

Mission Statement and Executive Summary

The mission of the Midlands Science, Technology, Engineering, and Mathematics Institute (MSI) is to produce academically and physically fit STEM proficient students. The focus of MSI is on essential learning opportunities, with emphasis on a diversified STEM curriculum that meets the needs of all learners through varied hands-on learning opportunities. The philosophy of MSI is that students learn best through engagement as opposed to lecture driven instruction. The STEM curriculum establishes a strong base of knowledge for students to develop, and deepen their understanding in preparation for the jobs of the future, such as the ones at the Virgil C. Summer Nuclear Station located in Fairfield County, South Carolina.

Grade Levels Served, Growth Plan, and Capacity

MSI has a projected student enrollment of 18 per classroom for grades kindergarten through fifth in a traditional grade level structure during the opening year. MSI also offers a multiage design beginning year one. Nine kindergarten and nine 1st grade students will comprise the initial K-1 class. Total grade level enrollment including traditional and multiage students will be 27 per grade, with two sections of each grade level. The multiage model is replicated in grades 2 and 3, and in grades 4 and 5. The model will grow during subsequent years of implementation, expanding annually by adding one grade level and one multistage section through grade 8. Advanced middle and high school students will earn course credits as required by the state. The total target student population for the first year is 162 students. Student population is projected to increase by 27 students each year through grade 12, for a 351 capacity.

Programmatic and Unique Features

Leading students to make the connections among science, math, and technology in order to apply these subjects through engineering is the key programmatic feature of MSI. Echoing MSI's

mission and belief in the power of learning through doing, MSI will utilize the STEM curriculum developed by Pitsco Education. Teachers will focus on student engagement by teaching students in all three learning domains: cognitive, affective, and psychomotor. Project Lead the Way will be implemented at the high school level. MSI has the advantage of working with corporate partners who have a vested interest in developing a community work force ready to move into STEM careers. The internal "School-Within-A-School" (SWIS) grade structure provides parents with a choice of traditional grade structures or multi-age options. MSI will seek potential grant opportunities with identified grant writers to form partnerships with Palmetto State Armory, TJH Designs Group, Inc., V.C. Summer Nuclear Station, and other businesses. MSI will provide before and after school programs designed to meet the academic needs of students. Through the development of individualized academic plans (IAP), teachers will assess students and work with identify areas of strength and need. Using the IAP, before and after school instructors will focus on specific areas to help students accelerate or enable them to gain academic ground.

Student Demographics, Geographical Area, and Community Need

MSI intends to replicate the demographics of Fairfield County public school student enrollment. 2012 federal accountability data reveal below average absolute ratings for more than half of the area's public schools-an historical trend. Fairfield County ranks 12th of 46 S.C. counties in poverty, and 7th of 46 in violent crime. Geographic target service areas include Fairfield and the border counties of Chester, Kershaw, Lancaster, and Richland. MSI offers the community a unique choice of STEM curriculum education currently unavailable within a commuting distance of our targeted community. MSI also offers parents who are dissatisfied with their children's

current education option another choice. There is tremendous community support from parents who have signed letters of intent to send their children to MSI.

Evidence of Need and Support

Support from the local community has been very positive. The local newspaper, *The Herald Independent*, wrote four articles in support of Midlands STEM Institute. Two local television stations interviewed the planning committee chairman a total of three times in an effort to inform the community. 142 signatures have been obtained from parents who intend to send their children to MSI. Three information sessions were conducted to create community awareness of MSI, and three information booths were established to inform parents about the school. On April 5, 2012 an information session was held at Christ Central Community Center in Winnsboro and 21 signatures were secured. On April 28, 2012 an information booth was set up at the Blair S.C. Family Parade and Festival and 17 signatures were secured. On October 6, 2012 an information booth was set up at the Rock-Around-the-Clock festival in Winnsboro and 34 signatures were secured. On November 3, 2012 an information booth was set up at the Pig-on-the-Ridge community festival in Ridgeway and 29 signatures were secured. On March 28, 2013 an information session was conducted at Christ Central Community Center in Winnsboro and 9 signatures were secured. On April 1, 2013 an information session was held in the Ridgeway Town Hall and 32 signatures were secured. Some teachers have already expressed interest in employment at MSI.

Planning Committee Experience and Credentials

The MSI planning committee is a diverse group of males, females, Caucasians and African Americans. Chairman Kevin Thomas serves as the Diversity Manager for the South Carolina Air National Guard, and is devoted to ensuring diversity in the workplace and learning environment.

Mr. Thomas works in the medical device industry, cub scouts, Salkehatchie Summer Service camp, and Co-Chair of Save a Leg, Save a Life. He is a parent of three elementary age children and resides in Fairfield County. Mr. Thomas holds a Bachelor's Degree from the University of South Carolina and a M.B.A. from Winthrop University. Marie Milam is a former Deputy Superintendent with 34 years of experience in education. She serves as an Adjunct Professor at Presbyterian College and works in environmental education for non-profits. Wanda Carnes is a Land Manager and Real Estate Agent with Russell & Jeffcoat in Fairfield County. Vanessa Harding is a Sales Manager and parent in Fairfield County. Janet Henry-Davenport is a school administrator specializing in Human Resources with additional experience in food services, transportation, and facilities. Emily Estep is an elementary teacher at Bethel-Hanberry Elementary School in Blythewood, S.C. Joan Combie, Ph.D. is founder and CEO of Montana Polysaccharides, a biopolymer company. Dr. Combie has in-depth backgrounds in science, chemistry, and medicine. Planning committee profiles include:

NAME	ADDRESS	LEADERSHIP QUALIFICATIONS
Kevin Thomas Chairman	2191 Smallwood Road Ridgeway, SC 29130	Concerned Parent, MBA, Community/Business Leader, Air Force Veteran, Member South Carolina Air National Guard, Fairfield Resident
Marie Milam	116 Red Tip Lane Laurens, SC 29360	Former Acting Superintendent, Former Deputy Superintendent, Pursuing Ph.D. in Educational Leadership, Adjunct Professor- Presbyterian College
Jannette Davenport	14 Ribbon Road Winnsboro, SC 29180	Master of Education, Deputy Superintendent Human Resources & Administration, Co-Interim Superintendent, Food Services Director, Post-Secondary HR Director
Emily Estep	11 Winding Wood Court Blythewood, SC 29016	B.A. Elementary Education, National Board Certification, Teacher Bethel-Hanberry Elementary
Vanessa Harding	439 Rock Bridge Rd Ridgeway, SC 29130	Concerned Parent, Sales Manager, Fairfield Resident
Wanda Carnes	13711 State Hwy 200 Winnsboro, SC 29180	Land Manager, Real Estate Agent, Fairfield business owner and resident
Joan Combie	119 Cathcart Circle Winnsboro, SC 29180	Founder and CEO-Montana Polysaccharides Corp. Montana Biopolymers Inc., Montana Biotech

		Corp.Toxicology/Pharmacology/Medical Technology; Resident
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See Appendix A: Charter Planning Committee.

Planning Committee Process

The planning committee constitutes a diverse membership. Multiple attempts have been made to recruit African Americans to serve on the committee in order to mirror the racial composition of the county. Several African American parents declined to serve because they feared repercussions for family members who work for Fairfield County School District. A few African American males declined because they feared their involvement in a charter school initiative may be detrimental to their businesses. Nonetheless, the planning committee constitutes a representative, skilled group of business professionals, educators, administrators, community leaders—all of whom see the need for and desire the success of STEM education.

Outreach

Multiple attempts to reach the African American community have been made in an attempt to support diversity at MSI. Contacts were made to inform the pastor and congregation of every church (the majority of which are African American), in Fairfield County of the effort to initiate MSI. The MSI informational booth at the Blair Family Parade and Festival was held in a minority community in order to inform the community about MSI and acquire letters of intent. The planning committee's intent is to ensure that the enrollment of MSI reflects the population of Fairfield County and our recruiting efforts are documented in the number of minorities who have signed letters of intent for their children to attend MSI.

Public Support and Partnerships

MSI has support from parents, community and business leaders, and elected officials including U.S. Congressman Mick Mulvaney; Fairfield S.C. House Representative Mary Gail Douglas;

S.C. House Representative Dennis Moss; and Ridgeway Mayor Charlene Herring, who is also a former educator and administrator. In addition, there is wide support from a range of employers in Fairfield County including: Montgomery & Yarbrough, CPA's; TJH Design Group; Cornwallis House Tea Company; Mike Kelly Law Group; New Castle Apartments, LLC; Montana Polysaccharides Corporation; and Honeysuckle Acres. TJH Design Group, Lang Mekra and South Carolina Electric & Gas (SCE&G) have expressed interest in monetary contributions to MSI, pending charter approval. TJH Design Group owner, Thomasena Holloway is an African American female, who wants to give back to the community. MSI's proposed facility is the former Palmetto Montessori School, and is owned by Lang-Mekra. Lang Mekra started the school for their employees' children, but were forced to close it due to the declining economy. MSI is fortunate to have the opportunity to lease or purchase the facility at an affordable price. V.C. Summer nuclear Station has expressed interest in working with MSI, pending charter approval. The planning committee identified the need for a STEM education with the biggest non-government employer in the County, SCE&G's V.C. Summer Nuclear Station. V.C. Summer has consistently vocalized the employability challenges they face in Fairfield because the pool of applicants are often undereducated and lack required skills. Of V.C. Summer's 800 employees, fewer than 200 live in Fairfield County. With a county unemployment rate hovering near 12%, the need of a STEM proficient workforce is clearly evident. The local school district has a history of underperforming. In two of the last three years, the district has received a report card grade of below average. Sixty percent of the elementary schools in the district received a grade of below average in 2012. The on time graduation rate for the district was 76% in 2012. Of South Carolina 46 counties, alarming rankings for Fairfield County include the following: Violent Crimes: 7th highest; poverty: 16th highest; obesity: 3rd

highest; and diabetes: 3rd highest. To address these concerns, MSI will focus on healthy lifestyles through a health and fitness curriculum. *See Appendix B: Evidence of Support.*

Enrollment

Enrollment Procedures

Midlands STEM Institute is a public charter school authorized by the South Carolina Charter School Act. MSI is supported through state and local funding and does not charge tuition. Admission to the school is open to all students who reside in South Carolina. Due to the geographic location of the school, it is probable that students residing in Chester, Fairfield, Kershaw, Lancaster, and Richland Counties will comprise MSI enrollment. Prior to admission, students and parents may contact MSI and request a tour of the facility and meet with school administrators and teachers. All applicants must complete the basic application and have it signed by a parent or legal guardian. Applications may be mailed, faxed, or personally delivered. All applications must be received by the publicized closing date and are subject to any necessary lottery process. A sub-committee appointed by the charter committee is responsible for receiving and processing the applications, inclusive of notifying individuals by mail or e-mail of receipt of application. Upon approval of the Charter application, MSI will begin accepting applications during July 2013, and will continue to accept applications until April 2014 or until such time as grade levels meet projected enrollment numbers. Approximately one month before applications are due, deadline date reminders will be issued through local newspapers and radio stations, school newsletters, and notices posted throughout the proposed attendance district and surrounding areas.

Student Lottery Guidelines

If the number of student applicants exceeds the number of available slots, a lottery will be used to determine which students are accepted for enrollment. All applicants who would like to attend and have a placement preference shall submit their names for acceptance prior to the lottery process. The application process is open to all students residing in South Carolina. In selecting probable students, the application process will consider the following:

- Applicant sibling of a currently attending student;
- Applicant sibling of an accepted applicant applying for the same academic year;
- Children of MSI employees;
- A child of the MSI Planning Committee member as long as this applicant does not exceed 20% of the total enrollment; and
- First-time sibling applicants. Siblings who are applying for the first time will receive preference only after one of the siblings has been accepted.

The lottery will be held in an open meeting, will rely on technology for selection, and will be easily understood and followed by all observers. Only applications received prior to the established deadline will be eligible for lottery participation. All offers of acceptance and registration will be made in the order of the lottery results and established waiting list. No offer will be made to any student not properly entitled to the next available seat. All applicants offered acceptance would be required to respond affirmatively in writing within fifteen (15) calendar days. Those not responding (excluding declines) will be placed on the waitlist. All parents or guardians of student applicants will be given written notice of their status as accepted for enrollment or placement on the waiting list.

Equal Education Access

No student shall be denied equal opportunity for admission on the basis of race, sex, color, religion, handicap, marital status or national origin. The MSI will be open to all students in grades kindergarten through five, beginning with the 2013-2014 school year. MSI will add the next consecutive grade level each subsequent year. A completed basic application form, signed by the student's parent or legal guardian is required for all potential students. Applications will be accepted at the Midlands STEM Institute Headquarters and Education Center or mailed to: Midlands STEM Institute, 2191 Smallwood Road, Ridgeway, SC 29301.

Student Appeals Process

Students denied admission to the MSI for reasons other than lottery results may appeal to the MSI Governing Board. The decision of the Governing Board is binding on the student and MSI. The parent or guardian of any student denied admission for a reason or reasons other than lottery results must adhere to the following appeal guidelines:

Within five (5) days of the event, provide to the MSI Governing Board, in writing, a notice of appeal citing the reason(s) for the appeal. The Governing Board will read and respond to the appeal, in writing, within five (5) days. The Governing Board reserves the right to conduct a hearing with the parent or guardian of the denied student. The Governing Board has retains final authority to uphold or revoke admission based on the appeal, and any subsequent hearing. All decisions of the Governing Board must be finalized, in writing, within fifteen (15) days from the date of the appeal.

Educational Program

Program Goals, Objectives, Standards, and Curriculum

The educational program of Midlands STEM Institute (MSI) is the primary means for accomplishing the school's mission. With the foundations of science, technology, engineering,

and mathematics (STEM), implementation of the Common Core Standards, and health and wellness curriculum, MSI strives to prepare students for an ever changing world. MSI is founded on the belief that quality education must provide a diversified, hands-on approach to teaching and learning. Every aspect of the MSI curriculum is focused on helping students establish and develop the ability to think critically, constructively, and ethically. STEM curriculum emphasizes connections within the fields of mathematics and science; heavily and meaningfully integrates technology into science and mathematics; and introduces and continually engages students in the engineering design process. The arts and humanities further support the STEM focus, and all learning experiences highlight the valuable role of STEM in the global society and economy. Beyond content knowledge, a STEM approach to teaching and learning values and cultivates creativity and develops problem solving abilities, communication skills and methods, and requires collaboration skills that spark student motivation and drive innovation. Extracurricular activities; extension programs; and internships and apprenticeships provide learning experiences that increase students' awareness of and interest in STEM and its importance in sustaining and improving daily life. In addition to STEM curriculum, students will receive powerful instruction in the Common Core Standards; and daily instruction in health and physical fitness lifestyles.

Research Basis

Research findings reveal that many students lack the necessary proficiencies in STEM areas. 2011 National Assessment of Educational Progress (NAEP) results reveal that 75 percent of South Carolina's 8th grade completers are not proficient in mathematics. Significant gaps in achievement between Caucasian /African-American, and high poverty/low-poverty students of approximately 1 standard deviation. Average African-American or low-income

students perform approximately at the 20th percentile rather than at the 50th percentile (2011 NAEP Results for South Carolina). According to the National Research Council, 16 of the 20 occupations with the largest projected growth in the next decade are STEM related, but only 4 of them require advanced degrees (Successful K-12 STEM Education, 2011). A probable solution to the academic achievement lags and considerable gap is Science, Technology, Engineering, Mathematics (STEM) instruction that delivers results. MSI selected the Pitsco STEM curriculum because of the K-12 hands-on approach, as well as, the substantial student achievement results reported from educational settings using Pitsco. Morven Elementary School's North Carolina state assessment science scores for fifth graders rose 21 points during the 2011-2012 school year. Monte Cassino School in Tulsa, Oklahoma reports 2008 Iowa Test of Basic Skills Test (ITBS) science scores for grades 2-8 ranking in the 95-98% achievement range. Okaloosa County, Florida reports gains of 20 percent on Florida's federal accountability measure, FCAT. Carolina High School Academy reports that in 2008, only 58% of students passed the state EOC exam. In 2010, 94% of students who experienced the hands-on, cooperative learning of Pitsco Algebra passed the EOC exam. Throughout the United States, Pitsco STEM curriculum has a proven track record of increased student achievement results. Project Lead the Way (PLTW) engineering program completers have a GPA 0.21 points higher than the average GPA of all first-year college students, and outscored a random sample of other career/technical students by 10 points in reading, 11 points in mathematics, and 10 points in science. In addition, they are 5 to 10 times more likely to pursue engineering and technology careers.

School Model

MSI will use a Response-to-Intervention (RTI) school-wide model in order to meet the needs of all students and meet or exceed S.C. State Board of Education (SCBOE) requirements. All MSI

students will receive daily, high quality, research-based instruction, using Common Core Standards (CCS), STEM curriculum, health and fitness instruction, and behavior strategies. Teachers will provide core instruction, and establish and reinforce appropriate behaviors in and out of the classroom. Staff members will administer whole-scale progress screenings 2-3 times a year to track students' progress in addition to ongoing formative measures. MSI will work with parents to support children's education and assists with instructional and behavior strategies. Students needing additional support will be provided with embedded assistance, as well as before and after school opportunities. Tier I quality instruction reaches approximately 80-90 % of students and provides foundational, quality instruction to all students. Progress monitoring examines all variables, including, but not limited to, attendance, class size, behavior observations, instructional delivery and fidelity, staff development issues, curriculum choices, and student progress monitoring data. Weekly data team meetings will focus on Tier I evaluations and modifications to determine ways to strengthen Tier I instruction. Tier II provides additional support to approximately 15% of students who can make accelerated progress through interventions. Modifications will be a focus for weekly data team meetings and will include before, during, and after school interventions; performance cross-grade grouping; small group; and one-on-one instruction. Tier III benefits the 2-5% of students who need intensive intervention, and even more frequent progress monitoring. While Tier III students may not be special education students, disabilities may surface, and referrals may need to be issued to determine student eligibility under IDEA, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act. Teachers and support staff will develop an individualized academic plan (IAP) for each student. The IAP will be updated each 4 ½ weeks to correspond with progress monitoring for Tier I students, with updates for Tier II and Tier III students

occurring as needed. Teachers and support staff will develop a dashboard with critical factors for monitoring and meeting ESEA requirements.

Core Content Areas, Supplemental, and Elective Areas

In accordance with S.C. State Board of Education regulations, MSI will provide core content instruction to all students in English language arts, mathematics, science, social studies, the arts, music, and health and fitness. Electives and foreign language will be offered to middle and high school students. Pitsco STEM curriculum will be implemented in all grades. The algebra curriculum will be used at middle and high school level. Refer to *Appendix G* for Pitsco curriculum grade level outlines. Gateway to Technology (GTT) *Design and Modeling*, and *Automation and Robotics* courses will be implemented as a precursor to Project Lead the Way (PLTW) at the middle school level. For high school students, PLTW will include *Introduction to Engineering Design*, *Principles of Engineering*, and *Pathway to Engineering* (PTE) specialization courses or a capstone course. For Biomedical Sciences (BMS), required courses include *Principles of the Biomedical Sciences*, *Human Body Systems*, and *Medical Interventions*. Academically accelerated middle school students are eligible for high school courses. Students in elementary grades 3-11 will complete an annual STEM project that will be evaluated using rubrics, and presented publically to the community. Projects must demonstrate STEM content knowledge. High school seniors will complete a Senior Project® to include a research paper, project, portfolio, and presentation as part of graduation requirements. In order to address health concerns prevalent in the student population, all students will engage in health and fitness instruction and activities on a daily basis. *See Appendix G for additional information.*

High School Diploma Program and Course of Study

MSI will offer the South Carolina State High School Diploma, in accordance with state regulation S.C. Reg. § 43-601, to include Carnegie credit for twenty-four earned units, computer literacy, and passage of HSAP. End-of-Course Examination for gateway courses count as 20% of a student's overall grade. Students in College Prep programs must earn one unit in foreign language. Most four-year colleges/universities require at least two years of the same foreign language. Students in a Tech Prep Program, must earn one unit in CATE. MSI proposes earning at least twelve (12) hours of credit in Advanced Placement courses. High school courses are 90 minutes in length and include four 90 minute courses per day for six instructional hours, excluding lunch. Successful Senior Project® completion is a MSI graduation requirement. High school graduation requirements include:

MSI High School Graduation Requirements

English	4 units	Physical Ed or JROTC	1 unit
Math	4 units	Computer Science/Intro to Computers	1 unit
Science	3 units	Career Tech. or Foreign Language* (2 units of same FL required for 4 year college entry)	1 unit
US History & Constitution	1 unit	Senior Project	1 unit
Government/Economics	1 unit	Electives	6 units
Other Social Studies	1 unit	Total Units	24 Units
Passing score on HSAP-ELA and Mathematics			
EOC-EP Gateway Courses = 20% of final grade			

MSI will implement STEM specific career clusters with corresponding course work:

School of Engineering & Integrated Tech.	School of Business and Information Systems
Architecture & Construction Cluster Majors: <input type="checkbox"/> Computer Assisted Drafting (CAD)-Project Lead the Way STEM* Cluster <i>*Science, Technology, Engineering, Math</i> Majors: <input type="checkbox"/> Math <input type="checkbox"/> Pre-Engineering (Project Lead The Way) <input type="checkbox"/> Science	Business Management & v-Admin. Cluster Major: <input type="checkbox"/> Business Information Management <input type="checkbox"/> General Management <input type="checkbox"/> Operations Management Finance Cluster Major: <input type="checkbox"/> Accounting Information Technology Cluster

Ag., Food, & Natural Resources Cluster Majors: <input type="checkbox"/> Animal Science <input type="checkbox"/> Horticulture	Major: <input type="checkbox"/> Programming and Software Development <input type="checkbox"/> Networking/Systems Marketing, Sales & Service Major: <input type="checkbox"/> Marketing Management
School of Arts and Humanities AV Technology & Communications Cluster Majors: <input type="checkbox"/> Digital Art and Design (NF) <input type="checkbox"/> AV Technology (TV) (FM) <input type="checkbox"/> Graphic Communication (FM) <input type="checkbox"/> Journalism	School of Health & Human Services Health Science Technology Majors: <input type="checkbox"/> Biomedical Sciences <input type="checkbox"/> Health Science <input type="checkbox"/> Sports Medicine

Required Examinations

Students in grades 3-8 will undergo PASS administration. High school students in year two of high school must undergo HSAP administration and earn a passing score on both the ELA and mathematics portions of HSAP. Students first take HSAP during the spring of their second year of high school (typically tenth graders and those repeating the ninth grade). Students have two opportunities per year and a final opportunity the summer after twelfth grade to earn passing scores. Middle and high school students enrolled in Algebra 1/Mathematics for the Technologies 2, English 1, U.S. History, or Biology 1/Applied Biology 2 will participate in the End-of-Course Examination Program (EOCEP or EOC). Results of the test will count as 20% of the final course grade. MSI will comply with all updates to federal and state assessments. Evidence of increase student academic achievement for all groups of students described in Section 1111(b)(2)(C)(v) of the ESEA will be provided through summative assessments. MSI understands that increases in student achievement for all students as described in ESEA is the most important factor in determining renewal or revocation of a charter. Ongoing formative assessments and benchmarks will provide student progress markers toward summative goals.

See Appendix E, School Calendar and Schedule; and Appendix G, Supporting Documents for the Described Educational Program.

Goals and Objectives

MSI's goals are student-focused; objectives are specific and measurable; and strategies are research-based. Assessment results will be used annually (minimum) for program evaluation and program improvement. Internal evaluation will occur at four-and-one-half week periods, as well as throughout the year and will be a collaborative effort of the administration, teachers and staff, parents, students, and Board members. The MSI learning community is committed to developing and implementing a continuous improvement plan with student success as the constant focus. The Board will be committed to an aggressive school improvement plan that will sustain high quality of student performance and satisfaction. MSI's mission is to produce academically and physically fit STEM proficient students. MSI's goals are specific, measurable, attainable, reflective of the school's mission, and time-phased. All goals will be measured by federal accountability guidelines. MSI has developed five student achievement goals and one health and fitness goal. The Progressive Aerobic Cardiovascular Endurance Run (PACER) multistage fitness program includes gender and age category measures for aerobic capacity; muscle strength, endurance, and flexibility; and body composition. All goals are based on student need and are aligned with the characteristics of high quality charter schools.

Goal 1 - Mathematics				Baseline
Beginning with the 2014-2015 school year baseline, MSI Charter School's state assessment results will increase by 2.5% annually as measured by the Mathematics Smarter Balance state assessment.				2012 S.C. federal accountability data for met performance on Mathematics: the state =74.3%; local district = 61.9%. MSI students will meet or exceed local district met performance means.
Rationale: A major component of academic excellence is increased student progress. Economically disadvantaged students often perform at low levels in reading, math, and science. Fairfield County has a 77.3 % poverty rate (12 th from the bottom in the state. Local district 2012 Elementary Report Card Palmetto Achievement Challenge Test (PASS) results reveal both an achievement gap and a large percentage of students underperforming in Mathematics.				
Annual Targets				Strategies
1.	2014-15	Baseline	61.9%	Student progress will be monitored through initial baseline assessments and periodic benchmarks using Measures of Academic Progress (MAP) and/or assessments aligned with Smarter Balance. Periodic benchmarks will be conducted each 4½ weeks. Teachers will develop an individual progress plan for each student detailing student strengths and areas of need. Students who are not achieving adequate progress will be provided with additional instructional support during and before/after regular school hours.
2.	2015-16	Met ≥	64.4%	
3.	2016-17	Met ≥	66.9%	
4.	2017-18	Met ≥	69.4%	
5.	2018-19	Met ≥	71.9%	
6.	2019-20	Met ≥	74.4%	
7.	2020-21	Met ≥	76.9%	
8.	2021-22	Met ≥	79.4%	
9.	2022-23	Met ≥	81.9%	
10.	2024-24	Met ≥	84.4%	
Goal 2 – Reading/English Language Arts				Baseline
Beginning with the 2014-2015 school year baseline, MSI Charter School's state assessment results will increase by 2.5% annually as measured by the Reading/ELA Smarter Balance state assessment.				2012 S.C. federal accountability data for met performance on Reading/ELA: the state =74.9%; local district = 63.6%. MSI students will meet or exceed local district met performance means.
Rationale: A major component of academic excellence is increased student progress. Economically disadvantaged students often perform at low levels in reading, math, and science. Fairfield County has a 77.3 % poverty rate (12 th from the bottom in the state. Local district 2012 Elementary Report Card Palmetto Achievement Challenge Test (PASS) results reveal both an achievement gap and a large percentage of students underperforming in Reading/ELA.				
Target				Strategies
1.	2014-15	Baseline	63.6%	Student progress will be monitored through initial baseline assessments and periodic benchmarks using Measures of Academic
2.	2015-16	Met ≥	66.1%	
3.	2016-17	Met ≥	68.6%	

4.	2017-18	Met \geq	71.1%	Progress (MAP) and/or assessments aligned with Smarter Balance. Periodic benchmarks will be conducted each 4½ weeks. Teachers will develop an individual progress plan for each student detailing student strengths and areas of need. Students who are not achieving adequate progress will be provided with additional instructional support during and before/after regular school hours.
5.	2018-19	Met \geq	73.6%	
6.	2019-20	Met \geq	76.1%	
7.	2020-21	Met \geq	78.6%	
8.	2021-22	Met \geq	81.1%	
9.	2022-23	Met \geq	83.6%	
10.	2024-24	Met \geq	86.1%	
Goal 3 - Science				Baseline
Beginning with the 2014-2015 school year baseline, MSI Charter School's state assessment results will increase by 2.5% annually as measured by the state Science assessment.				2012 S.C. federal accountability data for met performance on Science: the state =72.1%; local district = 61.6%. MSI students will meet or exceed local district met performance means.
Annual Targets				Strategies
Science				Student progress will be monitored through initial baseline assessments and periodic benchmarks using Measures of Academic Progress (MAP) and/or assessments aligned with Smarter Balance. Periodic benchmarks will be conducted each 4½ weeks. Teachers will develop an individual progress plan for each student detailing student strengths and areas of need. Students who are not achieving adequate progress will be provided with additional instructional support during and before/after regular school hours.
1.	2014-15:	Baseline	61.6%	
2.	2015-16:	Met \geq	64.1%	
3.	2016-17:	Met \geq	66.6%	
4.	2017-18:	Met \geq	69.1%	
5.	2018-19:	Met \geq	71.6%	
6.	2019-20:	Met \geq	74.1%	
7.	2020-21:	Met \geq	76.6%	
8.	2021-22:	Met \geq	79.1%	
9.	2022-23:	Met \geq	81.6%	
10.	2023-24:	Met \geq	84.1%	

Goal 4-HSAP				Baseline
Beginning with the 2019-2020 school year baseline, MSI Charter School's state assessment results will increase 1.5% as measured by the state high school exit examination assessment.				2012 S.C. federal accountability data for passage rates on spring HSAP: the state =86.2%; local district = 84.1%. MSI students will meet or exceed met local district HSAP performance means.
Rationale: A major component of academic excellence is increased student progress. Economically disadvantaged students often perform at low levels in reading, mathematics, and science. Fairfield County has a 77.3 % poverty rate (12 th from the bottom in the state. Local district 2012 High School Assessment Program (HSAP) results reveal low second-year high school spring passage rates. Increasing HSAP passage rates will provide a clear and evident measure of student success.				
Annual Targets				Strategies
				Student progress will be monitored through initial baseline assessments and periodic benchmarks using Measures of Academic Progress (MAP) and/or assessments aligned
1.	2019-20:	Baseline	84.1%	
2.	2020-21:	Met \geq	85.6%	

3.	2021-22:	Met \geq	87.1%	with HSAP. Periodic benchmarks will be conducted each 4½ weeks. Teachers will develop an individual progress plan for each student detailing student strengths and areas of need. Students who are not achieving adequate progress will be provided with additional instructional support during and before/after regular school hours.
4.	2022-23:	Met \geq	88.6%	
5.	2023-24:	Met \geq	90.1%	
6.	2024-29:	Met \geq	91.6%	

Goal 5–Graduation Rate				Baseline																																
MSI’s first high school class will graduate at the end of the 2020-21 school year. By the 2025-2026 school year, MSI’s on-time graduation rate will meet or exceed 85%, as measured by federal accountability guidelines.				2012 S.C. federal accountability data for on-time graduation rate: State = 73.6%; local districts = 64.5%. The top 10% of schools in the state earned graduation rates 85% or higher.																																
Rationale: A major component of academic excellence and college and/or career preparedness is for students to graduate within four years of entering high school. The students who are likely to attend MSI have not experienced success at their traditional school, so it is expected that the graduation rate will be lower than the state average for the first few years. MSI intends to far surpass the on-time state graduation rates during the term of its charter. Federal accountability data is released publicly, so it will provide a clear and evident measure of the school’s success.																																				
Annual Targets				Strategies																																
<table><tr><th colspan="4">On-Time Graduation Rate</th></tr><tr><td>1.</td><td>2021-22:</td><td>Graduation Rate ≥</td><td>64.5%</td></tr><tr><td>2.</td><td>2022-23:</td><td>Graduation Rate ≥</td><td>69.6%</td></tr><tr><td>3.</td><td>2023-24:</td><td>Graduation Rate ≥</td><td>74.7%</td></tr><tr><td>4.</td><td>2024-25:</td><td>Graduation Rate ≥</td><td>80.0%</td></tr><tr><td>5.</td><td>2025-26</td><td>Graduation Rate ≥</td><td>85.0%</td></tr><tr><td></td><td>–</td><td></td><td></td></tr><tr><td></td><td>2030-31:</td><td>Graduation Rate ≥</td><td>85.0%</td></tr></table>				On-Time Graduation Rate				1.	2021-22:	Graduation Rate ≥	64.5%	2.	2022-23:	Graduation Rate ≥	69.6%	3.	2023-24:	Graduation Rate ≥	74.7%	4.	2024-25:	Graduation Rate ≥	80.0%	5.	2025-26	Graduation Rate ≥	85.0%		–				2030-31:	Graduation Rate ≥	85.0%	Teachers and administration will develop an individualized graduation plan for each student detailing status on course credits earned, courses needed, & progress on state graduation& end-of-course exams. Plans must include student strengths & need. Progress will be monitored through baseline & periodic benchmarks using MAP and/or assessments aligned with Smarter Balance. Benchmarks will be conducted each 4½ weeks. Students who are not achieving adequate progress will be provided with additional instructional support during and/or before and after regular school hours. Graduation progress will be assessed and revised each nine weeks.
On-Time Graduation Rate																																				
1.	2021-22:	Graduation Rate ≥	64.5%																																	
2.	2022-23:	Graduation Rate ≥	69.6%																																	
3.	2023-24:	Graduation Rate ≥	74.7%																																	
4.	2024-25:	Graduation Rate ≥	80.0%																																	
5.	2025-26	Graduation Rate ≥	85.0%																																	
	–																																			
	2030-31:	Graduation Rate ≥	85.0%																																	

Goal 6–Fitness/Wellness		Baseline
Physical fitness levels of all MSI students will increase by 3% each school, capping at 85%.		2014-2015 fitness/wellness data collection will serve as the baseline.
Rationale: Fairfield County ranks among the highest of South Carolina’s 46 counties for health and crime incidences. Fairfield ranks 3 rd in obesity; 17 th in diabetes; 12 th in poverty; and 7 th in violent crime. MSI will provide students with lifetime fitness skills in order to teach students how to establish and maintain healthy lifestyles.		
Annual Targets		Strategies

Physical Fitness/Wellness			
1.	2014-15:	Baseline	
2.	2015-16:	Met \geq	+3%
3.	2016-17:	Met \geq	+3%
4.	2017-18:	Met \geq	+3%
5.	2018-19:	Met \geq	+3%
6.	2019-20:	Met \geq	+3%
7.	2020-21:	Met \geq	+3%
8.	2021-22:	Met \geq	+3%
9.	2022-23:	Met \geq	+3%
10.	2023-24:	Met \geq	85.0%

The Progressive Aerobic Cardiovascular Endurance Run (PACER) multistage fitness program will be implemented daily and measured each nine week grading period. Teachers will work with students to develop healthy lifestyle habits including proper diet and regular exercise.

Evaluating Pupil Performance

MSI's goals are student-focused; objectives are specific and measurable; and strategies are research-based. Formative assessments will be used during daily instruction to monitor student progress, guide instruction, and provide direction for corrective action. Internal benchmark assessments will be administered at four-and-one-half week intervals throughout the school year. Evaluations (summative) will be used annually (minimum) for program evaluation and as a measure of overall students' academic improvement. During weekly data team meetings, faculty and staff will use data to shape student instruction. The MSI learning community is committed to developing and implementing a continuous improvement plan with student success as the constant focus. The Board is committed to an aggressive school improvement plan that will sustain high quality of student performance.

Internal Assessments, Baseline Data, Short and Long Term Goals, Types of Assessments

MSI's assessment plan relies on the use of internal assessments designed to measure student progress toward goals. Since MSI's student population will likely be made up of local geographic area students, academic baseline measures were determined for each goal using the most current local district's summative results. Teachers will use a teacher made assessments, PITSCO STEM assessments, and Common Core assessments to measure individual student

progress. The Progressive Aerobic Cardiovascular Endurance Run (PACER) multistage fitness assessment will be used to measure student fitness. Each week, teachers and support staff will meet to discuss student progress and plans for accelerating student learning. Internal assessments will be integrated into the regular instructional day and will be administered according to the schedule determined in weekly data team meetings. Benchmark assessments, teacher-made and commercial, will be administered every 4 ½ weeks, and will include fall, winter, and spring of Measures of Academic Progress (MAP) assessments.

Annual Formal (Summative) Assessments

The Palmetto Assessment of State Standards (PASS) will be administered to all MSI students in grades 3 - 8 in May for English Language Arts (ELA); mathematics, science, and social studies. The two-day writing test will also be administered in March. In compliance with S.C. State Board of Education Regulation 43-220, MSI first and second graders will be evaluated using the STAR during February-March for gifted and talented education. When MSI adds high school grades, students enrolled in Algebra 1/Mathematics for the Technologies 2, English 1, U.S. History, or Biology 1/Applied Biology 2 will participate in the End-of-Course Examination Program (EOCEP or EOC). Results of the test will count as 20 percent of the final course grade. Second year high school students will take the High School Assessment Program (HSAP), which is required for a high school diploma. Students must earn a passing score on both the ELA and mathematics portions of HSAP. Students first take HSAP during the spring of their second year of high school (typically tenth graders and those repeating the ninth grade). If necessary, students will then have two chances per year and one final chance the summer after twelfth grade to earn passing scores. MSI will administer accountability measures in accordance with federal and state requirements, including changes to the formal assessments detailed above.

Data Use/Management, Professional Development, Instruction, and Corrective Action

MSI's assessment system includes weekly data team meetings in which teachers will bring student assessment results and meet in teams to discuss disaggregated achievement data by subgroup, individual student growth, plans for grouping, and additional ways to meet student needs based on MAP Survey Assessments benchmarks PITSCO assessments, Common Core Assessments, and teacher-made assessments. MSI's STEM coach is a vital leader in weekly data meetings. A management system for organizing and using student data on individual and group levels will be developed, to include incremental progress toward benchmarks (short-term goals), and final goal attainment. Students who are identified as needing additional assistance, either through standardized tests or classroom performance, will receive additional and varied instruction and educational aid. An Academic Improvement Plan (AIP) will be created, which details the specific needs and methods of remediation. Small group instruction, differentiated materials, and additional opportunities for skill practice are some of the strategies used in the AIP. During weekly data team meetings, faculty and staff members will develop AIPs for students in need, revise existing plans, and set reasonable, attainable academic goals. In addition, use of MAP RIT scores as a tool for goal setting is an important part of goal attainment. For students who require additional support MSI will provide additional one-on-one or small group instruction for students. In addition to continuous sessions focused on PITSCO and Common Core Standards, professional development needs will emerge from faculty and staff collaboration. In accordance with the Elementary and Secondary Education Act (ESEA), Section 1111(b)(2)(C)(v), MSI will provide evidence of increased student academic achievement for all groups of students. MIA recognizes that increases in student academic achievement for all students as described in ESEA is the most important factor when determining to renew or revoke

a school's charter. Furthermore, the MSI Planning Committee and Board of Directors, recognize the contractual agreement that increased academic student performance of all students is the prime measure that ensures the future of the school.

Communication Plan

MSI's faculty and staff will communicate directly with parents or legal guardians regarding the academic and social progress of students. Teachers will develop individual goals with students in the form of Individualized Academic Plan (IAP). This plan will serve as the primary document for helping students to set and obtain academic growth. The school calendar was developed with ample opportunities for student/parent/teacher conferences, and will be used accordingly. Teachers will maintain a log documenting parental contacts. Weekly data team meetings set the stage for measuring and monitoring student progress. MSI will communicate with the community through written and electronic means. The PowerSchool portal will be used on a regular basis for two-way communication. MSI will develop a website, and each teacher will establish and maintain a current webpage. Local media outlets, including newspapers and radios, will be utilized so that parents and community members are kept abreast of important school events, dates, and times. MSI's guidance and administrative staff will work with parents who may need assistance getting to and from the campus.

Serving Students with Special Needs

Compliance and Processes

MSI will comply fully with the Individuals with Disabilities Act, and Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. MSI's budget provides for

employment of one special education teacher starting with the initial year. Once student enrollment has been finalized and needs are determined, additional special education services may be contracted through third parties. MSI will use the following process to identify students with special needs: the teacher or parent will notify the school administrator when a student is suspected of having a disability. The administrator will then notify the program director and special education teacher. The administrator and teacher schedule a meeting to discuss the concerns and process with the parents/guardian. Parental written consent must be obtained before the process continues. A notice must include, among other things, what is being proposed, reasons for proposal, evaluation procedures and an explanation of parent rights and procedural safeguards. A Child Study Team (CST) will be formed that includes the school administrator, the parent(s), teachers who instruct the student, and a special education teacher and/or coordinator. The student will be assessed/screened in all areas related to the suspected disability including:

Vision and Hearing Screening	Speech/Language Referral for Speech/Language Evaluation (if failed screening)	Social and emotional status
General intelligence	Academic performance	Motor abilities

Results are reviewed by the child study team to determine eligibility for special education and related services according to state and federal guidelines for qualification. The parents will receive formal written report of evaluation results including:

- Assessment results and educational implications;
- Parental/Guardian Rights (IEP team meeting attendance, right to refuse services, and other parental rights pertaining to the evaluation process);
- A full description of all procedural safeguards available;
- A list of sources where parents/guardians may obtain free/low cost legal services;
- A statement of any other factors relevant to the proposed action;
- A declaration that the student's educational status shall not be changed without the knowledge and written approval of the parent or until the notice and due process procedures have been exhausted; and
- Procedural safeguards available.

An Individualized Educational Program (IEP) will be developed for every child found eligible for special education services. An IEP team will be formed for assessment and review for needed services and IEP will be developed. The members of the team, as defined by the IDEA Regulations 300.344, include the parents/guardians of the child, specific school personnel, and if appropriate, the child. Related services (occupational and physical therapy, orientation and mobility, speech therapy, etc.) will be provided by third party. In accordance with IDEA, “children will be treated as individuals with unique abilities and disabilities that need to be addressed by providing by providing unique support services, which are explicitly articulated in the IEP”. MSI will create a system to ensure that a continuum of alternative placements, including inclusive classrooms, is available to meet the needs of students with disabilities for special education and related services and that least restrictive environment (LRE) issues are considered in placement decisions. Special education teachers at the school will have full certification and hold a license in South Carolina to teach. The charter school will ensure that students with disabilities receive a free appropriate public education (FAPE) and will utilize a variety of strategies to address student needs.

The school’s curriculum will align with the Common Core State Standards and the National STEM Standards. Modifications will be made to address the unique needs of children with disabilities and will be documented in the IEP. Access to the general education curriculum will be provided for all students with disabilities to the maximum extent possible.

An inclusive model of service delivery will be implemented to address the needs of children with disabilities. A system will be established that allows support services to be brought to the child’s regular classroom. MSI’s flexible learning environment, innovative scheduling and community of learners create an ideal situation for inclusion to be most effective for children. All students

will work toward achievement in the state standards with the level at which these standards are appropriate to the special needs of the students. Additional support will be offered to the students within and outside of the context of their regular classroom. MSI will focus on high expectations for all students, where students are expected to grow academically and emotionally. Our school's commitment to small classroom size will aid in providing the individual attention needed to meet a student's IEP. At MSI, every child will be valued and respected and included in all aspects of the school.

Student Discipline, Suspension, and Expulsion

Self-discipline is an important part of a student's education and a critical life skill. Parents are encouraged to teach their children the positive character traits of honesty, respect for others, self-reliance, independence, integrity, and kindness. While participating in school-sponsored events, all students of MSI must conduct themselves in a manner that demonstrates these qualities. MSI's staff seeks the best educational opportunities possible for all students. In order to have an environment that facilitates a safe and sound education for all students, a high standard of behavior is expected from all students. When this standard of behavior is not met, the nature, seriousness, and frequency of the inappropriate behavior will determine the action taken. Students will be expected to sign a student contract outlining the consequences for failing follow MSI behavioral guidelines. Students will be held accountable for their behavior in accordance with Board policy as outlined in the student handbook. The discipline procedure for MSI applies while students are on school grounds; during transport to and from school; during nutritional breaks; while going to or coming from a school sponsored activity; and when attending any activity sponsored by the MSI. The following infractions, while not an exhaustive list, are unacceptable behaviors that may lead to suspension or expulsion:

dress that does not meet school standards	disruptive behavior
insubordination (i.e. not obeying directions, refusal to work	fighting, threatening, physical aggression, bullying, and/or hazing
gambling	unauthorized use of computer technology
defacing/destroying school or private property	theft or attempted theft
possession of weapons, look-alike weapons, explosives, fireworks.	false alarms, bomb threats, 911 calls, threats against persons, hoaxes
use or possession of tobacco, tobacco products, drugs, or alcohol	profanity/obscenities
sexual harassment/discrimination based on race, color, sex, disability, national origin, ethnicity, or religion	

In compliance with S.C. Code Ann. § 59-63-235, any student who brings firearm to campus will be expelled. Student conduct, rights, and responsibilities will be explained to parents at the beginning of the school year. MSI will comply with the Family Education Rights and Privacy Act (20 U.S.C. § 1232). Parents may appeal disciplinary actions to the Board of Directors. All decisions of the Governing Board must be finalized, in writing, within fifteen (15) days from the date of the appeal. In compliance with IDEA (2004), MSI ensures the continued provision of a free and appropriate education for any student with a documented disability who is expelled from MSI.

Governance and Operation

Board Composition, Legal Compliance, Election Process, Duties and Responsibilities

MSI holds Articles of Incorporation as a South Carolina non-profit corporation and has established By-Laws for governance and operation. Pending charter approval and prior to the beginning of the 2013-2014 school year, MSI's Planning Committee will request from its members nominations for those who would like to serve as a member of the Governing Board. Parents, business, and community members will have ample opportunity to submit names for nominations to the planning committee in written form. Nominations shall be taken through the close of business on September 24, 2014. The nomination form shall contain the categories

listed below. In accordance with S.C. Code Ann. §59-40-50 *et seq.*, the Governing Board shall consist of seven members as specified in MSI's By-Laws. Members may serve a term of two years, and may serve additional terms upon re-election. A choice of the membership of the board must take place every two years. Fifty percent of the members of the board, plus one additional member, must be individuals who have a background in K-12 education or in business, as specified in MSI's By-Laws. Board membership is elected. Fifty percent of the members of the board must be elected by the employees and the parents or guardians of students enrolled in the charter school. Parents or guardians shall have one vote for each student enrolled in the charter school. All members must be residents of the State of South Carolina. A person who has been convicted of a felony must not be elected to the Board of Directors. In order to ensure MSI's beginning establishment, four board members shall be appointed to serve two-years terms, and shall constitute a quorum. Initial elections will be held during the month of October, 2014. Ballots listing the candidates shall be sent out no later than October 15, 2014. Ballots shall be mailed with a self-addressed stamped envelope to each parent. Parents shall receive one ballot for each student enrolled in the school. Employees will also receive one ballot each. Ballots received or postmarked on or before October 22, 2014 opened and counted in a public process. Individuals receiving the most votes shall be elected to the Board. The newly elected members will be publicized through the school's newsletter and web pages and local media outlets. The Board will hold an organizational meeting no later than November 5, 2014, and will elect officers in accordance with the By-Laws. Elections, thereafter, shall commence every two years, and shall coincide with regularly scheduled elections to be held on the first Tuesday of November, with ballots to be counted, confirmed, and publically reported. MSI's Executive Director will preside at the November board meeting until such time as the board elects officers. Newly elected board

members will be sworn-in at November board meeting, and will attend the initial board training session during December 2014. Board member training will be conducted twice annually.

The Board's responsibilities shall include but not be limited to:

- employing and contracting with teachers and nonteaching employees;
- ensuring that all certified personnel, teachers, and noncertified teachers undergo background checks and other investigations before they are employed in the school;
- contracting for other services including, but not limited to, transportation, instructional equipment, food services, accounting, and legal services;
- developing pay scales, performance criteria, and discharging policies for its employees, including the school's administrator;
- deciding all other matters related to the school's operation, including budgeting, curriculum, and operating procedures; and
- ensuring that the school will adhere to the same health, safety, civil rights, and disability rights requirements applicable to all public schools operating in the same school district.
- dismissing of employees, including administrative personnel;
- actively participating in School Board training sessions;
- developing and adopting the budget;
- establishing a method of engaging the parents, business persons and other community members in planning, implementing, evaluating and improving the school;
- developing policy that addresses accountability for student records, board meeting, and MSI records;

- ensuring that the school adheres to the same health, safety and civil rights and disability rights requirements as are applied to all public schools operating in the District.

Board Training/Capacity Building, Board Meetings and Relations, and Administration

The Planning Committee has reviewed governance models including the HighBar Governance Model; The Return Model (New Orleans); Constitutional Model (Minnesota); Leadership Model (Michigan); Semillas Governance Model (California); and The OPEN Model (New York). After careful consideration, the Planning Committee recommends implementing the Policy Governance model, developed Dr. John Carver and published in his book *Boards That Make a Difference*. The Board plan to secure the services of Dr. Brian L. Carpenter to assist in training and implementation. The MSI Board shall meet on the second Monday of each month at 7:00 p.m. Meeting notices and agendas shall be posted and sent home to parents/guardians at least one week prior to the meeting. Except for executive session, all meetings are open to the public. The Board shall comply fully with the S.C. Freedom of Information Act, Title 30, Chapter Four. The Board of Directors is the governing body for the nonprofit corporation and is legally responsible for all matters regarding MSI. The Board's focus is strategic, and as such, the Board will set policy, oversee long-range planning, ensure fiscal solvency, and supervise operational matters, including budgeting, curriculum, operating procedures, and community relations. The Board will select, by majority vote, a qualified, experienced Executive Director to lead MSI. The Board will delegate to the Executive Director, upon employment, the authority for the management and execution of day-to-day school activities, including management of personnel and instructional leadership. MSI's Executive Director will serve as the liaison between the Board and the school.

Compliance, Liability, and Indemnification

MSI will comply fully with Title 30, Chapter 4 of the South Carolina Freedom of Information Act (FOIA). Meetings of the Board of Directors will be held a minimum of six (6) times per year and conducted by the Board of Directors in accordance with all provisions of the current law and any enacted amendments. MSI will adhere to the Family Education Rights and Privacy Act as it pertains to student records and administrative records by respecting the purpose of privacy regulations which include:

- assuring consumer control over student information;
- setting boundaries on the use and disclosure of student records; and
- establishing appropriate safeguards to protect privacy of student information.

All student records and administrative records will be secured on the premises of the school or at a site approved for their storage by the Board. All meetings will be conducted in public according to the stipulations of the FOIA except for matters prescribed in Section 3-40-70 which include the following:

- Discussion of employment, appointment, compensation, promotion, demotion, discipline, or release of an employee, a student, or a person regulated by a public body or the appointment of a person to a public body; however, if an adversary hearing involving the employee or client is held, the employee or client has the right to demand that the hearing be conducted publicly. Nothing contained in this item shall prevent the public body, in its discretion, from deleting the names of the other employees or clients whose records are submitted for use at the hearing.
- Discussion of negotiations incident to proposed contractual arrangements and proposed sale or purchase of property, the receipt of legal advice where the legal advice relates to a pending, threatened, or potential claim or other matters covered by the attorney-client

privilege, settlement of legal claims, or the position of the public agency in other adversary situations involving the assertion against the agency of a claim.

- Discussion regarding the development of security personnel or devices.
- Investigative proceedings regarding allegations of criminal misconduct.
- Discussion of matters relating to the proposed location, expansion, or the provision of services encouraging location or expansion of industries or other businesses in the area served by the public body.

Before entering executive session the Board shall vote in public on the question and when the vote is favorable, the presiding officer shall announce the specific purpose of the executive session. As used in this subsection, "specific purpose" means a description of the matter to be discussed as identified in items (1) through (5) of subsection (a) of this section. However, when the executive session is held pursuant to Sections 30-4-70(a)(1) or 30-4-70(a)(5), the identity of the individual or entity being discussed is not required to be disclosed to satisfy the requirement that the specific purpose of the executive session be stated. No action may be taken in executive session except to (a) adjourn or (b) return to public session. The members of a public body may not commit the public body to a course of action by a polling of members in executive session. The Board assumes liability for the activities of MSI and agrees to hold harmless the SCPCSD, its servants, agents, and employees from any and all liability, damage, expense, cause of action, suits, claims, or judgments arising from injury to persons or property or otherwise that arises out of act, failure to act, or negligence of MSI, its agents and employees, in connection with or arising out of the activity of MSI.

See Appendix I, By-Laws; Appendix J, Articles of Incorporation; and

Appendix K, Organizational Chart

Parent and Community Involvement

Description and Timeline

MSI's Planning Committee began sharing the vision for a STEM Institute with the community during the fall of 2011. Multiple community sessions have been held during the past two years to inform parents, community members, and business leaders about the proposed school, and to provide an understanding of STEM education. MSI has been described in detail, and the role of parents and community members has been a vital component of all awareness and informational sessions. Parents and community members are invited to serve as mentors, volunteers, and sponsors. Planning Committee member, Wanda Carnes, currently serves as the contact person and parent and community involvement. Parents and community members understand that the MSI curriculum is highly interactive, challenging, and engaging. As part of the Response to Intervention (RTI) school-wide plan, MSI will utilize volunteers, retired educators and/or contracted personnel as tutors to work one-on-one and/or in small group settings in order to promote content mastery. MSI's Board of Directors will undergo training in diversity, and in school and community relations in order to attract and maintain the support of a diverse parental population.

Requirements

All individuals working with MSI students must undergo a criminal background check, complete an application, be high school graduates, and be capable of the demands required of the specific volunteerism. All volunteers and visitors must wear identification badges, and sign in and out at the front office when working on campus. A member of MSI's steering committee serves as the parent/volunteer coordinator. Volunteer are encouraged to work in areas of choice and interest. Daytime volunteers work in the school in before or after school programs, or assist with special

activities such as day field trips; field days; book, science, or academic fairs; fundraisers; media center paperwork; school photo shoots; fundraisers; chaperones; or other special events. Mentors assist students with apprenticeships, academics, and personal goals. Mentors work with MSI's administration and teachers to arrange specific meeting times with students. Mentors must be approved in advance of meeting with students. Chaperones assist students in educational and athletic activities that may require overnight travel. Chaperones must be preapproved before escorting students to any event. Tutors assisting students with skill and concept mastery may work with students before, during, and/or after school. Tutors must be approved by MSI before working with students.

Budget and Finance

The MSI proposed five-year budget reflects the school's mission by effectively and appropriately funding instruction. MSI's budgetary philosophy is to fund teaching and student learning in the classroom. All budget items are measured to determine worth in providing for and improving educational experiences for students. The five year budget demonstrates MSI's best effort to invest funds from the Fiscal Year 2015 budget directly into the classroom.

MSI anticipates acceptance as a Charter School Program (CSP) Grant recipient beginning with FY-14-15, and agrees to fully disclose all funds to its sponsor. Funds received will be based on the award percentage rate provided by SCDE. In accordance with statutory requirement MSI will undergo an annual audit and will comply with all aspects of this mandate. The Single Audit Guide has been reviewed in detail including current Highlights, Technical Notes, Audit Requirements, and appropriate information in the Compliance Supplement. MSI is knowledgeable of the compliance requirements and suggested audit procedures. The Board of Directors (BOD) will engage an auditor no later than 120 days prior to the close of the fiscal year

by soliciting three bids from independent Certified Public Accountant (CPA) firms and selecting the firm that has prior charter school auditing experience and best meets MSI's needs. The annual audit will encompass MSI's financial and administrative operations and will be conducted in compliance with law. The audit report will meet the state requirements and the BOD will receive, review, and approve the Annual Audit prior to required submission to the South Carolina Public Charter School District and required state agencies. Additionally, MSI will adhere to accounting, reporting, and auditing procedures and requirements of the SCPCSD, as well as those for all public schools operating in South Carolina. MSI will remain fiscally solvent; adhere to general accepted accounting practices; have no material breaches; address financial concerns; and follow the South Carolina pupil accounting system by designing, developing, and implementing a comprehensive Internal Fiscal Control System including:

- Establishing financial policies and corresponding financial procedures to properly account for all revenue and expenses as directed in the *Financial Accounting Handbook* and the *Funding Manual*;
- Establishing policies to adhere to the reporting policies, procedures, and regulations of the *South Carolina Pupil Accounting Manual* and the *South Carolina Student Accountability Manual*;
- Ensuring that all accounting, reporting, and auditing procedures and requirements comply with the published specifications of the Office of District Auditing and Field Services contained in the (a) *Single Audit Guide*, (b) *Financial Accounting Handbook*, and (c) *Funding Manual*.;
- Defining and adhering to Generally Accepted Standards of Fiscal Management;
- Developing and approving an annual operating budget for the upcoming fiscal year no

later than June 30th of the preceding fiscal year;

- Maintaining appropriate records on a by-transaction basis thereby establishing our financial management system as “audit ready” at the conclusion of any given transaction;
- Making required reports (on-call, monthly, quarterly, annually) to the BOD and external appropriate agents and agencies. Reports will be maintained and filed according to district, state, and federal requirements; and
- Identifying, reporting, and dealing with material breaches and financial concerns through corrective and preventative action protocols.

At this time, MSI does not have any liens, litigation history, or any sanctions from any local, state, or federal regulatory agencies. Furthermore, MSI does not have any debt or any other outstanding financial obligations. Pending approval of this charter application, MSI does not have any financial concerns at this time. MSI has identified four areas in which professional operational assistance will be provided: (a) marketing services, (b) school model support, (c) fiscal services, and (d) professional development. Kelly-Moser Consulting of South Carolina – is providing charter school services to MSI.

See Appendix L, Student Enrollment; Appendix M, Five-Year Detailed Budget; and Appendix N, Ten Year Budget Plan

Employees

MSI will employ administrators and teachers at-will, in compliance with the South Carolina Charter Schools Act and the Elementary and Secondary Education Act (ESEA) and No Child Left Behind (NCLB) legislation.

Administrative Staff and Teachers

All members of the administrative staff will hold current South Carolina administrators certification and have a minimum of five years of experience in administration. Guidance personnel must hold a current South Carolina professional certificate in guidance. Guidance services will be negotiated. Job descriptions and qualifications are included in the appendices. In accordance with the No Child Left Behind Act (NCLB), all employment with MSI will meet the State Charter Schools Act guidelines. Teachers of core academic areas (English language arts, mathematics, science, social studies, music, and art) will hold area certification or a baccalaureate or graduate degree in the subject(s) taught and meet Highly Qualified ESEA requirements. Any non-certified staff member performing instructional duties at the MSI will be appropriately qualified for the subject(s) taught, will have completed a minimum of one year at an accredited college or university, and will meet the qualifications outlined in SC Code Ann. § 59-25-115. During year one 2014-15, MSI will be staffed with one section of grades kindergarten through fifth, and with one multi-age teacher for grade configurations K-1, 2-3, and 4-5. A grade level will be added each consecutive year, with an expansion of the multiage design, through to grade twelve. All teaching staff will be trained in STEM and Common Core Standards implementation. Teachers providing core academic instruction at MSI will meet the definition of “highly qualified” as defined by state and NCLB regulations to include a minimum of a baccalaureate degree with current certification in the content area(s). Qualifications and experience of all faculty and staff of the school will be open to public review and considered as an important part of the information shared with prospective and enrolled students and their parents or legal guardians. Updates on changes with regard to staffing and qualifications will be communicated in writing, and in a timely manner. MSI will employ a full time special education teacher, and contracted services as deemed necessary in order to provide a free and appropriate

education (FAPE) to all eligible special education students in accordance with state and federal regulations as outlined in the Individuals with Disabilities Education Act (IDEA) of 2004. MSI will comply with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and Title III of the Elementary and Secondary Education Act (ESEA).

Employment Procedures, Requirements, and Staff Development

MSI will advertise all vacancies through media outlets to include newspapers and electronic venues for seven days or until such time as vacancies are filled. Candidates will complete an employment application. A screening committee, organized by the Executive Director, will review applications to determine a viable candidate pool. Candidates will undergo an oral interview and a writing assessment (as deemed appropriate for the position). The interview and writing assessment will be scored individually by members of the committee. In the event of multiple candidates for a single position, a second interview will be conducted. Pending a criminal background check, the Executive Director will make final recommendations of employment to the Board of Directors. The Board will assume authority for employment. Board policies will be posted electronically and in written form in order to provide access. Policies will be reviewed with employees annually and on an as-needed basis. Employees will be provided a handbook outlining procedures, policies, expectations, and requirements. All teachers and assistants working with students will undergo STEM curriculum, Common Core Standards Implementation, and health and fitness. Staff development will be based on use of student data to determine student need and the most efficacious ways to meet those needs, advanced STEM training, and faculty and staff needs as determined through employee surveys. Staff development

will be funded by the Board. Extensive background reviews, including criminal background checks, will be done to verify past experiences to insure the safety of children. All employees and others serving in an official capacity must be fingerprinted. MSI reserves the right to mandate random testing of employees is deemed necessary to protect the students. All MSI teachers must provide copies of their teaching certificates. In addition, as part of the background check performed on all new employees, MSI will confirm that the certification is valid within the state of South Carolina. The school will not employ an individual to provide instructional services if the individual's certificate or licensure as an educator is suspended or revoked by South Carolina or any other state. The Executive Director will formally evaluate all teachers using the Safe-T model to determine whether the quality of performance is sufficient to continue as the MSI employees. All employee files will be maintained by MSI in the central office. The appeals process to be used to resolve MSI employee and stakeholder complaints or grievances will be based on the chain of command established at the school. The individual will meet with the Executive Director to address the concern; if necessary, the Director will inform the MSI Governing Board. The policies and procedures for resolving complaints will be presented at orientation meetings, PTA/PTO, and open house meetings. All complaints and grievances will be addressed in a timely fashion. MSI will comply with the provisions of Title 29, Code of Federal Regulations, Part 1903.2 (a)(1) and will place all requisite Occupational Safety and Health Administration posters and related information in conspicuous areas.

Evaluation Process

MSI will fully comply with ADEPT and SAFE-T under South Carolina's system for assisting, developing, and evaluating professional teaching. Based on state expectations (i.e., the ADEPT Performance Standards) that are aligned with nationally recognized professional standards, the

ADEPT system forms a seamless continuum for educators throughout the entirety of their careers. The Executive Director and educational support staff will conduct frequent informal teacher observations to identify strengths and professional growth targets. Additionally, the director will formally observe teachers in the classroom either three times annually, depending on the teacher's level of experience. Informal collegial dialogue about systemic improvement of student work will be ongoing throughout the year. The Executive Director will be responsible for directing performance improvement or taking disciplinary action for MSI employees. The MSI governing board will design and implement a professional evaluation of the Executive Director annually during the month of January. The timeline, process, and necessary forms will be shared with faculty and staff at the beginning of the school year. Teachers will maintain daily and weekly lesson plans that will be monitored by the administration and reviewed during conferences. All faculty and staff will develop annual performance plans that will become part of the evaluation process.

Employment and Dismissal Procedures, and Communications Plan

Employees are at-will and shall have the right to appeal termination to the Board of Directors. MSI will maintain a high standard of excellence and a formidable code of ethics to ensure the safety and well-being of the students. The Board expressly reserves the right to discharge employees after exhausting an internal due process hearing. Violation of any of the following will result in immediate disciplinary action ranging from verbal warning to termination: absenteeism and tardiness; poor performance; insubordination; violation and/or lack of enforcement of school rules; breach of confidentiality; theft; harassment; misuse of property; weaponry on school grounds; fraud, dishonesty and/or false statements; threats and weapons in the workplace; and/or substance abuse. Other circumstances and/or actions that are

inappropriate or unlawful can lead to disciplinary action, including immediate termination. MSI's Board of Directors retains discretion at all times to immediately terminate an employee for unlawful conduct. The Executive Director is responsible for informing the board of disciplinary action taken against an employee. In dealing with infractions that persist, the Executive Director or his/her designee will issue a verbal warning; a written warning; a final warning and/or probation; and notify the employee of recommended termination. In the interest of effective personnel management, the administration and Board recognize the need for a personnel grievance procedure to provide prompt and effective means of resolving any differences that may arise among our personnel, be it between employees or between employees and administrators. Grievance procedures will be available to all employees, including teachers, paraprofessional staff, and non-teaching staff to ensure that differences are resolved as efficiently and fairly as possible. The procedure is designed to settle personnel grievances and complaints as quickly as possible, and at a level as close as is reasonable to the point of origin; therefore, there will be no extension of the prescribed time for moving through the grievance procedure except upon a compelling show of good cause as determined by the MSI Board in its sole discretion. Proceedings will be informal and confidential whenever possible.

See Appendix Q, Sample Job Descriptions; and Appendix R: Key Employee Policies.

Insurance Coverage

i. Workers' Compensation

South Carolina Workers' Compensation Law is designed to provide medical and monetary benefits for an employee who sustains an accidental injury arising out of and in the course of his/her employment. The law provides medical care to bring about the earliest possible recovery from the injury, a percentage of wages and salary lost during the injured employee's disability,

and, in case of death, compensation for the deceased employee's dependents. MSI will purchase worker's compensation insurance in the appropriate amounts. A statement setting out our ability to secure this insurance and an estimate of the cost of this insurance is included in the estimate.

ii. Liability Insurance

An estimated cost for liability insurance has been provided by Insurance People, a licensed insurance carrier in the State of South Carolina. These policies are designed to match or exceed the minimum limits required by the South Carolina Tort claims Act S.C. Code Ann. §15-78-120 (Supp. 2011).

iii. Property Insurance

An estimated annual premium for property insurance from Insurance People, a South Carolina licensed insurance company has been provided. The estimate insures \$50,000 worth of building contents with a \$1,000 deductible.

iv. Indemnity Insurance

An Indemnity insurance estimate against civil and criminal liability for MSI, the members of the board, and the employees acting in their official capacity with respect to all activities related to the charter school is included in *Appendix S*, along with a statement that MSI has the ability to secure the insurance.

v. Automobile Insurance

The Planning Committee has obtained an estimated annual premium for automobile insurance from Insurance People, a South Carolina licensed insurance company. The estimate insures up to \$1,000,000 for hired and non-owned automobiles.

vi. Other Insurance

The Planning Committee has obtained an estimated annual premium for umbrella insurance that insures up to \$1,000,000 from Insurance People, a South Carolina licensed insurance company.

The policy terms, conditions, and exclusions will prevail.

See Appendix S, All Insurance Documents

Transportation

MSI does not intend to provide transportation. MSI will work with parents and/or legal guardians on an individual basis to ensure transport of any student who is unable to attend school because of lack of transportation. MSI assumes no liability for transport.

Facilities

Description, Schedule, and Timeline

MSI needs a facility for nine classrooms, administrative offices, ample storage, land for future growth, a service kitchen, and adequate restroom facilities. Leasing before purchasing is probable. MSI has identified the former Palmetto Montessori School (PMS) located at 1364 Cook Road less than a mile off of I-77 at Exit 34, in Ridgeway as a probable move-in ready facility. PMS sits on 6.35 acres has two buildings, 8711 and 1410 sq. ft., respectively that will house 126 students. PMS has expandable classrooms, administrative offices, a kitchen, multiple fenced playground areas, an on-site regulation baseball field, ample parking, and beautiful landscaping. MSI would need to acquire two portable classrooms to house at 36 more students. Planning Committee member Wanda Carnes, a realtor with more than 20 years of experience in the Fairfield County area, estimates rental at \$5,100 per month. PMS has been used

only as a school facility. If selected, MSI will contact the SCDE's Office of School Facilities (OSF) to conduct an assessment and inspection. MSI will comply with requirements for building codes, and safety requirements, and request a certificate of occupancy, and will apply for an implementation grant, conduct fundraisers, and request donations from community members and businesses any renovation costs. Instructional equipment will be obtained by priority of need. Equipment will be directly purchased, leased, or donated. Items will be properly coded and accounted for according to state and federal law.


MSI Facility Timeline

Task	Due Date	Task	Due Date
Outline space needs	June 18, 2013	Complete renovation	Apr. 15, 2014
Create Facility Review Comm.	July 8, 2013	CO, inspection, other	June 3, 2014
Review former PMS facility	July 25, 2013	Administrative team to occupy facility	June 16, 2014
Select facility/negotiate contract	Aug. 1, 2013	Student selection begins, lottery, advertising, promotions, parent meetings	June 16, 2014
Meet with architects and engineers for updating	Sept. 3, 2013	Student selection completed	July 15, 2014
Submit designs to board	Oct. 1, 2013	Board tours facility	July 28, 2014
Select contractor/issue contract	Oct. 22, 2013	Staff orientation	Aug. 8, 2014
Begin renovation	Nov. 1, 2013	School begins	Aug. 18, 2014

See Appendix U, Floor Plan of Identified Facility.

Required Application Forms

- 1. Signature Certification Form**
- 2. Student Enrollment Projections for 10 Year Calendar**

 SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION	South Carolina Public Charter School Application Statement of Assurances
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Statement of Assurances


For informational purposes only.

The applicant certifies to abide by these assurances by signing and submitting the Signature Certification Page. Keep a file copy of both documents.

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this application for Midlands STEM Institute is true to the best of my knowledge and belief; and further, I understand that, if awarded a charter, the school and its governing board.

- A. Will comply with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services.
- B. Will not charge tuition or other charges of any kind except as may be allowed by the sponsor and is comparable to the charges of the local school district in which the charter school is located.
- C. Will adhere to the same health, safety, civil rights, and disability rights requirements as are applied to other public schools operating in the same school district or, in the case of the South Carolina Public Charter School District (SCPCSD) or a public or independent institution of higher learning, the local school district in which the charter school is located.
- D. Will meet, but may exceed, the same minimum student attendance requirements as are applied to public schools.
- E. Will adhere to the same financial audits, audit procedures, and audit requirements as are applied to public schools.
- F. Will report to its sponsor and the South Carolina Department of Education (SCDE) documentation of the appropriate use of federal funds the Charter School may receive.


- G. Will use the same pupil accounting system as required of public schools and districts.
- H. Will employ noncertified teachers in a ratio of up to 25 percent of its entire teaching staff (10 percent for conversion schools). All teachers in core academic areas will be highly qualified as defined in the Elementary and Secondary Education Act (ESEA).
- I. Will employ one administrative staff member who is certified or experienced in the field of school administration.
- J. Will be secular in its curriculum, programs, governance, and all other operations.
- K. Will comply with the Freedom of Information Act.
- L. Will comply with the ESEA legislation and applicable provisions of the SCDE's ESEA waiver.

 <p>SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION</p>	<p>South Carolina Public Charter School Application</p> <p>Statement of Assurances</p>
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- M. Will adhere to all provisions of reporting student truancy, discipline incidents, and persistently dangerous situations as required by ESEA.
- N. Will assume liability for the activities of the charter school and will indemnify and hold harmless the action, suits, claims, or judgments arising from injury to persons or property or otherwise which arises out of the act, failure to act, or negligence of the charter school, its agents and employees, in connection with or arising out of the activity of the charter school.
- O. Will report to its sponsor and the SCDE any changes to information provided under its application in a timely manner.
- P. Will report at least annually to its sponsor and the SCDE all information required by the sponsor and by the SCDE, including, at a minimum, the number of students enrolled in the charter school, the success of students in achieving the specific educational goals for which the charter school was established, and the identity and certification status of the teaching staff.
- Q. Will adhere to all provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990 that are applicable.
- R. Will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- S. Will comply with S.C. Code Ann. § 59-63-235 (2004), which provides for the expulsion of any student who brings a firearm to school.
- T. Will comply with the Family Education Rights and Privacy Act (20 U.S.C. § 1232).
- U. Will comply with any school district desegregation plan or order in effect.

V. Will adhere to all requirements of the Office of School Facilities as detailed in the Charter School Facilities Approval Form.

W. Understand that, as a charter, we gain autonomy to make decisions in exchange for accountability to our authorizer.

 <p>SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION</p>	<p>South Carolina Public Charter School Application</p> <p>Signature Certification Page</p>
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Signature Certification Page

Name of Proposed School: Midlands STEM Institute

Mailing Address (if known): P.O. Box 143

City, State, Zip Code: Ridgeway, SC 29130

Name of Applicant Group: Midlands STEM Institute Planning Committee

Sponsor (local school district board, SCPCSD, or institution of higher education/technical college) Name:


SCPCSD

Certification: I hereby certify that, to the best of my knowledge, the information and data contained in this application are true and correct. The applicant's governing body has duly authorized this application and documentation, and the applicant will comply with the South Carolina Public Charter School Statement of Assurances if the charter school is approved.

Signature of Charter School Committee Chair

April 30, 2013
Date

Authorization: We hereby certify that this charter application has been duly authorized by the sponsor listed above. This authorization indicates that the terms of this application constitute a contractual agreement between the two organizations represented below pursuant to Section 59-40-60 of the South Carolina Charter School Act (1996). According to state and federal guidelines, charter schools must provide evidence of improved student academic achievement for all groups of students described in section 1111(b)(2)(C)(v) of the Elementary and Secondary Education Act (ESEA). Sponsors must use increases in student academic achievement for all groups of students described in section 1111(b)(2)(C)(v) of the ESEA as the most important factor when determining to renew or

 SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION	<p align="center">South Carolina Public Charter School Application</p> <p align="center">Student Enrollment Projections Form</p>
<p>revoke a school's charter. Each sponsor and charter school must enter a contractual agreement stating that student performance of all students described in section 1111(b)(2)(C)(v) of the ESEA is the most important factor when determining to renew or revoke a school's charter.</p>	
<p>Charter School Committee Chair Name: <u>Kevin S. Thomas</u></p>	
<p align="right">_____ April 30, 2013</p>	
<p>Signature _____</p>	<p>Date _____</p>
<p>Sponsor Representative Name: <u>SCPCSD</u></p>	
<p>_____ Signature _____</p>	
<p>Date _____</p>	

Student Enrollment Projections for 10 Year Charter

Midlands STEM Institute

GRADE	2014- 2015	2015- 2016	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024
PreKindergarten	0	0	0	0	0	0	0	0	0	0
Kindergarten	27	27	27	27	27	27	27	27	27	27
First	27	27	27	27	27	27	27	27	27	27
Second	27	27	27	27	27	27	27	27	27	27
Third	27	27	27	27	27	27	27	27	27	27
Fourth	27	27	27	27	27	27	27	27	27	27
Fifth	27	27	27	27	27	27	27	27	27	27
Sixth	0	27	27	27	27	27	27	27	27	27
Seventh	0	0	27	27	27	27	27	27	27	27

Midlands STEM Institute

Eighth	0	0	0	27	27	27	27	27	27	27
Ninth	0	0	0	0	27	27	27	27	27	27
Tenth	0	0	0	0	0	27	27	27	27	27
Eleventh	0	0	0	0	0	0	27	27	27	27
Twelfth	0	0	0	0	0	0	0	27	0	0
TOTALS	162	189	216	248	270	297	324	351	351	351

Midlands STEM Institute

Application Changes and Corresponding Page Numbers

Item Number	Section from May 30, 2013 CSAC Letter	Revision Requirement	Revised Text	Page Number
		Table of Contents	Table of Contents with Revised Page Numbers	1
1.	Mission Statement and Executive Summary	Use “targeted area” language instead of “in-district/out-of-district.”	Deletion: in-district/out-of-district. Addition: <u>target service areas</u>	10 3
2.*	Evidence of Need and Support*	Delete references to 120 hours of seat time.*	See item #3 below	15
3.	Educational Program	School Model	Addition: <u>Students needing additional support will be provided with embedded assistance, as well as before and after school opportunities.</u>	13
		Annual yearly progress (AYP)	Deletion: annual yearly progress (AYP) Addition: ESEA requirements	14
		120 hours of instruction per	Deletion: 120 hours of instruction per	15
4.	Goals and Objectives	Include specific measurements for use of fitness test.	Addition: <u>The Progressive Aerobic Cardiovascular Endurance Run (PACER) multistage fitness program includes gender and age category measures for aerobic capacity; muscle strength, endurance, and flexibility; and body composition.</u>	17-18
5.	Evaluating Pupil Performance	Provide an overview of how data will be used	Addition: <u>During weekly data team meetings, faculty and staff will use data to shape student instruction.</u>	22

*Item #2 section appears to be mislabeled.

Midlands STEM Institute

Application Changes and Corresponding Page Numbers

Item Number	Section from May 30, 2013 CSAC Letter	Revision Requirement	Revised Text	Page Number
6.	Serving Students with Special Needs	Explanation of a more inclusive model. Also explain services that will be provided outside the classroom.	Deletion and Addition: Once student enrollment has been finalized and needs are determined, additional special education services may be contracted through the <u>SCPCSD third parties.</u>	25
			Deletions and Additions: An IEP team will be formed for assessment and review <u>for needed services and IEP will be developed.</u> The members of the team, as defined by the IDEA Regulations 300.344, include the parents/guardians of the child, specific school personnel, and if appropriate, the child.	26
			<ul style="list-style-type: none"> • In accordance with the IDEA, an IEP for a child with a disability at the school includes: • A statement of the child's present levels of educational performance, including how the child's disability affects the child's involvement and progress in general curriculum; • A statement of measurable annual goals and, for students who take alternate assessment, benchmarks or short term objectives; • A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child; • An explanation of the extent, if any, to which the child will not participate with children not affected by disabilities in the regular class; 	27

Midlands STEM Institute

Application Changes and Corresponding Page Numbers

Item Number	Section from May 30, 2013 CSAC Letter	Revision Requirement	Revised Text	Page Number
7.	Student Discipline, Suspension, and Expulsion	Add a statement that student handbook will be available to address infractions.	<p>Addition: <u>Students will be held accountable for their behavior in accordance with Board policy as outlined in the student handbook.</u> Addition: The following <u>infractions, while not an exhaustive list,</u> are unacceptable behaviors that may lead to suspension or expulsion:</p> <p>Deletion: as follows: The parent or guardian of any student denied admission for a reason or reasons other than lottery results must adhere to the following appeal guidelines: Within five (5) days of the event, provide to the MSI Governing Board, in writing, a notice of appeal citing the reason(s) for the appeal. The Governing Board will read and respond to the appeal, in writing, within five (5) days. The Governing Board reserves the right to conduct a hearing with the parent or guardian of the student. The Governing Board has retains final authority to uphold or reject the appeal, and any subsequent hearing.</p>	<p>29</p> <p>29-30</p>
8.	Governance and Operation	Based on statutory language, include a statement on the composition of the school board.	<p>Deletions and Additions: Candidates may only apply in one category. the Governing Board shall be composed of at least fifty percent with a K-12 education or business background, 50 percent of whom shall be elected by employees and parents/guardians of MSI students, and shall constitute seven members including: Two representatives from MSI; one parent or legal guardian of a student enrolled in MSI; one local resident; one certified teacher; one local business person from the area; and one local community leader representative.</p>	30

Midlands STEM Institute

Application Changes and Corresponding Page Numbers

Item Number	Section from May 30, 2013 CSAC Letter	Revision Requirement	Revised Text	Page Number
8.	Governance and Operation	Based on statutory language, include a statement on the composition of the school board.	<p>consist of a board of directors of seven members as specified in MSI's By-Laws. Members may serve a term of two years, and may serve additional terms upon re-election. A choice of the membership of the board must take place every two years. Fifty percent of the members of the board, plus one additional member, must be individuals who have a background in K-12 education or in business, as specified in MSI's By-Laws. Board membership is elected. Fifty percent of the members of the board must be elected by the employees and the parents or guardians of students enrolled in the charter school. Parents or guardians shall have one vote for each student enrolled in the charter school. All members must be residents of the State of South Carolina. A person who has been convicted of a felony must not be elected to the Board of directors. In order to ensure MSI's beginning establishment, four board members shall appointed to serve two-years terms, and shall constitute a quorum. Initial elections will be held during the month of October, 2013.</p> <p>Ballots listing the candidates for each category and will shall be sent out no later than October 15, 2014. Ballots will shall be mailed with a self-addressed stamped envelope to each parent. Parents shall receive one ballot for each student enrolled in the school. Employees will also receive one ballot each. <u>Ballots received or postmarked on or before October 22, 2014 opened and counted in a public process. Individuals receiving the most votes shall be elected to the Board. The new-</u></p>	<p>31</p> <p>31</p>

Midlands STEM Institute

Application Changes and Corresponding Page Numbers

Item Number	Section from May 30, 2013 CSAC Letter	Revision Requirement	Revised Text	Page Number
8.	Governance and Operation	Based on statutory language, include a statement on the composition of the school board.	<u>ly elected members will be publicized through the school's newsletter and web pages and local media outlets. The Board will hold an organizational meeting no later than November 5, 2014, and will elect officers in accordance with the By-Laws.</u>	31
9.	Parent and Community Involvement	Additional information on strategies for targeting a diverse population of parents.	MSI's Board of Directors will undergo training in diversity, and in school and community relations in order to attract and maintain the support of a diverse parental population.	36
10.	Budget and Finance	Change title of "Board Discretionary Funds" line item.	<p>Deletions and Additions: The following tabular description <u>The five year budget demonstrates MSI's best effort to invest funds from the Fiscal Year 2015 budget directly into the classroom:</u></p> <ul style="list-style-type: none"> • 18:1 Teacher-Student ratio • 60% of expenditures are dedicated to the classroom • \$1.6 million dollars of the budget is dedicated to the classroom/teacher expense • 10% cash reserve on hand • \$130,000 operational reserves • \$53,307 Board discretionary reserves (funds will be designated) <p><u>and agrees to fully disclose all funds to its sponsor.</u></p>	37

Midlands STEM Institute

Application Changes and Corresponding Page Numbers

Item Number	Section from May 30, 2013 CSAC Letter	Revision Requirement	Revised Text	Page Number
11.	Employees	Add a statement indication that listed items will be included in the employee handbook.	Additions: ... and teachers <u>at-will</u> ,	40
			<u>Board policies will be posted electronically and in written form in order to provide access. Policies will be reviewed with employees annually and on an as-needed basis.</u>	41-42
			<u>Employees will be provided a handbook outlining procedures, policies, expectations, and requirements.</u>	42
12.	Transportation	Delete any statement obligating the school to provide transportation.	Deletion and Addition: The MSI does not intend to provide transportation. In order to ensure that students are transported to and from school on a daily basis, MSI will coordinate with Parent Organizations to <u>may establish a carpool system.</u> <u>MSI assumes no liability for transport.</u>	46