?</p> <p>Are there other all male schools in Charlotte? This was not described as a difference of CMS. - buffy_fowler</p> <p><u>Educational Need and Targeted Student Population</u> Applicant does provide a compelling explanation for how the proposed school will significantly differ from CMS in a way that will result in improved academic outcomes for kids. The applicant needs to clarify how its educational plan will differ from what CMS has to offer. Evidence of educational need presented by applicant is less than compelling and in fact demonstrates to demonstrable or verifiable evidence that the CMS community of families supports the proposed school. - kellestracy</p> <p><u>Educational Need and Targeted Student Population</u> Attached for review purposes is a map outlining the current charter schools. Additionally, the map provides an overview of the general placement of proposed charter schools for the 2018 school year: http://www.dpi.state.nc.us/charterschools/schools/map.</p> <p>Applicant needs to clarify the following statement included in the application - "Given the autonomy we will have as a charter school, MSW will also have the ability to rethink all aspects of our school structures, systems, and policies." - Is this before or after approval? Does applicant have an understanding of the application being binding once approved unless amended?</p> <p>Is there sufficient evidence provided to support the need for an all male school in the proposed county?</p> <p>Was sufficient evidence of need provided? While the survey conducted was provided, the responses were not included or summarized to indicate a need. - dtsmith840</p> <p><u>Purposes of Proposed Charter School</u> Goal two describes that "The effectiveness of teaching and learning at MSW will be judged on the basis of students achievement on state and federal accountability standards." Describe exactly what is meant by this for the first two years when EOG data and other state testing is not in place. What tools will be used? What federal standards are you referring to? Responses are lacking specific details. - buffy_fowler</p> <p><u>Purposes of Proposed Charter School</u> Applicant does not clearly describe how the legislative purposes will be achieved, for example applicant states that they will know the school is effective based on end of year state assessments. Performing well on the state assessment is not and should not be the determining factor for how a school knows if it is successful. Applicant contends that character education will lead to improved learning but offers no research-based evidence that this alone can be the driver of improved academic outcomes for the target population</p>

<p>being proposed. The purposes are not focused nor are they meaningful, as a result they are not likely to result in improved outcomes. - kellestracy</p> <p><u>Purposes of Proposed Charter School</u> elaborate: HOPE Character Education curriculum is one component of the MSW design that makes the students educational experiences unique and provides an opportunity by addressing 10 components in two phases. * Phase 1 - character education, identifying traits, staff development, and adult role models, * Phase 2 - integration into both direct and indirect instruction, experiential learning, student involvement, evaluation, community, and participation. - joseph_maimone</p> <p><u>Goals for the Proposed Charter School</u> Are MSW finance goals tied only to capacity? Are there more specific finance goals that should be considered?</p> <p>Are academic goals listed in this section realistic based on LEA data presented in the Mission section of this application? Can existing average growth data for target population be presented in addition to percentage at or above level III?</p> <p>Are there governance goals for MSW? - kpiacenza</p> <p><u>Goals for the Proposed Charter School</u> The Academic goals measuring growth are expecting only 70% of students to meet growth each year. As the grade levels expand, the percentage goes up. What information was used to develop these goals and to determine what was reasonable? There are no finance or governance goals listed.</p> <p>How will the success of the business aspect of the school be assessed? - buffy_fowler</p> <p><u>Goals for the Proposed Charter School</u> Applicant needs to clarify how it will assess the HOPE character curriculum, as no performance goals measuring character development or socio/emotional health were discussed. This represents a substantial mis-alignment between the mission and purposes. The process for how the board will progress monitor the performance of students is vague. The goal measures performance on EOY state tests, but what data will be used as a predictor of future success and how will that data be presented (i.e. common grade level assessments, screener) and what will school use as a baseline. In other words, when will students be assessed in the beginning of the year and with what data and then how will board determine if the school is meeting the needs of all students, before the EOY state assessment which by then is too late to make any mid course adjustments. Goal to retain 85% or 90% of teachers is not necessarily dispositive of an effective school design. How will school retain its most highly effective teachers is the better measure and then how will school release its least effective teachers. What will the goal for that look like and what data will be used to identify teachers that are highly effective. If 30% of teachers are receiving an ineffective rating than the school learns more about their recruitment, retention, hiring practices than if it retains 85% of staff. School should consider refocusing on the percentage of teachers invited back, that tell more about the PD and teachers supports in place so that teachers are improving instructional practices in a way that they are able to "earn" and invitation to return for another year. - kellestracy</p> <p><u>Goals for the Proposed Charter School</u></p>
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	<p>Are there goals aligned to the character ed objectives? - joseph_maimone</p> <p><u>Goals for the Proposed Charter School</u> No goals to assess effectiveness of HOPE curriculum despite it being the center of their model. - cheryl_turner</p>
<p>Education Plan</p>	<p><u>Instructional Program</u> Can the applicant clarify the choice of EngageNY math by providing evidence of its (or Eureka math) effectiveness with the target population.</p> <p>"MSW students will develop reading and writing skills by reading authentic literature and writing original works"- Can the applicant provide details beyond the description in Appendix B and examples to clarify this approach? Will any direct reading instruction be used in addition to the Workshop approach? - kpiacenza</p> <p><u>Instructional Program</u> Describe more of how students will be using the authentic literature and writing original works. What kinds of assessments will be used in the first year when students are not participating in EOGs because of k-2? Describe why EngageNY math was chosen over other math methods or programs. - buffy_fowler</p> <p><u>Instructional Program</u> Applicant provided no evidence that the HOPE program as the primary academic driver is likely to result in improved academic outcomes for the targeted student population. The description of the instructional program is not clear, concise, coherent, comprehensive, or sufficiently detailed to ensure that students will academically successful. Specific instructional practices are not clearly addressed. There is no research based connection between the proposed instructional practices and the schools stated mission. Applicant needs to clarify what HOPE problem solving actually is and how it will work. - kellestracy</p> <p><u>Instructional Program</u> How will the proposed school work to ensure that each student has a PLP as outlined in the application? The proposed applicant is choosing to use a variety of educational programs to implement its chosen curriculum, the NC Standard Course of Study. How will this myriad of programs help the school ensure student mastery of the standards? How will professional development be structured to ensure success? - dtsmith840</p> <p><u>Instructional Program</u> Good detail in Appendix B curriculum Guide on the Hope character program, but still not much detail on assessment. - joseph_maimone</p> <p><u>Curriculum and Instructional Design</u> "Any student who is working below grade level will take part in the after school tutorial program and will receive supplemental activities and reading interventions like Fountas and Pinnell's research based Leveled Literacy Intervention program which supports students foundational reading and comprehension skills"- Why is it necessary for a student who needs individual or direct reading instruction to stay after school? Can this type of instructional service be accomplished through the proposed literacy model?</p>

	<p>"Research has shown that HOPE K-12 increases reading comprehension, while reducing school wide behavior problems" Can the applicant cite specific evidence or existing school programs to support this statement? - kpiacenza</p> <p><u>Curriculum and Instructional Design</u> Class size is described as small class size of "(between 17-25 students) " that is a large range and 25 doesn't seem to be described as small class size. There are only 3 teaching assistants listed in the budget, how will this support be used? Description states that MSW will utilize one-to one technology. How will this be accomplished with the tech budget listed? - buffy_fowler</p> <p><u>Curriculum and Instructional Design</u> Applicant response does not indicate a thoughtful and complete understanding of the fundamentals as it relates to instructional practices that are based on evidence from a body of high quality research and on high expectations for all students including use of appropriate research based reading and math programs. There is no articulation of what the group fundamentally believes and knows about early childhood education, evidence based instruction and a system for monitoring instructional practices.</p> <p>The curriculum framework is not presented clearly and does not align with the school's stated goals. There is no information on the specific curricular materials that will be used or who on staff will create curricular guidance and curriculum materials. Attachment B mentions advisory and readers workshop which does not align with other sections in the application. Applicant does not provide a fully aligned curriculum that includes course offerings or a cohesive curricular design that is aligned with the state mission. There are no off the shelf curricular materials named nor is there a description of how school will create its own materials if no off the shelf materials will be used. the calendar provides no details outlining assessments, benchmark testing, marking periods, PD days etc. describe how HOPE and PBIS will work together. - kellelytracy</p> <p><u>Curriculum and Instructional Design</u> Good detail in Appendix B curriculum Guide on the Hope character program, but still not much detail on assessment. - joseph_maimone</p> <p><u>Special Programs and "At-Risk" Students</u> There is no connection between this section and the other sections in the application. For example, there is no discussion of HOPE will be used to meet the needs of at risk students. Hope is the primary driver of the proposed school in both socio emotional health and academic but it is not referenced in this section. This evidences a misalignment that is significant and substantial. The applicant continues to rely on using what the local LEA is using (i.e. NCRtI, talent development and enrichment programs offered in the district - kellelytracy</p> <p><u>Special Programs and "At-Risk" Students</u> An IEP team, not the Special Education Department, will make the decision about the need for special education eligibility evaluations. - robert_mcouat1</p> <p><u>Special Programs and "At-Risk" Students</u> Does the applicant have an understanding of the State's shift from RTI to MTSS? How will the PEP detailed here and the student PLP proposed by the applicant align?</p>
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	<p>So far in the proposal several different student plans have been mentioned (LEP, PEP, PLP). How will these different plans be implemented with fidelity and effectively?</p> <p>The proposed applicant outlined there is a plan to adhere to the AIG guidelines. Is there a plan to become a NC AIG school? If so, what is that plan?</p> <p>- dtsmith840</p> <p><u>Exceptional Children – Identification and Records</u> Please identify the staff person that will be responsible for 504 monitoring? - kelleystacy</p> <p><u>Exceptional Children – Identification and Records</u> How will the community be aware of the schools Child Find obligations? - robert_mcouat1</p> <p><u>Exceptional Children – Education Programming</u> Explain the difference between inclusion as described and a push-in model. "and work with EC students in gifted reading and strategy groups" Explain this sentence.</p> <p>How do you see other placements than inclusion working in your school? - buffy_fowler</p> <p><u>Exceptional Children – Education Programming</u> Specifically detailing inclusion for EC students whose IEPs dictate something different is concerning. What is the plan if inclusion is not appropriate? How will the school handle receiving a student whose IEP dictates delivery outside of the school's proposed inclusion model? - dtsmith840</p> <p><u>Student Performance Standards</u> Does the EngageNY math program include an assessment component? Is there an assessment component for the Hope k-12 program that can be described here? - kpiacenza</p> <p><u>Student Performance Standards</u> How will school measure or track in order to ensure that 95% of students complete their course work? Please be more specific in terms of what is meant by coursework. What metric will be used to assess a years growth at the end of the year? The schools has no plan for how they will evaluate the effectiveness of the academic program. - kelleystacy</p> <p><u>Student Performance Standards</u> Does the school have the permission of Charlotte lab School to use it's Gateway Review Process? - dtsmith840</p> <p><u>Student Performance Standards</u> Please elaborate on specifics - joseph_maimone</p> <p><u>Student Conduct and Discipline</u> Does the Hope k-12 program have a conflict resolution component? How will fighting outside of the bullying/intimidation behavior be handled? - kpiacenza</p> <p><u>Student Conduct and Discipline</u> The narrative does not describe how the school will create a culture of high expectations that is culturally, linguistically, and developmentally aligned with stated mission. - kelleystacy</p> <p><u>Student Conduct and Discipline</u></p>
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Myrtis Simpson Walker Academy for Boys - To provide a nurturing, character building, school environment for young males so that they can grow to become productive, innovative thinkers.

	<p>Parents are not necessarily called on the first problem, as students encouraged to take responsibility for their actions and to learn to meet the rules and expectations of the school. We believe each student has the final responsibility for the consequences of his behavior. If the student exhibits unacceptable behavior at school, the parent may be asked to help us teach the child an alternate, appropriate set of behaviors. According to the HOPE K-12 Curriculum the parent will be given books that reflect the behavior in question to review with them at home. It will be expected for the parent to collect data showing that their child has improved on the behavior in question. - joseph_maimone</p>
<p>Governance and Capacity</p>	<p><u>Tax-Exempt Status 501 (c)(3)</u> Applicant has 24 months after approval to obtain 501c3 status. - dtsmith840</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> The governing board does not have the necessary skills set in order to be successful. The organizational chart is does not depict a clear governing structure. The leadership team is incomplete and the reporting structure is confusing and incomplete. - kellelytracy</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Applicant should clarify its process for allowing parents to develop policies for board approval.</p> <p>While the Parent Advisory Committee is outlined in the latter part of the response in this section, in the initial response to question 1, there is no mention of this committee.</p> <p>The board residency requirements do not align with statute or SBE policy. Does the proposed applicant understand the requirements?</p> <p>The conflict of interest component of the bylaws need to align with the current changes outlined in the SBE policy and with statute.</p> <p>How will the board measure its own effectiveness? - dtsmith840</p> <p><u>Staffing Plans, Hiring, and Management</u> Will the decision to hire a prospective teacher be based in any part on the personality test results? - kpiacenza</p> <p><u>Staffing Plans, Hiring, and Management</u> " personality assessment (included in Appendix" not found - buffy_fowler</p> <p><u>Staffing Plans, Hiring, and Management</u> Narrative describes an Assist Head of School but projected staff section does not indicate there Will be an Assist Head of Schools. Please explain the details of the HOPE curriculum. - kellelytracy</p> <p><u>Staffing Plans, Hiring, and Management</u> Is the Head of School salary appropriate? Should there be more of a significant difference with the HOS salary and Assistant HOS as duties would be different? - dtsmith840</p> <p><u>Staff Evaluation and Professional Development</u> In addition to the Hope k-12 program, will teachers need training for the proposed math(Engage NY), reading and writing (Workshop approach), Fountas and Pinnell, single-sex education, PLP development, and other instructional models/methods cited? - kpiacenza</p> <p><u>Staff Evaluation and Professional Development</u></p>

	<p>Evaluation plan for leader and teachers is not innovative or unique when compared to LEA. Applicant needs to clarify the position of instructional leaders as this position was not heretofore identified. The narrative does not indicate whether there will be time allotted in the calendar and daily schedule for ongoing job embedded PD, data analysis, or collaborative planning structures or expectations. There is nothing clearly outlining a comprehensive evaluation of teachers effectiveness and how it will be tied to student academic performance. It is not clear if school plans to align PD to student assessment data. A lead contact for PD and there is no coherent detailed plan for the development of mentorship structures. - kellelytracy</p> <p><u>Staff Evaluation and Professional Development</u> Is it appropriate for the board of directors to provide feedback to teachers?</p> <p>Throughout the application various curriculum programs were mentioned; however, the PD plan for staff is not inclusive of those programs to ensure fidelity and alignment to the proposed educational plan. - dtsmith840</p> <p><u>Marketing Plan</u> The marketing plan lacks sufficient level of intentionality especially given the fact that applicant was unable to provide compelling evidence of support. For example, there is nothing in the plan targeted to reaching families of young boys, rather it is a very generic and imprecise plan for recruitment. - kellelytracy</p> <p><u>Marketing Plan</u> This school is proposing to locate in the Charlotte-Mecklenburg area. Given the saturation in that particular area, is this marketing plan sufficient? - dtsmith840</p> <p><u>Parent and Community Involvement</u> What other ways do you foresee engaging parents once the school has opened? - buffy_fowler</p> <p><u>Parent and Community Involvement</u> The parent advisory board is not identified on the org chart. - kellelytracy</p>
<p>Operations</p>	<p><u>Transportation Plan</u> Can the applicant clarify "subsidized" cost? Will all students have to pay a transportation fee? What criteria will determine if a student is eligible for free or "subsidized" transportation? \$0 for transportation in budget year 1? - kpiacenza</p> <p><u>Transportation Plan</u> Transportation plan is ambiguous. It describes the subsidized cost for transportation passes. Is it expected parents will pay for school transportation? There is \$0 in the budget for transportation the first two years. Do you think k-2 students should be using public transportation alone or are you expecting parents to ride with them to and from school? You will be enrolling such a large number the first year compared to the following years how do you think not providing transportation will impact your targeted population? - buffy_fowler</p> <p><u>Transportation Plan</u> How will transportation plan be impacted by students that need transportation as a relates service on their IEPs? - robert_mcouat1</p> <p><u>Transportation Plan</u></p>

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	<p>You cannot charge a fee for anything for which the local district does not charge a fee. school bus transportation in Mecklenburg County is free. - cheryl_turner</p> <p><u>School Lunch Plan</u> Explain how you will continue to draw your targeted population with a budget of \$0 for the first two years.</p> <p>How will you ensure no student will be lacking a daily meal with a budget of zero for the first two years?</p> <p>What staff will oversee the lunch program with the contractor? - buffy_fowler</p> <p><u>School Lunch Plan</u> The school lunch plan lacks appropriate details. The plan does not clearly outline how each student will receive a meal each day. - dtsmith840</p> <p><u>School Lunch Plan</u> \$3 per student per day budgeted? Why year 3 start? 1&2?? - joseph_maimone</p> <p><u>Civil Liability and Insurance</u> The insurance amount proposed in the application does not align with the quote provided. Applicant should clarify. - dtsmith840</p>
<p>Financial Plan</p>	<p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Can the applicant clarify the "other funds" included in Total Budget? - kpiacenza</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> There is \$318,000 listed as other funds... Where are these funds coming from? Where is the documentation that these funds are guaranteed? - buffy_fowler</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> What are other funds? Appendix M?? - joseph_maimone</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Can the applicant clarify the benefits projection @ 3 staff? Are the majority of employees not eligible for benefits? What about SS and disability? - kpiacenza</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> If the proposed applicant has guaranteed funds through a number of years, what is the need to finance? - dtsmith840</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Can the applicant clarify custodial supplies at \$0? Will custodial contract @\$15k include supplies?</p> <p>The increase from \$58,800 in year 1 to \$62,090 in year 5 does not seem adequate to accommodate growth from 165 students to 465 students. Can the applicant clarify?</p> <p>Can the applicant clarify Facilities item "other" @ \$54k?</p> <p>Transportation @ \$0 if providing subsidies? - kpiacenza</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u></p>

<p>Copier lease seems really low. Facility Lease does not match what is described in facilities section. 58k for 15k sq feet? realistic? Explain 38k for other professionals Describe the technology that would be purchased for admin for 19k \$9k in instructional Technology Budget does not support 1-1 as described in narrative. Explain how students will be ensured transportation and lunch with 0 budget for both. Where is the cost for furniture in budget? Describe testing supplies. \$0 for custodial supplies? Is 15k set aside for custodial sufficient if contractor purchases own supplies? Explain 25k in other. - buffy_fowler</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> The are no monies budgeted for the lunch program, is that realistic? What is the plan should the financial commitments not deliver on their promises? Also there are no monies budgeted for transportation - is this realistic? Several areas within the budget seem to be projected low. - dtsmith840</p> <p><u>Total Expenditure Projections (Table)</u> Revenue numbers rely on significant "other funds" that do not appear to be guaranteed by a specified source. Can the applicant clarify the source and assurances for this revenue (\$318k in year 1)? - kpiacenza</p> <p><u>Total Expenditure Projections (Table)</u> Revenue includes fund that are unaccounted for. - buffy_fowler</p> <p><u>Total Expenditure Projections (Table)</u> There is a deficit of \$88,092 in year 3. Applicant should clarify. - dtsmith840</p> <p><u>Total Expenditure Projections (Table)</u> Deficit in year 3, AND undocumented 'other revenue'?? - joseph_maimone</p> <p><u>Budget Narrative</u> "Our goals will be met if we continue to aggressively solicit sponsors and grants that support the MSW mission"- Can the applicant provide assurances from a specific and verified source to create a viable financial plan and budget for MSW? - kpiacenza</p> <p><u>Budget Narrative</u> "The Myrtis Simpson Walker Academy for Boys will finance the funds needed to operate the school after consulting with a Charter School Consultant." Explain this statement. Who will finance? - buffy_fowler</p> <p><u>Budget Narrative</u> The contingency plan is incomplete and lacks a fundamental understanding of the need to have a detailed and specific plan in case enrollment falls bellow 155. - kelleystacy</p> <p><u>Budget Narrative</u> How does the statement of seeking donations to prevent fundraising and only depending on state and local funding align? - dtsmith840</p> <p><u>Budget Narrative</u> Other funds undocumented and year 3 deficit? - joseph_maimone</p> <p><u>Financial Audits</u></p>
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	Other funds undocumented and year 3 deficit needs clarification - joseph_maimone
OVERALL	<u>Cover Page</u> Another Charlotte program; NC Accelerator - joseph_maimone

Charter School Advisory Board Subcommittee	
Mission, Purposes, and Goals	
Education Plan	
Governance and Capacity	
Operations	
Financial Plan	
OVERALL	

Overall Summary	
Initial Screening 09/30/2016	<p>The Office of Charter Schools deemed this application incomplete on September 30, 2016.</p> <p>The following is needed to evaluate this application:</p> <ul style="list-style-type: none"> (1) Appendix M to support the additional funds outlined in the budget (2) Criminal Background Check for Curtis King <p>Applicant responded to the incomplete submission request on October 7, 2016.</p>
Application Review	<p>OCS provided a brief overview of the proposed application including the enrollment over five (5) years, proposed county, and mission of the proposed school. One board member was present for the application review, discussion, and clarification opportunity.</p> <p>The Performance Committee (PF) led by Mr. Maimone discussed each section of the application for the clarification opportunity. Specifically, the PF drilled the finances, marketing plan, goals outlined, and the mission statement. Mr. Sanchez wanted more detail on the proposed grade levels and supporting research. Mr. Maimone discussed the</p>

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	<p>misalignment with the education plan and the proposed mission. Ms. Turner wanted to know the research on the HOPE Program and if it was effective in other areas.</p> <p>Ms. Turner raised concerns on the lack of a transportation plan in years 1 - 2 while there was a detailed plan in year 3. Ms. Parler questioned the cost per student for the he lunch program. Ms. Turner had concerns about the breakeven outlined in the application.</p> <p>The proposed executive director of the school outlined the additional funds written in the application and who would be providing the additional funding. A private equity lender would provide support to the program. Ms. Turner confirmed that it is a loan if promises were not met and a grant if application promises were fulfilled. Mr. Maimone outlined the concerns of financial deficits that the school may incur based on the information outlined in the application. The proposed applicant communicated they have made adjustments after reviewing information supplied in the application initially. At this time the PF felt there was not enough detail included in the application and is hesitant to make a recommendation for interview. Ms. Turner outlined with developing need and eliminating transportation and lunch in early years may not meet the needs of the students.</p> <p>Ms. Turner made a committee motion not to recommend the applicant group for interview. She outlined that the application contains good ideas and the applicant needs to strengthen the proposal, including the finances, and reapply. Mr. Sanchez seconded. The motion passed unanimously.</p> <p>Mr. Maimone made a full CSAB motion not to recommend Myrtis Simpson Walker Academy for Boys for an interview. Ms. Tuner seconded. The motion passed unanimously.</p>
<p>Application Interview</p>	
<p>OVERALL</p>	