



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Renaissance West Neighborhood Academy

Public charter schools opening the fall of 2015

Due by 5:00 pm, December 6, 2013

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

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

CHARTER SCHOOL

2013 Application Process

To open a charter school in the 2015-2016 school year

APPLICATION DUE DATE/TIME

- September 6, 2013** A letter of intent to apply for the 2015-2016 school year **must** be received electronically to Deanna Townsend-Smith in the Office of Charter Schools **no later than 12:00 noon at deanna.townsend-smith@dpi.nc.gov**. If the Letter of Intent is not submitted, an application from this group will not be accepted. You can find the Letter of Intent requirements on the NC Office of Charter School web site.
- December 6, 2013** A complete online application package, in the Office of Charter Schools **by 5:00 pm.**
- December 13, 2013** A copy of the application due to the Local Education Agency in which the proposed charter school will reside in. Applicant must provide an attached PDF version as evidence to the Office of Charter Schools (i.e. signed letter).

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline December 6, 2013 at 5:00 pm. **All applicants must be submitted using the online portal** and applicants are to use the following specifications:

1. All required Appendices should be clearly titled, include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...), and submitted as a FULL PDF document.
2. Review all elements of your application for completeness before submitting. **An incomplete application will result in the elimination of the application.**
3. Late submissions **will not** be accepted. No exceptions.
4. Provide confirmation electronically to the Office of Charter Schools to deanna.townsend-smith@dpi.nc.gov that within seven (7) days the applicant has provided one full copy of the application to the LEA in which the proposed charter school will be located.

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Renaissance West Neighborhood Academy

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

Name of non-profit organization under which charter will be organized or operated: *Renaissance West Charter School, Inc.*

Provide the name of the person who will serve as the primary contact for this Application. The primary contact should serve as the contact for follow-up, interviews, and notices regarding this Application.

Name of contact person: *Laura Clark*

Title/Relationship to nonprofit: *Board Member*

Mailing address: 601 E. 5th St. Suite 100
Charlotte NC 28202

Primary telephone: 704-335-8227 Alternative telephone: 404-591-1388

E-Mail address: *lclark@rwci.org*

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

County: MECKLENBURG

LEA: 600-Charlotte-Mecklenburg Schools

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

No: X

Yes:

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

No: X

Yes:

What is the name of the nonprofit organization that governs this charter school? Renaissance West Charter School, Inc.

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2015 Month August

Will this school operate on a year round schedule?

No: X

Yes:

Proposed Grade Levels Served and Total Student Enrollment (

10

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K,01,02,03	252
Second Year	K,01,02,03,04	290
Third Year	K,01,02,03,04,05	358
Fourth Year	K,01,02,03,04,05,06	426
Fifth Year	K,01,02,03,04,05,06,07	498
Sixth Year	K,01,02,03,04,05,06,07,08	570
Seventh Year	K,01,02,03,04,05,06,07,08	592
Eight Year	K,01,02,03,04,05,06,07,08	617
Ninth Year	K,01,02,03,04,05,06,07,08	642
Tenth Year	K,01,02,03,04,05,06,07,08	642

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

I certify that I have the authority to submit this application and that the initial board members and I were regularly involved in the development of this application. All information contained herein is complete and accurate. I realize that any misrepresentation will result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the non-profit organization.

rwci charter
Signature

Board Member
Title

rwci charter
Printed Name

12/03/2013
Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

The mission of Renaissance West Neighborhood Academy is to cultivate 21st century learners through rigorous instruction, high academic expectations, and community partnerships.

Educational need and Targeted Student Population of the Proposed Charter School:

- 1. Provide a description of Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Describe the rationale for selecting the location and student body.*

Renaissance West Neighborhood Academy (RWNA) will be located on West Boulevard in Charlotte as part of an existing \$75 million neighborhood revitalization initiative. RWNA will anchor a seamless, high-quality cradle-to-college educational pipeline in one of Charlotte's most underserved areas. RWNA will operate in partnership with the Renaissance West Community Initiative, a nonprofit tasked with overseeing the revitalization of the old Boulevard Homes, now known as The Renaissance. The first of its kind in Mecklenburg County, the school will exist as part of a larger effort aimed at ending the cycle of intergenerational poverty through mixed-income housing, cradle-to-career educational opportunities, and research-informed wraparound services, such as health services, job training, and out-of-school time programs. Based on the demographics of the surrounding neighborhoods, RWNA is likely to serve a predominantly low-income African-American population; CMS schools in the vicinity of this neighborhood are at least 90% minority and over 90% free/reduced lunch. RWNA will intentionally craft its communications, marketing and student recruitment plans so that enrollment reflects students from the neighborhood and surrounding community.

According to the 2008 Charlotte Mecklenburg Quality of Life Study, Boulevard Homes, a severely-challenged housing development, experienced a violent crime rate five times higher than the city average. In addition, only 1 in 4 children in neighborhood schools scored at or above grade level in statewide testing. Nearly 80% of residents were unemployed while the median household income hovered around \$8,000 annually. In 2009, the Charlotte Housing Authority (CHA) was awarded a \$20.9 million HOPE VI grant for the redevelopment of Boulevard Homes into a thriving, mixed-income community. After nearly two years of community visioning and planning, Renaissance West Community Initiative was created to carry out the vision of holistic community revitalization for the neighborhood. In addition to the resources

from CHA, the City of Charlotte has committed \$12 million in infrastructure and housing trust funds.

RWNA is designed to be a school that will provide superior, life-changing educational opportunities to the children of the West Boulevard corridor and Charlotte community at large. As is found in many urban and rural school districts across the nation, a statistically significant achievement gap exists in the Charlotte-Mecklenburg district. According to recently released data from the NC Department of Public Instruction, only 18% of economically disadvantaged students passed both the state math and reading tests while 57.8% of students who are not economically disadvantaged passed both. As shown in Appendix A, West Boulevard, as a whole, is among the most economically distressed areas in the city of Charlotte. Schools in the area are underperforming as well, reporting achievement levels substantially below state and district averages.

The vision for RWNA was born out of a community desire to see this achievement gap eliminated and is modeled after a school that has effectively done so in its own community. Drew Charter School, serving over 1,300 primarily low-income, African-American students (62% free and reduced lunch, 85% African-American) started in 2000 as the lowest performing school in the Atlanta Public Schools system (69th of 69 schools), but is now the city's number one ranked elementary school and third-ranked middle school. Drew is more successful in serving low-income, African-American children than any elementary or middle school in Georgia with 99% of students meeting or exceeding state reading standards. RWNA has embraced this successful model and aims to provide the same educational opportunities for the students and families of Charlotte. With the permission of Drew's Board of Directors, RWNA has designed its educational plan using the Drew model.

- 2. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA in grades 9-12).*

The projected enrollment for Year 1 is 225 students. This reflects 0.22% of the Average Daily Membership (ADM) of K-8 students currently being served by Charlotte-Mecklenburg Schools. The projected enrollment at full capacity of 642 students reflects 0.63% of the ADM of K-8 students in Charlotte-Mecklenburg Schools. RWNA will alleviate overcrowding at neighboring district schools.

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

Renaissance West Neighborhood Academy (RWNA) is committed to providing each student with the skillsets, knowledge and tools necessary to thrive as 21st century citizens. At its core, the school is committed to transforming the educational trajectory for students born into poverty. Equipping students with the skills necessary to navigate 21st century society will be a key lever in achieving this mission. The Partnership for 21st Century Skills identifies critical thinking/problem solving, communication, collaboration and creativity as the four essential skillsets for success in 21st century society. As a result, the RWNA model will differ from that of typical Charlotte-Mecklenburg schools in a variety of ways -

(1) The school will exist as part of a coordinated, comprehensive revitalization effort aimed at breaking the cycle of poverty for families

living in the West Boulevard neighborhood. Life outside of the school day can significantly impact a child's educational achievement and overall school experience. External factors such as food instability, high crime, and unstable housing often impede educational outcomes for students living in concentrated poverty. RWNA will anchor an education village designed to link school improvement with a holistic neighborhood revitalization intended to tackle such negative external factors.

(2) The school will exist as part of a seamless, vertically aligned cradle-to-career pipeline. Not simply a consortium of schools on a single campus, the RWNA pipeline will be seamlessly aligned and coordinated. Interventions will begin at the earliest stages of development. In response to community needs and extensive research on the benefits of early learning education, RWNA will partner with a high quality early learning provider to ensure that all students enter Kindergarten ready to learn. In addition, every piece of the pipeline early learning, elementary school and middle school will be vertically aligned to reflect a common culture and spiraled curriculum. Community partners of the highest quality will strengthen the pipeline at every level. Current partners include Renaissance West Community Initiative, the YMCA of Greater Charlotte, and the University of North Carolina Charlotte Urban Education Collaborative, Central Piedmont Community College and the Charlotte Mecklenburg Public Library.

(3) The pipeline will be defined by a culture of excellence. Children naturally attain the standards and expectations set for them. As such, a culture of high expectations must be cultivated, beginning with the school's administrative leadership. Principal and teacher evaluation processes will include a focus on accountability for meeting school, individual, and classroom goals as established each school year. High student expectations will be embedded in the curriculum and daily classroom instruction.

(4) The school recognizes the importance of wraparound support including access to health and mental health services, home visitation programs, and out-of-school time programs. In partnership with the Renaissance West Community Initiative, RWNA will support students through a high-quality wellness infrastructure that includes a nurse and social worker on campus. The school will also be committed to a robust physical education program and healthy cafeteria food choices. Renaissance West Community Initiative will broker additional programs and supports as student and family needs are assessed.

(5) RWNA will operate on both an extended school day and school year calendar. The school day will run from 8:00 a.m. to 4:00 p.m. each day. The school year will allow for 5 additional days of instruction. Benefits of the extended school day and school year include the ability for students to participate in a variety of enrichment activities while teachers can experience additional common collaborative planning time. Teachers can also use this time for mentoring, team teaching, and other professional learning.

4. *In the appendices (Appendix A), you must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).*

Purposes of the Proposed Charter School: *In one page or less, describe how the proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.*

The Six Legislative Purposes of a Charter School are:

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

Based on the remarkably successful Charles R. Drew Charter School model, RWNA will support the development of the complete child. The school is committed to preparing every student for success in 21st century society.

To achieve this vision, RWNA will provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system. Language acquisition and literacy will be prioritized at every level of the school's pipeline. The school will follow an intensive research and standards based language and literacy program. Hart and Risley found that on average, by the age of three, students living in areas of lower wealth had heard 30 million words less than their more affluent peers. Such a gap can impede growth once the student reaches kindergarten. RWNA will address this reality through intensive language instruction. In addition, a strong foundation in literacy will allow students to access all other subject areas in more meaningful ways.

All students will be prepared to operate as 21st century citizens through a unique Science, Technology, Engineering, Arts and Math (STEAM) education model. The STEAM model challenges students to excel through a rigorous academic curriculum based on the five core focus areas Science, Technology, Arts, and Mathematics. This forward-thinking curriculum, with its strong focus on literacy, creativity and innovation, will prepare RWNA students to compete with top students locally, regionally, and nationally. Through the STEAM model and Project-Based Learning(PBL) teaching methods, students will be encouraged to collaborate with others inside and outside of school and apply their knowledge in a variety of disciplines. RWNA is committed to the use of integrated technology in the classroom. RWNA will be one of only a few urban public schools adopting the STEAM model.

In alignment with its mission, Renaissance West Neighborhood Academy is committed to a culture of high academic expectations and accountability. The school will monitor student progress against the Common Core State and North Carolina Essential Standards and will include all state mandated scores and accountability indicators in order to keep parents, the community, and the North Carolina State Board of Education apprised of

student individual, collective, and comparative achievement. In compliance with NC 115C 238.29F, the school will report annually its progress in meeting its goals and objectives to parents/guardians, the community, and the North Carolina State Board of Education.

RWNA will also create new professional opportunities for teachers, including opportunities to be responsible for the learning program at the school site. While there is a vast array of research-based approaches designed to promote school reform, Renaissance West Neighborhood Academy prioritizes teacher quality and leadership as the key levers that affect student achievement. Renaissance West Neighborhood Academy will invest in teachers as learners and as designers of the learning environment. Faculty, through ongoing and targeted support, will be empowered to operate as teacher-leaders through mentorships, curriculum refinement, and action research designed to perfect their craft.

Goals for the Proposed Charter School:

1. *Provide specific and measurable student achievement performance goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals. Address how often and when the information will be communicated to the governing board and other stakeholders. These goals should include specific and measurable performance objectives over the first five years of the schools existence.*

Goal 1.1: RWNA will increase learning and demonstrate consistent improvement of student achievement in all End-of-Grade (EOG) tests in all subjects (Reading, Mathematics, and Science).

*Objectives for Goal 1.1:

-Increase the percentage of students proficient by an average of 3 percentage points each year for applicable grades up to 90% or AYP target whichever is greater. Data from the 2015-2016 school year will be considered baseline.

Goal 1.2: Students at RWNA will be positioned to compete with students across the nation and world.

*Objectives for Goal 1.2:

-Increase the percentage of students scoring at or above the national norm on the Measure of Academic Progress (MAP Test) in all subjects by an average of 2 percentage points each year for appropriate grades. If the percentage of students at or above the national norm in any given year of term of the charter is 50 percent or above, the expectation for each subsequent year is to increase the percentage of students at or above the national norm by 1 percentage points each year thereafter.

Goal 2.1: Students at Renaissance West Neighborhood Academy will be engaged and invested students who attend school regularly.

*Objectives for Goal 2.1:

-The percentage of students absent ten or more days in a school year will not exceed 5 percent.

Goal 2.2

RWNA students will demonstrate commitment to the West Boulevard Corridor community through fulfillment of a service-learning curriculum aimed at

addressing specific community needs. The service-learning projects will be age-appropriate, thoughtfully designed, and closely supervised. The success of the projects will be measured by a deepened sense of commitment, belonging, and responsibility on the part of students, as well as impact on community.

Goal 3.1 Staff will participate in professional learning that is driven by the mission of the school, ongoing, relevant, and consistent with national and North Carolina Professional Development Standards.

*Objectives for Goal 3.1:

-Nine-five percent of teachers and administrators will develop and complete personal professional development plans in the 2015-2016 school year, increasing the percentage of participation by one percentage point per year thereafter.

Goal 4.1: Families will be invested in the schools mission and operate as effective advocates in their childrens learning and development.

*Objectives for Goal 4.1:

-Fifty percent of the caregivers of Renaissance West Neighborhood Academy students will participate in at least two parent/teacher conferences in Academic Year 2015-2016 and participation will increase by 2 percentage points per year thereafter up to 100 percent.

Goal 5.1 Operational and Financial Management Goals

Renaissance West Neighborhood Academy will prioritize prudent financial management and overall operational effectiveness. The school will operate within its means, maintain an operating reserve, and receive a "clean" opinion on the independent financial audit each year.

*Objective for Goal 5.1:

-Evidence will be documented by annual budgets, a clean opinion on the audited financial statements and maintenance of an operating reserve.

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

In alignment with its mission, Renaissance West Neighborhood Academy is committed to operating within a culture of high academic expectations and accountability. The school will monitor student progress against the Common Core State and North Carolina Essential Standards and will include all state mandated scores and accountability indicators in order to keep parents, the community, and the North Carolina State Board of Education apprised of students individual, collective, and comparative achievement. In compliance with N.C. 115C 238.29F, the school will report annually its progress in meeting its goals and objectives to parents/guardians, the community, and the North Carolina State Board of Education.

RWNA will be solidly grounded in the use of data in understanding which educational strategies are and are not supporting student achievement. This will allow for nimble course corrections and continuous improvement. At all levels, data will drive decision making. Student data collected from a variety of formal and informal assessments will inform professional learning and lesson design. The RWNA leadership team will develop performance dashboards reflecting academic, attendance, parent engagement, and

management/organizational performance metrics. The RWNA Board of Directors will receive dashboard on a monthly basis at board meetings. The school principal and representatives of his or her choosing will provide a report summarizing relevant data aligned to the schools goals. javascript:apex.submit('SAVE_NEXT');

III. EDUCATION PLAN

(No more than ten total pages in this section)

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

Instructional Program:

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

Renaissance West Neighborhood Academy (RWNA) was formed out of a desire to fundamentally change the outcomes for students born into poverty. In order to do so, the school is committed to equipping each of its students with the skills and knowledge necessary to successfully navigate 21st century society. RWNA students will be creative problem solvers, skilled communicators, and critical thinkers. The school's structure, curriculum/standards, and academic design were thoughtfully crafted to support this vision. RWNA is committed to the use of research-based practices and the school planning process reflects this. Each design decision was made according to study of research-based pedagogy and over thirteen years of evidence-based practice at Drew.

***Structure**

The school will exist as part of a coordinated, vertically aligned cradle-to-career pipeline. Not simply a consortium of schools on a single campus, the RWNA pipeline will seamlessly support students under one operational umbrella. Community partners of the highest quality, each deeply invested in a shared vision of success for RWNA and the surrounding community, will strengthen the pipeline at every level. Renaissance West Community Initiative, the non-profit coordinating the educational pipeline and the broader neighborhood revitalization, will develop a framework for shared accountability and outcomes measurements to further codify the pipeline's interconnectedness.

***Instructional Model**

After an extensive study of research-based practices and a number of community focus groups, RWNA determined that a STEAM (Science, Technology, Engineering, Arts, and Math) curricular focus including a strong focus on reading, literacy and language, will best support the schools mission and vision. The RWNA learning environment will be student-centered. Teachers will act as facilitators, encouraging each student to take ownership of his or her learning through guided exploration and project-based learning. Instruction will include a blend of explicit teacher modeling and project-based investigations where students are encouraged to work together and develop creative problem solving strategies. As part of its commitment to continuous improvement, RWNA reserves the right to modify and enhance existing curriculum during the term of its charter to meet the needs of students.

***Assessment**

RWNA is committed to assessment for learning and recognizes the role ongoing assessment plays in informing teacher practice. In order to meet the needs of all learners, RWNA will employ a variety of formal and informal assessments. All assessments will be aligned with content standards.

* End of Grade Tests: (EOGs) In alignment with the North Carolina Essential Standards and North Carolina Accountability Model, RWNA will administer the EOGs to all students in grades 3-8.

* Benchmark Progress Monitoring: RWNA will track student performance in a variety of ways. The school will utilize benchmark assessments in core subject areas and will chart student growth on grade level standards. Teachers will use this progress monitoring data to identify gaps in student mastery. In collaborative meetings, teachers will review benchmark data and plan for remediation and acceleration accordingly. The school will also use AIMSweb Progress Monitoring to monitor progress in reading, writing and math.

* Norm Referenced Tests: RWNA will administer the nationally-normed Measures of Academic Progress exam to further monitor student progress.

K-5 Curriculum and Instructional Design:

Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

RWNA will be made up of schools-within-a-school. The Primary Academy will include grades K-2, the Elementary Academy will include grades 3-5 and the Junior Academy will include grades 6-8. While the student experience in each academy will feel distinct, the same culture of high expectations and collaboration will permeate throughout. Teachers will plan both vertically (across grade levels) and horizontally (across subject areas) to ensure seamless transitions.

In the Primary Academy, the average class size will be approximately 21 students. Kindergarten and first grade teachers will be supported by full-day teachers assistants. Assistant will float among second and third grade classrooms to provide additional support during literacy and math blocks. In the Elementary Academy, the class size will be approximately 25 students. Beginning in the 4th grade, students will be departmentalized and will rotate through core subjects (English, Science, Math and Social Studies) each day. All students will have the opportunity to take a least one enrichment course throughout the day. All students will have the opportunity to have recess each day.

Provide a synopsis of the planned curriculum, including:

1. *One sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for the elementary division the school would ultimately serve.*
2. *Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

The school has aligned its curriculum with the Common Core Standards and the North Carolina Standard Course of Study. Both the Common Core Standards and the North Carolina Standard Course of Study will serve as the basis for clear, measurable, learning objectives for each grade level. To increase

rigor, RWNA will supplement the Common Core with other adapted resources designed to promote critical thinking, develop writing skills, and encourage interdisciplinary application. Specific textbooks and curriculum materials have intentionally been omitted as the school recognizes the quickly changing landscape of textbooks. The school's curriculum will have a special focus on literacy and language as well as a STEAM integration.

**Reading, Literacy and Language*

There is a growing national discussion around the importance of closing the literacy gap that exists between low-income students and their more affluent peers. RWNA understands the importance of eliminating this gap so that all students can experience academic success and interact with curriculum in meaningful ways. Students must be able to artfully use and interpret language when interacting with world around them. RWNA will adopt an intensive daily program at every grade level in reading. In the upper grades, teachers will use a variety of texts to sharpen critical thinking and analytical skills. Daily instruction in language arts will include explicit mini-lessons, daily fix-its, and writers workshop. In addition, the language arts skills will be embedded throughout the curriculum at every grade level.

**STEAM (Science, Technology, Engineering, Arts, Math)*

The STEAM model utilizes research-based educational practices to prepare students for 21st-century citizenship. This forward-thinking curriculum, with its strong focus on literacy, creativity and innovation, will prepare RWNA students to compete with top students locally, regionally, and nationally. The Partnership for 21st Century Skills encourages schools to prepare students for college and life by fusing core subjects (Reading, Writing, and Math) with the 4Cs (critical thinking/problem solving, communication, collaboration and creativity/innovation). STEAM supports the development of the 4Cs by presenting students with real-world problems/applications that are complex and require higher-order thinking skills to solve. Through the STEAM model, students are asked to collaborate with others and apply their knowledge across disciplines.

RWNA is committed to a pure STEAM model that truly leverages the power of the arts in education. RWNA will collaborate with the rich fine arts community in Mecklenburg County to provide critical instructional and enrichment opportunities for students.

3. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population.

In order to maximize student achievement and meet the needs of all learners, Renaissance West Neighborhood Academy (RWNA) teachers will be expected to master a variety of research-based instructional strategies.

(1) Differentiated instruction - Teachers must be able to meet the needs of all students according to learning styles, readiness levels and interests.

(2) Cooperative learning - This form of instruction encourages students to work together collaboratively to solve a problem or complete an objective.

(3) Balanced literacy and guided reading strategies - Balanced literacy is an evidenced-based framework for reading instruction. Teachers read to students modeling appropriate reading behavior and skills then have students

read independently or in groups. Guided reading is a program that meets students at their individual reading needs. Using small group instruction and leveled books, the program recognizes that there is a wide range of reading levels within an age group.

(4) Project based learning - This instructional method presents students with a relevant and applicable task or problem to confront. This allows students to build collaboration and reasoning skills and closely mirrors real world team dynamics and expectations.

(5) Effective integration of technology - Teachers will integrate technology into lesson so that students build computer and technology literacy skills.

(6) Culturally responsive teaching - In order to increase engagement and investment (as well as respect diverse backgrounds in the classroom), teachers must be able to relate content to the cultural backgrounds of students.

4. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*

5. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

The school day will run from 8:00 a.m. to 4:00 p.m. each day. The school schedule will allow students to take additional enrichment courses (i.e. foreign language, fine arts, engineering, technology, robotics). It will also provide for increased collaborative planning among teachers. Teachers will then be able to better meet the needs of all students as the extended school day will allow for more time for small group interventions as needed.

6-8 Curriculum and Instructional Design:

Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

RWNA will be made up of schools-within-a-school. The Primary Academy will include grades K-2, the Elementary Academy will include grades 3-5 and the Junior Academy will include grades 6-8. While the student experience in each academy will feel distinct, the same culture of high expectations and collaboration will permeate throughout.

In the Junior Academy, there will be 3 sections of students per grade with an average of 25 students in each section. All students will rotate through English, Social Studies, Math and Science each day. All students will have the opportunity to take at least one enrichment course throughout the day. Enrichment will include foreign language, music, physical education, engineering, art, dance, and technology. Teachers in the Junior Academy will work on both grade level teams but will plan across grade levels through subject-area vertical task forces. Each grade level will have a Lead Teacher that will take on a leadership role on the hall and work closely with administrative team.

Provide a synopsis of the planned curriculum, including:

1. **One** sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B1) for one core subject (specific to the school's purpose) for the middle school division the school would ultimately serve.

2. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.

The school has aligned its curriculum with the Common Core Standards and the North Carolina Standard Course of Study. Both the Common Core Standards and the North Carolina Standard Course of Study will serve as the basis for clear, measurable, learning objectives for each grade level. To increase rigor, RWNA will supplement the Common Core with other adapted resources designed to promote critical thinking, develop writing skills, and encourage interdisciplinary application. Specific textbooks and curriculum materials have intentionally been omitted as the school recognizes the quickly changing landscape of textbooks. The school's curriculum will have a special focus on literacy and language as well as a STEAM integration.

**Reading, Literacy and Language*

There is a growing national discussion around the importance of closing the literacy gap that exists between low-income students and their more affluent peers. RWNA understands the importance of eliminating this gap so that all students can experience academic success and interact with curriculum in meaningful ways. Students must be able to artfully use and interpret language when interacting with world around them. RWNA will adopt an intensive daily program at every grade level in reading. In the Junior Academy, teachers will use a variety of texts to sharpen critical thinking and analytical skills. Daily instruction in language arts will include explicit mini-lessons, daily fix-its, and writers workshop. In addition, the language arts skills will be embedded throughout the curriculum at every grade level.

**STEAM (Science, Technology, Engineering, Arts, Math)*

The STEAM model utilizes research-based educational practices to prepare students for 21st-century citizenship. This forward-thinking curriculum, with its strong focus on literacy, creativity and innovation, will prepare RWNA students to compete with top students locally, regionally, and nationally. The Partnership for 21st Century Skills encourages schools to prepare students for college and life by fusing core subjects (Reading, Writing, and Math) with the 4Cs (critical thinking/problem solving, communication, collaboration and creativity/innovation). STEAM supports the development of the 4Cs by presenting students with real-world problems/applications that are complex and require higher-order thinking skills to solve. Through the STEAM model, students are asked to collaborate with others and apply their knowledge across disciplines.

RWNA is committed to a pure STEAM model that truly leverages the power of the arts in education. RWNA will collaborate with the rich fine arts community in Mecklenburg County to provide critical instructional and enrichment opportunities for students.

3. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population.

In order to maximize student achievement and meet the needs of all learners, Renaissance West Neighborhood Academy (RWNA) teachers will be expected to master a variety of research-based instructional strategies.

(1) Differentiated instruction - Teachers must be able to meet the needs of

all students according to learning styles, readiness levels and interests.

(2) Cooperative learning - This form of instruction encourages students to work together collaboratively to solve a problem or complete an objective.

(3) Balanced literacy and guided reading strategies - Balanced literacy is an evidenced-based framework for reading instruction. Teachers read to students modeling appropriate reading behavior and skills then have students read independently or in groups. Guided reading is a program that meets students at their individual reading needs. Using small group instruction and leveled books, the program recognizes that there is a wide range of reading levels within an age group.

(4) Project based learning - This instructional method presents students with a relevant and applicable task or problem to confront. This allows students to build collaboration and reasoning skills and closely mirrors real world team dynamics and expectations.

(5) Effective integration of technology - Teachers will integrate technology into lesson so that students build computer and technology literacy skills.

(6) Culturally responsive teaching - In order to increase engagement and investment (as well as respect diverse backgrounds in the classroom), teachers must be able to relate content to the cultural backgrounds of students.

4. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*

5. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

The school day will run from 8:00 a.m. to 4:00 p.m. each day. The school schedule will allow students to take additional enrichment courses (i.e. foreign language, fine arts, engineering, technology, robotics). It will also provide for increased collaborative planning among teachers. Teachers will then be able to better meet the needs of all students as the extended school day will allow for more time for small group interventions as needed.

Special Programs and "At-Risk" Students

1. *Describe the methods and clear systems of prevention and intervention teachers will utilize to provide assistance to students that are not performing at expected levels: ensuring continued progress and academic student growth.*

Renaissance West Neighborhood Academy will support the needs of all learners. The school is committed to identifying student needs early and supporting the diverse needs of students to help all learners make significant academic gains. Response to Intervention (RTI) will serve as the model to assist all students reach their academic goals. RTI utilizes a strong focus on data and progress monitoring. RWNA will utilize the intervention team model to determine the best options for students at-risk of falling behind. The following academic strategies are samples of options to be considered to ensure that the needs of all students are met:

- * Consistent use of progress monitoring to inform the appropriate response.
- * Differentiated instruction in all subject areas as part of the general

education classroom, including differentiation by content, process and product. In addition, individual student needs are met through flexible grouping and differentiated centers.

- * Small group instruction that focuses on pre-teaching important strategies and vocabulary for students who are performing below expectations
- * Targeted tutoring provided by volunteers, teachers and paraprofessionals during the school day to assist low-performing students
- * An Intervention Block to provide flexible instruction in math and literacy designed to meet individual student needs
- * In addition to the efforts described above, students at Renaissance West Neighborhood Academy spend more time learning, due to an extended school day and extended school year.

2. *Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:*

- a) *Methods for identifying ELL students.*
- b) *Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ELL students.*
- c) *Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.*

Renaissance West Neighborhood Academy will follow the guidelines of the North Carolina State Board of Education to identify students using the Home Language Survey (HLS). Staff will use the State designated World-Class Instructional Design and Assessment (WIDA) Access Placement test to determine the level of services and assessments and the length of time students are to be involved in the ELL program.

Immersion in the regular classroom will be the preferred model for mastering the English language. Identified ELLs (English Language Learners) will be given appropriate support based on their English Proficiency level. Students whose English proficiency is below level 5 of state adopted WIDA ACCESS placement Test will be eligible for language assistance services. English Language Learners will receive individualized instruction by ESOL (English to Speakers of Other Languages) certified teachers through pull-out and/or in-class support, depending on the students individualized plan. The purpose of this program is to assist such students in developing proficiency in the English language, including listening, speaking, reading and writing, sufficient to effectively perform at their currently assigned grade level. Grades K-3 will receive no less than 225 minutes instructional time per week with an ESOL endorsed teacher per week; grades 4-8 will receive no less than 250 minutes instructional time per week with an ESOL endorsed teacher. All students will be instructed using the state recommended SIOP Model (Sheltered Instruction Observation Protocol) as well as through the use of modified materials from content area classes with an emphasis on language learning. Classroom teachers that teach English Language Learners will be trained to modify their lessons and teaching strategies to meet students individual needs. In addition, teachers will receive the appropriate materials and professional development necessary to effectively meet the needs of ESOL students.

Students receiving ESOL services will be assessed annually by the state adopted test ACCESS, except to the extent that the LEP (Limited English Proficiency) students may receive deferment from tests administered during

the 12-month periods following their initial entry into U.S. schools if testing is not in their best interest. English Language Learners who score at or above proficiency level 5 on ACCESS (tier C) and at or above proficiency on state assessment of reading comprehension will be considered English proficient and not in need of language assistance service. However, students who have exited the ESOL program will be monitored for two years to ensure they are successful in their core curriculum classes

3. *Explain how the school will identify and meet the needs of intellectually gifted students, including the following:*
 - a) *Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.*
 - b) *Plans for monitoring and evaluating the progress and success of intellectually gifted students.*

In order to meet the needs of a diverse school population, Renaissance West Neighborhood Academy's Gifted Education Program identifies students consistent with the North Carolina Board of Education regulations. The program for gifted students:

- * Teaches North Carolina education standards with appropriate enrichment, acceleration and in-depth study;
- * Cultivates and encourages intellectual and creative abilities in a stimulating and challenging learning environment;
- * Fosters self-awareness, social awareness, and respect for all; and
- * Emphasizes problem-solving, critical thinking, creativity, concept development, and process skills.

A strong Response to Intervention model does not only reflect the needs of students who struggle, but also students who exhibit a need for acceleration and/or enrichment. The STEAM model allows for extension in a variety of ways. Partnered with project-based learning, instruction at RWNA will provide a natural fit for academic extension.

Staff members will be encouraged to build upon and improve their teaching repertoire as they are trained in the process of educating gifted students through a variety of delivery models. Additionally, they will be kept abreast of best practices through professional organization memberships, conferences, and trainings.

RWNA will work to link service-learning opportunities with specific areas of student giftedness in order to provide real-life opportunities for acceleration. Students with specific areas of giftedness may have the opportunity to take appropriate courses off-grade level to enhance their academic experience and receive high school graduation credit during their middle-grades years.

Exceptional Children

*The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation Individuals with Disabilities Education Improvement Act (IDEA), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities. **All public schools are responsible for hiring licensed and 'highly qualified' special educators pursuant to law.** Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.*

Identification and Records

1. *Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.*
2. *Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed.*
3. *Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.*
 - a) *Requesting Records from previous schools*
 - b) *Record Confidentiality (on site)*
 - c) *Record Compliance (on site)*

1. In keeping with its mission, Renaissance West Neighborhood Academy is committed to providing all students with an education of the highest quality. Having an effective model for the identification of students eligible for, and the delivery of, special education services is critical. The school will comply with all applicable regulatory requirements including, but not limited to, the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act, along with any applicable provisions of North Carolina Charter School law concerning the provision of exceptional children services.

The school will first use solicited parent information to determine if an enrolled student has previously been found eligible for special education services or are accommodated under Section 504 of the Rehabilitation Act. All records will be requested and obtained from the students previous schools. If the solicited information proves incomplete, the school will utilize the North Carolina Comprehensive Exceptional Children Accountability System (NC CECAS) as well as contacting the students previous schools. The office and registration staff will receive specialized training in soliciting parent information and requesting records. The schools Exceptional Child Coordinator will be included in the registration process of any child receiving IEP/504 services.

2. Renaissance West Neighborhood Academy will establish an Exceptional Children Department with a qualified coordinator responsible for monitoring individual case management of all students eligible for special education services and for arranging the provision of services required by their Individualized Education Program (IEP). The school is committed to serving all students, without regard to exceptionality, in the "least restrictive environment." In identifying students who may be eligible for special education services, as defined in the federal Child Find mandate, Renaissance West Neighborhood Academy will develop an intervention team. This team may consist of the Exceptional Child coordinator, classroom teachers, parents, and support staff. The team will evaluate and monitor students that are not meeting academic expectations and are referred for intervention. The intervention team will solicit additional data tracking and information from both teachers and parents in determining eligibility and services.

3. Renaissance West Neighborhood Academy recognizes the importance of records as provided by state and federal law. Records will be requested by

the Exceptional Child Coordinator according to the provisions of the Individuals with Disabilities Education Act (IDEA) and the Family Educational Rights and Privacy Act (FERPA). All records will be housed in an appropriately marked, locked file cabinet in a location dedicated only to student records. Access to records will be restricted to staff with responsibility for the implementation of a student's IEP. Exceptional Child staff and administrator will ensure the confidentiality and accuracy of these records at the appropriate times during the school year.

Exceptional Children's Education Programming

1. *Describe the educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities.*
2. *Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).*
3. *Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.*
4. *Describe the proposed plan for providing related services.*

Renaissance West Neighborhood Academy will establish an Exceptional Child Department with a qualified coordinator responsible for monitoring individual case management of all students those eligible (and being evaluated for) special education services and for arranging the provision of services required by their Individualized Education Program (IEP). The school is committed to serving all students in the "least restrictive environment". All students will be afforded their right to a Free and Appropriate Public Education (FAPE). The school also believes that all students have unlimited potential and can achieve at high levels when the appropriate supports and systems are in place.

In order to meet the needs of all students, regardless of exceptionality status or area, RWNA teachers will regularly differentiate instruction. This will allow teachers to meet each student according to individual need and scaffold instruction with the necessary supports to ensure mastery. In addition to this, students with disabilities will receive the appropriate instructional supports and related services as dictated by their IEPs. The Exceptional Child coordinator, Dean of Students, and Principal will lead professional learning opportunities to better support teachers in reaching all students. Teachers will also participate in workshops focusing on positive behavior interventions and supporting students with "soft skills" development (organization, neatness, social interaction).

Renaissance West Neighborhood Academy will ensure that all aspects of a students IEP are followed and all mandates are fulfilled. Where possible, the school seeks to offer services in an inclusion setting. In order to ensure that students with disabilities receive a Free and Appropriate Public Education the school will -

- * Meet the requirements mandated within a students IEP, ensure that all aspects are followed
- * The school will hire certified special education teachers to provide services to eligible students
- * Staff will participate in workshops (Compliance for the Classroom teacher, Adaptive Instruction, Study of Marzano and other thought leaders, Effective Co-Teaching) , in-services and/or training to continually improve practice
- * The school will comply with Section 504 by providing the appropriate

accommodations and equipment to ensure that all students have equal access to the school environment and curriculum

* One of the hallmarks of the school will be instruction differentiated to meet the needs of a diverse student population, targeted professional development for staff re: students with exceptionalities and supports in classroom (consistent behavioral systems, attention to direct instruction on organizational skills and behavior modifications).

* Staff will participate in workshops focusing on such topics as Compliance for the Classroom teacher, Adaptive Instruction, and, Effective Co-Teaching.

An administrator will oversee the school's compliance in regards to reporting and monitoring. Parents will receive a copy of their rights as parents, IEP progress monitoring reports (as outlined in their students IEP), and prior written notice to attend the child's annual review of IEP progress and services. Related services will be provided will be provided at no cost to the student or the student's family. Related services will be administered according to explicit, written IEP goals for any necessary service. These goals will dictate the timeline, duration, and location for each service the child needs to be successful. RWNA is committed to providing the necessary personnel to meet these needs.

Student Performance Standards

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

1. Renaissance West Neighborhood Academy (RWNA) has identified clear student performance standards that are aligned to the school's mission. With the Common Core and North Carolina Standard Course of Study as its foundation, the school's curriculum includes clear benchmarks and achievement standards for every subject and every grade level. Assessments will be intentionally designed to measure student progress towards these standards. Student data will drive lesson design, differentiated small group interventions, and remediation schedules. Teachers will use regular formal and informal assessments to capture data on the individual student level. Students will be able to take greater ownership of learning as they track performance along with teachers. Such regular assessment will allow for frequent and consistent feedback to parents and guardians on student performance and progress towards goals.

The following student performance standards for the school as a whole have been identified:

Goal 1.1: RWNA will increase learning and demonstrate consistent improvement

of student achievement in End-of-Grade (EOG) tests in all subjects (Reading, Mathematics and Science)

*Objectives for Goal 1.1

-Increase the percentage of students proficient by an average of 3 percentage points each year for applicable grades up to 90% or AYP target whichever is greater. Data from the 2015-2016 school year will be considered baseline.

Goal 1.2: Students at RWNA will be positioned to compete with students across the nation and world.

*Objectives for Goal 1.2:

-Increase the percentage of students scoring at or above the national norm on the Measure of Academic Progress (MAP) test in all subjects by an average of 2 percentage points each year. If the percentage of students at or above the national norm in any given year of term of the charter is 50 percent or above, the expectation for each subsequent year is to increase the percentage of students at or above the national norm by 1 percentage points each year thereafter.

2. Each year, RWNA will also use data from standardized tests to provide accountability as well as give administrators, teachers, and parents additional data to evaluate the effectiveness of the school's educational program. Student performance data will be compared to student results on the EOGs for the district and state. Accommodations, as specified in either a students IEP or 504 plan will be implemented.

Assessments tools used in addition to state and federally mandated tests:

* Measures of Academic Progress (MAP) test - this nationally normed standardized test will be offered in both reading and math. This will provide a detailed snapshot of individual student progress towards goals and allow teachers to design lessons with more intention.

* Benchmarks Periodic benchmark assessments in reading, language arts and math will be administered to students in grades 1-8. Benchmark test will be aligned with the state standards and provide an invaluable tool for the teachers to monitor student progress and identify areas of need. Teachers will meet regularly to discuss performance data that includes benchmark results and plans for remediation and acceleration.

* The AIMS Web system will be used to establish benchmarks and monitor progress in the areas of reading, writing and math.

Student progress will be reported to parents four times a year through Quarterly Learning Conferences. The school Principal will file a mid-and end-of-year report to the school's Board of Directors. In addition, the school will file an annual detailed year-end report on the school's performance to the community and the State Board of Education. This report will be published on the RWNA website and submitted in writing to the State Board of Education by September 1 of each year.

3. In grades K, 1, and 2 RWNA will use a body of ongoing, individualized assessments throughout the year and summative evaluation at the end of the year to track student progress towards grade-level appropriate competencies and standards. These assessments along with attendance data, class work, and developmental benchmarks will be used to make promotion/retention recommendations.

All promotion/retention recommendations will be made according to the best interest of the student. The classroom teacher, Principal, remedial teachers, the grade level team will confer to discuss promotion/retention. At the end of each quarter a thorough report of student progress is presented in the form of a Student Learning Contract. The SLC reports the student's grade in each course, a summary of the student's academic achievements, an assessment of the student's performance level, and a plan of action for the next quarter. The SLC reports four concrete evaluations to the family about student progress in each subject (beginning, developing, proficient, exemplary), the level of student work (above, below, or on grade level), a brief description of any standards where a student is notably strong or weak, as well as a letter grade. During SLC report conferences, teachers will discuss overall student performance with parents including risk for retention.

In grades 3-8, student performance on the state mandated North Carolina End-of-Grade (EOG) tests will also be taken into account when making recommendations for retention. Students must earn at least a Level 3 on the EOG tests to be promoted to the next grade. Students in the third grade shall be retained if the student fails to demonstrate reading at or above the third grade level as demonstrated by the EOG. RWNA shall provide reading interventions to retained students to remediate reading deficiency. Attendance data, student grades, and student learning contract reports will also be taken into account when making recommendations for retention. Students who do not meet grade level expectations or display mastery of grade level standards may be at risk for retention.

When making retention/promotion recommendations for students with disabilities, the same standards and procedures will apply. In addition; however, the school team; comprised of the principal, classroom teachers, EC teachers, and the EC coordinator will also analyze the student's progress toward IEP goals as well the student's accommodations and services. Students with disabilities, as defined in G.S. 115C-106.3(1), whose individualized education program indicates the use of alternative assessments and reading interventions may be exempt from mandatory retention as a result of EOG performance.

4. Renaissance West Neighborhood Academy (RWNA) has identified clear student performance standards that are aligned to the school's mission. With the Common Core and North Carolina Essential Standards as its foundation, the school's curriculum includes clear benchmarks and achievement standards for every subject and every grade level. In order for a student to exit the 8th grade and transition to high school, the student must earn at least a Level 3 on the EOG tests. The student must also display mastery and meet grade level standards as demonstrated by student grades, ongoing teacher assessment and student learning contract reports data. The student must also meet school attendance expectations.

Student Conduct:

*Provide a brief narrative that disseminates how student conduct will be governed at the proposed charter school and how this plan **aligns** with the overall mission and proposed Education Plan of the charter school.*

Provide a draft copy of the student handbook specific to the proposed charter school within the appendices (Appendix D).

Be sure to include:

- 1. Practices the school will use to promote effective discipline.*
- 2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.*
- 3. An explanation of how the school will take into account the rights of students with disabilities in regards to these actions that may or must lead to suspension and expulsion.*
- 4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.*

In order to prepare students for success in 21st century society, Renaissance West Neighborhood Academy (RWNA) will establish a culture of high expectations both academically and behaviorally. The school's disciplinary policy will reinforce school culture by fostering a safe, secure school environment. RWNA leadership, faculty/staff and students will operate according to clear standards and behavioral expectations. The school handbook will outline these behavioral standards and expectations as well as the schools values. The leadership team and faculty will work together to update the handbook each year. The school will provide an updated handbook to all families, students, faculty and staff at opening of each new school year. During orientation, the school will also immerse students in the schools values, behavioral standards/expectations, polices, and consequences. Teachers will model conflict resolution strategies in their classroom management systems. The student handbook can be found in Appendix D. It includes a preliminary list and definition of offenses which may result in suspension or expulsion of students, an explanation of how the school will take into the account the rights of students with disabilities, and the school's policies and procedures regarding grievances.

IV. GOVERNANCE, OPERATIONS and CAPACITY

(No more than ten total pages in this section)

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

Governance:

Private Nonprofit Corporation:

*The nonprofit corporation must be officially authorized by the NC Secretary of State by the final approval interview date.

Name of Private Nonprofit: Renaissance West Charter School, Inc.

Mailing Address: 601 East 5th St., Suite 100

City/State/Zip: Charlotte NC 28202

Street Address: 601 East 5th St., Suite 100

Phone: 704-335-8227

Fax:

Name of registered agent and address: Laura Clark
601 East 5th St, Suite 100
Charlotte, NC 28202

FEDERAL TAX ID: 46-4225224

Tax-Exempt Status 501 (c)(3)

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

Yes (copy of letter from federal government attached: Appendix E)
X No

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board Member Name	Board Title	County/State of Residence	Current Occupation
Stephen Hancock	Board Member	MECKLENBURG	Associate

			Professor, Multicultural Education, UNCC
Rosalyn Allison- Jacobs	Board Member	MECKLENBURG	Senior Consultant, LaPiana Consulting
Laurie Gallagher	Board Member	MECKLENBURG	Lead Attorney, Council of Children's Rights
Laura Clark	Board Member	MECKLENBURG	Executive Director, Renaissance West Community int
Brett Tempest	Board Member	MECKLENBURG	Associate Professor, Civil Engineering, UNCC
Dionne Nelson	Board Chair	MECKLENBURG	Principal and CEO, Laurel St. Residential
Laura Bollman	Board Member	Out of State	Director of Program Design and Implementation

Please provide the following in this location of the APPLICATION:

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

Renaissance West Neighborhood Academy shall have a governing body that shall be responsible for carrying out the terms of the charter. As provided in the By-Laws and Articles of Incorporation of the Renaissance West Charter School, Inc., the governing of body of the Renaissance West Neighborhood Academy will be its Board of Directors. The Renaissance West Charter, Inc. Board of Directors will ensure that school operates pursuant to GS115C-238.29 regarding charter school operation and conduct.

The Renaissance West Charter Inc. Board of Directors will have governing and policy-making authority for the school. The Board will fulfill its fiduciary duties in accordance with the Renaissance West Charter Inc. By-Laws and applicable to North Carolina open meetings laws. Renaissance West Charter Inc. will be subject to the provisions of NC G.S. 143:318 regarding Open and Public Meetings and Inspection of Public Records.

The Board of Directors will uphold the school's mission and vision, review and appraise the principal's performance, ensure effective organizational planning and help ensure financial stability. Further, the Board of Directors is empowered to:

- * Ensure that the school adheres to its charter, as well as state and federal laws and policies

- * Develop and adopt policy for the school.
- * Hire and hold the Principal accountable for the academic and fiscal responsibility of the school
- * Approve and monitor programs offered at the school
- * Provide support to the school for additional fundraising, marketing and other services as needs arise
- * Advocate on behalf of the school by working to establish partnerships with community organizations, institutes of higher learning, non-profit foundations and corporate entities that support education through non-commercial relationships
- * Approve contracts for goods and services in amounts over \$5,000

The principal will be responsible for the day-to-day operation of the school. The Board of Directors is responsible for governance, fiduciary and policy matters.

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

To ensure the viability and success of RWNA, the Board of Directors will be comprised of a diverse group of individuals, each strategically recruited for respective skill-sets and experiences. In order to meet the demands of operating a sound and high functioning charter school, the following skill-sets will be sought out in the recruitment of board members: human resources, finance/budget, education and law/policy. This carefully designed group will be able to leverage a diverse body of expertise in the overall management of the school. The Renaissance West Charter Inc. Board of Directors will consist of at least six (6) members. It is important to the Board of Directors that it is representative of the community that the school serves. The board will prioritize recruitment of parents as it adds members/

While their attendance is not mandatory, all Renaissance West Neighborhood Academy parents and staff will be encouraged to attend board meetings. Renaissance West Charter School, Inc. reserves the right to amend its By-Laws in the future and will forward a copy of the amended By-Laws to the State Board of Education.

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

The initial Directors shall be the persons named in the Certificate of Incorporation who shall serve until the first annual meeting of the Board of Directors. Thereafter, Directors shall be elected by a majority vote of the Directors then in office. No Director shall be a paid employee or officer of the Corporation. Directors shall hold office for terms of one year and until their successors are elected and qualified, or until their earlier death, resignation or removal.

Any newly created directorships and any vacancies of the Board of Directors, arising at any time and from any cause, maybe filled at any meeting of the Board of Directors by a majority of the Directors regardless of their

number. Directors so elected shall serve until the next annual meeting and until his or her successor is elected and qualified.

The management of the affairs of the Corporation shall be vested in and exercised by the Board of Directors, who shall pursue such policies and principles as shall be in accordance with law, the provisions of the Articles of Incorporation and these By-Laws. The Board of Directors shall be considered as having the powers of Directors in accordance with the provisions of the North Carolina Nonprofit Corporation Act of the General Statutes of North Carolina. To the extent permitted by law, the Board of Directors may, by general resolution, delegate to officers of the Corporation such powers as they may see fit.

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

The Board will meet on a monthly basis throughout the school year.

5. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation (Board Policies Draft: Appendix J).

The Board of Directors embraces life-long learning as a key value. In keeping with this value, the board of RWNA will incorporate dedicated time into each board meeting for board education and development, either specific to the school or about best practices in good governance. Each board member will also be provided with a comprehensive onboarding literature packet and will participate in a formal orientation to the board and the organization. The board orientation will include a brief history of the community initiative, the principles and philosophy of education that undergird the school, and an understanding of the ongoing relationship between RWNA and partnering organizations in the West Boulevard Corridor (including Charlotte Mecklenburg Schools).

The Board will participate in a variety of other professional learning opportunities as well. Requirements for participation will be set according to board resolution. A tentative timetable of professional development opportunities has been provided below. The Board of Directors reserves the right to amend this timetable according to school and community needs.

In addition to the formal opportunities found below, the Board will also utilize online trainings provided by the North Carolina Department of Public Instruction as well as the National Charter School Resource Center. Each board member will also be provided with a comprehensive onboarding literature packet.

RWNA will also continue its relationship with Purpose Built Communities, a non-profit community development consulting firm. Purpose Built Communities will provide an education consultant to provide ongoing support to board knowledge development.

January Board Retreat

*Election of officers

* Areas of focus

o Setting a vision

- o Overview of key board roles
- o Overview of the boards legal roles and responsibilities
- o Having purposeful meetings and review of Open Meeting Laws
- o Immersion in school model
- o Role of key partnerships
- o Review of board policies
- o Finance and Budget

April

North Carolina Alliance for Public Charter Schools

* Representatives from the Board of Directors will study best practices in the state and deepen connections with other North Carolina charters.

June/July - National Alliance for Public Charter Schools Annual Conference

*Representatives from the Board of Directors will learn from national thought leaders and make connections with other charter board members.

July Board Retreat

* Areas of focus

- o Implementing committee structures with purpose
- o Evaluation criteria for school leadership
- o Board self-evaluation and measuring effectiveness
- o Overview of employment law and hiring practices
- o Boards role in communication and advocacy
- o Overview of strategic planning process

October

*Areas of focus

- o Overview of school success measures
- o Special education law high level overview

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

The Board of Directors of Renaissance West Charter School, Inc. aspires to achieve the highest levels of professional excellence and service to the school and community in accomplishing its mission and goals. The Board of Directors has adopted the following conflict of interest policy that will protect the schools interest. Each Director will review and sign a conflict of interest form to acknowledge their understanding and agreement with the adopted policy.

*Conflict of Interest

No director or officer of Renaissance West Charter School, Inc (the "Corporation"), or any family member of such director or officer, or any corporation, partnership, association, trust or other entity in which such director or officer, or family member of such director or officer, serves as director, officer, partner or trustee, or has financial interest, shall be permitted to enter into any contract or transaction with the Corporation unless:

* Such director or officer discloses to the Board of Directors of the Corporation the material facts as to his or her or his or her family members relationship or interest in the entity proposing to enter in the contract or

transaction with the Corporation, and the Board of Directors authorizes the contract or transaction by the affirmative vote of a majority of the disinterested directors (even though the disinterested directors may constitute less than a quorum);

* The contract or transaction is fair to the corporation; and

* The requirements of this paragraph shall not apply to any nonprofit corporation or trust organized and operative exclusively for charitable purposes within the meaning of Section 501(c)3 of the Internal Revenue Code of 1986 in which a director or officer of the Corporation serves as an uncompensated director; officer or trustee

Fairness to the Corporation

Factors to be considered in determining whether the contract or transaction is "fair" to the Corporation include an examination of the following:

* The price and terms of the contract and transaction (the price and terms of the contract or transaction may vary, but must be on a level, which the Board of Directors would accept in an arms length negotiation, in light of the knowledge that the Board of Directors would reasonably have acquired in the course of such negotiation); and

* Whether the Board of Directors would reasonably determine the contract or transaction was in the best interest of the Corporation

Remedies for Violation of Conflict

If a director or officer of the Corporation, or any family member of such a director or officer or any corporation, partnership, association, trust, or any other entity in which such director, officer or family of such director or officer serves as a director, officer partner or trustee or has financial interest, enters into any contract or transaction with the Corporation without complying with the requirements described above, the Board of Directors may, as its sole distraction:

* Void the contractor transaction in its entirety and recover from such director or officer and damages and expenses suffered or incurred by the Corporation as a result of the contract or transaction; or

* Modify the price and terms of the contract so that Corporation receives a price and terms comparable to what the Corporation would receive in an arms-length negotiation.

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

A majority of the Directors in office at the time a meeting is duly called and held shall constitute a quorum. When a quorum is present at any such meeting, the vote of a majority of the Directors present shall be necessary and sufficient for election to any office or for a decision on any matter, except as otherwise required by law, by the Articles of Incorporation, or by the organizations by-laws. Whether or not a quorum is present, any meeting may be adjourned from time to time by a majority of the votes cast upon the question, without notice other than by announcement at the meeting, and without further notice to any absent Director. At any adjourned meeting at which a quorum shall be present, any business may be transacted which might have been transacted at the meeting as originally called.

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

The Board of Directors reserves the right to amend the organizational chart and/or form additional bodies, councils, or associations to meet the needs of students, families, and school community. The school will operate in partnership with the Renaissance West Community Initiative (RWCI). RWCI

manages and oversees the cradle-to-college pipeline on the Renaissance campus and coordinates the neighborhood revitalization effort on West Boulevard. RWNA will form a Parent-Teacher Association to provide programming for families and bolster school culture. The Parent-Teacher association will meet on a regular basis and provide ample opportunity for families to engage with the school.

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

In the event of an employee dispute or grievance the employee is encouraged to discuss the matter with the Principal. If the issue remains unresolved the employee should submit a written grievance to the chair of the Human Resources committee. This written description must include the issue at hand, actions taken up until that point and proposed solutions. Confidentiality will be maintained to the extent possible consistent with the schools obligation to conduct a thorough investigation. All involved parties are to treat the matter confidentially. The Human Resources committee will hold a hearing to review the written submission. A majority vote will constitute a decision. The Board will consider appeals that it is required to consider under N.C. Gen Stat. Sec. 115C-45(c).

RWNA intends to foster a safe and secure learning environment where students and families feel welcome and respected. If a dispute or complaint arises, every effort should be taken to resolve the issue with the involved school employee. Parents/guardians should contact the school's front office to schedule an face-to-face conference to discuss the issue. The school reserves the right to include the Dean of Students and Principal in these conferences as appropriate. If the issue remains unresolved, the parent/guardian should schedule a meeting with the Principal. Prior to this meeting both the parent/guardian and school employee should fill out the school's prepared grievance form for review by the Principal. If the issue remains unresolved after conference with the Principal, then all involved parties will complete the school's prepared grievance packet for submission to the Chair of the Board. Involved parties will be notified a response within 30 days of receipt of packet by the Chair. The Board will consider appeals that it is required to consider under N.C. Gen Stat. Sec. 115C-45(c).

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

Include in the Appendices:

1. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils). (Appendix F)
2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix G).
3. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix H).
4. A copy of the articles of incorporation, if available. If not available, this document must be available prior to interview by SBE, the applicant must demonstrate that it has been applied for prior to submission of the proposed application. (Appendix I)

5. Copy of any board policies if adopted already (Appendix J).
6. Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix K).

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

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

X Not Applicable

Private School Conversions: complete ONLY if the proposed charter is a private school conversion.

Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

X Not Applicable

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

X Not Applicable

Projected Staff:

Provide, as Appendix M, a list of positions anticipated for the charter school; (e.g., principal or director; finance officer, administrative support staff; teachers (part-time and full-time); paraprofessionals/teaching assistants, clerical, and maintenance.). Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings and align with the proposed budget.

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

The Board will task the Principal with developing a robust teacher recruitment and hiring strategy reflective of school and community needs. A Human Resources Committee will be created to aid in this process. Board members will be an integral component of this team and will operate in an advisory capacity should an issue of a governance, fiduciary, or policy arise. However, the Head of School and his or her team will oversee the day-to-day operations of the committee and process. Each year, the Board will review the school's talent recruitment plan (as prepared by the Principal and Human Resources Committee). This plan must be comprehensive and thorough in order to ensure that RWNA is able to recruit and retain teachers of the highest quality. It will work in tandem with the school's communication and marketing plans. The school will leverage existing strategic partnerships to continue building its local presence and brand. Through partnerships with the University of North Carolina-Charlotte (UNCC) School of Education and Central Piedmont Community College, RWNA will be able to leverage a high-quality pool of student teachers and an extensive alumni network. RWNA will also work closely with Teach For America and its alumni network to recruit teachers. RWNA will also participate in a variety of recruitment fairs. The school will adopt a competitive incentive program for teachers and staff. Each year, the school will allocate funds for a bonus pool. Bonuses will be distributed, at principal discretion, according to individual performance towards these goals. The school will also provide a variety of stipends

throughout the year for completion of certain professional learning opportunities as well as for those teachers who have earned National Board Certification. The schools professional learning program will serve as an integral component of sustainability. The principal will be charged with designing an staff sustainability plan to encourage work/life balance.

- 2. Provide a description of the relationship that will exist between the charter school employees and the nonprofit board. Provide as Appendix L, a draft of the employment policies to be implemented by the proposed charter school.*

The Principal will report directly to the Board of Directors. It will be the responsibility of the Principal to recruit and hire all other staff members. All other faculty and staff will be employees of the board; however, the Principal will be the only staff member that will be hired and evaluated directly by the Board.

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

Renaissance West Neighborhood Academy (RWNA) will adopt an intensive interview process in order to gauge teacher fit and potential. All candidates will submit a writing sample for review. Successful candidates will then take part in a preliminary phone or in-person team interviews. The principal, Dean of Students and the Human Resources committee will select a representative pool of interviewers. The school will use a carefully designed rating/feedback system. In the next round, candidates will teach a sample lesson at RWNA. The sample lesson will be assessed by both representatives from the RWNA leadership team and teachers. Those candidates that successfully complete a sample lesson will then be interviewed by the school principal. The school principal will then make the final hiring decision. Prospective staff members must pass both a reference and background check before a final offer of employment can be made.

All Renaissance West Neighborhood Academy employees will sign a one-year contract including an "at will" provision. This agreement means that the employee is not guaranteed employment for any fixed or definite length of time and that either party is free to terminate the employment relationship at any time for any reason, with or without cause or advanced notice.

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

In order to attract and retain teachers of the highest quality, the Renaissance West Neighborhood Academy is committed to a competitive salary schedule. The school will use the Charlotte-Mecklenburg Schools Salary Schedule as a base salary and provide additional compensation as a result of the longer school day and work year. School employees may also be eligible to receive an annual discretionary performance bonus, based upon achievement of the school and the employee meeting or exceeding predetermined individual goals and objectives agreed upon by the employee and school administration.

RWNA will initially offer health and dental insurance plans to eligible full-time employees. Other benefits will include 401k retirement, disability and life insurance. RWNA reserves the right to amend salary ranges and benefits offered.

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

In the event of an employee dispute or grievance the employee is encouraged

to discuss the matter with the Principal. If the issue remains unresolved the employee should submit a written grievance to the chair of the Human Resources committee. This written description must include the issue at hand, actions taken up until that point and proposed solutions. Confidentiality will be maintained to the extent possible consistent with the schools obligation to conduct a thorough investigation. All involved parties are to treat the matter confidentially. The Human Resources committee will hold a hearing to review the written submission. A majority vote will constitute a decision. The Board will consider appeals that it is required to consider under

N.C. Gen Stat. Sec. 115C-45(c).

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

Renaissance West Neighborhood Academy has not identified any positions of dual responsibility.

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

Renaissance West Neighborhood Academy (RWNA) is committed to meeting the learning needs of all students. The school's talent recruitment plan will prioritize teachers who have the necessary certifications and experience in teaching students with exceptionalities, ELL and gifted students. Core subject teachers with dual general education and exceptional needs certifications will also be preferred. RWNA will staff an EC director and additional EC teachers to ensure that a free and appropriate education is provided to all students with exceptional needs. RWNA will also support faculty through professional learning opportunities aimed at designing lessons to meet the needs of all learners. The school has allocated funds to a contingency reserve that will allow for additional contracted capacity if the need arises for expanded services beyond staff projections.

9. Provide a narrative detailing the roles and responsibilities, qualifications and appropriate licenses that each position must have to be hired by the non-profit organization and effectively perform the job function(s).

All teachers and administrators will meet the charter school definition for "Highly Qualified" as stipulated by the North Carolina Professional Educators Licensure section. Notwithstanding anything contained herein to the contrary, RWNA shall be allowed to hire highly-qualified teachers who hold a provisional (non-renewable certificate). Teachers who do not yet hold state renewable certificates must have a written plan in place detailing a timeline and steps for completion of the certification process. Teachers who fail to meet their plan will not be rehired.

The school has established job descriptions for all positions, both teaching and non-teaching.

**Principal*

The Principal of Renaissance West Neighborhood Academy must be deeply invested in the mission and vision for the school. The Principal is responsible for executing this mission at the school level and will serve as the schools instructional leader. This individual must be able to create and maintain a school culture of accountability, collaboration, and high expectations for both children and adults. The successful candidate must be able to operate comfortably in a variety of settings and among diverse constituencies. He or she must champion the continued intellectual and professional development of the faculty and staff of the school. The

Principal will report to the schools Board of Directors.

*Experience as an administrator in a school environment, ideally in an urban setting and/or with underrepresented students

* Demonstrable experience in leading students to high levels of academic achievement

* Bachelors degree required, masters degree preferred, must be certified to serve as a principal in the state of North Carolina

*Dean of Students

The Dean of Students is responsible for providing the instructional, operational, and administrative leadership necessary to ensure the success of the school.

Sample of duties:

-Manage student recruitment and enrollment process

-Work with contracted back-office support providers to ensure compliance with federal, state, and local regulations and policies

-Ensure a safe and orderly environment

-Manage and facilitate group planning and problem-solving sessions

*Teacher

RWNA teachers will be responsible for communicating knowledge to students in an interesting, stimulating, and effective manner. He or she will use a variety of instructional methodologies and curriculum resources to present material to students. The teacher will work as a team member, sharing common planning, professional development, curriculum design, and teaching responsibilities. Teachers will administer different forms of student assessments, communicate with parents and other team members about student progress, and plan for further instruction. They will be reflective about their own practice and act as a coach for their team members when necessary. Teachers will work to integrate technology into their teaching and professional activities.

The teacher will:

-Implement school and district policies and procedures;

-Collaborate with house team on curriculum and student needs;

-Create and work toward ongoing communication with parents;

-Work on curriculum development, in addition to implementation;

-Integrate technology into instructional program and demonstrate professional use;

-Act as a coach to other teachers on the team in areas of personal expertise

*Teacher

Requirements:

BA, BS degree, preferably in a subject area (i.e., mathematics, chemistry, literature, history, etc.)

Must have current authorization to work in the United States

Appropriate teacher State Certification

Subject Proficiency

Must be dedicated to urban education

Positive recommendations from several professional individuals who know the candidate well

Successful demonstration of teaching techniques and classroom management skills (i.e., creative instructional strategies, articulate communication of information, positive interactions with students, and overall organization of learning environment), as seen during a classroom observation by a

partnership principal.

Non-teaching positions will be held to the same standards of excellence expected of teachers and administrators and will be assessed according to the roles and responsibilities set out in a positions job description.

Staff Evaluation and Professional Development

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

The Principal and Dean of Students will work together in the oversight of teacher licensure requirements as stipulated by the North Carolina Professional Educators Licensure Section.

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

Mentoring

The school will work with the Urban Education Collaborative to design a mentoring program modeled after the successful research-based Santa Cruz model. This will allow for ongoing support of teachers in their beginning years and allow for leadership development among veteran teachers.

Retention

RWNA will prioritize faculty and staff sustainability. The schools robust professional learning program will serve as an integral component of its sustainability plan. The principal will be charged with designing a sustainability plan for the schools faculty and staff. RWNA aspires to offer professional learning opportunities that are currently unparalleled in Mecklenburg County. Each RWNA faculty/staff member will have work/life balance goals embedded in annual performance expectations.

Evaluation

Every employee of RWNA will be accountable for student achievement and will be evaluated in a number of areas related to the school's mission and philosophy. The appraisal process for teachers will consist of the following components:

- Observations of the teacher by the Principal, Dean of Students, Lead Teacher and/or peers
- A professional growth plan
- A professional portfolio
- A self-appraisal based on performance standards and guidelines
- A summative assessment by the Principal

The performance standards for teachers will fall into three key areas:

- Curriculum and instruction
- Family and Community
- Technology

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

A rich, comprehensive professional learning model is integral to the success of RWNA. RWNA believes that administrators and teachers deserve quality professional learning opportunities to develop and perfect their crafts. The

school will invest in teachers as learners, providing integrated professional learning opportunities in a variety of learning environments. The school will embrace a culture of continuous improvement and learning from the beginning. In the week prior to the start of school each year, teachers will be immersed in a suite of professional learning and team-building opportunities. Throughout the school year, ongoing development and support will come in the form of modeling, coaching, mentoring, co-teaching and collaborative planning. Areas of focus include, but are not limited to, use of assessment data; creating effective and positive learning environments; identification, modification and accommodation for students with different learning needs; effectively integrating STEAM; embedding literacy across disciplines; integrating technology into daily lessons; culturally-responsive teaching and general curriculum suggestions. Through observations and co-teaching, professional learning opportunities will be differentiated to fit the needs of individual teachers. In order to maximize student achievement, the foci of professional learning at RWNA will be derived from student data. RWNA will also send faculty to a variety of conferences (i.e. Buck Institute summit on Project-Based Learning and trainings by Staff Development for Educators) so that teachers and members of the leadership team can interact with national thought leaders in education.

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

Renaissance West Neighborhood Academy (RWNA) faculty members will engage in a comprehensive school immersion prior to the opening of each school year. For at least 10 work days, RWNA teachers will take a deep dive into school culture, systems, policies and expectations. Task forces will also lead content specific seminars.

Teachers will be given the opportunity to interact with topics such as:

- Designing a student-centered learning environment
- Providing support for students with different learning needs
- Embedding literacy across disciplines
- 21st Century Skills: What are they and why are they important?
- Using data to inform practice
- STEAM integration
- Teacher evaluation process at RWNA
- Authentic community/parent engagement

During the first few years of operation, RWNA will continue to leverage its relationship with Drew Charter School and offer professional learning opportunities with key Drew staff members and partners.

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

Professional development will be spread out over the academic year and will be integrated through all learning environments. The school's schedule will provide for regular collaborative team meetings. These meetings will be structured and informative environments. Teachers will also collaborate through subject-based vertical task forces to ensure the curriculum and learning strategies are appropriately spiraled and aligned. The daily schedule will allow for all teachers to have at least one planning period

each day. This planning time will be used for lesson design and collaborative professional development. The school has also built in 4 teacher workdays for staff development into the school calendar. RWNA reserves the right to amend the school calendar and professional development projections according to school and community needs.

Enrollment and Marketing:

- Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions GS 115C.238.29F(g) (1-7) carefully.

Marketing Plan

Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-238.29F(g)(5)).

Renaissance West Neighborhood Academy (RWNA) will adopt and execute a robust marketing and communication plan. RWNA has already begun to establish rapport with community leaders, families, and strategic partners.

Further marketing efforts will include (but are not limited to)-

* Flyers, brochures, door hangers, and other school literature: RWNA will invest in a comprehensive body of print materials for dissemination to families. These materials will outline the following - the school's educational philosophy mission and values, the student enrollment process, contact information for the school principal, and employment process for potential employees. All materials will also be translated into Spanish.

* Community Open Houses/Interest Meetings: During the charter development process, RWNA hosted a variety of focus groups to invite community input on school design and community need. As the school begins to concentrate on student recruitment and enrollment, RWNA will host additional community interest meetings to connect with potential parents and families. During this time, parents and families will have the opportunity to meet the school principal, hear more about the school's educational philosophy/mission, and ask questions about the school experience. These meetings will be held in easily accessible community meeting spaces such as public libraries, YMCAs or other recreation centers, and the community center on the Renaissance campus. These meetings will be advertised online, through flyers/brochures, and announcements at local churches/other community anchor institutions.

* Door-to-door recruitment: In order to meet the needs of families without access to the internet, RWNA will communicate on an individual level through door-to-door recruitment. The RWNA principal and other school representatives will spend time in communities across Mecklenburg County, sharing information about the school and passing out enrollment packets.

* Leveraging of community partners: RWNA will work in collaboration with its community partners in attracting families and raise awareness about the school. For instance, RWNA will work with the management company of the mixed-income residences on the Renaissance families to market to new families upon move-in. RWNA will collaborate with community partners to sponsor/be involved with existing community events (wellness fairs, health

expos, summer camps, etc).

* School website: RWNA will maintain a school website with parent/family information, calendar of events, and enrollment information. The school will also announce board meetings here and welcome families to attend. RWNA will also post the school's annual report on the website.

* Social media In conjunction with its website, RWNA will leverage social media outlets such as Facebook, Twitter, and YouTube to raise awareness and share school events.

* School mascot contest: RWNA will invest families in school culture by inviting feedback/ideas on the schools mascot.

* Newspapers, radio advertisement and community blogs: RWNA will utilize print and radio media to raise awareness among the target population. RWNA will also utilize neighborhood digital media.

*ParentAssist: Parents can sign up for text and phone message alerts from the school.

Parent and Community Involvement

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

Renaissance West Neighborhood Academy (RWNA) is deeply committed to establishing meaningful relationships with families and community members. RWNA has already begun to establish itself as a community asset through RWNA-sponsored focus groups in the neighborhood. RWNA will continue to build relationships with families through community interest meetings. The school will also use a variety of print, digital, and radio outlets (as outlined in the schools marketing program) to raise awareness around the school and engage families. The schools principal and Board of Directors will also be leveraged to build the schools profile and establish rapport.

RWNA places high value on parental engagement and involvement. The school will utilize a variety of strategies and outlets in its efforts to maximize parental involvement.

* Parent/Teacher Conferences: Parents and staff will meet each nine weeks to discuss student performance and growth. In between these meetings, RWNA teachers and administrators will maintain regular, ongoing communication with parents and families.

* Weekly updates: The school will send various updates to parents on a weekly basis through student folders. Parents will be asked to sign their students folder upon review each week. This will allow for consistent communication between the school and families.

* Parent Workshops: RWNA understands the importance of reinforcement of learning strategies at home. The school will host a variety of parent workshops throughout the year where parents can learn more about educational programs specific to the school (ie Singapore Math strategies or Project-Based Learning strategies) so that families are able to better support their students at home.

* Carpool Support: RWNA will work with the Parent-Teacher Association to establish a carpool support team. This team will consist of parents and

volunteers and will help connect families looking to carpool to school. Staff members will not be allowed to transport students in personal vehicles.

* Parent-Teacher Association: RWNA will form a Parent-Teacher Association to provide programming for families and bolster school culture. The Parent-Teacher association will meet on a regular basis and provide ample opportunity for families to engage with the school.

* Volunteer Program: RWNA will institute a robust Parent Volunteer program. The program will empower parents to interact with the school in meaningful, supportive ways at different times throughout the year.

* Leadership Meet and Greet Events: The RWNA leadership team will host a variety of before and after school meetings for parents. During these events, parents and families will have the opportunity to interact on a more personal level with the leadership team.

* School website/social media: RWNA will maintain a school website that parents can use for updates and informational purposes. RWNA will also utilize a variety of social media outlets to share updates and events.

* Board Meetings: Board meetings will be advertised both online and on school grounds. While attendance is not mandatory, parents will be invited and encouraged to attend board meetings.

Admissions Policy

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

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

Renaissance West Neighborhood Academy (RWNA) will adhere to all admission provisions as outlined in charter school law GS 115C.238.29F(g) (1-7). RWNA will not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. Except as otherwise provided by law or the mission of the school as set out in the charter, the school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.

For the 2015-2016 academic year, RWNA will begin enrolling students in December of 2014. The enrollment period will continue through March 2015. Parents seeking to enroll their children must submit an enrollment form during this enrollment window. During each enrollment window RWNA will enroll any eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, students shall be accepted by lot. Once enrolled, students are not required to reapply in subsequent enrollment periods.

RWNA may give enrollment priority to siblings of currently enrolled students who were admitted to the charter school in a previous year and to children of the school's principal, teachers, and teacher assistants. In addition, and only for its first year of operation, RWNA may give enrollment priority to children of the initial members of the charter school's board of directors, so long as (i) these children are limited to no more than ten percent (10%) of the school's total enrollment or 20 students, whichever is less, and (ii) the charter school is not a former public or private school.

If multiple birth siblings apply for admission to a charter school and a lottery is needed under G.S. 115C-238.29F(g)(6), the charter school shall enter one surname into the lottery to represent all of the multiple birth siblings. If that surname of the multiple birth siblings is selected, then all of the multiple birth siblings shall be admitted. Within one year after the charter school begins operation, the population of the school shall reasonably reflect the racial and ethnic composition of the general population residing within the local school administrative unit in which the school is located or the racial and ethnic composition of the special population that the school seeks to serve residing within the local school administrative unit in which the school is located. The school shall be subject to any court-ordered desegregation plan in effect for the local school administrative unit.

RWNA shall maintain a written waitlist for those students who were not enrolled due to lack of space. Any openings during the school year will be filled according to this written wait list. Parents may withdraw or transfer their students at any time throughout the school year. Upon a student's withdrawal or transfer, RWNA will forward student records to the student's receiving school. If a parent chooses to re-enroll his or her student at RWNA, the parent must follow the school's standard enrollment process.

PROJECTED ENROLLMENT 2015-16 through 2019-2020

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

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

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

	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000
Kindergarten	75	0	0	65	0	0	65	0	0	65	0	0	65	0	0
Grade 01	50	0	0	75	0	0	68	0	0	68	0	0	68	0	0
Grade 02	50	0	0	50	0	0	75	0	0	68	0	0	68	0	0
Grade 03	50	0	0	50	0	0	50	0	0	75	0	0	72	0	0
Grade 04	0	0	0	50	0	0	50	0	0	50	0	0	75	0	0
Grade 05	0	0	0	0	0	0	50	0	0	50	0	0	50	0	0
Grade 06	0	0	0	0	0	0	0	0	0	50	0	0	50	0	0
Grade 07	0	0	0	0	0	0	0	0	0	0	0	0	50	0	0
	225			290			358			426			498		

Transportation Plan:

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

RWNA will contract with a high-quality contractor to provide transportation to all students living within a 3-mile radius of the school. Families living along pedestrian-friendly routes to the school will be encouraged to walk/escort their children to school. Secure bike parking options will be available for students and faculty. Carpool transportation will also be heavily encouraged and utilized. RWNA will host a number of carpool meetings at the opening of each school year to help parents plan and arrange carpools.

If the need arises, RWNA may contract with a local agency to provide additional bus transportation to and from school each day for eligible families, depending on need and available resources. As reflected in the proposed budget, contingency funds have been allocated to assure students will be served in extraordinary situations as approved by the schools Board of Directors and according to North Carolina state law.

RWNA will only contract with a company that maintains compliance with all applicable U.S. Department of Transportation rules and regulations and state laws, rules and regulations governing vehicle safety equipment, inspections, and licenses.

School Lunch Plan:

Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal.

RWNA will participate in the school lunch program and ensure that all students are provided with a quality breakfast and lunch daily. RWNA will contract with an outside provider for food service. RWNA will also participate in the federal lunch program to ensure that all students who qualify for free and reduced lunch will have access to breakfast and lunch daily.

Civil Liability and Insurance (GS 115C-238.29F(c)):

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

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

Area of proposed	Proposed amount of coverage	Cost (Quote)
------------------	-----------------------------	--------------

coverage		
Comprehensive General Liability	\$1,000,000	\$3,000.00
Officers and Directors/Errors and Omissions	\$1,000,000	\$2,000.00
Property Insurance	\$1,500,000	\$4,500.00
Motor Vehicle Liability	\$1,000,000	\$300.00
Bonding Minimum/Maximum Amount	\$0	\$0
Other	\$2,000,000	\$20,300.00
Total Cost		\$30,100.00

*The applicant must provide a quote from an insurance provider as part of this application (as Appendix O) to demonstrate the levels of insurance coverage and projected cost.

Health and Safety Requirements:

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C238.29F (a).

We, the Board members at (Charter School Name) will develop a written safety plan and policies to be shared with staff, parents and students and be available upon inspection from the Department of Public Instruction and local Health Departments.

rwcharacter 12/02/2013

(Board Chair Signature) (Date)

Facility:

Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools.

What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. If a facility has been identified please fill out the Facility Form (Appendix N).

During its first two years of operations, Renaissance West Neighborhood Academy will operate in leased classroom modular units. Construction on the permanent site will begin in June of 2016. The school will open in its permanent facility in August 2017. The school will be built on the Renaissance campus on West Boulevard in Charlotte. The timeline below outlines the schools facilities plan.

- January 2014 - Start facility design process for the school's permanent location
- March 2014 - Due diligence on Land Lease (temporary site for modular units)
- March 2015 - Community announcement (aligned with marketing plan for school)
- May 2016 - Land lease contract signed for school's permanent location

June 2016 - Construction begins on school's permanent facility

July 2017 - Construction completed

August 2017 - RWNA opens in its permanent facility

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

If the school is unable to construct a permanent building, the school will remain in modular units on the Renaissance campus until an existing building can be identified for lease.

V. FINANCIAL PLAN

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

Budget: Revenue Projections from each LEA 2015-16

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

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

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

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

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

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1600 - Charlotte-Mecklenburg Schools

Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
State Funds	\$4,582.77	225	\$1,031,123.25
Local Funds	\$2,262.96	225	\$509,166.00
Federal EC Funds	\$3,743.48	22	\$82,356.56
Totals			\$1,622,645.81

Total Budget: Revenue Projections 2015-16 through 2019-2020

INCOME: REVENUE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
-State ADM Funds	\$1,031,123	\$1,342,294	\$1,673,607	\$2,011,414	\$2,374,887
-Local Per Pupil Funds	\$509,166	\$662,821	\$826,425	\$993,232	\$1,172,715
-Exceptional Children Federal Funds	\$82,357	\$108,561	\$134,017	\$159,472	\$186,425
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$1,622,646	\$2,113,676	\$2,634,049	\$3,164,118	\$3,734,027

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

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

Personnel Budget: Expenditure Projections 2015-16 through 2019-2020

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

BUDGET EXPENDITURE PROJECTIONS Personnel	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Principal	1	\$80,000	\$80,000	1	\$80,800	\$80,800	1	\$81,608	\$81,608	1	\$82,424	\$82,424	1	\$83,248	\$83,248
Dean Of Students	1	\$39,500	\$39,500	1	\$39,895	\$39,895	1	\$40,294	\$40,294	2	\$40,697	\$81,394	2	\$41,640	\$83,280
Office Assistant	1	\$25,000	\$25,000	1	\$25,250	\$25,250	1	\$25,503	\$25,503	1	\$20,606	\$20,606	2	\$20,607	\$41,214
Nurse	.25	\$47,000	\$11,750	.25	\$47,470	\$11,868	.25	\$47,945	\$11,986	.5	\$48,424	\$24,212	.5	\$48,909	\$24,455
Social Worker	.25	\$47,000	\$11,750	.25	\$47,470	\$11,868	.25	\$47,945	\$11,986	.5	\$48,424	\$24,212	.5	\$48,909	\$24,455
Guidance Counselor	1	\$39,500	\$39,500	1	\$39,598	\$39,598	1	\$40,294	\$40,294	1	\$40,697	\$40,697	2	\$41,640	\$83,280
Media Specialist	.5	\$39,500	\$19,750	.5	\$39,895	\$19,948	1	\$40,294	\$40,294	1	\$40,697	\$40,697	1	\$41,104	\$41,104
Food Service Monitor	1	\$10,000	\$10,000	1	\$10,100	\$10,100	1	\$10,201	\$10,201	1	\$10,303	\$10,303	1	\$10,406	\$10,406
A - Total Admin and Support:	6	\$327,500	\$237,250	6	\$330,478	\$239,326	6.5	\$334,084	\$262,167	8	\$332,272	\$324,545	10	\$336,463	\$391,441
Instructional Personnel:															
Core Content Teacher(s)	9	\$39,500	\$355,500	14	\$39,895	\$558,530	19	\$40,293	\$765,567	24	\$40,697	\$976,728	28	\$41,104	\$1,150,912
Teacher Assistants	7	\$18,000	\$126,000	8	\$18,180	\$145,440	8.5	\$18,632	\$158,372	9	\$18,545	\$166,905	9	\$18,731	\$168,579
Exceptional Children Teacher(s)	1	\$39,500	\$39,500	1	\$39,895	\$39,895	1	\$40,293	\$40,293	2	\$40,697	\$81,394	3	\$41,104	\$123,312
Electives/Specialty Teacher(s)	1	\$39,500	\$39,500	1	\$39,895	\$39,895	3	\$40,293	\$120,879	3	\$40,697	\$122,091	4	\$41,104	\$164,416
Remedial/Gifted Teacher	1	\$39,500	\$39,500	1	\$39,895	\$39,895	1	\$40,293	\$40,293	1	\$40,697	\$40,697	2	\$41,104	\$82,208
B - Total Instructional Personnel:	19	\$176,000	\$600,000	25	\$177,760	\$823,655	32.5	\$179,804	\$1,125,404	39	\$181,333	\$1,387,815	46	\$183,147	\$1,689,427

Renaissance West Neighborhood Academy

A+B = C - Total Admin, Support and Instructional Personnel:	25	\$503,500	\$837,250	31	\$508,238	\$1,062,981	39	\$513,888	\$1,387,571	47	\$513,605	\$1,712,360	56	\$519,610	\$2,080,868
Administrative & Support Benefits															
401k (4% Match)	4	\$1,840	\$7,360	4	\$1,858	\$7,432	4	\$1,877	\$7,508	5	\$1,842	\$9,210	6	\$1,825	\$10,950
Health Insurance	4	\$5,285	\$21,140	4	\$5,285	\$21,140	4	\$5,285	\$21,140	5	\$5,285	\$26,425	6	\$5,285	\$31,710
Medicare	4	\$667	\$2,668	4	\$674	\$2,696	4	\$680	\$2,720	5	\$668	\$3,340	6	\$661	\$3,966
Social Security	4	\$3,519	\$14,076	4	\$3,554	\$14,216	4	\$3,589	\$14,356	5	\$3,523	\$17,615	6	\$3,489	\$20,934
D - Total Admin and Support Benefits:	16	\$11,311	\$45,244	16	\$11,371	\$45,484	16	\$11,431	\$45,724	20	\$11,318	\$56,590	24	\$11,260	\$67,560
Instructional Personnel Benefits:															
Health Insurance	19	\$5,285	\$100,415	25	\$5,285	\$132,125	32	\$5,285	\$169,120	39	\$5,285	\$206,115	45	\$5,285	\$237,825
Social Security	19	\$2,416	\$45,904	25	\$2,520	\$63,000	32	\$2,663	\$85,216	39	\$2,722	\$106,158	45	\$2,840	\$127,800
Medicare	19	\$458	\$8,702	25	\$478	\$11,950	32	\$505	\$16,160	39	\$516	\$20,124	45	\$538	\$24,210
401k (4% Match)	19	\$1,263	\$23,997	25	\$1,318	\$32,950	32	\$1,392	\$44,544	39	\$1,423	\$55,497	45	\$1,485	\$66,825
E - Total Instructional Personnel Benefits:	76	\$9,422	\$179,018	100	\$9,601	\$240,025	128	\$9,845	\$315,040	156	\$9,946	\$387,894	180	\$10,148	\$456,660
D+E = F - Total Personnel Benefits	92	\$20,733	\$224,262	116	\$20,972	\$285,509	144	\$21,276	\$360,764	176	\$21,264	\$444,484	204	\$21,408	\$524,220
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	22	\$731,085	\$282,494	22	\$904,715	\$284,810	22.5	\$1,074,659	\$307,891	28	\$1,177,021	\$381,135	34	\$1,234,079	\$459,001
B+E = H - Total Instructional Personnel (Salary & Benefits)	95	\$352,847	\$779,018	125	\$341,861	\$1,063,680	160.5	\$315,849	\$1,440,444	195	\$355,699	\$1,775,709	226	\$356,955	\$2,146,087
G+H = J - TOTAL PERSONNEL	117	\$1,083,932	\$1,061,512	147	\$1,246,576	\$1,348,490	183	\$1,390,508	\$1,748,335	223	\$1,532,720	\$2,156,844	260	\$1,591,034	\$2,605,088

Operations Budget: Expenditure Projections 2015-16 through 2019-2020

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	Administrative & Support:					
Office:	Office Supplies	\$3,240	\$4,050	\$4,995	\$6,345	\$7,425
	Office Furniture	\$6,000	\$5,000	\$2,000	\$2,000	\$2,000
	Computers And Software	\$4,950	\$5,000	\$3,000	\$3,000	\$3,000
	Printing And Copy Services	\$8,900	\$11,600	\$14,320	\$17,040	\$19,920
Professional Contract	Acadia Northstar	\$27,000	\$34,800	\$42,960	\$51,120	\$59,760
	Powerschool	\$9,000	\$11,600	\$14,320	\$17,040	\$19,920
	Legal	\$10,000	\$10,100	\$10,201	\$10,303	\$10,406
	Audit	\$11,000	\$15,000	\$15,000	\$15,000	\$15,000
	Transportation	\$15,000	\$15,000	\$20,000	\$20,000	\$20,000
	Food Services	\$2,250	\$2,900	\$3,580	\$4,260	\$4,980
Facilities	Modular: Rent	\$88,020	\$140,000	\$0	\$0	\$0
	Modular Costs (Rent/Set Up And Removal)	\$50,000	\$100,152	\$0	\$0	\$0
	Facility Lease/Mortgage	\$0	\$0	\$250,000	\$300,000	\$300,000
	Utilities	\$17,317	\$28,517	\$70,000	\$80,000	\$85,000
	Custodial Contract	\$5,300	\$5,300	\$11,000	\$11,000	\$11,000
	Custodial Supplies	\$3,000	\$3,000	\$4,500	\$4,500	\$4,500
	Fire/Security	\$4,104	\$6,879	\$30,000	\$31,000	\$32,000
	Liability/Property Insurance	\$20,300	\$30,000	\$45,000	\$47,000	\$50,000
	Maintenance	\$7,500	\$20,147	\$50,000	\$50,000	\$50,000
Other	Marketing	\$3,000	\$3,030	\$3,060	\$3,090	\$4,100
	Staff Recruitment	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Student Recruitment	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Uniforms	\$200	\$250	\$250	\$300	\$300
	Ems Management Fee	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
	Health Supplies	\$2,250	\$2,900	\$3,580	\$4,260	\$4,980
	4% Contingency Fund	\$73,103	\$84,547	\$105,362	\$126,565	\$149,361
	Staff Bonus Pool	\$7,840	\$10,094	\$13,016	\$16,608	\$19,704
	K - TOTAL Administrative & Support Operations	\$392,274	\$562,866	\$729,144	\$833,431	\$886,356
	Instructional:					
Books and Supplies	Curriculum/Texts	\$30,000	\$10,000	\$10,000	\$30,000	\$10,000
Books And Supplies	Classroom Paper And Supplies	\$20,250	\$43,500	\$32,220	\$38,340	\$44,820
Classroom Technology	Computers/Tablets	\$29,800	\$18,750	\$10,000	\$10,000	\$10,000

Renaissance West Neighborhood Academy

	Instructional Equipment/Technology	\$12,000	\$20,000	\$3,000	\$3,000	\$3,000
	Software	\$5,625	\$5,000	\$8,950	\$10,650	\$12,450
Other	Classroom Furniture	\$40,500	\$15,750	\$7,000	\$7,000	\$7,000
	Staff Development	\$21,000	\$27,000	\$35,000	\$42,000	\$49,000
	Assessment	\$2,250	\$2,900	\$3,580	\$4,260	\$4,980
	Media Center	\$3,000	\$4,350	\$7,500	\$8,520	\$9,960
	Field Trips	\$3,000	\$7,250	\$8,950	\$10,650	\$12,450
	L - TOTAL Instructional Operations	\$167,425	\$154,500	\$126,200	\$164,420	\$163,660
	K+L = M - TOTAL OPERATIONS	\$559,699	\$717,366	\$855,344	\$997,851	\$1,050,016

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
J - TOTAL PERSONNEL	\$1,061,512	\$1,348,490	\$1,748,335	\$2,156,844	\$2,605,088
M - TOTAL OPERATIONS	\$559,699	\$717,366	\$855,344	\$997,851	\$1,050,016
J+ M =N TOTAL EXPENDITURES	\$1,621,211	\$2,065,856	\$2,603,679	\$3,154,695	\$3,655,104
Z - TOTAL REVENUE	\$1,622,646	\$2,113,676	\$2,634,049	\$3,164,118	\$3,734,027
Z - N = SURPLUS / (DEFICIT)	\$1,435	\$47,821	\$30,371	\$9,423	\$78,923

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

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

1. *How was the student enrollment number projected?*

Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.

Provide the break-even point of student enrollment.

The planning team used ArcGIS mapping software and other public data to better understand population trends in the area and size the school accordingly. The 2010 Census counted children 0-18 years old. In the tracts that cover a 3 mile radius of the schools proposed permanent location, there were approximately 7,000 children ages 0-14. Neighborhood schools in the area are overenrolled. As evidenced by recently released capital priorities, Charlotte-Mecklenburg Schools recognizes the importance of relieving both Berryhill School (K-8) and Reid Park Academy (K-8). Reid Park is estimated to be some 200 students over capacity while Berryhill cannot increase enrollment due to infrastructure limitations. The average enrollment K-8 school in Charlotte-Mecklenburg Schools is 661 students.

In addition, the planning team used surveys and focus groups to ascertain interest in, and support for, a new charter school in the community. Demographic, achievement, and perception data compiled for the purposes of this application indicate that there is support for a new K-8 school in the area. Parents cited large class sizes and overcrowding as issues at existing schools.

Lastly, RWNA will operate on the campus of a \$75 million comprehensive community revitalization initiative. When completed, the initiative will include 334 units of new mixed-income housing.

***Staffing/Instructional Model**

RWNA will strive to minimize class sizes and lower student-teacher ratios. Each Kindergarten and first grade teacher will be supported by a dedicated, full-day teachers assistant. Teachers assistants will also provide additional support, especially in core areas of literacy and math, in grades 2 and 3.

In order to provide more specialized instruction in the core grades as well as ease the transition to middle school, RWNA will be departmentalized beginning in the 4th grade. Students will rotate between 4 core content teachers for math, English/language arts, science, and social studies.

RWNA calculates the break-even student number to support this staffing model is 550 students.

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

The proposed budget includes a 4% operational contingency fund that will support the school in the event of negative enrollment variances or expenditures that exceed budget projections. RWNA may also use this pool to supplement transportation services or contracted EC services if such needs arise. The Renaissance West Community Initiative has committed to funding any operational funding gaps that may arise as enrollment stabilizes.

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

The RWNA budget does not rely on any external sources of funds for its core operations.

Renaissance West Community Initiative (RWCI) will provide funding for supplemental school-related expenditures that may not be covered by the per-pupil-allotment. RWCI has also committed to provide funding to support a school-based nurse and social worker. Assurances documentation can be found in Appendix R.

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

21 to 1

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

RWNA intends to contract with Acadia Northstar to manage the schools financial operations. As a result, Acadia Northstar will manage the schools accounts payable, payroll, annual audit planning, and the schools financial reporting on the local, state and federal level. Acadia Northstar has supported a large number of charter schools in the state and has a demonstrable track record of effectiveness.

RWNA intends to contract with for custodial and transportation services.

Due diligence on contractors and large purchases will be conducted prior to presentation to the Board. The Board will then review and approve/decline selection or purchases. Expenditures up to \$5,000 will be approved by the Principal. Expenditures exceeding \$5,000 will be brought to the Board of Directors for approval.

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

The RWNA budget is a reflection of the schools mission and commitment to preparing students for success in 21st century society. To ensure this alignment, the planning team prioritized the following areas when developing the budget

**High Quality Teachers and Leaders*

In order to attract and retain a faculty of the highest quality, RWNA will make a significant investment in professional learning. The school has also set aside a pool of funds for staff performance bonuses.

*Staffing model

The budget reflects RWNAs commitment to educational excellence. In order to maximize support in the lower grades, RWNA will staff a teacher and teachers assistant in every Kindergarten and first grade classroom. Teachers assistants will also support 2nd and 3rd grade teachers. In addition, the school will departmentalize beginning in the fourth grade. The school has also allocated funds for remedial and gifted support teachers.

*STEAM/Focus on Literacy

Through its partnership with Drew Charter School, RWNA will gain additional support around curriculum development particularly in the areas of literacy and STEAM. The school has also planned for investments in high quality instructional equipment and appropriate classroom technology.

Wraparound services

Renaissance West Community Initiative has committed to providing funding to support a school-based nurse and social worker as these are vital component of the wraparound services model. RWNA will support a portion of those positions cost with its per-pupil allotment.

*Transportation

RWNA will provide transportation to those families within a 3-mi radius of the school. Funds have been set aside for transportation costs each year.

4. *What percentage of expenditures will be the school's goal for a general fund balance?*

Describe how the school will develop the fund balance.

RWNA aims to have at least one month of expense coverage in its contingency fund after five years of operation. The proposed budget includes a 4% operational contingency fund that will support the school in the event of negative enrollment variances or expenditures that exceed budget projections. The school will also leverage its existing partnership with Renaissance West Community Initiative to write grants and seek out non-restricted philanthropic donations. Teachers will also be encouraged to use sites such as DonorsChoose to fund smaller classroom projects as enrollment stabilizes.

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

As demonstrated in the budget, RWNA will lease modular units during the first two years of operation. The schools Board of Directors is weighing a variety of financing options for the construction of the schools permanent facility. The proposed financing for the permanent facility include a combination of private financing (i.e. New Market Tax credits and/or a bank loan) and private donations. It is expected that a portion of the schools total per pupil allocation will be allocated to over the monthly debt for the building.

7. *Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)?*

If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends

At this time the school does not have any assets from other sources. The school plans to include funding for office furniture, classroom furniture and technology infrastructure (including school computers) in the Furniture, Fixtures, and Equipment (FF&E) portion of the permanent facility capital

campaign. This allows the school to alleviate expenditures in those areas that would otherwise be deducted from per pupil revenue.

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

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

At all times, RWNA shall maintain appropriate governance and management procedures and financial controls. The school's financial management will be under the direct control and supervision of qualified business personnel. The Principal and Dean of Students will have day-to-day responsibility for the financial management of the school. RWNA will work with Acadia NorthStar to further refine its financial polices to ensure that record keeping is adequate and accurate, segregation of duties and the safeguarding and assets. he Principal, Dean of Students, Finance Committee and Acadia NorthStar will work together to establish certain check and balances to ensure fiscal soundness.

Asset protection

1. Any revenue generating strategies will be approved by the board of directors and reviewed annually to assess the overall effectiveness of the strategy.
2. Real estate may be acquired or constructed under staff supervision after approval by the board of directors and in pursuance of a previously adopted plan.
3. The school shall purchase insurance against casualty and liability losses to the school or its board members and employees in performance of their duties on behalf of the corporation.
4. The school will secure insurance to adequately protect the corporation from losses due to employee theft or dishonesty.

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

There are no know related party transactions to disclose at this time.

Provide the name and contact information of the independent audit firm who will conduct the annual financial statement audit. If a firm has yet to be identified please list the firms the board has investigated.

RWNA expects to retain (subject to Board of Directors final approval) the firm of CliftonLarsonAllen to conduct annual financial audits.

CliftonLarsonAllen LLP
101 North Tryon Street, Suite 1000
Charlotte, NC 28246-0108
Phone 704-998-5200
Fax 704-998-5250

VI. AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-238.29B(e) the charter school applicant must submit a \$500 application fee to the Office of Charter Schools. The applicant must submit their application fee by the December 6, 2013 5:00 pm EST deadline. Payments will be accepted in the form of a check only. Cash or credit cards are not accepted.

**Application Note: The applicant must mail the check along with a copy of the proposed charter LOI to be received before or on the due date of December 6, 2013 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

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

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

I understand the requirements pursuant to G.S. 115C-238.29B(e).

rwcharacter

Date: 12/03/2013

Applicant Signature:

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

Print/Type Name: rwcharacter

Board Position: Board Member

Signature: _____

Date: 12/04/2013

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

Notary Public

Official Seal

My commission expires: _____, 20____.

