

## General Information

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### Description Area

\* The form will close at 5:00 PM ET on Wednesday, February 1, 2023, and no submissions will be accepted after that time.\*In 1996, the South Carolina Legislature passed the Charter Schools Act, allowing citizens to apply to operate a public school. The focus of charter schools is to provide quality educational choices for parents and students. This application outlines the necessary components to propose, receive approval for, and implement a high-quality charter school. Based on the provided guidance and SCDE template, this application form must be used to develop a complete application for charter schools that plan to open for the 2024–25 school year or later. Applicants who do not use this form will not be eligible to apply for federal Planning and Implementation Grant funding under awards currently held by the South Carolina Department of Education (SCDE). All charter school applications must comply fully with the South Carolina Charter Schools Act, S.C. Code Ann. § 59-40-10 et seq., and the Procedures and Standards for Review of Charter School Applications (2 S.C. Code Ann. Regs. 43-601 (2013)). Application sections must be presented as outlined in this form and labeled accordingly with appropriate questions/headings. It is important to remember that each of the sections relates to one another. For instance, educational program components should align with the proposed budget. Thus, a completed application should readily reflect that all of its sections, irrespective of their individual focus, link together to form a comprehensive and viable plan to open and sustain a high-quality charter school. The application form has multiple pages (9) broken into: Application Cover Page, Executive Summary, Educational Plan and Capacity (part 1 and 2), Organizational Plan and Capacity (part 1 and 2), Business Plan and Capacity, Appendices, and Signature Certification Page. You may begin working on the form, save and return to the form at a later time using the unique link generated at the time the form is saved. Please use the Submission Guide to help you navigate the application.

## Application Cover Page

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**Proposed Sponsor** Charter Institute at Erskine

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## Applicant Information

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**Name of Proposed Charter School** Mater Clear Dot Academy

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**Name of Applicant Group** Mater Academy South Carolina

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**Street Address for Proposed Charter School (if known)** 635 Elmwood Ave

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**City and Zip Code for Proposed Charter School** Columbia 29201

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**FEIN** 825404706

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## Contact Information

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**Name of Committee Chair** Diana Wicker

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**Title/Position** Committee Chair

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**Mailing Address of Committee Chair** 2015 Marion Street  
Columbia, SC 29201

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**Primary Contact Number** (803) 600-2729

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**Email Address of Committee Chair** dwicker@cleardotcharterschool.org

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## Additional Information about Proposed Charter School

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**Is the proposed school a virtual charter school?** No

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**Does the proposed school intend to partner with a charter and/or education management organization (CMO/EMO)?** Yes

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**Proposed Grade Levels** Third Grade = First Year of Operation, Full Matriculation  
Fourth Grade = First Year of Operation, Full Matriculation  
Fifth Grade = First Year of Operation, Full Matriculation  
Sixth Grade = First Year of Operation, Full Matriculation  
Seventh Grade = First Year of Operation, Full Matriculation  
Eighth Grade = First Year of Operation, Full Matriculation  
Ninth Grade = First Year of Operation, Full Matriculation  
Tenth Grade = First Year of Operation, Full Matriculation  
Eleventh Grade = First Year of Operation, Full Matriculation  
Twelfth Grade = Full Matriculation

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## Executive Summary

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**Executive Summary Upload**

<https://www.formstack.com/admin/download/file/14098130234>

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1. Evidence of Need and Community Support

As MCDA will deliver an open enrollment program and anticipates a student population reflective of Richland One's overall demographics. The population of the Richland One School District includes 73% Black, 19% White, and 8% Other with 72% receiving free/reduced-priced lunch. The target population will come from Richland One School District; however, a recruitment plan to reflect the enrollment composition below will be implemented.

District Enrollment Assumptions % MCDA Enrollment

Richland One\* 50%  
Richland Two 10%  
Lexington One 5%  
Lexington Two 20%  
Lexington Three 1%  
Lexington Four 2%  
Lexington Five 10%  
Calhoun 2%

The racial composition of the school should reflect the enrollment of the local district in which the charter school is to be located within 10%.

The size of MCDA will be 1,000 student stations in grades 3-12. The anticipated demographics of the school are:

Asian 1%  
Black 69%  
Hispanic 3.5%  
Mixed Races 7%  
White 19%  
Free/Reduced Priced Lunch 79%  
Students with Disabilities 16%

1.2 In accordance with federal, and state, anti-discrimination laws, and the South Carolina State Plan for Equitable Access to Excellent Educators, MCDA will not discriminate on basis of race, ethnicity, national origin, gender, sexual orientation or disability against a student in the admission process. A comprehensive advertising and promotional plan will include the use of print and digital media to disseminate information about MCDA's educational program and open enrollment periods. The number of families reached throughout an 8-mile radius will be 16,000. MCDA will make a concerted effort to make this educational option known and available to

harder-to-reach families, including families living in poverty, academically low-achieving students, students with disabilities, and English Language Learners. MCDA will establish its website and social media accounts at the time of the charter's approval.

Promotional flyers and/or postcards will be distributed via direct mail, penny-saver publications, and/or directly to community groups through a partner in the community, to ensure that harder-to-reach families are aware of the school and their eligibility to apply for enrollment. MCDA will distribute press releases and/or public service announcements to various media outlets to promote the open-enrollment period, open house, and other essential details about MCDA and its programs. This information will also be posted in local public facilities such as community centers, local churches, parks/recreation centers, libraries, and other locations of public access as permitted by local regulations. Digital and social media marketing/advertising will also be used to reach a broad audience. Examples of social and digital marketing/ads include: Ads on Facebook/Instagram and Google Ads as well as ads on radio and streaming TV services. Open houses and information meetings will take place at the school site. The information on these meetings will be advertised in the same manner as those above. The school will contact potential community partners (churches, parks, community centers, etc.) to plan presentations at their sites to promote the school. A banner will be posted on the site with relevant information as soon as the charter is approved. Based on South Carolina Department of Transportation's (SCDOT) 2019 traffic report, 71,800 cars travel on I-126 at Elmwood and will view the school's advertisements.

As mentioned above, MCDA will be nonsectarian in its programs, admission policies, employment practices and operations. Accordingly, students will be enrolled without regard to ethnicity, national origin, gender, or achievement level. Although the marketing and recruitment plan is designed to reach the entire community and thereby designed to reach all racial/ethnic groups within it, MCDA will do their due diligence to reach diverse groups of families. In addition, MCDA will hire and recruit staff that are reflective of the school's ethnic population. Informational and promotional meetings will be held in a variety of community forums (ex: parks, church groups, and community centers, etc.) to ensure that a diverse set of families are reached and given the opportunity to learn about the educational opportunity at the School. The governing board and administrators will also work with established partners and with local social service agencies and community organizations to disseminate information.

The goal is to reach parents by using various means and formats of information delivery. Once opened, parents and community partners will be encouraged to inform family, friends, and their community groups about MCDA and its programs. Local elected officials and community leaders will be invited to visit MCDA. In addition, by publicizing the availability of the

School in various formats and venues as described above, as well as by employing a non-discriminatory admissions policy, MCDA expects to have a racial/ethnic balance equivalent that of public schools currently serving the community.

The academic needs include:

#### Academic Needs Brief Explanation

**Improve Student Learning** After reviewing data for both Richland County School

Districts, all five Lexington County School Districts, and the State of South Carolina, MCDA determined that there was an opportunity to improve student learning. The school will focus on increasing student achievement, closing achievement

gaps, and increasing graduation rates which will lead to college readiness.

**Provide Innovation** Utilizing data in a student-centered environment to provide individualized support for students that leads to academic success and college-and-career readiness through active engagement in the learning process.

**Increase Opportunities for Students** New learning opportunities will be provided through the offering of a unique program that addresses the concept of Global Competency which will enable students to become confident, self-directed learners in a technologically rich, college preparatory environment through Rigor, Relevance, and Relationships.

1.3 Mater City Center Academy is situated in the Downtown Columbia area, surrounded by industrial areas, the Elmwood Corridor, the Bull Street Corridor, and the Elmwood Park and Earlewood neighborhoods. Representatives from MCDA have developed relationships with both neighborhood associations, as well as business and community organizations in the area. Dr. Lindsey Ott has been on the agenda to speak at neighborhood meetings and community events in the midlands. The School works closely with the neighborhood associations to create a collaborative school site that fits the character of the area and meets the needs of the school and the community alike.

From the initial thought of expanding Mater Academy into Columbia, families and community members have long awaited a larger facility to accommodate more students, grade levels and activities. Ongoing media coverage of the school has generated additional excitement for program expansion. Mater Inc. will add the excitement of nationally ranked education programs. School leadership will work with surrounding neighborhoods to keep stakeholders informed about the school's current and future programming.

Ongoing partnerships with local businesses give the applicant group an additional platform to garner support from families and the community. Mater Clear Dot Academy will contract with, or purchases from local

businesses following federal procurement procedures to the greatest extent possible. These business relationships will result in additional demand for grade levels and space at the school.

School leadership, along with Academics's support leadership will prioritize relationships with local, state, and national political representatives. By working with these leaders, the school has been able to build support members of City Council, County Council, Mayor Rickenmann, members of the Education Oversight Committee, and political candidates running for upcoming office. Mater Clear Dot Academy will continue to pursue and maintain these relationships to build a strong foundation in the leadership of South Carolina.

Employment trends in South Carolina are changing. It is critical to the ongoing economic success of our state that we prepare future generations of works to sustain current initiatives and drive growth of new initiatives. Based on current commerce data, South Carolina leads the nation in the export of tires and passenger vehicles. Advanced materials production is increasing its presence in SC, Aerospace industry has set a foothold with Boeing and continues to expand, Agribusiness has grown by 25% in the last 10 years, Charleston Harbor is now the deepest shipping channel in the Southeast, and additional infrastructure improvements continue to bring new opportunities to South Carolina. Without cutting edge education, the South Carolina workforce will not be able to meet the demand on its investors. Our School will ensure that graduates are prepared for the new industry, and have the skills to adapt to the industries of the future.

#### 1.4 Parent and Community Involvement

Parental and community involvement is critical to the success of MCDA. The School's educational program is rooted in the foundational belief that teachers, administrators, parents, and the community share the responsibility for advancing the School's mission. The charter committee's core belief is that community and parent buy-in are what makes a charter school successful. Throughout the period leading up to the opening of school, MCDA will host community events that include ground-breaking, open house, charitable events, neighborhood events, and parent volunteer opportunities. The family atmosphere of the School lends itself to word of mouth advertising and the school building as a "community center." The MCDA committee also believes strongly in the value of having students volunteer with their families to further promote responsibility, community, and the value of service.

#### Parent Volunteer Opportunities

Parents will be informed of school events and school-wide learning topics through the School website, parent newsletter and, home school telephone messaging system. We will employ such methods as weekly e-mails, the School website, and others to inform our families of volunteer opportunities or other events in which they can be involved. Some of these opportunities and events include, but are not limited to, the following:

Volunteering for School Events: Assisting with class projects, chaperoning field trips, attending family day, helping in the library or office, speaking during career week, lunch and recess monitoring, holiday events, etc.

Parent Academy: School Guidance and Behavior Interventionist will conduct monthly parenting classes to educate families with strategies for support student learning and emotional stability at home.

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

Open houses, Career Fairs, and Family Day: Events held yearly to recruit new students, maintain communication and involvement between the School and the surrounding community.

### 1.5 Business and Community Partnerships

Community partnerships are largely beneficial to student academic outcomes, as they broaden a student's opportunity and expose them to worthy educational experiences both during the School day and outside of the School day. In alignment with our mission and vision to prepare students to be college and career ready, the support of the surrounding community will be key to our students' experience. Due to our charter Committee's extensive experience with charter schools and community connections, we have been able to establish relationships with many public and private organizations. Some of the business and community partnerships we have established include:

- She's Counseling
- Big Homie, Little Homie Mentoring
- Chapin Veterinary Hospital
- Duplicating Products, Inc.
- Image 360
- Columbia Bike Collective
- Ebenezer Lutheran Church
- Friendship Baptist Church
- Russell Massey Insurance
- Fishy Business
- Earlewood, Arsenal Hill, and Elmwood Park Neighborhood Associations
- Wellvista
- South Carolina Public Charter School District (facility usage)
- Project Unify
- PAALS
- Midlands Technical College
- Alpha Kappa Alpha Sorority
- Alpha Phi Alpha Fraternity
- Omega Psi Phi Fraternity
- Allen University
- Benedict University
- Columbia International University
- City of Columbia Police Department



- Richland County Airport Commission

While this list is not exhaustive of our community and business partners, it demonstrates the wide range of support that the Committee has secured for the school. These organizations provide support services for our schools, allow for mentorships and apprenticeships, and promote the vision of the school.

1.6 Not Applicable

## Response to Instructional Model

### Introduction

Mater Academy Charter opened in 1997, serving low-income immigrant families in Hialeah Gardens, FL. It began as an initiative of a Miami-based childcare center, Centro Mater. An exiled nun of the Society of the Sacred Heart in Cuba - Mother Miranda - founded Centro Mater in 1968. Centro Mater offered childcare to a growing population of Cuban exiles in Miami's low-income neighborhoods. Centro Mater flourished and expanded to several locations. 30 years from founding, the Centro Mater board started a new non-profit for a charter school. That year, Mater Academy opened a small 75 student elementary school at Centro Mater.

During its early years, Mater Academy shared facilities with Centro Mater. The charter school grew, replicated, and moved to nearby facilities. Over time, Mater Academy opened new charters and grew to be much larger than Centro Mater. 20 years later, Mater Academy ("Mater") is a high performing network of 31 charter schools serving over 21,000 students, growing to 60 schools in 5 years.

### Current Trends in Academic Performance

Mater Academy has always offered a challenging curriculum in a nurturing environment. Its schools emphasize rigor and relevance with college and career readiness. Every campus maintains the familial nurturing environment that Mater's founders envisioned.

Creating a culture that embraces learning is a key component of Mater's success. Mater seeks to serve entire families by offering Kindergarten through 12th grade. By educating entire sibling groups, it can better instill that culture of learning.

Mater helps disadvantaged students close the achievement gap. Mater serves a student population that is 78% economically disadvantaged. Minority students comprise 89% of Mater's enrollment. Many Mater schools serve the children of recent immigrants in high need communities. The families face formidable financial and social challenges.

Mater operates some of the highest performing schools in the southeast. It has earned five National Blue-Ribbon Awards:

Mater East Elementary School (two-time winner: 2010 & 2019),  
Mater Gardens Academy (2014),  
Mater Performing Arts Academy (2015), and  
Mater East Middle School (2019).

Mater schools were among the first in the nation accredited system-wide by AdvancED. As a result, every new Mater school opens with full accreditation. Mater's schools are also among the first accredited under AdvancED's STEM designation. Network-wide accreditation ensures that Mater has systems in place to ensure responsible growth. Those systems allow Mater to replicate while maintaining quality educational programs.

Mater's rigorous curriculum emphasizes college and career readiness and preparedness. A third of Mater's high school students are in Mater's College Dual Enrollment program. In 2021-22, approximately 1,200 students graduated from Mater's six high schools. Mater has a average 98% graduation rate. More than 15% of Mater's seniors earned college degrees (AA's) while attending Mater. More than 36% earned college credits using Mater's Dual Enrollment program.

Mater is an institution created by the community for the community. It has improved the educational trajectory of thousands of families. Mater students are often the first in their families to graduate high school and college. 85.6% of Mater's graduates attend post-secondary institutions.

## 2a. Instructional Model

2a.-1 Mater Clear Dot Academy will maintain the same purpose as other Mater Academy Schools, which is Academic Excellence with a push towards College and Career Readiness. This is successfully implemented at other Mater Academy Schools, and has benefited all Mater students. The School will also implement the Mater framework, which utilizes a "push and pull" method of preparing students to maximize their potential, wherein all students are pushed to pursue the most rigorous and challenging academic program they can handle. In contrast, students who are struggling and/or underachieving are pulled out for remediation through an intensive tutoring program and are taught using supportive and differentiated learning strategies. As a result, Mater students have proven they are better prepared for success in their college and career pursuits.

Mater City Center Academy will deliver the Mater educational program model that aims to ensure students meet high academic achievement standards through a program that addresses Rigor, Relevance, and Relationships while immersed in a college preparatory environment. The School will deliver, with fidelity, the content of the core academic areas (e.g., language arts, math, science, and social studies). To optimize student learning, teachers will use the best teaching strategies and individualize their instruction to create the most significant impact. To drive instruction, teachers will use all available student assessment data to develop and target their needs.

Mater City Center Academy will create a unique learning environment for students that 1) fosters a sense of belonging and an appreciation of student's unique talents and skills; 2) reinforces concepts in the classroom through enrichment activities and real-world learning experiences, 3) prepares students to be globally competitive in the workforce by teaching global competency, 4) offering robust and challenging CATE courses leading to industry certification. By replicating this "learning community" model, the School will promote a sense of identity, community, personal integrity, and values that prepare students to become effective leaders.

Mater City Center Academy will adopt the philosophy and purpose, grounded on beliefs and values that serve as the student's impetus to attain their academic and artistic achievement goals. At the forefront is the core belief that all students can learn given the opportunity and the appropriate academic and emotional support. From there stems Mater's "push and pull" method and philosophy, which ensures all students are allowed to maximize their potential, wherein students are pushed to pursue the most rigorous and challenging academic program they can handle. Students who are struggling and/or underachieving are pulled out for remediation through a multi-tiered system of intervention and supportive learning strategies. The level of academic program intensity is designed to emphasize the student's strength and accelerate them to a level where they can attain the greatest educational success. This philosophy aligns with the overall mission and vision of Mater Academy Inc.: Academic Excellence with a push towards College and Career Readiness. This philosophy is derived from over two decades of implementation experience across groups of students with varying educational preparation levels.

Mater City Center will adhere to South Carolina College and Career Ready Standards to align instruction with approved state standards. The Profile of the South Carolina Graduate will be the cornerstone of MCDA's education program, with all educational and extracurricular programming tied to the goals set forth by the Profile. Courses offered by MCDA will meet SC Code 43-234 and the requirements as set forth by ESSA.

#### Educational Program Design

Mater schools meet high standards of student achievement through the delivery of a rigorous and relevant curriculum with emphasis on student mastery of the South Carolina College and Career-Ready Standards within a framework of communication and holistic learning. By design, Mater's program is aligned to the Profile of the South Carolina Graduate at every level of education.

Mater City Center Academy will combine the best practices developed by replicating and implementing evidenced and data driven instructional practices across the network of Mater schools. The school will be supported through the network of successful school administrators and support personnel leading successful nationwide school reform. Mater Academy Inc. will provide the school with access to instructional specialists, college and career counseling experts, and data analysts. These individuals will meet with the school's administration regularly and offer ongoing support. In doing so, the school will expose students to a program that addresses Rigor, Relevance, and Relationship in a college preparatory environment, even as early as elementary.

#### Rigor, Relevance and Relationships (3Rs)

The Rigor, Relevance and Relationships Framework serves as the fundamental core of pedagogy and drives teaching and learning, preparing students for success in meeting the demands of college and careers in the

21st century. The school approaches the "3 Rs" by implementing the following best practices:

**Rigor:** Implement high expectations for all students; Implement pacing of essential standards based on nine-week intervals, in each content area; Teachers collaborate to create interdisciplinary opportunities that challenge students to learn from a variety of sources; Implement data-driven and differentiated instruction methodology. Utilize common assessments, which include high levels of cognitive complexity, administered across all grade levels and subjects; Teachers, Instructional Coaches and Administrators participate in continuous and regular analysis of assessment results to diagnose student learning and improve and adjust instruction as needed.

**Relevance:** Offers an educationally-nurturing environment that builds student-teacher relationships; maintain administrative availability and visibility through walkthroughs, data chats and regular curriculum council/ instructional planning meetings and open-door policy. Some of the instructional practices include: group and individualized student data chats, push in and pull-out intervention. The School will offer free tutoring for SCReady, SCPass, EOCEP Courses, and the SAT or ACT.

**Relationships:** The interactions between students, teacher, school administration, and the community is an essential component for student growth. The essence of Mater Academy is family. The support will develop positive student-teacher relationships and trust. Research demonstrates that connecting a positive school environment significantly impacts teacher effectiveness and student achievement.

Through a system of academic rigor, curriculum that is relevant to students' lives and through relationship building among all stakeholders, Mater will establish a supportive learning community that extends beyond the classroom. Teachers will serve as role models, principals as mentors. Parents and community members will be active volunteers invested in the common mission of promoting student success and molding future leaders. This will allow the School to provide a unique learning environment for students that 1) fosters a sense of belonging and an appreciation of their unique talents and skills; 2) reinforces concepts in the classroom through enriching activities and real-world learning experiences; and 3) instills character development through community service and enrichment programs; and 4) develops global competency through intercultural learning. Through the implementation of this model, the school will promote a sense of personal integrity and values that prepare students to become effective leaders.

The core values of the school are what pave the way to success: excellence by setting high expectations; respect by valuing each person; responsibility by living dependably and expecting accountability; integrity by showing respect, honesty, and responsibility. These values are enforced through participation in Franklin Covey's "Leader in Me," where the 7 habits for highly successful people are infused throughout the curriculum and school culture. The instruction is supported by lessons about the different habits, and the language and expectations from the habits are promoted

throughout the school in the decorations, monthly awards to students for exhibiting those core values, and townhall meetings with stakeholders to network on applying the habits. The service and innovation are infused with the habits and play a vital role in how the students implement activities, which include different collection drives for the local community or creating awareness for specific causes that are relevant to the students.

## Curriculum & Instructional Design

In order to produce college-bound and career-oriented graduates, the founders of Mater Clear Dot Academy believe that the School must incorporate specific instructional strategies in each classroom, in addition to differentiated instructional techniques in the core curriculum, to achieve the School's mission. MCDA teachers will develop thematic lessons to provide real-world experiences to core subject matter while addressing rigorous content and key areas of the curriculum in alignment with the South Carolina College and Career Ready Standards. MCDA will actively seek and encourage both parental and community involvement in the School's programs in order to empower students to continuously strive for academic and personal success. The program will promote higher levels of student engagement in the curriculum through mentoring opportunities, community service projects, and career advisors at the high school level, allowing for students to build positive relationships with their peers, their teachers, and their community.

Emphasizing specific standard-based measures of performance, MCDA will set high expectations for all of its students through standards-based instruction which incorporates:

- Opportunities for active and genuine relationships among students, families, and community mentors within the career exploration model to create richer learning communities that hold all stakeholders accountable for success
- Learning opportunities through career-related projects, real-world application initiatives and community service
- High expectation for ALL students while offering support as needed (support strategies and resources for English Learners (EL) and Students with Disabilities/Gifted Students);
- Project-Based Learning initiatives emphasizing individual and collaborative projects as the foundation for learning
- Performance-based curricular objectives in alignment with SC College and Career Ready Standards
- Curriculum pacing of essential standards based on nine-week intervals, in each content area to ensure programmatic course objectives are met
- Differentiated Instruction -commitment to serve all students individualized learning need through an MTSS framework using 3 varied tiers of intervention;
- Literacy rich environment emphasizing increasing text complexity at each grade level;
- Assessment data as the driving force behind instructional decisions and

interventions;

- Ongoing professional development to target learner-needs;
- Before and after school targeted tutoring for remediation and weekend seminars for acceleration;
- Literacy integration across all disciplines;
- College and Career Preparation - (Springboard, ACT preparation);
- Commitment to technology and literacy integration throughout the curriculum.

The curriculum provides instruction for mastery of the SCCCRS, making students' college- and/or career-ready at the conclusion of their High School career as well as globally competent. The grade specific standards will guide pacing of instruction at each grade level and help ensure that students gain adequate exposure to an increasingly complex range of material and skills as they progress from grade K through 12. The program will also emphasize effective use of speaking and listening and language skills, higher-order critical thinking and literacy skills in preparation for overall post- secondary preparedness. MCDA's elective course offerings will afford students opportunities to explore career options, while meeting the requirements for promotion to high school and high school graduation.

In grades K-8, the major concepts and content of the STEM coursework and the Career Exploration and Decision-Making course will be incorporated to provide a seamless transition into 9th grade career cluster courses to be offered.

Curriculum Delivery: MCDA will provide professional development planning opportunities and resources for teachers to develop stellar lessons that incorporate the SCCCRS while engaging students through STEM and CTE career exploration pathways related activities. Teachers will be provided with Resources for Thematic Lessons and sample lesson plans to integrate the career exploration theme within the core curriculum and allow for students to apply and practice skills required of the South Carolina Standards. As teachers build on interdisciplinary connections under the STEM and CTE exploration umbrellas, it is expected that students will naturally begin to link information between and among courses, increasing the relevancy of skills and content in such courses. The expectation is that teachers work cooperatively through horizontal and vertical planning opportunities using the Standards to develop lessons and projects throughout the School year.

Curriculum Support: MCDA's educational program is founded on the principle that students will be fully engaged in the curriculum and thereby be academically successful. All students will be engaged in, and benefit from, the curriculum including students with special needs, EL students, and students who may enter the School below grade level. After school activities, quarterly guest speakers within academy strands, participation in school sponsored events, internship, and volunteer opportunities with school partners will provide students with opportunities to benefit from the



curriculum and school wide programs beyond the bell. Faculty will differentiate instruction for students, as well as offer tutoring services or other such assistance to ensure students remain successful.

While MCDA teachers use these materials to focus on the knowledge, skills and dispositions fundamental to each content area, they also integrate these materials to explore essential questions and enduring understandings that cut across content areas. Many of these materials are already organized to do so, with units of study anchored with big questions that tie together the STEM subjects, or CTE career exploration pathway questions. These materials are not prescriptive in dictating how teachers should teach. They provide content worthy of exploration and pedagogical supports for teachers, but do not script the methods.

#### The Core Curriculum

The following is a substantive overview of the core curriculum and description of the content and materials proposed for each core subject area. The School will implement the Student Progression Plan as a vehicle to guide the progression and implementation of the curriculum to be taught. Accordingly, the curriculum is specifically tailored to ensure that all students meet the requirements for each grade and through high school graduation - including mastery of all respective South Carolina Standards while participating in an innovative seamless college preparatory program that begins as early as third grade.

The School will use both State Adopted Textbooks and Materials, along with supplemental curriculum.

#### English Language Arts

Ready Reading (K-6), Springboard and Collections (6-12), and Being a Writer curriculum will include strategies for students reading at grade level or higher, as well as for students who are reading below grade level. It is expected that students will master reading, writing, and verbal skills through continuous infusion of reading skills in all subject areas. Text which reflect the SC Academic Content Standards complexity bands will be used to teach reading skills and strategies. Lessons will support students by building a strong reading foundation, accessing complex text, finding and using text evidence, engaging in collaborative conversations, and writing to sources.

To build a foundation in language, students must gain control over many conventions of Standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. The School will provide students with increasingly complex texts to aide student growth in reading comprehension and expose them to complex vocabulary.

Through Language Arts, students will also be required to develop a range of oral communication and interpersonal skills through whole group discussions as well as individual, partnered and small group presentations. Through these, students learn and engage in: contributing accurate and



relevant information; responding to and developing what others have said; making comparisons and contrasts; as well as analyzing and synthesizing a multitude of ideas through various language arts domains. Students will also get the chance to compare and contrast thematically-based texts in different genres; for example, stories and poems/historical novels and fantasy stories. They will write routinely over short and extended time frames for a variety of tasks, purposes, and audiences.

### Writing

As part of the Language Arts Curriculum, students will enhance writing skills through daily writing assignments in various modes, including, but not limited to, expository, persuasive and narrative. The tasks will require students to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. In addition, students will be required to compose writing pieces that are text based. Via the writing process, the students will plan, revise, edit, and publish their writing, with the end goal of teaching that a key purpose to writing is to communicate clearly to an external audience. In addition to the elements of focus, organization, support, and conventions described in current SC ReadyWriting rubrics, students will also receive instruction in the correct use of standard English conventions in preparation for the criteria on Sc Ready Writing scoring, which will assume few, if any, errors in the conventions of sentence structure, mechanics, usage, punctuation and spelling in order for students to earn a passing score.

Additionally, the School will also strengthen the requirements for quality of details, requiring use of relevant, logical, and plausible support, rather than contrived statistical claims or unsubstantiated generalities, while students learn to create the expectation that relevant supporting detail for clarification of meaning are the expectation for quality writing at all grade levels.

As part of the High School Writing program, students will be instructed with SAT and ACT prompts regularly and will be able to respond to them. Additionally, there will be an emphasis on the writing process, amongst all grade levels. A writing journal will be required for all students. Each class will be responsible for an on-going writing project that is embedded within the thematic unit of study. The use of technology in the writing process further enhances the program, as students publish their work. Writing skills that enhance the students' ability to perform well on the EOCEP will be incorporated into the curriculum and formal grammar and usage instruction will be provided, especially in preparation for PSAT, SAT, and ACT sections on Writing and English.

### Mathematics

The School will provide a rich Mathematics curriculum and research based instructional strategies, to develop students' mastery of mathematical concepts as well as their ability to engage mathematics to reason,

communicate, and problem solve, making them able to remain competitive in an ever changing, fast-paced and technologically advanced world. The cultivation of these skills will help students develop numerical literacy, wherein they will have acquired the mathematical knowledge, problem solving ability, and communication skills required to excel at or above grade level expectations.

Ready Mathematics (K-6) and Glencoe Math SC (7-12) Mathematics curriculums are aligned with NCTM Principles and SC Standards for Mathematics by grade level for grades K-12 Mathematics. This curriculum was specifically selected due to its philosophy of inquiry and mathematical explanations required of all students. The curriculum is designed to support students and help them learn that they can be mathematical thinkers. There is an emphasis on reasoning and problem solving in all grades. Students will focus on computational fluency with whole numbers as a main goal in the elementary grades. Students will also have extensive work in the mathematical areas of rational numbers, geometry, measurement, data, and early algebra. Math games are used as a tool for students to experience mathematics in fun and engaging activities. Ongoing assessments will be utilized to ensure students understand core mathematical concepts and enrichment/ remediation will be provided to meet the needs of individual students.

MCDA will implement the objectives from the state course code descriptions as the base for instruction. The School will also use the South Carolina College and Career Ready Standards as a pedagogical guide for mathematics instruction. The School will provide quality instruction, high expectations, and consistent standards for all students. The content will be challenging for all students and based on the assumption that all students can achieve high standards if given stimulating opportunities to learn. MCDA will also infuse literature and technology into Mathematics instruction. This will provide for reinforcement of mathematical terminology, real world applications of mathematical concepts, and organization/visualization of mathematical concepts (e.g. word walls, journals for hypothesizing and/or subsequent reflection of mathematical conclusions, graphing software, interactive white boards, to name a few.)

Furthermore, the School will commit to focus on STEM initiatives, with the ultimate goal being to grow the proficiency level of students in science and mathematics, preparing them for 21st century global society, that will require students to excel in science, math, technology and engineering. Some of the strategies include:

Literacy Integration: The School will infuse literacy and technology into Mathematics instruction. This will provide for reinforcement of mathematical terminology, real world applications of mathematical concepts, and organization/visualization of mathematical concepts (e.g. word walls, journals for hypothesizing and/or subsequent reflection of mathematical conclusions and interactive white boards).

Sample Math Centers: The number of students in each group may vary based on understanding of concept. If a student is struggling with daily concepts, the teacher may provide scaffolding and support through:

- Reteach - hands on manipulatives and/or supplemental resources to enable a better understanding of math concepts and skills.
- Enrichment- teacher provides higher order thinking mathematical concepts for those students working above grade level.
- Technology Center- The students will utilize the online math programs providing students with all the tools they need to be successful learners, both in the classroom and beyond.

Differentiated Instruction: Classroom teachers design lessons that recognize the diverse learning style of students and afford opportunities for student choice and creativity. Teachers will utilize varying methods of instruction to address diverse learning styles. The School will use a variety of supplemental curriculum to support diverse learners, such as Math Nation.

Coordinated Intervention among School Staff: Individualized intervention strategies and lessons will be planned for students based on specific areas of deficiency. The School's Curriculum Specialist or Counselor will monitor struggling students on a monthly basis, meet with the student's teacher to discuss strategies and adjust instruction as needed. In addition, members of the RtI/MTSS team will communicate with the parent as needed.

#### Science

Project Lead the Way (K-12) Delta Education FOSS Kits (K-6) and Twig (K-5) and McGraw Hill Science curriculum will prepare students to achieve the SCCCRS by incorporating a hands-on approach to learning of the central science themes: life, earth, physical, and process science.

Through innovative initiatives such as Robotics, Science, Technology, Engineering and Mathematics(STEM) and Project Lead the Way (PLTW), students will be prepared for the ever changing and challenging world of tomorrow. These interdisciplinary methods to teaching and learning will encompass a rigorous curriculum and enable students to become higher order critical thinkers by utilizing real-world applications. The implementation of the STEM initiative will allow students to partake in inquiry-based learning and opportunities for collaboration with peers. Through these opportunities, students will be able to engage in discovery and exploration, guided by the Scientific Method.

Literacy Integration: Teachers will provide opportunities for emphasis on text-specific complex questions and give emphasis on student's supporting answers based upon evidence from text, and provide extensive opportunities for research to increase content literacy by providing reading and writing opportunities throughout each of the science courses. The School will use state adopted textbooks and instructional materials to

deliver course content to ensure that course material is taught sequentially, consistently and in a challenging format.

**Inquiry based learning:** This student-centered strategy in Science will require students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery. Teachers will use this strategy in developing critical thinking and problem-solving skills, especially through the scientific method.

**Cross Curricular Alignment and Planning:** Allocate time for Science and mathematics (and ELA) teachers to work together to plan the integration of science and mathematics (and literacy) to support the curriculum of their specific courses (e.g. mathematics and science teachers at the School will include meaningful mathematics and science projects that emphasize the content strands and incorporated into classroom and home learning assignments, reinforcing and integrating various subject matter capitalizes on time, increases exposure and presents material in a different manner);

**STEM Initiatives:** The School plans to offer STEM education programs and will emphasize STEM practices across the curriculum in order to grow the proficiency level of students in sciences and mathematics to prepare them for 21st century global marketplace, that will require students to excel in science, math, technology and engineering, at minimum, just to be competitive with their contemporaries.

**High School:** At the High School level, the science department will provide students with a broad knowledge of scientific concepts. These courses are intended to provide a solid foundation for those wishing to pursue the sciences at the college level and beyond. All of the science courses are designed to promote a sense of inquiry through laboratory experiences and to develop critical thinking skills. The Science curriculum will prepare students to achieve the SCCCRS by incorporating an inquiry-based approach to learning of the central science themes: matter and energy, force and motion, earth and space, processes of life, and the scientific method.

All science coursework is designed to promote a sense of inquiry through laboratory experiences and to further develop critical thinking skills. Students are guided in the nature of science, the implementation of scientific habits of mind, the application of scientific knowledge, methodology, and the historical context of science. Emphasis will be placed on the use of laboratory techniques, terminology and relationships between scientific and mathematical disciplines. Three years of Science are required for high school graduation; however, students will be encouraged to pursue at least four years of science coursework.

#### Social Studies

(K-12) TCI Interactive Text: Social Studies Alive! materials teach students about the world around them in ways that make them excited to learn every

day. Activities like the Revolutionary War tug-of-war capture their imagination and help them long remember key content. Lessons start with a big idea - Essential Question - and incorporate graphic notetaking, group work, and step-by-step discovery. Students are the center of instruction that taps a variety of learning styles, allowing students of all abilities to learn and succeed.

Social Studies education will promote loyalty and love of country and community, and it will prepare students to participate intelligently in public affairs. Its disciplines foster in students the knowledge and skills needed to understand current political and social issues. Social studies education will provide students with an understanding of the democratic principles and ideals upon which good citizenship is founded and an understanding of the world beyond their borders. The comprehensive social studies program will: Emphasize content, concepts, and skills from the social sciences, the humanities, and, where appropriate, mathematics, and the natural sciences;

- Reflect a clear commitment to democratic beliefs and values;
- Encourage civic responsibility and active participation;
- Promote high expectations for all students;
- Incorporate a multicultural perspective;
- Reinforce the development of a global perspective;
- Promote understanding of social, political, and economic institutions;
- Encourage student involvement in community service;
- Focus on the identification of the potential solutions to local, national, and world problems;
- Involve students in their learning by using a variety of teaching strategies and instructional materials;
- Promote an interdisciplinary approach to learning.

Additionally, the School will include the following Social Studies topics in the Social Studies curriculum:

- African-American History Requirement
- Holocaust Requirement
- Hispanic Contributions to the United States Requirement
- Women's Contributions to the United States Requirement
- Veterans Contributions Recognition
- South Carolina History and Natural History
- Character Education - Instruction in the nine core character education values (citizenship, cooperation, fairness, honesty, integrity, kindness, pursuit of excellence, respect, and responsibility).

#### Highly Specialized Education Curriculum

While the school values keeping our students in the LRE, as well as Inclusion, those students who require additional specialized instruction as a result of individual goals, present levels of functioning, and other services will utilize the SRA Reading Curriculum and specialized scaffolding instruction for the iReady Teacher Toolbox for both math and reading.

### Special Area Classes

Health, Physical Education, and Safety: Health education builds students' knowledge, skills, and positive attitudes about health. Health education teaches about physical, mental, emotional and social health. Such programs will deliver additional knowledge in these concepts providing students supplementary educational experiences, enabling students to learn skills and make healthy choices throughout their lives as well as promote increased learning in other subject areas. Moreover, the health competencies will focus on educating students to develop habits of health that contribute to the continued good functioning of the body.

The Physical Education program will communicate knowledge, offer group experiences, teach effort and achievement, and build lasting recreational interests. The program will strive to be coupled with the current practices and procedures in education and contribute to the all-around development and education of students. The P.E. program will consist of standards based, balanced, sequential and progressive program- involving moderate to vigorous physical activity. In addition, the School will be designated a "Drug Free School Zone" and a smoke- free worksite. The School will have a strong "Say No to Drugs" campaign and prevention curriculum which will be highlighted within units of study that focus on substance abuse across the grade levels as well as implementation of Red Ribbon Week.

Foreign Language: The School will implement a Foreign Language curriculum to enhance the students' verbal and written techniques in a native language other than English which will allow students to gain additional reading strategies and become fluent readers in another language. The School intends to develop students' understanding of international and cross-cultural issues as well as their ability to communicate in more than one language,. Thus, the School will implement Spanish as the language program.

Art: The primary goal in art education electives is to provide students an opportunity to develop and explore their creative potentials. Moreover, the School will emphasize the interdisciplinary connections between Art and the core subjects. Authentic assessment is one of the focal points of the curriculum and will be implemented through a series of community-based art experiences, festivals and art exhibitions.

CTE Career Exploration Pathways: The purpose of the CTE Career Exploration Pathways is to provide students an opportunity to explore a variety of career and technical education proficiencies that offers students the opportunity to connect classroom learning to authentic business and industry experiences. MCDA will emphasize the interdisciplinary connections between STEM and English Language Arts subjects and CTE project based learning. When appropriate to instruction, guest speakers will be invited to share their expertise in order to personalize the topics discussed in the CTE Career Exploration special. This opportunity to hear from a guest speaker breaks down possible stereotypes and allows



students to give value to others points of view. Bringing in guest speakers will also enhance the level of expertise the students are exposed to during technical education instruction. Students will have the opportunity to master 21st Century "Soft Skills" beginning as early as Kindergarten. The CTE Career Exploration Pathways project based learning curriculum will follow SC's Work-based Learning Continuum.

Career Exploration Grades K-9 Career Preparation Grades K-11 Career Training Grades 11-12

Guest Speakers from Industry

Career Fairs

Industry Tours

Career Interest Inventories School-based

Enterprises

Job Shadowing

Simulated Workplace Clinical Experiences

Pre-apprenticeships

Internships

CTE Work Experiences

Registered Apprenticeships

While the school understands the limited funding from the SCDE for these programs, we believe they are critical to the preparation and success of students. The school will seek additional grant funding from various sources, including private industry, federal funds, and SCDE grants. The school will utilize the WIN Career Readiness Suite to prepare students participating in the CTE track for the states Career Readiness Assessment.

The school will choose career pathways that align with the Vision and Mission of the school, as well as the economic culture of the surrounding area and economic growth trends. Further information regarding Career Pathways can be found in Appendix G.

#### 2a.-2 Research-Based Strategies and Best Practices

The School's philosophy and purpose is grounded on a set of beliefs and values that serve as the impetus for student growth and academic achievement goals. At the forefront is the core belief that all students can learn given the opportunity and the right support. This aligns to the overall mission and vision of Mater Academy: Academic Excellence with a push towards College and Career Readiness. Derived from two decades of implementation experience, these and other research-based strategies and best practices are the established pillars of the Mater Academy network:

Setting the Tone - Common Board Configuration (CBC) and Mater Lesson Plan Templates are common practices used at all Mater schools to ensure the teacher has not only advised students of the expectations of each lesson, but has also planned for differentiation and diverse learning needs of students. CBC allows for standards-based goals and objectives for each lesson and appropriate pacing. Classroom Walkthroughs occur daily to

ensure these practices are implemented with fidelity.

High expectations - At Mater, leaders believe high expectations engender success. Both students and teachers live up -or down-to expectations set for them. Students do best intellectually, personally and morally when they are striving for excellence. Through accountability and responsibility, learners become engaged and the teacher facilitates the quest for knowledge. The three R's of Rigor, Relevance and Relationships are core principles the School will use to drive instruction. Setting a culture of high expectations will allow for the School to deliver on Rigor.

Differentiated Instruction (DI) - Teachers will be expected to tailor the curriculum, classroom environment and practices to create diverse educational opportunities and learning experiences based on student needs and learning styles. Although differentiation can look different in every classroom based on teaching styles, the School will provide frequent PLC staff development allowing teachers to have common planning times, share best practices, learn new techniques and and/or resources. DI strategies will include: Direct Instruction, Scaffolding, Cooperative Learning, Independent and Inquiry-Based Learning, etc.

- Direct Instruction (lecturing/modeling): This methodology will be utilized to explain or demonstrate content and skills. Systematic instruction will be based on the SCCCR. Assessments will be administered to students to ensure mastery of skill sets during the direct instruction method.
- Scaffolding: The School will use a variety of instructional techniques, such as guided instruction, prior knowledge techniques, and think-pair-share, to move students progressively towards a stronger understanding and therefore achieving independence throughout the learning process. This method will also enable students to become proficient in targeted skills and become independent thinkers.
- Cooperative Learning: Teachers will guide small-group instruction with students of different academic abilities using a variety of teaching strategies and techniques to increase knowledge and understanding of the subject matter.
- Independent and Inquiry-Based Learning: Based on the Scientific Method, this student- centered strategy will require students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery. Teachers will use this strategy in developing critical thinking and problem-solving skills.

Targeted Interventions - The school will use the MTSS framework as prevention-oriented approach to linking assessment and instruction. Using real-time data from frequent assessment results, the school will provide the necessary individual, classroom and/or school-wide intervention programs which include: requiring students to attend specific targeted tutoring during



and after school; providing for supplemental intervention programs and support within the respective Reading, Math, Science classrooms through academic coaching, lesson modeling and computerized intervention programs (as needed). Specific curriculum used for MTSS are listed in Appendix G.

Each student who does not achieve on grade level in ELA or Mathematics will receive additional diagnostic assessments to determine the nature of the student's opportunity for improvement - whether it be in the areas of academic need, and/or implementing new or additional strategies for appropriate intervention and instruction. In consultation with the student's parent, the School will provide interventions and intensive courses in addition to core instruction to assist the student in meeting expectations for proficiency, as applicable. The school will inform instruction and adjust interventions through the MTSS process, as necessary, depending upon the student's academic growth and attainment of the grade level/course standards. Progress resulting from the academic support (interventions, tutoring, intensive reading/mathematics courses, etc., as applicable) will be monitored using interim assessments in the specific content area needing attention.

Data-Driven Individualized Support for all Students: Mater schools implement strategies designed to address students' individualized learning needs, including educationally disadvantaged students who may be at-risk for falling behind. Based on students' performance on common formative assessments, in combination with results from standardized assessments, the school will create a Multi-Tier System of Supports (MTSS) leadership team composed of administrators, teachers, and specialists at the school. The team will use a Problem-Solving MTSS Framework to meet the academic and behavioral needs of all students. The team provides high quality instruction and intervention matched to student needs using learning rate over time and level of performance. Through this process the schools plan, evaluate, and revise all tiers of instruction.

The school uses several assessments, including baseline, fall and spring interims, as well as the standardized South Carolina Assessments. The assessments are administered to all public and charter schools in the state, in order to measure student achievement. Using a developmental scale score allows for the comparison of student academic progress over time in a particular subject. Our schools pride themselves on monitoring the performance trends of our students to identify significant gains and losses in reading and mathematics proficiency. It is our purpose to maximize, or correct, the areas of strength and weakness in each strand tested. Many factors that serve as a pre-indicator to student performance on the assessments are taken into account. Some of these factors include:

- Stakeholders attending regularly scheduled data chats and using collaborative, problem-solving team meetings to support our students' learning based on the assessments to continue these positive performance trends.

- Utilizing many research-based resources and strategies to meet our diverse population of learners, as well as incorporating technology, small groups, and best practices to facilitate learning gains.

High-quality Assessments - Mater addresses South Carolina's College-and Career- Ready Standards by regularly measuring student progress toward mastery of skills. Mater encourages the use of common formative assessments across all subjects and grade levels, which are aligned to the State standards. Through the utilization of standards based, common assessments, the school can participate in continuous data analysis and instructional tailoring with fidelity. Teacher created assessments will be vetted by grade level teams and instructional coaches during weekly team meetings to ensure they measure mastery of South Carolina Standards.

Data is communicated to all stakeholders in the ongoing school improvement plan, where the specific performance trends are listed and the strategies to address the areas of weakness are delineated.

2a.-3 Academic Performance Standards South Carolina Standards are the driving force behind MCDA instruction. Teacher lesson plans are aligned with standards and pacing guides to ensure students receive appropriate content knowledge and skills to excel academically. The School monitors student growth weekly through data disaggregated by achievement level. Students performing early on grade level or below grade level receive additional support through push-in and pull-out interventions. Support staff utilizes iReady growth data to create individual lessons for interventions in addition to the school-wide MTSS program.

2a.-4 Adapting the Curriculum to Meet the Needs of All Students MCDA expect 16% of students to have Individualized Education Plans, 5% to have 504's, and 70% of students to be Pupils in Poverty, and 75% to be in need of academic assistance. Due to the diverse learning and social-emotional needs of anticipated students, MCDA will develop a robust MTSS program that address components of math, reading, discipline, attendance, and social-emotional learning. The school will employ a reading coach, a math coach, certified guidance counselors, behavior interventionists and academic interventionists to support this program. While the school does not anticipate a large portion of students meeting the requirements for Gifted and Talented, it will take a three-pronged approach to identify these students. A teacher with a Gifted and Talented endorsement will provide services to those who qualify in a SC approved format.

Implementation of Multi-Tier System of Supports (MTSS): Multiple tiers of increasingly intense instruction/intervention services are implemented to support student success as part of the MTSS process. Students not meeting specific levels of performance in content areas for each grade level (or not meeting specific levels of performance on statewide assessments) will receive additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. Students

needing remediation or intensive instructional/behavioral support will be matched to strategic and intensive instruction/ interventions.

- Tier 1 is inclusive of all students. All students in Tier 1 will receive high quality, research- based instruction, differentiated to meet their needs and will be screened at minimum in a bi-weekly basis to identify struggling learners who need additional support. Core academic interventions include the use of the core curriculum and whole-class instruction and interventions. Core behavioral interventions include school-wide discipline policies and procedures, as well as positive behavior supports. Academic assessments at the Tier 1 include iReady and Mid-Year Assessments in ELA, benchmark assessments, classroom and textbook assessments as well as summative/end of year assessments. Behavioral assessments at the Tier 1 include observational data, parent conference records and disciplinary data.

- Tier 2 is inclusive of students not making progress in the core curriculum. The School will provide these students with increasingly intensive instruction matched to their needs including, but not limited to: Small group instruction, one-to-one re-teaching, pull-out intervention, individualized instruction, intensive interventions that address each student's needs; additional tutoring opportunities with a qualified interventionist.

- Tier 3 interventions are introduced when students need a more frequent, intense and individualized instructional setting, which may include but would not be limited to: Daily pull-out tutoring, one-on-one instructions; behavior intervention plan, individualized counseling; intensive individualized academic plans following assessments such as Functional Behavior Assessment (FBA) and Behavioral Intervention Plan (BIP).

Before and After School Tutoring- All students will have before, after, and summer tutoring available to them regardless of being identified as being "deficient" in reading or math. Programs that offer homework assistance and/or limited tutoring have not been found to have a statistically significant effect on overall student achievement. However, out-of-school tutoring that utilizes rigorous implementation of programs as rigorous resources for core subjects that were used in this setting were found to have overall positive effects on student achievement. Students will be utilizing i-Ready and other rigorous programs during extended school day tutoring led by a licensed teacher or a highly trained paraprofessional. Key findings from the National Center for Education Evaluation and Regional Assistance showed "one year of enhanced instruction produces positive and statistically significant impacts on student achievement."

Serving Advanced Learners - The School will provide advanced coursework (including gifted classes as applicable) in order to meet the needs of advanced learners. The School will provide other opportunities for advanced learners through initiatives such as Project Lead the Way, which allows for in depth exposure to inquiry based learning. The School will use a variety of indicators to determine placement in advanced coursework. For example, i-Ready diagnostic screening will establish baseline at the beginning of the School year if previous test data is not available, or

previous year's data such as previous coursework, report card grades, Standardized assessment results as well as teacher recommendation will inform and help determine placement for advanced classes.

2a.-5 Strategies for At-Risk Students Mater Clear Dot Academy believes that all students can learn and achieve if given the proper tools and environment. In keeping with the Mater philosophy, MCDA will engage students in a Growth Mindset, encouraging students to set goals according to their specific abilities and needs. Teachers, instructional coaches and administrators will work with students to monitor progress in attaining these goals. Students will be encouraged to celebrate incremental progress and thrive on challenges, seeing failure not as evidence of unintelligence, but as a springboard for learning and achievement. Teachers will infuse a Growth Mindset throughout all core subjects and special area classes by celebrating efforts and strategies above intelligence and focusing on the value of learning. In addition, teachers will design classroom activities that involve cooperative, rather than competitive or individualistic work, encouraging students to feel a sense of responsibility and allowing them to experience positive feedback and success in a group setting. Giving students the confidence to learn and succeed creates intrinsic motivation to stay in school and work towards the goal of graduation.

The School-Parent Liaison, Behavior Interventionist, and School Counselor will work with students and parents to develop individualized graduation plans and install supports needed to remove barriers to graduation such as transportation, insufficient course credits, and disciplinary issues. These plans may include an attendance plan, a course recovery plan, or other means necessary to ensure that the most vulnerable populations achieve the same success as other students.

#### 2a.-6 High School Graduation Planning and Requirements

All graduates of MCDA will meet the graduation requirements set forth by the state legislature and meet the standards of the Profile of a South Carolina Graduate. The School will employ a College and Career Planning Coordinator, in addition to Guidance Counselors, to seek new opportunities for partnerships and coordinate Work Based Learning and Dual Enrollment.

To be eligible to receive a South Carolina High School Diploma, students must earn 24 units and demonstrate proficiency in computer literacy. The computer requirement may be met by successfully completing one of many computer courses that includes instruction in and testing of these skills. Based on state law, requirements to receive a South Carolina High School Diploma are prescribed as follows:

English 4 units  
U. S. History and Constitution 1 unit

Economics ½ unit  
U.S. Government ½ unit  
Other social studies 1 unit  
Mathematics 4 units  
Science 3 units  
Computer literacy\* 1 unit  
P.E.\*\* 1 unit  
World Language or CATE elective 1 unit  
Electives\*\*\* (additional required courses below) 7 units  
Total Required\*\*\*\* 24 units

All students must earn the required number of prescribed units.

\*\*\*Electives required for graduation:

1 Computer literacy credit\*

Keyboarding non-CTE is a prerequisite

Course Course Number

Discovering Computer Science Part I - full year

Discovering Computer Science Part II - full year 506200CH (grade 7)

506300CH (grade 8)

OR

Discovering Computer Science (full year) 506100CW

1 Physical education credit (1 semester Personal fitness, 1 semester lifetime fitness)

\*\*CDCS does not offer ROTC or Marching Band with PE

1 semester Health & Safety (Family Life Education 1)

1 semester Personal finance

1 credit in foreign language/ASL OR a Career Cluster course

\*\*\*\*Students planning to attend a 2-year institution (e.g., Technical College - CTE students), or who are planning to enter the workforce immediately (Workforce Ready students), must earn at least one unit in a career and technical area.

1 credit Career Cluster (CTE/CaTE)

\*\*\*\*Examples of Electives required for 4-year college admission above and beyond the high school graduation requirements: (please check the schools you are applying to for specific course requirements)

1 science credit where earth science, physical science, biology, or chemistry were the prerequisite

Science credits must have laboratory section

1 math credit higher than algebra 2

2 or 3 credits same foreign language or ASL

1 Fine Arts credit

MS - 9th

10th

11th

12th

#### Electives

##### English

(4 required) English 1 English 2 + EOC

(EOC = 20% of final grade) English 3 English 4 Required: 1 semester

##### Health & Fitness

##### Mathematics

(4 required) Algebra 1 (or Foundational + Intermediate Algebra) + EOC

(EOC = 20% of final grade) Geometry Algebra 2 College Prep - Algebra

3/Trig Required: 1 semester Personal Finance

##### Laboratory Science

(3 required) Earth Science Biology 1 + EOC

(EOC = 20% of final grade) Chemistry 1 College Prep - level 2 laboratory  
science Required: PE

1 sem Personal Fitness

1 sem lifetime fitness

##### Social Studies

(3 required)

#### Other SS Elective (1)

Human Geography US Government (0.5) + Classroom Final - see pg X

Economics (0.5) US History and Constitution (1) + EOC

(EOC = 20% of final grade)

+ Classroom Final - see pg X Required: 1yr computers - Discovering  
Computer Science

World Language or ASL

(1 required)

#### OR Year 1

OR College Prep - year 2 Recommended College Prep - year 3 College  
Prep - Fine Arts

Career and Technical Education (CATE)

(1 required)

Recommended that ALL students participate in Pathway major  
classes Career Cluster - Major Pathway - Class 1

(Required for workforce ready & CTE students) Recommended - class 2

(Required for CTE Concentrator students) Recommended - class

3 Recommended - class 4 Recommended - 1 semester Drivers' Education

#### Promotion and Retention

In order to comply with state law and ensure continuous and appropriate progress from grade 9 through grade 12, the following regulatory guidelines have been established for eligibility for promotion to the next grade classification. Students must have earned a minimum number of units, as specified below.

To be promoted to grade 10, a student must pass a minimum of 6 units of credit to include:

- 1 English credit (English 1)
- 1 math credit
- 4 additional credits - 1 of which is a required for graduation course

To be promoted to grade 11, a student must pass a minimum of 12 units of credit to include:

- 2 English credits (English 1 and 2)
- 2 math credits
- 1 science credit
- 1 social studies credit
- 6 additional credits - 2 of which are required for graduation

To be promoted to grade 12, a student must pass a minimum of 18 units of credit to include:

- 3 English credits (English 1, 2 and 3)
- 3 math credits
- 2 science credits
- 2 social studies credits
- 8 additional credits - 3 of which are required for graduation

South Carolina uses a Uniform Grading Scale to calculate Grade Point Average (GPA) and class rank for high school students. The South Carolina Uniform Grading Scale assigns grade points for each numerical grade. By state mandate, all courses carry the same grade points with the exception of Honors, Dual Credit, IB and AP courses. Honors courses receive an additional 0.5 weighting and AP, IB and Dual Credit courses receive an additional 1.0 weighting.

Grade point averages will be carried to four decimal places and rounded to three by the computer. Correspondence, independent study, and/or off campus courses not approved by the district prior to the student taking the courses will not be figured into the student's final GPA for valedictorian or salutatorian. In case of more than one student having the highest or second highest adjusted grade point average, multiple valedictorians or salutatorians will be declared and no attempt will be made to break ties. If there are multiple valedictorians, then all commencement speeches will be given by the valedictorians.

Numerical Average Letter Grade College Prep Honors AP/IB/Dual Credit  
100 A 5.000 5.500 6.000  
99 A 4.900 5.400 5.900  
98 A 4.800 5.300 5.800

97 A 4.700 5.200 5.700  
96 A 4.600 5.100 5.600  
95 A 4.500 5.000 5.500  
94 A 4.400 4.900 5.400  
93 A 4.300 4.800 5.300  
92 A 4.200 4.700 5.200  
91 A 4.100 4.600 5.100  
90 A 4.000 4.500 5.000  
89 B 3.900 4.400 4.900  
88 B 3.800 4.300 4.800  
87 B 3.700 4.200 4.700  
86 B 3.600 4.100 4.600  
85 B 3.500 4.000 4.500  
84 B 3.400 3.900 4.400  
83 B 3.300 3.800 4.300  
82 B 3.200 3.700 4.200  
81 B 3.100 3.600 4.100  
80 B 3.000 3.500 4.000  
79 C 2.900 3.400 3.900  
78 C 2.800 3.300 3.800  
77 C 2.700 3.200 3.700  
76 C 2.600 3.100 3.600  
75 C 2.500 3.000 3.500  
74 C 2.400 2.900 3.400  
73 C 2.300 2.800 3.300

Numerical Average Letter Grade College Prep Honors AP/IB/Dual Credit

72 C 2.200 2.700 3.200  
71 C 2.100 2.600 3.100  
70 C 2.000 2.500 3.000  
69 D 1.900 2.400 2.900  
68 D 1.800 2.300 2.800  
67 D 1.700 2.200 2.700  
66 D 1.600 2.100 2.600  
65 D 1.500 2.000 2.500



64 D 1.400 1.900 2.400  
63 D 1.300 1.800 2.300  
62 D 1.200 1.700 2.200  
61 D 1.100 1.600 2.100  
60 D 1.000 1.500 2.000  
59 F 0.900 1.400 1.900  
58 F 0.800 1.300 1.800  
57 F 0.700 1.200 1.700  
56 F 0.600 1.100 1.600  
55 F 0.500 1.000 1.500  
54 F 0.400 0.900 1.400  
53 F 0.300 0.800 1.300  
52 F 0.200 0.700 1.200  
51 F 0.100 0.600 1.100  
0-50 F 0.000 0.000 0.000  
50 WF 0.000 0.000 0.000  
50 FA 0.000 0.000 0.000  
- (No value) WP 0.000 0.000 0.000

2a.-7 Not Applicable

## Response to Educational Structure

### 2b.8 School Culture

#### Mission Statement:

The mission of Mater Clear Dot Academy (MCDA) is to provide students with the skills, strategies, technology, and resources that will enable them to succeed academically as Globally Competent students.

#### Vision Statement:

Students will strive for academic achievement, character development, and will serve and give back to their community.

School Culture, Vision, and Values. MCDA believes that all students can and will learn and that equitable, high-quality education should be communicated and sustained at all schools. Additionally, Mater schools operate on the belief that students will work up (or down) to the expectations that are set, thus setting nothing less than high expectations combined with a rigorous curriculum based on the following pillars of the Mater Clear Dot Academy model:

#### Ownership

School programs tailored to the students and community to be served; Stakeholders (board members, parents, teachers, students, and community) involved in the educational process; and facilities which will be uniquely designed to address the needs of each of its communities.

#### The Culture

Encouraging setting that gives students sense of belonging , including:

- High Expectations for all;
- Opportunities for student leadership;
- Code of Excellence - fostering Character Development and Ethical Behavior;
- Parental Agreements encouraging high levels of parental involvement;
- Strong Leadership Team;
- Uniform Policy - everyone is part of one family;
- Diverse extra-curricular programs, such as a variety of clubs, sports, and activities; and
- Career/College counseling services.

#### Community Partnerships

- Parents, Community, Educational Institutions
- Local Government Entities and Officials
- Local Businesses

#### Rigorous Curriculum Framework

- Aligned Curriculum in Grades K-12
- Student-Centered Instruction
- Technology integration in all content areas
- Targeted After-school and Saturday Tutorial Sessions
- Push-in/Pull-out Remediation and Enrichment Programs
- College Awareness/Career Preparation
- Opportunities for advancement through Advanced Placement (AP) and

## Dual Enrollment courses

### Continuous Evaluation and Improvement

- School Mission and Vision Driven Program
- Responsibility aligned with Accountability

Growth Mindset. In addition, the School will engage students in a Growth Mindset, encouraging students to set goals according to their specific abilities and needs. Students will be encouraged to celebrate incremental progress and thrive on challenges, seeing failure not as evidence of unintelligence, but as a springboard for learning and achievement. Teachers will infuse a Growth Mindset throughout all core subjects and special area classes by celebrating efforts and strategies above intelligence and focusing on the value of learning. In addition, teachers will design classroom activities that involve cooperative, rather than competitive or individualistic work, encouraging students to feel a sense of responsibility and allowing them to experience positive feedback and success in a group setting.

Teaching Methods, Principles and Essential Components. MCDA will combine the best practices developed by the Schools it will be replicated after with similar demographics and at-risk populations and will utilize the same core concepts implemented successfully at Mater Academy.

### 2b.-8-10 Educational Groupings

Projected enrollment for MCDA at full capacity is 1000 students.

GRADE 2024-25 2025-26 2026-27 2027-28 2028-29 2029-30 2030-31 2031-32 2032-33 2033-34

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2b.-11 The school will be comprised of 4 classes of each grade level, with a class size of 25 students. Students will experience classroom-based instruction with opportunities for hands-on learning and apprenticeships.

#### 2b.-12 Structure of School Day

Mater Clear Dot Academy will be divided into two groupings- Upper School and Lower School. Lower School students will be those in grades 3-8. Upper School students will be those in grades 9-12.

#### Lower School Day

1800 minutes or 30 hours of school per week, including lunch. Ninety minutes of ELA instruction and 60 minutes of math instruction will be built into the school day for every student. Science and Social studies will receive 55 minutes of instructional time per day for each student. Lower School will begin at 7:30am and dismiss at 2:30pm.

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#### 2b.-13 Educational Structure Supporting Optimal Student Learning

One foundational principle of our schedule is Rigor. Our schedule is designed to maximize opportunities for student learning through a variety of classes. We also believe that a school day can only be useful to a student if it is predictable for one day to the next, especially for our upperclassmen. Sixteen-eighteen year olds are not best served with idle time, "off blocks," and early or late starts. Our younger learners require additional time to master foundational skills such as reading and math, which we have designated above the state minimum level. Each student schedule is built with the needs of the individual in mind. This may include additional reading or math lab courses, guided study hall, or test preparation.

#### 2b.-14 Student School Day

Community is what sets Mater Clear Dot Academy apart from every other South Carolina school. Students arriving for the school day are greeted by teachers, administrators, staff, and parent volunteers each morning. We use this time to set a positive tone for the day, gain information about our families, communicate expectations, and offer solutions to concerns. Each student and family know that they are a valued member of our school. Anyone entering our campus will know that our staff is here to support all of

our stakeholders in whatever capacity we can assist.

The "community" focus carries over inside the school environment where staff have relationships with not only the students in their own class, but students in every class. This vertical association creates an atmosphere where students of all ages can become leaders for their peers. Additionally, teachers and staff can serve as mentors to students in all grade levels. We pride ourselves on knowing the "whole child," and offering interventions when needed. The mutual trust established between the School and families is a critical factor in the success of our students, particularly those who fall into an "at-risk" category.

#### 2b.-15 Teacher Lesson Planning

At MCDA teachers will use a variety of research-based proven instructional strategies to reach all level of learners. "Intensive-Explicit Instruction (IE)" developed by Jim Knight uses a number of research based instructional approaches, including direct, explicit and strategic instruction (Hattie, 2011, Archer & Hughes 2011, Ellis, Deshler, Lenz, Shumaker and Clark, 1991). "Teachers use intensive-explicit instruction to efficiently and effectively teach content and significantly increase the likelihood that students will master the content. Intensive-explicit instruction involves teaching practices that ensure students are engaged in learning and actively mastering content."

Explicit Instruction is systematic, direct, engaging and has been shown to promote academic achievement with all levels of learners. Instruction is focused on the critical content that students need to develop a deep understanding of the concepts as well as the skills needed for academic success. These skills are sequenced logically and more complex skills are broken down into smaller units of instruction.

These key instructional practices are key for effective instruction for all students regardless of their proficiency or background, and provide a research-based foundation for effective intensive-explicit instruction. While teachers are working in small groups with the different tiers they decide what learning intentions and success criteria will be used to measure academic achievement. The teacher is continually modeling, evaluating what is being learned through a variety of checks for understanding, and using formative assessment techniques to tie the material being learned together as it becomes appropriately mastered and demonstrated.

Beyond the differentiated instruction to meet the varying levels of the anticipated population, the School will create an environment for active learning. Active learning means engaged learners. The School's curriculum will require students to interact with each other, apply curriculum to real-life situations, and use a variety of technological tools beyond the classroom. Students are also exposed to opportunities for project-based learning. Students will be exposed to engineering and critical thinking as early as kindergarten through Project Lead the Way.

In accommodating individual learning styles and individual learner needs, the School's curriculum incorporates the following instructional practices:

- "I do, We do, You do together, You do alone" - This model allows students to be introduced to a concept while accessing prior-knowledge and then applying both the new information with the prior knowledge; thus allowing students to have a deeper understanding of the concept introduced. It also gives the teacher the ability to model the concept effectively and address the needs of the higher-level students as well as those students that need extra support before allowing them to attack the problems on their own during the independent time. The wrap up allows the teacher to formally and/or informally assess the comprehension of the students and implement remediation strategies if necessary to ensure students have a thorough understanding. This model is used cross- curricular so the different subjects can be supportive of one another. It is beneficial to the students as each subject is structured with this model so the consistency allows for better use of time and effective comprehension.
- Universal Design of Learning: used as a guide to instructional design and delivery in all curriculum development. UDL is a framework for flexible, differentiated instructional approaches that includes flexible methods for presentation, expression and active learning, and student engagement, so all students (e.g., students with disabilities, ELLs) can participate fully in core instruction.
- Systematic & Explicit Instruction: The School will use formative and summative assessment data to realign the instructional framework and provide systematic and explicit instruction for text-based vocabulary acquisition and close reading models using complex text that is grade level appropriate.
- Print Rich Environment: Each class will maintain a classroom library to include a collection of quality literature that includes material written at varying reading levels and in a variety of genre forms, inclusive of both fiction and nonfiction. This collection will offer students reading material that will support their individual interests and abilities. Frequent successful reading experiences using appropriate texts will provide the opportunity to improve their reading proficiency with regard to fluency, vocabulary, and comprehension.
- Word Walls: Word walls will consist of high frequency words, word patterns or phonic elements, and interesting, exciting words. Students will use the word wall during lessons and activities to practice recognizing words quickly and accurately.
- Project & Problem-Based Instruction: Instruction that centers on hands-on, real-world activities, projects, and problems that help students to understand the knowledge and skills they develop in the classroom may be applied in everyday life. This approach scaffolds student learning through structured activities and projects that empower students to become independent in the classroom and help them build skill sets to apply to an open-ended design problem.
- Vertical and Horizontal Teaming: Horizontal and Vertical Teams will exist throughout the School creating opportunities for success in every

classroom, as both grade-level and content-area teams work together to align curriculum, instruction, and assessment.

- Differentiated and Standards-Based Instruction: The School's ultimate goal is to provide a learning environment that will maximize the potential for student success. Teachers will use differentiated instructional strategies that connect with individual student's learning needs. Teachers will manage instructional time to meet the standards while providing motivating, challenging, and meaningful experiences for students to receive and process information in ways that require differentiation of experience. Classrooms will be arranged to enable active engagement by all student whole-group instruction; teacher- led small groups instruction (groups determined by data and depending on student need); cooperative learning groups and independent student centers.

- K-5 Centers: DI centers will be set up throughout the classroom in various areas that allow students to work independently or in a small group setting, using instructional materials to explore and expand their literacy. During this time, students are engaged in a variety of activities that reinforce and extend learning without the assistance of the classroom teacher. Students will practice reading, writing, speaking, listening, and working with letters and words. Manipulatives such as magnetic letters and sound letter cards are used to increase active participation and provide additional guided practice through multi- sensory approaches. Technology is often incorporated into the DI centers as well.

- Technology: MCDA recognizes that instructional technology can facilitate learning and enhance the curriculum itself. All members of the School, including parents, will benefit from the success of the technology plan. The teachers will improve their lesson plans and delivery methods. The students will have the opportunity to be exposed to and to learn an enhanced curriculum with all the additional tools for computation and visualization.

Along with the above-mentioned instructional strategies, it is a strong belief that teachers at MCDA have a collection of strategies to intuitively modify and adjust instruction based on students understanding and responses "in the moment." Teachers will also use brain based compatible learning strategies which uses the research about how the brain learns.

Teachers will incorporate these strategies into their weekly lesson plans that are shared with the Principal, Assistant Principal, and Academic Coaches.

#### 2b.-16 Typical Teacher Day

As part of teacher recruitment and retention, MCDA does not require general education teachers to participate in morning or afternoon duty schedules. While the teacher may elect to use this time to speak to parents, it is our belief that our teachers are an integral part of student success and better serve the school inside the classroom. In accordance with SC Code of Laws 59-5-63, all eligible teachers have 30 minutes of

unencumbered time. Teachers receive at least one uninterrupted planning period per day. When it is feasible, teachers are given two planning periods, one of which is used to plan and the second is to provide small group interventions or work with "bubble kids." Teachers submit weekly lesson plans that are reviewed by the assistant principal, reading or math coach. Each grade band also attends a weekly data meeting where the assistant principal presents current student growth data, gives lesson plan feedback, and provides guidance on assessment and classroom instruction. The School prioritizes parent communication. Preserving uninterrupted planning time, as well as time before and after school, for teachers to communicate with parents allows for us to meet the goal of excellent communication with families.



## Response to Professional Development 2b.8 School Culture

### Mission Statement:

The mission of Mater Clear Dot Academy (MCDA) is to provide students with the skills, strategies, technology, and resources that will enable them to succeed academically as Globally Competent students.

### Vision Statement:

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## Response to Serving Students with Disabilities

### 3.1 Special Population Demographics

Based on the current data from Clear Dot Charter School, MCDA anticipates 16% of students to have IEP's, 5% of students to have a 504 plan, and less than 1% of students to be EL. Of the students with disabilities it is expected that approximately 2% of students' primary disability to be Autism, 1% to be Mild Intellectual Disability, 8% to be Specific Learning Disability, 2% to be Other Health Impaired, and 3% to be Speech. Of students with 504 plans, the majority will be students with ADHD that impedes learning, with the remaining plans written for diabetes, cerebral palsy, allergies, asthma, or other physical impairments.

3.2-3.3 MCDA is committed to all of its students, including its gifted and talented pupils, students with disabilities, English Learners (ELs), and those with Individual Education Plans (IEPs) or 504 plans. Working closely with Academics Student Support Services, MCDA plans on closely partnering with their contracted special education services provider on several fronts to ensure special education programs and services reach students appropriately. These contracted services include, but are not limited to, Speech Therapy, Occupational Therapy, and Physical Therapy.

MCDA's Special Education Coordinator and Teachers, with direction from MCDA's Principal, will provide on-site LEA services including supervision of the Special Education Program, 504 Program, Gifted and Talented identification and related services. MCDA's Special Education Coordinator will be a member of the 504 school team, Multi-Disciplinary Team, and the Individualized Education Program (IEP) team. With direction from MCDA's principal, the EL Coordinator will provide on-site LEA services for EL identification and services as well as on-site programs for the Educationally Disadvantaged.

In order to provide a Free and Appropriate Public Education (FAPE), the School will follow all federal and state laws under the Individuals with Disabilities Education Act (IDEA) (20 USC §1400 et seq). Additionally, MCDA will comply with the applicable requirements of Section 504, the Americans with Disabilities Act (ADA) and all U.S. Department of Education Office of Civil Rights ("OCR") mandates for students enrolled in MCDA. By adhering to the provisions of the IDEA and applicable State of SC Special Education Laws and Regulations, MCDA will assure that all students with disabilities are accorded FAPE, including special education-related services, and accommodations. MCDA will also ensure that no student otherwise eligible to enroll will be denied enrollment on the basis of their special education or disability status.

MCDA will universally screen all students in the beginning of the School year. Analysis of the universal screener will be completed by the MTSS team; those students who are identified as academically at risk (below the tenth percentile) and who are not already identified with an IEP, will be referred to the School's MTSS team. The MTSS team will be comprised of a staff member from every general education grade level and the Special

Education Teacher or designee selected by the Teacher. The MTSS team notifies the parent that their child will be entering the MTSS program which will provide interventions in an area of deficit.

The continuum of services offered by MCDA will begin in regular education classes. All students will be given a universal progress monitoring assessment during scheduled benchmark testing windows followed by an analysis of the data. Each quarter, the School will meet as a team during Data Days which allow the School to discuss children scoring in the bottom 15% or another cut score as determined by the School. Students who score in the bottom 15% and students who are failing will be discussed and an intervention plan is developed. The staff will then brainstorm different interventions that may help the student grow academically and/or behaviorally. In general education, enrichment and intervention periods in both reading and math will be scheduled daily schoolwide to provide instruction commensurate to each student's ability level for all students. In addition, before and after school tutoring clubs and blended learning programs (i-Ready) will provide instructional level interventions. The School plans to apply for grant funding through 21st Century Community Learning Center as well as use Title funding and School Safety funding to assist in providing a continuum of supports and interventions for students.

Students with severe intellectual disabilities will also benefit from combining inclusion and resource room time. In the general education classroom having the following will allow the student to remain with typical peers and be exposed to grade level content: peer models, online blended learning programs, direct whole group instruction, and small group instruction. Students with severe emotional disabilities will also benefit from combining inclusion with resource room. In addition, a Check-In/Check-Out system will be very effective for students with emotional needs. A mentor will be assigned to the student and the student has a daily progress-monitoring sheet, which will be sent home daily. The parent can help to bridge behavior at school to positive incentives at home. Depending on the students' needs, the mentor will check in with the student at least three times daily or more as needed. In addition, the School counselor and/or administration will help the family with locating appropriate community support.

MCDA's special education coordinator, with direction from the principal, will be primarily responsible for all tasks and duties related to MCDA's special education program while in collaboration with the general education teachers. To facilitate this collaboration, the School will implement the following practices to enhance communication and meet the needs of students with special needs.

One Teach, One Observe. One of the advantages in co-teaching is that

more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together.

**One Teach, One Assist.** In a second approach to co-teaching, one person would keep primary responsibility for teaching while the other professional circulated through the room providing unobtrusive assistance to students as needed.

**Parallel Teaching.** On occasion, student learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both covering the same information, but they divide the class into two groups and teach simultaneously.

**Station Teaching.** In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third station could give students an opportunity to work independently.

**Alternative Teaching:** In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group.

**Team Teaching:** In team teaching, both teachers are delivering the same instruction at the same time. Some teachers refer to this as having one brain in two bodies. Others call it tag team teaching. Most co-teachers consider this approach the most complex but satisfying way to co-teach, but the approach that is most dependent on teachers' styles.

3.4 The School and all contracted service providers will adhere to all Federal, State, and Authorizer Policies. Sample Special Education Policy can be found in Appendix G.

## Response to Goals, Objectives, and Assessment Plan

### 4. Goals, Objectives, and Assessment Plan

Mater Clear Dot Academy will follow the progress monitoring of the replication school. These include Diagnostic and formative assessments, processes for data-driven decision making, and resources. The school will utilize the testing calendar and format as developed by Clear Dot Charter School that is in accordance with South Carolina state mandated assessments. MCDA will use state adopted text-books, supplemented by additional research based curricular materials to supplement learning and literacy.

4.1 In creating these goals and objectives, it was determined that the best way to create SMART goals is to work with the data that will be representative of the student population the school will service. The school will use baseline data from Clear Dot Charter School's population to establish baseline data and monitor instruction. MCDA will also use data comparisons with surrounding districts as a measure of success. As stated in the curriculum section of this application, MCDA will use assessment data to group students and provide programs to meet their instructional needs by using differentiation strategies such as "Walk to Read." This level of individual support requires continuous progress monitoring using iReady, Study Island, and teacher generated assessments. These programs produce ongoing data reports that make information easily accessible to stakeholders.

Goal 1: To create new, innovative, and flexible ways of education children within the public school system, with the goal of closing the achievement gaps between low performing student groups and high performing student groups.

To accomplish this goal, MCDA will establish a program that will offer social and emotional support to students, provide explicit literacy instruction to include the conventions of the English language, offer Spanish as an ongoing course of student beginning in Kindergarten, provide mindfulness training, offer special area programs that give purpose and meaning to education, as well as celebrate skills and talents not readily evident in classroom learning, and use global competency as a measure.

This goal will be measured by the annual school climate survey. The school will strive to maintain an excellent rating in this category, beginning in year 1.

Goal 2: To improve student learning by preparing students to meet the criteria of the South Carolina Profile of the Graduate by increasing achievement scores as measured by the KRA, ACCESS for EIs, SC-Alt, SCReady, SCPass, End of Course Examinations, ACT, SAT, and WorkKeys.

Using a detail analysis, numerical goals will be set with an annual

performance increase of 5 percentage points for each year as measured by the assessments listed above.

Goal 3: MCDA will improve graduation rates for all students.

A detailed review of the graduation rates in South Carolina indicate that male minority students have the highest dropout rates. Using the methods described in the Educational Program section, MCDA will strive to reach a 100% graduation rate.

Graduation rates will be measured utilizing the same criteria as the state.

Goal 4: The school will increase the number of rigorous college and career readiness courses by 2 per year, beginning in year 1.

The school will continue to add courses to prepare students for College and Careers by adding additional courses yearly such as elementary Gifted and Talented, Honors and AP courses, and CATE courses leading to industry certification.

#### 4.2

The district surrounding MCDA is Richland School District 1. In nearly all measured domains, Richland 1 is falling behind the state average academically and in public opinion. Recent media reports indicate regular major incidents occurring at Richland 1 schools and parents speaking openly about their concerns for student safety. The school will use formative assessment data and state test data (see Appendix G for specific assessments) to determine student progress towards state academic goals and establish a baseline. The school will also use PowerSchool incidents to ensure that MCDA outperforms its local district in the area of student safety.

4.3 MCDA proposes the following data disaggregation systems to assist in measuring its learning outcomes as an accurate measure of academic achievement:

- Faculty Data Disaggregation Dialogue
- Individual Student Data Disaggregation
- Classroom and school-wide data disaggregation with student body
- i-Ready
- Data Binders
- Instructional Performance Evaluation and Growth System
- Baseline & Interim Assessments
- World-class Instructional Design and Assessment (WIDA)
- Student Assessment Plan
- Student and Parent Portal (PowerSchool)
- Staff/stakeholder participation on data committees
- Industry-Aligned Certifications

- WorkKeys

MCDA believes that each student is unique, has a different learning style, and should be assessed in a variety of ways. For this reason, in addition to all required state assessments, MCDA will utilize other measurement tools, such as i-Ready, teacher made assessments, projects, portfolios, computer-assisted assessments, expositions, fairs, lab activities, project-based learning activities, etc. to encourage and then measure student growth as it is relevant to the coursework taught. These measurements provide valid, reliable, and timely information, and some will be focused on allowing students to demonstrate what they do know and have learned, versus what they do not know and may not have learned, as is often the norm. This method reinforces knowledge and boosts student confidence. Based on these various measurements, teachers will modify their instruction, monitor student progress, select appropriate classroom activities, and use assessment results more effectively. These methods will inform teachers of the effectiveness of their teaching, as well as improvement made and growth realized by students in order to ensure continuous progress.

4.4 The School will adhere to all federal, state, and district testing requirements. These include SC Ready, SC Pass, EOCEP Tests, SC-Alt, iReady formative assessments (fall, winter, spring), WorkKeys, ACT and SAT. State and National tests will be administered according to the SCDE testing windows.

Baseline and Interim Assessments include a school-based assessment for students in grades 3-8 to establish baseline at the beginning of the School year in Reading and Mathematics and Study Island in Science (Grades 5-8). These will help to determine students' strengths and weaknesses on SC Standards. Any available data from the student's previous school year (such as coursework, report card grades, Standardized assessments results (ACT and any applicable EOC's, teacher recommendation, etc.) will assist to establish determine placement including advanced/gifted classes.

The i-Ready Diagnostic will be administered 3 times per year to determine student needs and as an ongoing progress-monitoring tool to determine whether students are on track to achieve end-of-year targets in reading and mathematics. Mid-Year Assessments (MYA) administered in the second semester of the School year (as described above for students in grades 3-8) will be used to target instruction on SC Standards in ELA, Mathematics, Science, as well as to monitor ongoing student progress. Reports (generated at the student, classroom, school level) will be used for differentiation of instruction, progress reporting, and as a measure for School Improvement Plan.

The School will use i-Ready reports as a method of communicating with parents on whether their child is reading at grade level. Parents of third grade students will be notified in accordance with South Carolina's Read to

Succeed legislation that requires retention of students who do not meet achievement goals.

Additional evaluation methods to monitor student progress throughout the School year include:

- Teacher-generated quizzes and Assessments Rubric (SC writing rubrics)
- Textbook adopted assessments
- Quarterly Examinations, projects/investigations
- Portfolios and presentations

4.5 Student assessment and performance data will be used to not only evaluate school effectiveness and differentiate instruction, but more importantly to inform continuous improvement efforts by targeting benchmarks indicating which students need additional support to master specific standards and/or grade level skills. Assessment will serve as a feedback system to:

- guide administrators in instructional focus areas and which teachers may need additional PD and support
- to guide teachers in lesson planning and individualizing instruction
- to guide students in understanding their own progress towards of each respective standard
- to keep parents involved and informed about student achievement and progress.

Accordingly, the responsibility to manage, evaluate and interpret student data will be a collaborative effort as follows:

- Students are assessed at the beginning of the School year on all benchmarks (as described above)
- Administrative staff and lead teachers collect and disaggregate data on an on- going and consistent basis (bi-weekly, after every quarterly assessment, and ongoing throughout the School year). I-Ready and other data tracking reports are generated by student, by standard, by teacher, and school-wide results are immediately available to teachers to target instruction and make adjustments as necessary.
- Teachers are trained on how to properly analyze the data and log in the individual student data folder.
- Teachers then use the data folders to group students by strengths and weaknesses for differentiated instruction and intervention. (Evidenced in their lesson plans).
- During their differentiated instruction centers/intervention, students receive remediation in the skills they are weakest in and are reassessed to determine progress.
- Periodically and as necessary in the course of classroom instruction, students are moved between groups in order to ensure that their learning needs are being met and that they are progressing towards mastery.

Data Tracking: students will use personal data trackers to track their growth data by benchmark. Data folders are sent home for parents to review, sign



and return to the teacher.

Data chats: the administrative team manages the process by conducting data chats with teachers on classroom data, while teachers conduct ongoing individual data chats with students. As necessary, teachers communicate with parents via phone or in person conference.

Components of student data used for evaluation and monitoring of instruction:

Student Achievement: Grade level proficiency and content mastery

Student Growth: Student growth percentile (SGP) is used to compare student growth to their academic peers on a national scale

Components of monitoring and evaluating instructional practices to guide professional development:

- Teacher started instruction promptly when the bell rang.
- Teacher stated the SC Academic Content Standard
- Standards/Objectives/Successful Performance Statements for the lesson.
- Teacher set the stage for learning and engaged students in the lesson with an effective anticipatory set.
- What creative technique did the teacher use to engage students in the lesson?
- Teacher reviewed prior learning and linked prior knowledge to new learning
- Teacher utilized direct instruction to teach new concepts.
- What research-based techniques and appropriate methodologies were used by the teacher?
- What creative classroom activities did the teacher use to teach the lesson?
- How did the teacher present subject matter in multiple ways?
- Teacher gave clear directions throughout the lesson.
- Teacher expected/emphasized/modeled/referred to note-taking skills.
- Teacher demonstrated accurate content knowledge of the subject taught.
- Teacher checked for student understanding throughout the lesson.
- Teacher provided students time to think and gave many opportunities to answer higher order questions.
- Was effective questioning used throughout the lesson?
- Example of higher-level question used during the lesson.
- Teacher grade book reflected meaningful, rigorous, and at grade level assignments/assessments.
- Teacher provided an explicit closure to ensure mastery of lesson objectives.
- How did the teacher conduct a review and emphasize the important points of the lesson?
- Teacher utilized technology in the lesson.
- Teacher maintained appropriate pacing throughout the lesson to engage students.

- Instruction took place from bell to bell.

4.6 The school assessment plan will be accomplished through a partnership with the school based testing team, the authorizer's school assessment team, and iReady professional development. MCDA's assistant principal will serve as the school testing coordinator and will deliver all school -based professional development required to successfully implement the plan. Technology needed will be one to one devices for all students, as well as back-end technology support through Academica, the Authorizer, and the SCDE. This will allow for the school to avoid requesting a paper test waiver from the state and provide a secure testing browser for every student.

Academic data will be analyzed at the school level, by the Institute data team, and by RTB Consulting to ensure that all aspects of the data are considered. Each individual student's educational programming will be directly tied to this data. The school leader will communicate the data to the board in quarterly increments, or when the data becomes available. Data will be presented to parents through parent/teacher conferences, or contact through one of the School intervention teams. Individual data chats will be held with students after assessments for the purpose of setting goals.

Furthermore, MCDA has access to a data specialist to assist the School in collecting, disaggregating and processing school wide and individual teacher/student performance and achievement data, on an on-going and consistent basis. At the beginning of each school year and at least quarterly, the data specialist will work collaboratively with the School to generate meaningful reports on assessment data to identify areas of instructional weaknesses pinpointing thresholds of student progress. State standardized assessments will be used to determine mastery of content standards and make decisions regarding school-wide improvement from year to year. The data specialist will also share data with schools and with the governing board to identify trend data and assist the governing board to identify necessary and targeted support that might be needed. This process has proven to be highly effective in our other high-performing MCDA and sister schools, as it gives students, parents and teachers a clear understanding of how students are performing and facilitates open communication and an understanding, by all parties, as to how best support our students.

## Response to Governing Board

### 1. Governing Board

**Mario Harper Business** Mr. Harper has extensive a degree in industrial engineering. His strengths are land development, leadership, and a strong network of connections throughout the SC midlands and coastal areas.

**Diana Wicker Business/Education** Diana spent most of her career in data compliance. Most recently, she has served as a PowerSchool Coordinator and College and Career Readiness Director. Former, Ms. Wicker worked as a Licensed Social Worker.

**Michael Thom Finance/Education** Mr. Thom currently serves as the CFO for the SCPCSD. He has extensive knowledge in all aspects of charter school finance.

**Craig Finley Law Enforcement/Education** Mr. Finley spent 16 years in law enforcement in the Lexington and Richland Areas. More recently, he began working as a school security director. He brings a wealth of experience in the areas of law, law enforcement, and crime prevention.

**Heather Toole Education** Heather specializes in Elementary Education, Math instruction, classroom management, and scheduling. She has served as a K-8 Assistant Principal for 2 years.

**Denise Bryant Human Resources/Education** Denise specializes in behavior analysis. Additionally, she serves as Human Resources Director, PowerSchool administrator, Finance Assistant, and Staff Support Coordinator.

**Dr. Lindsey Ott Education** Dr. Ott has been in public education for 17 years and served as a School Leader for 4 years. She specializes in Secondary Education, School Development, Policy Development, Data Analysis, and Leadership.

1.2 The planning Committee of Mater Clear Dot Academy believes in School Choice for parents in South Carolina. We believe that no student should be confined by their zip code. With deep ties to South Carolina, we have a vested interest in the success of our students. Every Committee member has friends, family, and neighbors who want the highest quality education for their children. We understand that no one school model fits every child, and therefore seek to provide additional opportunities for students to be successful.

1.3 The Board/Committee will work to support the school, as well as oversee policy and compliance. The board will not interfere with the day-to-day operations of the school, but instead will employ a school leader with the expertise to execute the mission and vision of the school, while meeting all compliance milestones.

### 1.4 Roles and Responsibilities

Given the multitude of ancillary support and resources provided by the School's proposed Education Support Service Provider, at the direction of the Board, the school site administrators have the ability to focus on providing the most appropriate and effective educational program for its' students. At the pleasure of the Board, it will contract with Academica to

provide "back office" support including, but not limited to, business law, facilities, quality assurance, strategic planning, and governmental compliance. The Board will not delegate any of its duties to the contract ESSP, or any other entity. This relationship allows the Board and School Leaders to focus on the execution of the School's mission.

Within one year of taking office, the Board members will complete the SCDE required Board training. The Board will also receive training on Robert's Rules of Order to effectively conduct meetings. In keeping with South Carolina law and school-based philosophies, the Board will:

- Support the Vision and Mission of the School
- Conduct Public Meetings
- Not discuss items to be voted on outside of a public meeting
- Adhere to public records requests
- Receive no compensation
- Follow Robert's Rules of Order
- Allow for Public Comment
- Provide Agendas and publicly post Draft Agendas 24 hours prior to a public meeting
- Follow State Board Requirements
- Have 7 members
- Be residents of South Carolina
- Have 50% with a background in K-12 education or business
- Have 50% of the membership elected
- Not have been convicted of a felony
- Conduct Regular Meetings

#### Specific Duties of the Board

- Selecting an auditor
- Regularly reviewing financial reports
- Setting and adopting all policies and procedures
- Carry Proper Insurance Coverages
- Selecting and Evaluating the School Leader
- Adopting Curriculum materials to be used
- Adopting annual staff development plan
- Ensuring the school adheres to the same health, safety, civil rights and disability rights as all public schools
- Ensuring all employees undergo background checks and other investigations before employment
- Developing performance criteria for employees
- Reviewing bids and hired contracted work and approve vendors
- Adopting the annual budget

1.5 Prior to the placement of the initial Board, the charter Committee has been established to facilitate the opening of the school. The charter Committee will stay in place until the Board election is held in April of the first year of operation.

1.6 Board elections will be conducted in the Spring of each year. The general election schedule will be published at least 30 days prior to the

election. Each voter (one vote per student) may select a number of candidates equal to the open elected seats on the ballot. The elected seats will be filled by a plurality-at-large of votes cast. No voter may cast more than one vote for the same candidate. Any ballot that does not comply will be considered void and will not be counted. A tie for any elected seat on the board will be determined by a special election.

As the school moves into operation, additional board members will be recruited to represent parents and community members from the surrounding area. The school will prioritize diversity in its recruitment efforts.

1.7 Within one year of taking office, Board Members will complete the SCDE required board training. Upon instatement as a board member, the individual will receive training from the School Leader and Academics to review specific duties and the vision and mission of the school. Board members will be offered training at conferences hosted by the Charter Institute at Erskine, South Carolina Public Charter School Alliance, the National Charter School Conference, and other opportunities as they arise.

1.8 Board members will be encouraged to be visible at the school. The Board is a vital part of the success of the school community and should be familiar with the staff, students, and parents. However, the Board will not respond to individual complaints or concerns without adherence to the school's Policies and Procedures. The Board will entertain public comment at meetings in accordance to the Bylaws. The Board and Stakeholders may be asked to serve on committees at the school level such as Title fund planning.

## Response to EMO/CMO Contracts

2.1 Governing Board members analyzed data regarding several education service and support providers and concluded that the Academica, the Education Service Provider - ESP, offered the most competitive price and had a proven track record of success.

The Mater Academy Network has a longstanding relationship with the ESP. The proven track record of academically and financially successful schools is a testament to the ESPs capacity to carry out the functions necessary to assist the governing board in operating a high-quality charter school. Academica's experienced team of professionals provides services and solutions for every aspect of charter school establishment and operation. Academica has been successful assisting charter school boards to develop and execute strategic plans for scaling and replicating high performing schools and has assisted Mater throughout its expansion both in Florida and into new territories. The exemplary academic performance and fiscal soundness of Academica-serviced schools over the last two decades has resulted in 15-year charter renewals for schools reaching initial charter contract completion.

2.2 Academica, the ESP, is hired by the Board to provide certain services, which support the operations of the school. The Boards annually evaluates the ESP and determines continuation and renewal of services based on the ESP's performance on the services and support it provides to the school. Both the ESP and the principal report to the Governing Board, which evaluates them. Details on the services and agreement between the board and the ESP may be found in the Sample ESP Service Agreement. Mater Academy schools have hired Academica to provide services and support for over two decades. The success of the Mater network and its educational programs is a testament to the level of service provided by Academica. The relationship with Academica allows Mater schools to focus on providing the highest quality educational program at the school site while allowing the ESP to focus on the business and academic support services the school needs to succeed.

The principal, as the leader, is the individual responsible for the day-to-day operations of the school, including school-wide and student achievement. Academica does not sign off on annual performance evaluations for principals or staff. Academica does not establish or implement a school's curriculum. Academica does, however, assist the Board and the school in developing their own curriculum by providing them with the resources and tools for research and development, strategic planning, and sharing of best practices of other successful charter schools.

2.3 The Governing Board is self-governing and independent from the ESP, and no member of the Governing Board is employed by the ESP or related to any owner or manager of the ESP.

Academica is hired by the Governing Board of the school to perform specific duties, at the discretion of the Board. Academica does not manage the day-to-day operations of a school, but rather provides "back office"

support and independent accountability for the Board. Academica provides teams with expertise in the areas of business, law, facilities, quality assurance, strategic planning and development, and governmental compliance. Academica charges a flat annual fee per student enrolled at the school.

An "arm's length " performance-based relationship exists between the governing board and the ESP. The Boards annually evaluate the ESP and determines continuation and renewal of services based on the ESP's performance.

2.4 Not Applicable

2.5 Not Applicable

2.6 Not Applicable

2.7 The Governing Board has an interim contingency plan in place in case the agreement with the ESP is terminated. The plan will delineate tasks and procedures the Board itself would need to address in cooperation with the school leader. The Board is committed to the uninterrupted continuity of their educational program and will implement the interim contingency plan until such time as the Board determines to engage another management services entity or to hire employees to administer necessary business and financial services in-house.

The Board is comprised of an eclectic group of individuals. They will use their skills and professional expertise in: administration, curriculum/instruction, business and finance, law and community involvement to support the school, on an interim basis, in the event that the agreement with the ESP is terminated.

2.8 If the school's governing board intends to execute promissory notes or other negotiable instruments, or enter into a lease, lease-purchase agreement, or any other facility or financing relationships with the EMO/CMO, provide evidence that such agreements are separately documented and not part of or incorporated in the school management contract. Any facility or financing agreements must be consistent with the school governing board's authority and practical ability to terminate the management agreement and continue operation of the school.

Describe the respective financial responsibilities of the school's governing board and the EMO/CMO. Who will own property purchased with public funds? Which operating and capital expenditures will each party be responsible for? What types of spending decisions can the management organization make without obtaining board approval? What reports must the EMO/CMO submit to the board on financial performance, and on what schedule? How will the school governing board provide financial oversight?



2.9 Academica is one of the longest-serving and successful charter school service and support organizations in the nation. Backed by nearly 25 years of experience, Academica facilitates the sharing of best practices among the client schools it services and is often sought out in an advisory capacity upon request of a school's governing Board/Committee or principal.

With central headquarters in Miami, Florida, Academica has local offices throughout the country working with communities and charter school entities to provide educational programs from prekindergarten through high school, and beyond. Today, the company serves nearly 200 charter schools in Florida, Arizona, California, Georgia, South Carolina, North Carolina, Nevada, Texas, Utah, Colorado, and Ohio.

The Academica network of charter schools revolutionized the traditional K-12 educational path turning it into a dynamic K-16 network which provides students from all backgrounds and socioeconomic groups with access to a free, high-quality education that includes optional college courses taught by college instructors, located at a school's physical location or delivered online via the Academica Virtual Education web portal. By integrating technology with groundbreaking educational initiatives, Academica can help a school or a network of schools implement a topnotch educational experience for any child.

Since 1999, Academica has been successfully assisting charter school Board/Committees to develop and execute strategic plans for scaling and replicating high performing schools into new territories. The exemplary academic performance and fiscal soundness of Academica-serviced schools over the last decade has resulted in 15-year charter renewals for schools reaching initial charter contract completion. These schools have also been recognized on a local, state, and national level for their achievements.

While serving a predominately minority and low income student population on average, this network of charter schools has traditionally outperformed the government run public schools in their respective school districts. Academica is honored to work with 19 National Blue Ribbon Charter Schools. Recently released by Education Cities, in collaboration with GreatSchools, the Education Equality Index (EEI) report ranks the City of Hialeah No. 1 and Miami No. 3 among Top-10 U.S. Cities closing the Achievement Gap, or reducing the educational divide between students from low-income families and their more advantaged peers. A

total of 14 charter schools from the two cities appear on the list of 20, and 12 of those are serviced by Academica. Academica also has extensive experience building new school campuses, retrofitting existing buildings for educational use, and collaborating with national real estate development companies to provide schools in new housing communities. Many facilities have been recognized for "Outstanding Educational Design" by The American School & University, a national publication on educational facilities. Academica has extensive experience obtaining financing for charter school facilities. Academica works with a network of banks and real estate investment institutions to provide financing and facilities to charter schools.

By forming community partnerships, Academica is able to assist the schools in giving students a rich learning environment. Local governments and municipalities, museums, consulates and foreign governments all work seamlessly with client schools to develop these institutions. By doing so, these partnerships identify high quality staff, create unique educational environments, develop successful academic programs, and graduate well-rounded students. By including new client schools in an existing network of over 180 schools throughout the country, Academica is able to assist school Board/Committees in the implementation of successful charter school practices indicative of success with predominantly minority student populations. These strategies and practices provide new schools with a support network that will afford each the ability to maintain thriving, financially viable, and academically high performing programs.

Academica's experienced team of professionals provides services and solutions for every aspect of charter school establishment and operation. This team's experience coupled with the success of the school's in the network, proves Academica's organizational capacity to support the proposed school.

2.10 List all schools currently or formerly operated by the EMO/CMO. Identify those schools that serve the same grade levels and student populations demographically similar to the anticipated population of the proposed school. Include name, year opened, contact information, location, number of students, and contact information for the authorizer for each currently operating school.

Please see Appendix O with Academica-School list.

2.11 State accountability data for the schools in comparable markets (if available) managed by the EMO/CMO for at least the last three years including performance data for all subgroups served by grade level; data demonstrating the schools' progress in closing within school and within comparable schools' achievement gaps; and any additional evidence that the existing design has been effective in raising student achievement.

Please see Appendix O State Accountability Data

For over two decades, Academica-supported charter schools have earned many accolades. Ranking organizations list Academica's charter high schools among the nation's best.

Academica's exceptional results are especially notable for low income and minority students.

Stanford University has published a study on charter school management organizations (CMO's). The study shows that Academica is achieving some of the best results in the nation educating minority and low income students.

Stanford grouped Academica's client networks under their respective school networks: 1) Somerset, 2) Mater, 3) Doral, 4) Pinecrest, and 5) Ben Gamla. The researchers labeled those five large Academica-served networks as "Hybrid" organizations. "Hybrid" because they are non-profit CMO's that contract with Academica - an education services organization that does not directly hold charters.

CREDO found that "hybrid" networks were achieving some of the best results among charter school organizations. Approximately 80% of the students listed in the Hybrid category attend schools Academica serves. Networks served by Academica model had the highest learning gains:

Academica assists charter schools with educational outcomes, accountability, and strategic growth. The company believes that there is a "network effect" that drives superior educational outcomes. It is a synergy that occurs when educators both compete and collaborate. Academica's charter networks have eliminated the educational achievement gap for low-income students. The Stanford study validates this.

2.12 List and describe any management contract terminations as well as any charter revocations, non-renewals, or withdrawals/non-openings that the proposed EMO/CMO has experienced in the past five (5) years.

None

2.13 Describe any current or past litigation that has involved the EMO/CMO or any school it operates.

None

## Response to Administrative Structure/Building Leadership

3. Administrative Structure/Building-Level Leadership  
Plant, Program, Personnel, Pupils and Finance: MCDA will organize all meetings using these four topics. The Board/Committee of Directors/Committee will be considered the governing body of the school using the Policy Board/Committee Model as described in the governance section of the application. The School Leader, known as the Principal will manage the day to day operations of the school.

School Leadership: School leadership begins with the Charter Planning Committee (the Committee) which will transition into the Board/Committee of Directors within the first year of operation. The selection of the Principal is of the utmost importance and the Committee believes that the Principal should exhibit a strong background in education as well as possess leadership and an entrepreneurial spirit. The Principal must be committed to the mission of the school. More specifically, the Committee will develop a rubric for selecting the best possible candidate for the leadership position that will include, but not limited to, the following:

- Passion for the mission and vision of the school;
- Uphold the mission and vision of the school;
- Hold key stakeholders accountable for objectives of the school mission and vision;
- A background of working in education;
- Experience in teaching and/or business leadership;
- Evidence of career stability;
- Enjoys working with kids;
- Exhibits an altruistic nature;
- Tolerance and acceptance of other cultures;
- Understands curriculum and data analysis;
- Promote collaboration among a team.

The Committee will hire Principal as soon as possible once the charter application is approved. It is the objective of the Committee to employ the Principal for as long as the relationship is positive for the leader and the school. MCDA will follow the following leadership structure:

The organizational structure, directed by the Principal's leadership, is comprised of 3 groups of employees:

- Administrative Team (Assistant Principals, Lead Educators, Lead Custodial, Special Programs Coordinator, Business Manager, Student Services Director, Wellness Director, Integration/Curriculum Specialist, Educator Mentor).
- Educators (Educators, Substitutes and Teaching Assistants)
- Support Staff (Custodial Staff, Front Desk, Student Services, Counselors, Aftercare Program Staff)

The Principal will also collaborate with students and their families to provide a support network that will lead to positive student academic and personal outcomes. At MCDA the Principal will manage the day-to-day operations of the school. It is expected that the Principal will, among other duties:

- Support the mission and vision of the school;

- Walk the campus daily;
- Meet with educators, support staff, students and families as needed;
- Hold weekly/bi-weekly staff meetings;
- Hold monthly administrative team meetings;
- Report to the Board/Committee of Directors at least monthly;
- Review school financials, to include operational expenditures;
- Regularly analyze student data and collaborate with the team to make the best student placement decisions;
- Counsel students and families as needed;
- Maintain an expectation of excellence;
- Attend necessary continuation classes;
- Ensure school compliance, to include educator certifications;
- Ensure that the school program is implemented as intended;

The school has multiple resources to draw upon to build leadership capacity for staff. These include training and mentorship through the Charter Institute at Erskine, Mater Academy, Academica, the South Carolina Department of Education, as well as private entities. The selected School Leader will be required to attend all Authorizer professional development and meetings, and encouraged to attend the Doral Leadership Academy, sponsored by Academica.

The School Leader will be evaluated annually by the board using a modified version of PADEPP that incorporates the Institute Data Dashboard. This evaluation tool was developed by the Board of Clear Dot Charter School in conjunction with the Institute and Dr. Lindsey Ott. The ESSP/EMO will be evaluated using the methods described in Section 2.2. The Board will determine the effectiveness of the ESSP/EMO and will renew or not renew the organization contract as determined by the evaluation results.

## Response to Employees

### Section 3.4 Employees

Teacher effectiveness is critical to the success of any school; therefore, MCDA understands the importance in recruiting and hiring quality teachers. MCDA will seek to recruit staff that will support the mission and vision of this school. Recruitment efforts will include online educational recruitment sites (Teachers-Teachers.com), school's website, presentations, fliers at local universities, and attendance at state and national job fairs. MCDA will coordinate efforts with post-secondary institutions to serve as a host school for interns whenever possible and organize other efforts to attract in-field experts to serve as teachers in the various disciplines that require higher levels of academic content delivery. MCDA will provide equal employment opportunities for all candidate which align to the Board's Non-Discrimination Policy.

The school will look for candidates who demonstrate the following qualifications: Educational background: Bachelor's Degree or higher in field; South Carolina Certification for the required position; Excellent presentation and interpersonal skills; Satisfactory recommendation and/or evaluations from previous employer; Personal characteristics, knowledge, and belief in the school's mission ; An ability and motivation to work as part of a team in a small-school setting with parental involvement, and; References/Letters of Recommendation. Candidates will be interviewed by an interview committee which will include the Principal and other staff members in related content areas as appointed by the Principal.

In order to attract and retain staff, MCDA will develop and manage staff compensation, paid time off, and benefit packages which are competitive to area schools. Additionally, we believe that teacher mentoring is one key to student achievement as well as teacher retention. Mentoring will be provided to teachers new to the profession as well as new to the campus. Mentors provide beginning teachers with practical information, guide teachers as they develop instructional skills, and offer feedback and opportunities for reflection. Areas of focus within the mentoring program include curriculum, student assessment, data disaggregation, classroom management, instructional strategies, communicating with parents, assisting students with special needs, and professional responsibilities such as maintaining gradebooks and required paperwork.

Teachers will be evaluated using the SC ADEPT system and entered into SCLead. The school will follow the ADEPT system with fidelity to ensure currency of teacher certificates and compliance with regulations set forth by the SCDE. The school will input all new employees in SCNewHire and keep PCS current.

Employment policies are provided to employees in a variety of ways. Each employee must review and sign off on the policy in the ADP system. The Staff Support Coordinator reviews all employment policies with each prospective employee prior to signing an employment contract. These policies are available on the school website and in each employee's ADP

portal. Any policy changes are submitted to ADP, who notifies the employee of the change through email. The employee must then resign the policy manual. The school's termination and grievance policies are detailed in Appendix P.



## Response to Enrollment

### Section 3.5 Enrollment

MCDA will enroll students according to South Carolina Laws as can be found in Section 59-40-50 and 59-40-220:

- Admit all children eligible to attend public school, subject to space limitations;
- Determine space limitations based on the enrollment plan of 100 student per grade;
- Require that the racial composition of the charter school enrollment reflect that surrounding school district.
- Monitor racial composition. Statistics regarding student enrollment trends will be collected and a racial composition number will be calculated. These numbers will be used when enrolling students to ensure diversity, equality, and compliance with the law.
- If the number of applications exceeds the capacity of a program, class, grade level, or building, accept students by lot, and there will be no appeal to the sponsor.
- Not limit or deny admission or show preference in admission decisions to any individual or group of individuals, except priority may be given to a sibling of a pupil currently enrolled and attending, or who, within the last six years, attended the school for at least one complete academic year.
- Give enrollment preference to students enrolled in previous school year. An enrollment preference for returning students shall exclude those students from entering a lottery.
- Give priority to children of school employee and children of the charter committee if priority enrollment for children of employees and of the charter committee does not constitute more than twenty percent of the enrollment of the school.
- Allow a child who resides in a school district other than the one where a charter school is located to attend the school outside his/her district of residence.
- Not discriminate with regard to age, race, color, sex, national origin, citizenship status, marital status, religion, disability/handicap, sexual orientation or any other protected status in accordance with the requirements of all federal, state, and local laws.
- Not admit a student that is in a current state of suspension or expulsion, as permitted by South Carolina Code of Laws 59-40-50 (C) (2).

Enrollment Process: MCDA will enroll students as stated above and during set enrollment periods that are intended to be least disruptive to the academic year. Student articulating into classrooms in the middle of the year can be detrimental to educational environment established from the beginning of the year. During the enrollment periods, student seats will be filled on a first come, first serve basis until all seats are filled. Once student seats are filled, all subsequent applications will be held until seats open and a lottery will be conducted to fill the available seats.

MCDA will conduct 3 enrollment cycles.

- Fall Enrollment Cycle-CDCSC will enroll students from May 1st for the

following academic year, until the close of the state, fall student enrollment period, at which time enrollment for the year will close until applications will be accepted again in the spring for the next year's enrollment cycle.

- Spring Enrollment Cycle-Returning student registration will be distributed between January and February and must be returned no later than March 1st. Returning students will be placed and the number of spaces available will be determined and filled with new applicants. New applicant applications will be collected from the time of the close of the Fall Enrollment Cycle. If more applications are collected than seats available, a lottery will be conducted to fill the available seats. New applicants will be notified if they obtained a spot by April 1st.
- Exception Enrollment Cycle-CDCSC will give enrollment preference to the groups as specified above. If a space is available, siblings, a child of an employee or committee member may be given the available seat at any time during the year. An additional winter enrollment lottery may also be held in December for students matriculating into the program after the winter break.

**Student Withdrawal:** Families may choose to withdraw their student at any time and MCDA will follow all withdrawal requirements regarding the transfer of all student documents as required bylaws. We hope that students will stay with MCDA, as mobility has a huge impact on a student's education. With this being said, every attempt will be made to discuss a families decision to withdraw so that we may better understand any deficiencies that MCDA may be perceived as having and/or to assist families with any issues that they may be facing while attending the school. Involuntary student removal from the program is discussed in Appendix T of this application, along with the appeals process.

**Application Processing and Enrollment Requirements:** All applications will be processed immediately; only complete applications will be accepted. A 5 workday time frame is given for the student services department to contact parents/guardians via phone and/or email and for the parent/guardian agree to enroll their child. Once a space has been issued to a child and the parent agrees to enroll their child, the student has been admitted. At this time, an enrollment packet must be completed and upon completion of the required documents, the student will be enrolled. The parents/guardians have 2 weeks to provide the school with following documents: emergency contact information sheet, student birth certificate, parental custody orders if applicable, proof of residence and proof of immunizations. Additional forms may also be collected. The school will contact the district special services department of every student to request and special education or additional records, in addition to the records request from the student's home school. Every effort will be made by the school to obtain the original Home Language Survey. If the student has been homeschooled or is coming from a private institution, the school will have the parent fill out an original Home Language Survey.

## Response to Student Conduct, Rights, and Responsibilities

### Section 3.6 Student Conduct, Rights, and Responsibilities

The Student Handbook for MCDA has been developed in draft form to be reviewed and approved by the Committee. A draft version of this document has been included in Appendix T. This handbook is compliant with FERPA. Detailed discussion of the disciplinary procedures for students with an IEP or 504 can be found in the Sample Special Education Policies and Procedures handbook provided in Appendix G.

Students recommended for expulsion will follow the procedures found in the Student Handbook. If a parent so chooses, they may follow the Student Grievance Policy, which is available on the school website and in the Student Handbook.

#### Sample Charter School Student Grievance Policy

Purpose: The purpose of this policy is to provide a clear and efficient process for reviewing and resolving student grievances, which may be filed and pursued by a student's parent or guardian. XXXX will keep all grievance proceedings confidential to the extent permitted by law.

The XXXX student grievance process may be used by XXXX students or their parents or guardians as follows:

1. To address an alleged violation of applicable law or regulations that directly affects the student.
2. To address an alleged violation of XXXX Board Policy that directly affects the student.
3. To address an alleged violation of XXXX charter compliance that directly affects the student.
4. To address alleged discrimination or harassment against the student.

A student who files a grievance has the right to be represented by legal counsel at the student's own expense.

If the timelines set forth herein are not met, the grievance may be deemed waived by the XXXX official(s) charged with investigating and deciding the grievance.

The XXXX official(s) charged with investigating and deciding grievances are entitled to extend the timelines herein for investigating and issuing decisions if necessary to conduct a thorough and complete investigation into a grievance or appeal.

#### Step One: Informal Discussion

Subject to the following paragraph, the aggrieved student must first initiate an informal discussion with the other person(s) involved in the incident

giving rise to the grievance within ten (10) school days of the incident or when the aggrieved student learned of the incident for the purpose of attempting to resolve the grievance.

If the grievance includes allegations of discrimination or harassment against the student, the student is not required to initiate an informal discussion with the person(s) allegedly discriminating against or harassing the student, and the student may proceed immediately to Step Two.

#### Step Two: Submit a Written Grievance to the Principal

If the informal discussion does not resolve the student's concerns, the student may within ten (10) school days after the informal discussion submit a written Grievance Form to the XXXX Principal. If the grievance includes allegations of discrimination or harassment, the student shall submit a written Grievance Form within ten (10) school days of the incident or when the student learned of the incident to the XXXX Principal, or to the XXXX Board of Directors pursuant to Step Three if such allegations are against the Principal.

The student must include in the Grievance Form a description of the grievance, the actions already taken by the student to attempt to resolve the grievance, and the relief requested. A Grievance Form that does not contain such information will be deemed incomplete and returned to the student to complete within the required timeline. Submission of an incomplete Grievance Form does not extend the required timeline. Only the issues set forth in the written Grievance Form shall be considered thereafter.

Upon receipt of a Grievance Form, within fifteen (15) school days the Principal shall schedule a conference with the student and any other individual(s) deemed necessary by the Principal to discuss the allegations. The Principal shall issue a written decision to the student within ten (10) school days of the conclusion of the conference(s).

#### Step Three: Final Appeal to the XXXX Board of Directors

If a student is not satisfied with the Principal's written decision, the student may submit a written appeal to the XXXX Board of Directors within ten (10) school days of receiving the Principal's written decision, which can be accomplished by submitting the written appeal to the XXXX Board Chair. The written appeal must include a copy of the original written Grievance Form, a copy of the Principal's written decision, and a written description of why the student was not satisfied with the Principal's written decision. An appeal that does not contain such information will be deemed incomplete and returned to the student to complete within the required timeline. Submission of an incomplete appeal does not extend the required timeline.

Within thirty (30) days of receipt of a written appeal (or the original Grievance Form if the grievance involves allegations of discrimination or harassment against the Principal and is filed directly with the Board), the XXXX Board of Directors will schedule a hearing date and provide the student with notice of the hearing date and the procedures for the hearing. All hearings conducted pursuant to this Grievance Policy are considered non-adversarial. After the hearing, the XXXX Board of Directors will issue a written decision within ten (10) business days, which will be final and binding. The XXXX Board of Directors is entitled to extend these timelines if necessary for the purpose of conducting a thorough and complete investigation.

Legal Reference(s):

S.C. Code Ann., 1976, as amended:

Section 59-4-60(F)(13) - Charter School Grievance Procedure

## Transportation

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### Response to Transportation

#### Section 3.7 Transportation

The school will not transport students by school bus. In the event that a student is identified as homeless through the McKinney Vento Act, the school will contract with an authorized taxi service to assist families with school transportation.

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## Response to Budget and Finance

### Section 3.1 Budget and Finance

The MCDA planning committee is uniquely suited to implement the school Financial Plan successfully. Dr. Lindsey Ott and Denise Bryant have been working in school finance since 2018. During this time, we have successfully produced 3 clean audits, with the addition of 2 single audits. In addition to managing state funds under both the old and new funding formulas, we also manage all Title funds and grants. Dr. Ott has written and received several state and private grants such as NSLP Equipment Grant, SC EEDA grant, Dominion Energy Grant, among several others. The School ESSP, Academica, has also received federal grant funds for replicating its successful charter schools. We have a solid understand of the Charter Institute at Erskine's procurement and fund reimbursement processes. We also manage all "local" funds generated by the school through uniform sales, the school Aftercare Program, and other means. Both Dr. Ott and Ms. Bryant have extensive knowledge of accounting and internal controls as they pertain to federal, state, and local funds. Michael Thom, CFO of the South Carolina Public Charter School District will provide counsel to school leadership to ensure state and federal policies are observed.

The school has prepared conservative five and 10 year budget plans that support the school's mission and educational priorities to promote student success. The school has created these budgets with the assistance of Academica and the Charter Institute at Erskine. Clear Dot Charter School, the existing Academica support school in South Carolina, has engaged HLBGravier as the auditing firm who performs yearly audits. This firm is registered to complete South Carolina audits with the SCDE. Academica's finance professionals will provide monthly balance sheets, profit and loss statements, budget to actual comparisons, and cash flow projections to ensure that the school remains fiscally solvent. The school will adhere to all required Charter Institute at Erskine Finance Policies and Procedures and will develop no policy that is less restrictive than that of the Authorizer. Sample Policies and Procedures, to include the Institute Policies adopted by the School, can be found in the Appendix.

Included in Appendices X and Y are detailed 5 and 10 year budgets. The school utilized a funding breakdown formula that reflects the current South Carolina funding model. The per pupil funding estimate at this time is  $\$3,633,986,760/1,286,200.43$  WPU (Total State Funding/Total Statewide WPU)=  $\$2,825.37$ . The school estimated 575 students enrolled, with 16% qualifying for Special Services, and 80% poverty, which is based on the data from Clear Dot Charter School. The school will not rely on federal funds, but will seek eligibility for available Title funds and state funding. Any soft funds received will be managed according to state and federal regulations.

The school believes that human resources are at the core of academic achievement. Our largest expenditure and budget focus will be hiring qualified staff to implement the educational program. The school has opted

to budget for private benefits and retirement, due to the cost and benefits associated with the state benefits and retirement. The school will meet all state minimum salary expectations, and exceed those minimums to be competitive with local districts as allowed within our revenue.

Under the guidance of the authorizer and education support services provider, the school's budget is conservative. The school understands the state minimum cash reserve and seeks to meet at least 3 months of cash on hand by year 2. Accounting records will be kept on an accrual basis of accounting and in keeping with the SCDE accounting principles and EDGAR. The school also understand the critical importance of PowerSchool as it relates to funding. For this reason, the school will employ a PowerSchool coordinator, as well as have at minimum 2 other employees trained to utilize the SIS. Furthermore, the school understands the importance of registration paperwork, which will be internally audited by October 1st of each school year. This audit will include records request compliance, district of residence compliance, vaccination compliance, verification of Special Education Records, and assurance that at least three attempts were made to obtain an original Home Language Survey.

The school has not entered any contracts for goods or services. While the planning committee has not approved the contract with the ESSP through public meeting, a draft of the proposed contract with Academica is provided in the appendices. While Academica will provide budgeting and financial support, the Board will not delegate its duties of developing and approving budgets and contracts, or overseeing procurement compliance.

On an annual basis, beginning in the spring, the school will begin developing its budget for the next fiscal year. The school will evaluate current enrollment, waiting lists, projected enrollment, and projected enrollment to best develop a budget that prioritizes student learning. We believe in school choice and that money intended for student education should go to the student, to the greatest extent possible. Any budgets developed with federal funds will consider the input of appropriate stakeholders such as parents, staff and students. All budgets will be reviewed and approved by the Board. The Board understands that the school budget is a living document that may be reviewed monthly or more if need to meet the needs of students.



## Facilities

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### Response to Facilities

#### 3.2 Facilities

The planning committee has a unique understanding of the measures required to acquire a facility to meet the social and academic needs of students. There are many aspects to be considered: location, size, the overall character of a neighborhood, accessibility and compatibility with City and State Department of Transportation divisions, due diligence, site engineering and obtaining approvals through the Office of School Facilities to name a few. While there are a host of challenges, the planning committee has completed this process successfully and has the knowledge and support to identify and build in any area of South Carolina. The school will adhere to all state and federal building codes as prescribed by OSF, federal accessibility codes, and building codes. Our school prides itself on inclusion and accessibility, and our design team will provide detailed feedback to make building accessibility as innovative as our special services program.

Two unique features of the facility will include a food service kitchen and facilities necessary to support the school's career and technology exploration.

Classrooms (3-12): 48 at 45 square feet per student (63 square feet per student overall)

Bathrooms (8 per grade): 104

3-5 Outdoor Play Area

Athletic Court

Athletic Field

Gym

Green house/Garden Space/Small Animal Space

Cafeteria and Kitchen

Auditorium

Media Center

Science Labs (5)

Administrative Offices: 7

Meeting and Conference Rooms: 2

The site for MCDA is located at 635 Elmwood Avenue in Columbia, South Carolina. The site has been purchased and all necessary approvals have been obtained to begin construction. These include a BOZA Special Exception, SCDOT approval to proceed, and OSF Site Approval.

The design process and cost analysis are still ongoing as the Design Team conducts geotechnical and civil engineering surveys. It is anticipated that the overall build out will be approximately 100,000 square feet.

## Appendices and Additional Information

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<b>Evidence of Support (Appendix Item C)</b>	<a href="https://www.formstack.com/admin/download/file/14098130250">https://www.formstack.com/admin/download/file/14098130250</a>
<b>School Calendar and Daily Schedule for the Academic Year (Appendix Item F)</b>	<a href="https://www.formstack.com/admin/download/file/14098130251">https://www.formstack.com/admin/download/file/14098130251</a>
<b>Support Documents for the described Educational Plan (Appendix Item G)</b>	<a href="https://www.formstack.com/admin/download/file/14098130252">https://www.formstack.com/admin/download/file/14098130252</a>
<b>List of Teaching Positions (Appendix Item H)</b>	<a href="https://www.formstack.com/admin/download/file/14098130253">https://www.formstack.com/admin/download/file/14098130253</a>
<b>Charter Committee (Appendix Item K)</b>	<a href="https://www.formstack.com/admin/download/file/14098130254">https://www.formstack.com/admin/download/file/14098130254</a>
<b>Bylaws (Appendix Item L)</b>	<a href="https://www.formstack.com/admin/download/file/14098130255">https://www.formstack.com/admin/download/file/14098130255</a>
<b>Articles of Incorporation (Appendix Item M)</b>	<a href="https://www.formstack.com/admin/download/file/14098130256">https://www.formstack.com/admin/download/file/14098130256</a>
<b>Organizational Chart (Appendix Item N)</b>	<a href="https://www.formstack.com/admin/download/file/14098130257">https://www.formstack.com/admin/download/file/14098130257</a>
<b>Sample Job Descriptions (Appendix Item P)</b>	<a href="https://www.formstack.com/admin/download/file/14098130258">https://www.formstack.com/admin/download/file/14098130258</a>
<b>School Start-Up Plan (Appendix Item Q)</b>	<a href="https://www.formstack.com/admin/download/file/14098130259">https://www.formstack.com/admin/download/file/14098130259</a>
<b>Draft Discipline Policy (Appendix Item T)</b>	<a href="https://www.formstack.com/admin/download/file/14098130260">https://www.formstack.com/admin/download/file/14098130260</a>
<b>Student Enrollment Projection Form (Appendix Item V)</b>	<a href="https://www.formstack.com/admin/download/file/14098130261">https://www.formstack.com/admin/download/file/14098130261</a>
<b>Five Year Budget [must be in Excel] - (Appendix Item X)</b>	<a href="https://www.formstack.com/admin/download/file/14098130262">https://www.formstack.com/admin/download/file/14098130262</a>
<b>Ten Year Budget [must be in Excel] - (Appendix Item Y)</b>	<a href="https://www.formstack.com/admin/download/file/14098130263">https://www.formstack.com/admin/download/file/14098130263</a>
<b>Documentation of Any "Soft Funds" (Appendix Item AA)</b>	<a href="https://www.formstack.com/admin/download/file/14098130264">https://www.formstack.com/admin/download/file/14098130264</a>
<b>Applicable Insurance Documentation (Appendix Item FF)</b>	<a href="https://www.formstack.com/admin/download/file/14098130265">https://www.formstack.com/admin/download/file/14098130265</a>

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**Description Area**

Additional Appendix Items The remaining appendix items listed below, are required \*as applicable. You may combine multiple files into one upload by compressing/"zip" them into one folder/file. Please view the resource guide on tips how to do so. (Appendix Item B) Evidence of Notification (to both the local school board of trustees and local delegation)\* (Appendix Item D) Conversion School Support\* (Appendix Item E) Private School Documentation\* (Appendix Item I) Virtual School List of Courses\* (Appendix Item J) Agreement with Sponsoring District for Special Education Services\* (Appendix Item O) EMO/CMO Documentation\* (Appendix Item R) Letter of Agreement from Sponsor Regarding Compliance with S.C. Code Ann. § 59-25-410 et seq. (2004)\* (Appendix Item S) Letter(s) from Sponsoring District Regarding Desegregation Plan or Order\* (Appendix Item U) Transportation Services Contract\* (Appendix Item Z) Memorandums of Agreement for Negotiated Services\* (Appendix Item BB) Floor Plan of Identified Facility\* (Appendix Item CC) Proposed Lease or Rental Agreement\* (Appendix Item DD) Documentation from the SCDE's Office of School Facilities\* (Appendix Item EE) Documentation from the SCDOT School Traffic Engineering\*

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**Additional Appendix Items - upload attachments \*as applicable.**

<https://www.formstack.com/admin/download/file/14098130266>

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**Additional Appendix Items - upload attachments \*as applicable.**

<https://www.formstack.com/admin/download/file/14098130267>

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**Additional Appendix Item - upload attachments \*as applicable.**

<https://www.formstack.com/admin/download/file/14098130268>

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## Addenda for the Charter Institute at Erskine (CIE)

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Has your planning team applied for a charter in the past? Yes

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Will your Charter School be an Alternative Education Campus (AEC)? No

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Does your school plan to enter a contract or lease agreement with a church or other religious organization? No

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## Signature Certification Page

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**Name of Proposed Charter School** Mater Clear Dot Academy

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**Street Address for Proposed Charter School (if known)** 635 Elmwood Ave

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**City, State, and Zip Code for Proposed Charter School** Columbia, SC 29201

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**Name of charter and/or education management organization (CMO/EMO)** Academica

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**Proposed Sponsor** Charter Institute at Erskine

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**Description Area** 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.

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**Signature of Charter School Committee Chair**



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**Date** February 01, 2023

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