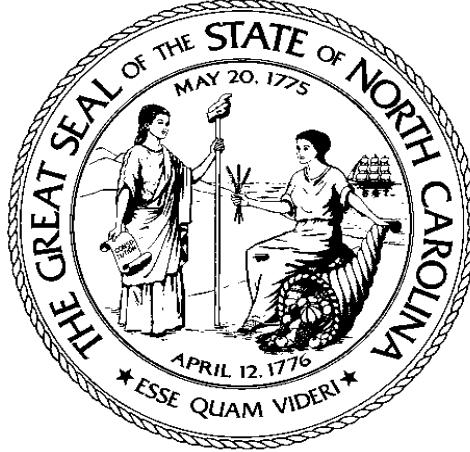


Leadership Academy for Young Women - The Leadership Academy for Young Women provides a rigorous, college preparatory environment for a diverse population of 6th-12th grade girls and parents/guardians seeking the unique educational, social and emotional benefits of a single-gender school.



Application Preliminary Evaluation Packet

For each section, please rate the response then explain your rating by specifying strengths and weaknesses in the space provided. Where applicable, you should elaborate on concerns by specifying additional information you would request or follow-up questions that you have.

- § Pass: The response demonstrates an understanding of key issues and the ability to start a charter school successfully although minimal clarification may be needed in places. It addresses the topic with clear, specific and accurate information that reflects thorough preparation. The application meets minimum components as evidenced by the check boxes of the rubric.
- § Fail: The response either fails to entirely address the selection criteria or addresses some of the criteria. The responses lack adequate detail and/or raise substantial concerns about the applicant's preparation for and ability to start or operate a charter school successfully. The application fails to address all of the minimum components as evidenced by the check boxes of the rubric.

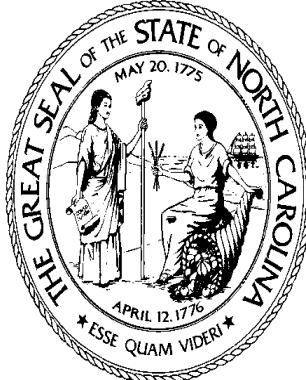
Subcommittee Members:

Alan Hawkes
Becky Taylor
Helen Nance
Tracy Kelley
Cheryl Turner
Alex Quigley
Brian Smith
Amy Ruck Kagan
Leigh MObley
Steven Walker
Greg Schermbeck

Date of Review:

10/28/2014

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NORTH CAROLINA CHARTER SCHOOL APPLICATION

Leadership Academy for Young Women

Public charter schools opening the fall of 2016

Due by 5:00 pm, September 26, 2014

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

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

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OCS July 2014

**CHARTER SCHOOL
2014 Application Process
To open a charter school in the 2016-2017 school year**

APPLICATION DUE DATE/TIME

September 26, 2014 A complete *online* application package, in the Office of Charter Schools **by 5:00 pm EST.**

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

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

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline September 26, 2014 at 5:00 pm EST. **All applications must be submitted using the online portal** and applicants are to use the following specifications:

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

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Leadership Academy for Young Women

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

Name of non-profit organization under which charter will be organized or operated: *Young Women Leading, 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: *Lisa Cunningham*

Title/Relationship to nonprofit: *Acting Executive Director, YWL, Inc.*

Mailing address: P.O. Box 7621
Wilmington NC 28406

Primary telephone: 301-366-8737 Alternative telephone: 910-962-2716

E-Mail address: lisadcunningham301@gmail.com

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

County: NEW HANOVER

LEA: 650-New Hanover County Schools

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

No:

Yes: X

If so, provide the name of the third party person or group. Kathleen Ponze, Director of New Initiatives/YWLN, Dr. Howard V. Coleman and Dr. Cathy Barlow

List the fee provided to the third party person or group. \$29,000.00

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

Kathleen Ponze, Director of New Initiatives for Young Women's Leadership

Leadership Academy for Young Women - The Leadership Academy for Young Women provides a rigorous, college preparatory environment for a diverse population of 6th-12th grade girls and parents/guardians seeking the unique educational, social and emotional benefits of a single-gender school.

Network provided assistance and materials in developing the Leadership Academy for Young Women (LAYW). An initial fee of \$15,000 was paid to the Young Women's Leadership Network.

Dr. Coleman and Dr. Cathy Barlow were contracted for a fee of \$14,000 to provide assistance in completing the LAYW Charter Application. Their work efforts included ongoing meetings with the Founders Board, research on statistics, policies, requirements, finance, personnel, goals and objectives, and completing a final draft of the application for review. Dr. Coleman's and Dr. Barlow's assistance will end following the presentation and submission of the LAYW Application to the NC State Charter Authorizing Board.

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

No: X

Yes:

Submit the following evidences (Appendix A) to support the conversion of the traditional public to a charter school:

- Statement of Support signed by the majority of the teachers and instructional support personnel currently employed at the school
- List of current staff receiving compensation from the traditional public school
- Current school enrollment
- Parent support of the conversion

Outline the 3 year financial history of the proposed converted charter school in the chart below and attach the past 3 year tax returns.

Financial History YR2011	Financial History YR2012	Financial History YR2013
--------------------------	--------------------------	--------------------------

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? Young Women Leading, Inc.

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2016 Month September

Will this school operate on a year round schedule?

No: X

Yes:

Proposed Grade Levels Served and Total Student Enrollment (5 Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	06	75

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Second Year	06 , 07	150
Third Year	06 , 07 , 08	225
Fourth Year	06 , 07 , 08 , 09	300
Fifth Year	06 , 07 , 08 , 09 , 10	375

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

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

lisadcunningham
Inc.

Signature

Dr. Robert Tyndall Co Chair YWL,

Title

lisadcunningham
Printed Name

09/26/2014

Date

Leadership Academy for Young Women - The Leadership Academy for Young Women provides a rigorous, college preparatory environment for a diverse population of 6th-12th grade girls and parents/guardians seeking the unique educational, social and emotional benefits of a single-gender school.

Section I: Application Contact Information Concerns and Additional Questions	Reviewer	Page Reference
<u>Additional questions should be asked regarding what services were rendered for the \$29,000.</u>	<u>Greg Schermbeck</u>	<u>Cover Page</u>
<u>who are these consultants</u> <u>what involvement moving forward?</u>	<u>Amy Ruck Kagan</u>	<u>Cover Page</u>
<u>Cut off at 10th grade is a cumbersome cut off point as students must transfer into a HS in the middle of matriculation. Please explain the rational for supporting the decsion to include 9th and 10th grades.</u>	<u>Tracy Kelley</u>	<u>Grade Levels</u>
<u>Will there be extracurricular activities at the school as this is a reason some middle schools in the area have difficulty acquiring their enrollment?</u>	<u>Brian Smith</u>	<u>Grade Levels</u>

Reviewer	Score
<u>Alan Hawkes</u>	
<u>Becky Taylor</u>	
<u>Helen Nance</u>	
<u>Tracy Kelley</u>	<u>Pass</u>
<u>Cheryl Turner</u>	
<u>Alex Quigley</u>	
<u>Brian Smith</u>	<u>Pass</u>
<u>Amy Ruck Kagan</u>	<u>Pass</u>
<u>Leigh MObley</u>	
<u>Steven Walker</u>	
<u>Greg Schermbeck</u>	<u>Pass</u>

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II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

The Leadership Academy for Young Women provides a rigorous, college preparatory environment for a diverse population of 6th-12th grade girls and parents/guardians seeking the unique educational, social and emotional benefits of a single-gender school.

Clearly describe the mission of the proposed charter school:

The LAYW's mission is to challenge students to live a balanced life that develops confidence and compassion, critical thinking and personal responsibility. The school and community are engaged in encouraging and supporting young women to embrace the highest levels of personal & academic achievement and to take responsibility for their own lives. The school is committed to relentless "knowledge work" to educate the whole student, resulting in a college degree and lifelong learning.

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.*

LAYW endorses an open enrollment model that is county-wide and driven by parent/guardian and student choice within criteria designed to serve first-generation college bound students representative of the diverse population and characteristics of New Hanover County Schools (NHCS). LAYW seeks to recruit among its overall student, traditionally underserved, lower SES female students in NHCS. The school system's minority population is 34%. Historically, only 46% of 6th-12th grade female students in this school community score Proficient or higher on English/Math composite tests. If the test data is disaggregated by lower SES and female students in the school community, only 21.8% of these students score Proficient or higher on state achievement tests. These low test scores diminish the probability that these female students will develop the skills, the knowledge and the confidence to be successful in school and in life. LAYW will focus on providing high quality academic and leadership development for these high need female students in a program that emphasizes, values and develops the health and well-being of each young woman in a culture that offers strong social and emotional support. These young women will be equipped to resist the social, peer pressure that often shapes behavior. LAYW's purpose is to teach young women the decision-making skills to make responsible decisions and life

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choices, so they may be accountable for their own lives.

There is a growing body of evidence that supports the argument that when coeducational and single-gender models exist in a complementary relationship the range of options enhance the district's capacity to address parental and student interests and needs. The school would provide another important option for students and parents. For many young women, a single-gender learning culture is seen as the most effective environment for meeting their social, emotional and educational requirements.

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

The total projected enrollment by 2023 for the 6th - 12th LAYW Charter will be 75 female students in each of 7 grade levels for a total population of 525. The number of students in 6th - 8th grade middle schools in New Hanover County is 5,226 students and the number of students in 9th - 12th high schools in New Hanover County is 7,318. There will be a total of 225 female students in grades 6th - 8th and a total of 300 female students in grades 9th - 12th. This will reflect a 4.3% comparison with the total ADM in middle schools in the district (225/5,226) and a 4.1% comparison with the total ADM in high schools in the district (300/7,318).

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

The LAYW will provide a self-contained, unique single-gender public school environment for young women in grades 6th-12th in which rigorous, college preparatory education and college graduation is a priority. The school culture will challenge students to live a balanced life that develops confidence and compassion, critical thinking and personal responsibility. The school will support an educational community engaged in encouraging and supporting young women to embrace the highest levels of personal and academic achievement and to take responsibility for their own lives.

LAYW will incorporate best practices synthesized from schools across the nation. It will be the first single-gender school established in New Hanover County, NC. The school will be modeled after other successful single-gender schools for young women. Much of this work, was generated in partnership with the Young Womens Leadership Network (YWLN), which was founded in 1996 by Ann and Andrew Tisch. Compelling studies and successful schools such as those affiliated with YWLN, point to the efficacy of single-gender settings for girls, particularly those from economically challenged families, first-generation college goers, environmentally challenged students or young women and their families seeking the environment offered by such a model.

Educational leaders, teachers and community stakeholders will promote the leadership skill development of young women so they can become self-reliant and actively engaged as leaders in their communities and beyond. These young women will have the skills to apply the knowledge they have acquired in classrooms and other learning environments in all aspects of their lives. LAYW will emphasize high academic rigor and a commitment to intense and relentless "knowledge work" to educate the whole student, resulting in postsecondary schooling and lifelong learning thereby breaking the cycle of poverty for some young women through education.

The faculty at the LAYW will be a community of scholars and learners who apply the best practices in all-girls public education in teaching and

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learning to encourage intellectual curiosity and work with students as vigorous partners in the search for knowledge. LAYW will also promote and develop the health and well being of each young woman in a culture that offers strong social and emotional support leveraging its daily advisory programs. Advisory programs will include a special College Pathways Counselor, counselors, tutors, mentors and parent volunteers. LAYW will emphasize developing students' reading, writing, critical thinking and problem-solving skills to promote high student performance on state accountability tests and federal mandated achievement scores. LAYW will implement a STEM curriculum to ensure that all students are proficient in math and science. In addition to the 9 months of traditional schooling, LAYW will differ from the local LEA by offering the Summer Leadership Academy, speakers bureaus, and internships for all students. The academies will expose students to a wide array of engaging learning experiences that extend concepts learned at school. The expectation will be formatively and summatively monitored for all students to achieve a comprehensive level of academic performance to ensure that each student will be successful in the postsecondary setting of their choice.

The LAYW Board will also foster parental involvement in a variety of ways including:

*Designing effective forms of school and home communications.

*Including families as participants in school decisions and developing parent leaders and representatives.

*Providing information and ideas to families about family literacy and how to help students.

*Assisting families with parenting and child rearing skills.

*Encouraging, recruiting, organizing, and recognizing volunteer help.

*Providing a wide array of talented mentors.

*Identifying strong tutors to support students academic progress.

4. *In the appendices (Appendix A1), you must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).*

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

The Six Legislative Purposes of a Charter School are:

1. *Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.*
2. *Hold schools accountable for meeting measurable student achievement results.*
3. *Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.*
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.*

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1. LAYW will emphasize inquiry-based teaching strategies among its integrated Arts, Technology, and World Languages Curriculum. Inquiry-based teaching and student learning approaches include case studies, research projects, investigations and individual and group projects (Banchi, H. & Bell, R., 2008). Working in teams, teachers will be engaged in an ongoing assessment cycle to develop and implement inquiry-based teaching and learning programs that will promote higher levels of student achievement. All teachers will be trained in the most effective methodologies for working with first generation college bound girls through the school's relationship with the YWLN network and affiliates.

2. LAYW's core formal education mission is not simply to ensure that students are taught, but to ensure that they learn. The effectiveness of teaching and instructional support services at LAYW will be judged on the basis of student achievement on state and federal accountability standards. All teachers will participate in an ongoing process of identifying the current level of student achievement, establishing goals to improve their performance, and then will work together in teacher and student teams to achieve those goals. Formative and summative outcome data will be monitored to shape instructional practices (Marzano, 2003). Students will be invested in their achievement results by actively participating in setting academic goals, regularly reflecting on progress with their Advisors, and continuously resetting their goals for growth. Teacher performance will be evaluated in the context of student achievement and overall school goals.

3. LAYW, with the support of New Hanover County Schools, will expand the 6-12 educational opportunities within the public school system by establishing a single-gender middle and high school learning environment for young women with an emphasis on postsecondary admission and completion.

4. LAYW's teachers will analyze student achievement data and work together to improve academic results. Teachers will embrace data as useful indicators of student progress. As part of the personalized "whole girl" approach to education, both students and parents will be actively engaged in setting goals and taking supportive steps as needed to achieve them.

5. LAYW's mission is to provide young women in grades 6-12 with an array of project and inquiry-based learning that will include engaging events, internships and academic camps. An all girls' school is an ideal environment for nurturing the leadership skills of each young woman. LAYW will provide before school, after school, weekend, break time, and summer opportunities for learning and growing.

6. Teachers and school leaders of LAYW will identify best, inquiry-based teaching practices to ensure that all students that need help receive additional time and support by implementing the following processes: 1) students needing additional time and instructional support will be quickly identified; 2) an instructional plan will be based on intervention rather than remediation; 3) teachers will provide additional assistance to struggling students until they have achieved the academic standards (Dufour, 2000) and 4) the implementation of an individualized education plan. Teaching and learning strategies and professional development opportunities will be grounded in research on all-girl educational environments. Identified positive outcomes of single-gender schools include higher

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academic achievement, particularly among "at-risk" students; increased equity in curriculum and access to student opportunities; provisions for positive same-gender role models; greater staff sensitivity to and awareness of gender differences in learning and maturation; better peer interactions; greater leadership opportunities and increased opportunities for students to pursue academic, extracurricular, and career-oriented activities without regard to gender stereotypes.

Goals for the Proposed Charter School:

1. *Provide specific and measurable **goals** for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.*

Goal 1: Students will be well-prepared for success in college, careers and life through high quality instruction and support services that will meet or exceed state requirements.

Year One: At least 50% of our middle grades students will be performing at or above grade level on NC State Testing.

Year Two: At least 55% of our middle grades students will be performing at or above grade level on NC State Testing.

Year Three: At least 60% of our middle grades students will be performing at or above grade level on NC State Testing.

Year Four: At least 65% of our middle grades students will be performing at or above grade level on NC State Testing.

Each Year: At least 60% of our middle grades students will make at least 5 points growth on MAP testing

Goal 2: To achieve student enrollment and retention objectives in alignment with our mission and our budget.

Each Year: Student enrollment will be maintained at or above grade levels designated in the charter.

Each Year: Student attrition will be less than 10%.

Each Year: Student survey results will indicate that the majority of students are satisfied or very satisfied with our school.

Each Year: Parent survey results will indicate that the majority of parents are satisfied or very satisfied with our school.

Each Year: Teacher survey results will indicate that the majority of teachers are satisfied or very satisfied with our school.

The school's governing board will meet monthly with the exception of July and December.

Goal achievement reporting will adhere to the following timeline:

Leadership Academy for Young Women - The Leadership Academy for Young Women provides a rigorous, college preparatory environment for a diverse population of 6th-12th grade girls and parents/guardians seeking the unique educational, social and emotional benefits of a single-gender school.

- *Budget Quarterly
- *Student Achievement Quarterly
- *Student Retention Quarterly
- *Teacher Retention Quarterly
- *Student, Parent, and Teacher Survey Results twice yearly in January and June

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

Our vision is a community engaged in encouraging and supporting young women to embrace the highest personal and academic expectations and to take responsibility for their own lives.

In order to ensure that the school is working to attain the school's mission, the Board of Directors will receive quarterly reports from the Executive Director/Principal that communicate the achievement of the school's goals based on formative and summative data collection. In addition, information on leadership development, student attendance, student academic progress, school events and intervention programs will be shared at these meetings. The School will be rich in tradition and rituals by creating those meaningful benchmarks that will provide an important and exciting journey, particularly for the "pioneer" students, faculty members, and administrators who begin the school in 2016/2017. LAYW stakeholders will define their school community as, "We will create a sense of pride and belonging to a community of excellence. Our School will feel like a second home to the girls and a place where there is joy in learning and in the forging of bonds with friends and teachers."

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Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
Mission statement (for student 6-12) does not align with student enrollment projections ending at 10th grade.	Tracy Kelley	Mission Stat
weak mission- doesn't describe what the benefits are what is knowledge work will need more on educating the whole student	Amy Ruck Kagan	Mission Stat
how are they going to target first generation college bound females? SES? purpose listed in description would make a more meaningful mission target population is the who- but not connected to the actual site which other schools is it modeled after? descriptive and informative, but doesn't tell me if the LEA offers any single gender schools	Amy Ruck Kagan	Educational
What surveys and social media supports the interest and ability to acquire 75 female students in the first and concurrent years to come to YWLN, specifically in your area?	Brian Smith	Educational
A substantial evidence document is attached. Much information is included regarding supporting theories and population statistics.	Greg Schermbeck	Educational
Multiple legislative purposes are described however more information is required. It is clear that teachers will have opportunities for PD yet specifics should be included. We must know who is leading the PD and how success will be measured. It is also made clear that data will be used to drive instruction yet no specific information to the plan is described.	Greg Schermbeck	Purposes of
concerning- very low goals	Amy Ruck Kagan	Goals for th
Performance goals are aligned but low, evidences low expectations.	Tracy Kelley	Goals for th
Testing goal for Year 1-3 should be more ambitious. The application previously stated that female students in the county test at 44% proficiency. An increase of 6% would be an improvement, but not bold enough to warrant opening a charter school.	Greg Schermbeck	Goals for th

Reviewer	Score
Becky Taylor	
Leigh MObley	
Amy Ruck Kagan	Fail
Cheryl Turner	
Steven Walker	
Alan Hawkes	
Tracy Kelley	Pass
Greg Schermbeck	Pass
Brian Smith	Pass
Alex Quigley	
Helen Nance	

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.

Overall Instructional Program

The Leadership Academy for Young Women will provide a unique single-gender public school environment for young woman in grades 6th - 12th in which rigorous, college preparatory education and college graduation is of the highest priority. The school culture will challenge students to live a balanced life that develops confidence and compassion, critical thinking and personal responsibility. New Hanover County Schools (NHCS), Young Women Leading, Inc, (YWL) and the Principal of the Leadership Academy of Young Women (LAYW) will establish a school based Design Team. The Design Team will be a school-based functional work group assembled to work with the principal to coordinate curriculum, enrichment and extra-curricular programs. The Design Team will consist of 3 representatives selected by NHCS and 3 representatives selected by YWL, Inc. who have expertise in curriculum design and school operations. LAYW will emphasize YWLN's model of high academic rigor and a commitment to intense and relentless "knowledge work" to educate the "whole girl", which will ultimately result in a college degree.

Major Instructional Methods

The major instructional methodology will be projected-based inquiry-based teaching and learning that promotes a "whole girl" approach to education. This approach will balance a focus on math, science and technology with the development of a well-rounded liberal arts education (i.e. History, Fine Arts, and World Languages). Faculty members will work together to achieve educating the "whole girl" by implementing consistent cross-curricular educational goals and fostering a challenging yet supportive learning environment. Students will also learn how to make responsible decisions and life choices, how to be accountable for their own lives, and be civic minded community leaders.

Assessment Strategies

The Leadership Academy for Young Women will provide continual assessment, diagnosis, differentiated instruction, one-on-one tutoring, and individual education plans as necessary to support the students and to make sure that they are successful. Student achievement will be measured using NC State Testing data and teacher made assessments. In addition, all students in grades 6-8 will participate in the Measure of Academic Progress (MAP) Test. MAP is an adaptive, computerized test which helps teachers, parents, and principals improve learning for all students by making informed decisions to promote a child's academic growth. Students will take the MAP Test three

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times a year and this data will be used to both set growth goals and measure achievement in Math and Reading. In eighth grade, students will participate in the EXPLORE Test during the fall. The EXPLORE Test is designed to help students explore a broad range of options for their future. It prepares students for high school coursework and for post-high school choices as well. These standardized tests will be used to monitor student academic progress, to promote high achievement and to ensure that students are well-prepared for secondary academic standards. In addition, LAYW will administer PSAT, SAT and ACT tests to promote high scores on college admissions tests and criteria to increase students' qualifications for and access choices for colleges and universities.

Curriculum and Instructional Design:

Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.

LAYW will utilize a combination of instructional approaches to address specific learning needs and to align learning outcomes with instructional methods. Much of the content will be delivered through a project-based learning model that requires students to master concepts, apply learning to problem solving and generate solutions. Because we are committed to preparing students for college, it is crucial that students are challenged to think, analyze, synthesize and invent. At times, direct instruction will be utilized to ensure mastery of content. The school day will begin and end consistent with the NHCS schedule to accommodate families with children attending another NHC school. LAYW students will have extended day options on Thursdays and weekends for enrichment, leadership development, healthy living, arts and lab. Teachers will work in grade level teams that include specialists. Class size will be 25 students per class for grades 6-12 with 75 students per grade. Language arts, math, science and history will be core curricular components and will be offered during fixed daily instructional periods. State curriculum in core subjects will be met for all sections, while students are rotating through their core courses, classes will be selectively scheduled for Foreign Language, art, media/technology and health/physical Education.

6-8 Curriculum and Instructional Design:

Unique aspects of the LAYW's instruction is focused on:

*Summer Leadership Academy: Increased instruction in science and leadership instruction

*Partnership with the UNCW's C-STEM program to obtain expert information for professional development of STEM teachers

*Partnership with the Leadership Program within the Watson College of Education to enhance content for teachers and the practice for the students. UNCW students will work with the students on leadership knowledge/experience. YWLN will assist in professional development of school staff

*Blended Curriculum using the standard course of study and course offerings required by NHCS with an infusion of leadership/college readiness

*"College Ready" to ensure students graduating from this school will know how to think & reason, read for understanding & decision-making, write to express thoughts & ideas, speak to communicate ideas & listen to, evaluate & problem-solve in Inquiry-based learning

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*Assessment system consisting of: MAP, PSAT, SAT & ACT, & Leadership assessments

*"Whole Girl" approach using Cross-curricular Education Goals, fostering a challenging learning environment

*Math Scope and sequence in Appendices (B1) using base curriculum with cross-over areas including higher order thinking skills, leadership, and application

*Special emphasis on a unique culture for young women

*Uniforms to emphasize collective identity with core values and personal excellence

*Curriculum, using integrated standard course of study of North Carolina, varying approaches, including leadership and college ready information which are at the core of what LAYW wants to do. This approach has found success in YWLN schools. This would be the first single-gender charter with emphasis on leadership and college readiness.

Grades 9-12 will follow the NC course of study with special emphasis on language, science, math, and YWL core values in leadership, health and service presented thematically throughout the curriculum.

In addition to the standard course of study and school design, LAYW will focus on 3 core values, 1)College Success 2)Leadership 3)Healthy Life Skills. These young women will develop leadership skills to become self-reliant and knowledgeable leaders, engaged in their communities. They will have the skills to apply knowledge acquired in classrooms and other learning environments in all aspects of their lives. Students will develop assets and talents in a culture that offers strong social and emotional support and receive instruction that will assist them in making responsible decisions.

Provide a synopsis of the planned curriculum, including:

1. One sample curriculum outline (in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each grade span (i.e. elementary, middle, high) the school would ultimately serve.
2. If you are proposing a high school, as Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.
3. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.

LAYW will use a variety of instructional methods and assessment to ensure that each student's educational and learning needs are met. Teachers will create healthy and positive classroom climates that will support best practice instructional strategies designed to increase the acquisition of knowledge content and to apply the acquired knowledge content to solve academic problems and manage their own lives.

Instructional strategies used will include direct instruction, blended learning, cooperative and collaborative learning, student-centered and student-driven instruction, the scientific method, and strategies that impact healthy living on well-being and academic success. Students will gain real-life experiences via Field-Based Lessons at the middle school level and Internship Placements at the high school level. These experiences will also include college and university visits, outdoor leadership programs such as the Ropes Course, service projects with parents and community leaders and

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volunteer work. In addition, the Project-Based Learning Method will be used to build upon each student's knowledge gained in the classroom to select a question or issue in the community to conduct in-depth research in an effort to find answers to the questions and/or solutions to the issue. These instructional approaches will ensure alignment between the LAYW curriculum and the achievement of NC Accountability Standards. In addition, these instructional best practices will support the mission, vision and purpose of the charter school.

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

LAYW teachers will use inquiry-based teaching strategies within an integrated Math, Science, Arts, Technology, and World Languages Curriculum. Inquiry-based teaching and student learning approaches include case studies, research projects, investigations and individual and group projects (Banchi, H. & Bell, R., 2008). Collaborative, student/teacher inquiry-based learning specifically involves teachers assisting students in creating questions of their own, obtaining supporting evidence to answer the question(s), explaining the evidence collected, and connecting the explanations to the knowledge obtained from the investigative process (Bell, Urhahne, Schanze, & Ploetzner 2010). This learning environment will be used throughout the school in both 6-8 and 9-12. Project-based learning places other instructional methods within a project completion framework.

Studies comparing learning outcomes for students receiving inquiry-based instruction versus traditional instruction reveal that when implemented well, inquiry-based instruction increases long-term retention of content, helps students perform as well as or better than traditional learners in high-stakes tests, improves problem-solving and collaboration skills, and improves students' attitudes towards learning (Strobel, & van Barneveld, 2009; Walker & Leary, 2009). Teachers will receive professional development in the year prior to opening the school and every summer thereafter on these strategies as well as how to collegially design curricula and materials.

5. *Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.*

Specific outcomes for each grade will be determined by faculty and staff prior to the charter school opening. The College Ready Strategies will be used in assessing student movement from one grade to another.

In addition, the instructional strategies for 9-12 would be the same as those for 6-8 with appropriate modifications for age and maturity. These innovative strategies are often more complex and pervasive as student collaboration skills improve.

(1) The sample course scope and sequence is included in Appendices (Appendix B1) High Schools are quite more subject oriented as opposed to student-oriented. While subject matter knowledge and expertise is essential, to engage the young female in learning, one must understand student motives and experiences as one imparts the knowledge.

(2) As mentioned previously, the North Carolina curriculum will be used, but will be infused with multiple instructional strategies and leadership and college bound emphasis to nurture all three within the learning.

(3) Teachers will have the extensive training through YWLN & LAYW professional in services.

Teachers will receive training, professional development and assistance from

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multiple areas as follows:

- *Incorporation of specific leadership skills, as well as leadership skills implemented throughout the curriculum
- *College Bound instruction and expectations
- *Knowledge of tutoring, counseling practices to guide volunteers and others in tutoring support for content areas
- *Knowledge and use of instructional strategies of: Inquiry-based learning, cooperative learning, blended learning instruction, project-based learning and discovery learning.
- *Knowledge of best practices working with girls.

6. If you are proposing a high school, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours and how grade-point averages will be calculated?

LAYW will meet 9-12 Future-Ready Core Graduation requirements by offering a curriculum with 4 English units (including AP level courses), 4 Mathematics courses to include Algebra I, Geometry, Algebra II and a 4th math course aligned with the student's post-secondary plans, 3 Science courses, to include Biology, an Earth/Environmental Science and a Physical Science, 3 Social Studies units, to include World History, Civics and Economics and US History, 1 Physical Education unit (.5) and 1 Health unit (.5), and 6 elective units to include Arts Education and/or a World Language, and four electives to include courses in YWL Leadership Development, Healthy Living, students' interests and postsecondary career goals. LAYW student grade-point averages will be calculated by dividing quality points by the number of units earned on a 1.0 to 4.0 scale. Additional quality points will be awarded for successfully completing AP courses.

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

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

The LAYW calendar meets the NC State requirements of 185 student days, 10 teacher workdays, 10 vacation days and 10 holidays. Within this required framework, the calendar provides significant planning time at the beginning of each school year for administrators and faculty members to collect student academic baseline data and to develop leadership profiles for each student. LAYW's mission is to focus on meeting the needs of young women in grades 6th-12th to ensure they are future-ready for postsecondary education and successful careers. To that end, the calendar provides time for faculty/student interactions, assessments and professional development to address the needs of the "whole girl" in a culture that will challenge students to live a balanced life and to develop confidence and compassion, critical thinking and personal responsibility.

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.

LAYW teachers will conduct ongoing formative assessments of each student's progress in core subject courses, elective courses and leadership development sessions to monitor academic growth and developmental levels. Students needing assistance will be provided one-on-one instruction, after-

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school tutoring, guidance counseling sessions, and parent conferences. In addition, all students will have the opportunity to participate in after school events, weekend enrichment and the Summer Leadership Academy each summer.

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.*

1. Methods for identifying ELL students. Educators will communicate to parents in a language that they understand.

The LAYW will follow all Federal laws, regulations and policies related to English Language Learner and ensure that required and appropriate supports are in place based on the students proficiency level and familiarity with English. LAYW will use the World Class Design and Assessment (WIDA) ACCESS Placement Test for all students who identify a language other than English during the Home Language Survey process. In participating with UNCW and mentors, LAYW will provide additional language support services.

2. 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.

The LAYW will use the WIDA results to determine the level of services for ELL students and the length of time these ELL students will be in the special program. ELL students will be included in the regular classrooms and provided with services based on their language proficiency levels and needs.

3. Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.

The LAYW will use the WIDA Formative and Summative Framework Assessments to determine ELL students developing English language proficiency. The Formative Framework will be used to guide student learning and teacher instruction on an ongoing basis. The Summative Framework will be used to determine the English language learning outcomes for ELL students based on the linguistic complexity, vocabulary usage and language control Performance Indicators (LEARN NC, 2014). LAYW will focus on teacher training regarding working with ELL's in the mainstream classroom, including strategies for full immersion sessions, summer, weekend and break time instructional enhancement.

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.*

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1. The LAYW charter school will partner with New Hanover County Schools to have all the young women enrolled achieve their highest potential while recognizing their unique differences.

The NC Academically or Intellectually Gifted (AIG) student identification procedures are clear, equitable, and comprehensive and lead appropriate services. This program is designed to accommodate each student's needs allowing for instruction to be adapted for student success. Professionals will be available to work with teachers, parents and students. LAYW will enhance quality curriculum offerings through lecture services, performances, clubs and academies.

2. Middle School Level

*AIG program website has specific information including the potential of electronic copy and an alignment of the plan with rubric expectations

*Paper copy of the plan will be available at the school site

*Open house at school will provide face-to-face information including transition, identification, and timeline of nomination process.

*Annual Differentiated Education Plan review for all AIG families to examine in terms of identification/service match, overview of curriculum goals, and extra curricular opportunities.

High School Level

*AIG program website has specific information including the potential of electronic copy and an alignment of the plan with rubric expectations

*Paper copy of the plan will be available at the school site

*Open house at school will provide face-to-face information including transition, identification, and timeline of nomination process.

*Advance Placement and other special courses and programs serving the AIG will be disseminated.

*Annual Differentiated Education Plan review for all AIG families to examine in terms of identification/service match, overview of curriculum goals, and extra curricular opportunities.

All Students in middle and high school will have the opportunity to participate in the search process. Some of the strategies might include:

*Nomination by self or others

*Teacher surveys/checklists

*Student survey

*Grades and assessment data

*Critical thinking samples

*Observable Behavior

-Learns easily

-Shows advanced skills

-Displays curiosity/creativity Shows advanced reasoning and problem solving

-Displays spatial abilities

-Shows social perceptiveness

-displays leadership

*Interest/Motivation Criteria

-Has strong interests

-Shows motivation

Process

*Nominated Students-go through the process, parents sign understanding of the process, and receive copy of grievance policy.

*Identified Students-families receive a Differentiated Education Plan (DEP) that identifies area and indicates service options. This document is signed by all parties.

*Re-evaluation-if identification area(s) change, a re-evaluation occurs to determine best possible learning and instructional avenues

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*Transfer students-students enrolling with identified AIG services from another district will be honored

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. LAYW is committed to serving students with disabilities a quality educational program in an environment that fits the definition of "least restrictive". The school will work with the local LEA, NHCS, to identify students currently receiving assistance and/or modification of delivery of education. If the student is currently on an IEP or is under Section 504 of the Rehabilitation Act, then we will work with the school system to obtain IEP documents and all appropriate files. If that information is not on file by the end of the first month, the Director of Exceptional Children for NHCS will assist us in obtaining that information. If needed, a trip to a local or regional school location will be made to obtain the appropriate records to enable the student to have the best education possible. In addition, student, teacher, and parent referrals will be used to allow for early identification for the continuation of the needed special services.

2. Students will be identified who may be eligible for services in cooperation with NHCS. No student will be discriminated against or refused enrollment due to a disability. Additional identification will be made by monitoring and observing students that may have been progressing through school, but not previously identified. By focusing on student success throughout the program, infused with leadership and college bound strategies, low performing students will be identified and additional assistance sought. Students entering the school with a pre-existing IEP and those identified while in attendance will be served and their needs met. Exceptional students may be identified by parents, teachers, and other specialists and will be referred to the school-based team for evaluation. Eligibility will be determined and an IEP planned if appropriate. If not, then classroom strategies will be modified to serve this student. LAYW will also follow the formal processes identified and implemented by NHCS both in identification and delivery of needs and services. These services will

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follow all government guidelines and include, but not limited to the following: Adapted Physical Education, Home/Hospital Instruction, Assistive Technology, Cessation of Services, Specially Designed Instruction and all those disabilities defined as formal evaluation outcomes including Behavioral and related services outcomes.

3. The plan will include using the resources of "Policies Governing Services for Children with Disabilities", "Procedural Safeguards-NHCS handbook on Parents Rights". These guides contain NHCS policies, procedures, and safeguards as well as state and federal policy to assist both educator and parent in obtaining and maintaining services.

a.) Records will be requested according to state and federal law. Records will be protected by being transported by appropriate personnel within the system or by mail with appropriate protected security measures and an identified person to receive the documents.

b.) Confidentiality of records will be observed and maintained at all times according to state and federal law, The Individuals with Disabilities Education Act, Rights and Responsibility of Students as described on NHCS website, Student Handbook etc.. Records will be stored in one location that is protected and secured by lock and key. Only identified school personnel will be allowed access.

c.) LAYW will comply with all Federal and State Record regulations regarding access, storage, and maintenance with regular on-site checks for compliance. All records will be maintained and will be joint responsibility of the Charter School and NHCS. The school principal will assume responsibility to ensure that these records are kept confidential and are secured.

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.*

Exceptional Children's Programming

1)For each identified student, the school will meet the needs as indicated in the IEP. This could entail additional professional development for the teacher, adjusted delivery of instructions for the student, modified physical surroundings, time considerations etc. These additional services beyond inclusion would be provided by existing staff or contracted services. If a possible disability is identified, then the student will be referred to the SBT for evaluation. If a student is identified needing services such as occupational or physical therapy, for example, these services will be contracted with local providers.

The school will also work with the local University of North Carolina Wilmington. UNCW is one of the partners in this endeavor and has strong exceptional children's programs. Additional expertise will be available to the school if needed as well as the expertise of personnel of New Hanover County Schools.

2)This school is designed to provide a gender-specific education with

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college completion and leadership as two primary goals. This is a unique educational program with high expectations. A variety of methods, resources, approaches, and applications will be employed to ensure success for every student attending. It is important that the exceptional student also receive a Free and Appropriate Public Education and that any student has the right to attend this school. The board of this school is committed to support the necessary training, assistance, and resources to allow the students, any students be successful.

3) LAYW believes that all students can be leaders, excel in school, and have the skills necessary to complete a postsecondary education. The teachers will implement the goals and objectives of the IEP, attend additional training if necessary, and work with special educators and parents to assist that student to be successful. The principal will work with the teachers, identified county staff, and parents in supporting the student and the teacher in this endeavor. All personnel will be responsible to complete appropriate paperwork required by law, the IEP, and student success.

As mentioned earlier all instruction, modifications, and day-to-day operations will be performed as indicated by FERPA and IDEA including confidentiality.

4) If a student's IEP requires services beyond those immediately available, then local providers will be used on a contracted basis.

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. Leadership Academy for Young Women (LAYW) curriculum will provide clear performance standards for what students should know and for what students should be able to do at each grade level to be successful in college, their careers, and as leaders in their communities. Student achievement accountability standards for each grade level will be based on state and federal annual measurable objectives. Teachers will use knowledge about students skills to determine when whole class instruction, small group work, or one-on-one tutoring is appropriate. Instruction will be targeted to meet each student's needs by disaggregating formative and summative individual performance results. In addition, teachers will give students and parents ongoing feedback about the student's academic performance throughout the academic year.

2. Student achievement will be measured using NC State Testing assessments instruments. In addition, all students in grades 6-8 will participate in the Measure of Academic Progress (MAP) Test. MAP is an adaptive, computerized test which helps teachers, parents, and principals improve learning for all students. MAP assists professional to make well-informed decisions to promote a child's academic growth. Students will take the MAP Test three

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times a year and this data will be used to set growth goals and to measure achievement in Reading and Math. In eighth grade, students will also participate in the EXPLORE Test during the fall. The EXPLORE Test is designed to help students explore a broad range of options for their future. The EXPLORE tests also assesses students abilities and skills to complete high school coursework and for post-high school education and career choices. These standardized tests will be used to monitor student academic progress, to inform instruction, and to ensure that students are well-prepared for high school academic standards.

3.LAYW will utilize NHCS and North Carolina end of grade promotion standards and in addition will utilize a customized "Life Map" approach which profiles student growth on Social, Health and Leadership indicators established by YWL in partnership with YWLN. In addition, students will meet the standards outlined by teachers for each course as measured by teacher made assessments such as quizzes, unit tests, midterms, final examinations, oral presentations and digital portfolios. Promotion criteria will be communicated to parents and students at an initial entrance conference and during each benchmark grading report.

4.All students will be required to take Math, Science, English, Social Studies, and Foreign Languages throughout their school career. While many of the students at LAYW could be considered traditional "At Risk" students, early identification of students identified as higher "At Risk" students will allow for these students to be provided with additional tutoring and guidance services. Students will be prepared to score high enough on all exit examinations in order to be considered college ready. The Leadership Academy for Young Women will design and implement a college-readiness program called College Pathways that will begin when the students are in 8th grade. The College-Pathways Program will focus on goal setting, college readiness thru the application process. The LAYW will also develop and implement a plan for parents to prepare them for the rigors of the college application process, including the requirements for completing financial aid applications.

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.*

The most effective discipline comes from outstanding and engaging

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instruction which will be the school's priority. The expected conduct of the student centers on the idea of girls being leaders, ready for college, and excelling at their schoolwork. The norms and traditions of the school will help shape character and behavior and older girls will influence and model LAYW values. All students with disabilities will have the benefit of modified instruction as designated in the IEP pursuant to state and federal laws. Students with disabilities may not be subject to disciplinary penalties based on their individual disabilities. The Handbook describes this blend of goals. A form for students and Parents to sign "School Climate and Discipline" (page 14) and "Leadership Behavior" (page 13) shares and assumes the attending student will adopt regarding leadership behaviors. The "Student Discipline" (page 16) and the sections of the handbook on bus and cafeteria behavior as well as attendance demonstrate the blending of of the requirements of the students.

Section III: Education Plan

Concerns and Additional Questions

The school should provide more information regarding diagnostic assessments and how they will drive differentiation for students.	Greg Schermbeck	Instructiona
very unclear instructional methods no clear educational design understand the concept of whole-girl, but lacks clarity need more information about using data	Amy Ruck Kagan	Instructiona
Consider EOC and EOG assessments, which I believe are mandated. What other benchmark assessments will be used to monitor and support schools system of tiered instruction. what informal assessments will be used daily to target and modify instruction? and Are there other system that you will use to monitor data more frequently than MAP's beginning, middle, and end or End of the Year Exams?	Tracy Kelley	Instructiona
conflict between fixed core curricular courses and the project based, inquiry based ideas what is the unique culture- need to understand the elements how do all the pieces fit together...direct instruction, blended learning, cooperative and collaborative, student centered....? no response to transitioning grade level to grade level where did they pull scope and sequence from? calendar is extremely traditional- no additional time for students or teachers	Amy Ruck Kagan	Curriculum a
Appendix B is well defined and includes adequate details. Additional information should be gathered regarding how much was created and how much was borrowed from the existing New Hanover curriculum. Appendix B2 is attached however it describes Science curriculum and doesn't specify if these are electives. It is also unclear why 9-12 content is attached when the school is opening with only a 6th grade.	Greg Schermbeck	Curriculum a
weak on intervention and prevention no plans provided for ELL: what supports, what types of services, anything about teachers?	Amy Ruck Kagan	Special Prog
Please describe the Leadership Development Sessions (Advisory) will there be a curriculum with anticipated goals and objectives to support these sessions? It is unclear what interventions will be put in place to ensure struggling students have access to the core curriculum during the regular school day. Applicant does not describe a universal screening system that will be used to assess academic and behavioral strengths and challenges and identify those in need of additional support. There is not a clear articulation of what will be done to support students not yet on track to proficiency--will school provide additional time and support for individualized instruction through tiered instruction, a data driven approach to prevention (Universal Screener) early detection and support? Are there plans to implement a flexible tiers of research based interventions to supplement, enhance, provide access to core curriculum for tier 1 gen ed students in need of support? Will school schedule be sufficiently flexible to provide adequate time for core instruction and, as needed, additional academic and or behavioral supports? Are the on-on one tutoring sessions mentioned intended to serve as interventions? If so, are they research proven, taught by qualified professionals, and aligned to student needs> Are they optional?	Tracy Kelley	Special Prog
Additional information is required for all sections. The school outlines information and strategy for each section however it does not qualify as a sound plan. The school should provide a thorough and step by step plan to ensure all students have the ability to achieve within their school.	Greg Schermbeck	Special Prog
There is no plan to identify students who enroll who have previously been found eligible. The process for obtaining special education records from other districts should happen prior to school starting. No plan if records are not obtained. No plan to determine if a student who enrolls was receiving special education and related services at the previous district. What is the school base team? This section is out of compliance in regards referral, evaluation and identification.	Leigh MObley	Exceptional
no plan for identifying students	Amy Ruck Kagan	Exceptional

Leadership Academy for Young Women - The Leadership Academy for Young Women provides a rigorous, college preparatory environment for a diverse population of 6th-12th grade girls and parents/guardians seeking the unique educational, social and emotional benefits of a single-gender school.

This section is out of compliance as it is written. Who will provide specially designed instruction? How will the school provide the continuum of services? Who will develop the student's IEP? What is process for referral for evaluations? What is the SBT? How will all related services be provided?	Leigh MObley	Exceptional
no clear plan no services mentioned	Amy Ruck Kagan	Exceptional
no measurable goals use of MAP is a positive- but as with all assessments, how will data be collected and utilized details about the life map examples of scores they think demonstrate readiness	Amy Ruck Kagan	Student Perf
No specific student performance standards are listed. The school should provide specific measures and goals that both students and staff understand.	Greg Schermbeck	Student Perf
Further, clear policies and standards for promotion should be included. It is unclear how students will be deemed ready for promotion.		
examples of norms examples of culture	Amy Ruck Kagan	Student Cond
The policy for suspension and expulsion are missing. Are you going to add these policies?	Brian Smith	Student Cond
Applicant missed an opportunity to expound on how students will be nurtured in keeping with mission statement and single-gender principles of empowerment and achievement.	Tracy Kelley	Student Cond
A clear plan for student conduct and discipline is not included. The school lists unacceptable students behaviors and a list of potential responses however a clear plan is not listed. A clear plan should outline different levels of behavior and the related consequences of each. Culture and behavior plans should be easily understood and accepted by both the students and teachers.	Greg Schermbeck	Student Cond
This is out of compliance in regards to students with disabilities as it is written. What is modified instruction? What are the specific discipline procedures regarding students with disabilities?	Leigh MObley	Student Cond

Reviewer	Score
Alan Hawkes	
Leigh MObley	Fail
Cheryl Turner	
Helen Nance	
Greg Schermbeck	Pass
Brian Smith	Pass
Steven Walker	
Amy Ruck Kagan	Fail
Tracy Kelley	Pass
Becky Taylor	
Alex Quigley	

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IV. GOVERNANCE and CAPACITY

(No more than ten total pages in this section)

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

Governance:

Private Nonprofit Corporation:

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

Name of Private Nonprofit: Young Women Leading, Inc.

Mailing Address: P.O. Box 7621

City/State/Zip: Wilmington, NC 28406 NC

Street Address:

Phone: 910-962-2716

Fax:

Name of registered agent and address: Judith Ann Girard
2514 North Lumina Avenue 3F
Wrightsville Beach, NC 28480

FEDERAL TAX ID: 46-3293461

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)

No

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board Member Name	Board Title	County/State of Residence	Current Occupation	Past or Present Professional Licenses(s) Held	Has any disciplinary action been taken against any of these professional licenses?

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Deloris Rhodes	Board Member	NEW HANOVER	Former Assistant Superintendent of Schools		
Dorothy S. DeShields	Board Member	NEW HANOVER	Retired Educator & School Administrator		
Sandy Crumrine	Treasurer	NEW HANOVER	CPA, Earney & Co., L.L.P.		
Dr. Robert E. Tyndall	Co-Chair	NEW HANOVER	Senior Advisor to Provost & Vice Chancellor, UNCW		
Judy Girard	Co-Chair	NEW HANOVER	President Emeritus Food and HGTV Network		
Dr. Edelmiria I. Segovia	Board Member	PENDER	Interim Associate Provost for Diversity, UNCW		

Please provide the following in this location of the APPLICATION:

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

The Leadership Academy of Young Women is governed by the ByLaws of Young Women Leading, Inc. (A North Carolina Nonprofit Corporation)

Governance ByLaws

Board of Directors

Section 2.1 - General Powers will be the business and affairs of the corporation, and to recruit, hire and supervise the lead administrator.

Section 2.2 - Number, Term and Qualifications - Number of directors shall not be fewer than 5 nor more than 16. The number of directors shall be determined by an affirmative majority vote of the whole Board given at regular or special meetings of the Board. The directors shall be divided into three classes, as nearly equal in number as may be, to serve in the first instance for terms of one, two and three years, respectively, and until their successors shall be elected and qualify, and thereafter the successors in each class shall be elected to serve for terms of three years until their successors shall be elected and shall qualify.

Section 2.7 Advisory Board - At the discretion of the Board, an advisory board (the Advisory Board) may be established and the number of the members

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constituting the Advisory Board shall be determined by the Board from time to time. Members of the Advisory Board shall serve as advisers to the Board, may be invited to attend meetings of the Board and may be members of committees of the Board. Members of the Advisory Board shall serve only in an advisory capacity and will work closely with the leader administrator, shall not have any vote on any matters under consideration by the Board and shall not have or owe any fiduciary duty to the corporation.

Section 4. Committees - There shall be an Executive Committee of the Board. The Executive Committee shall consist of the Chair, Vice-Chair, Secretary, Treasurer and Immediate Past Chair (if a member of the Board).

The Executive Committee, to the extent authorized by law, shall have and may exercise all of the authority of the Board, except that the Executive Committee shall not have the authority to: 1) approve or propose to directors action that is required to be approved by directors under the NC Nonprofit Corporation Act or any successor to such statutes; 2) fill vacancies on the Board or on any of its committees; 3) amend the Corporation's Articles of Incorporation; 4) adopt, amend, or repeal the Corporation's Bylaws; or 5) approve a plan of merger not requiring director approval. A majority of the members of the Executive Committee shall constitute a quorum for the transaction of business at any meeting thereof and actions of such committee must be authorized by the affirmative vote of a majority of the members of the Executive Committee then in office.

In addition to the Executive Committee, the Board may appoint other committees from time to time with such responsibilities, duties and functions as may be prescribed by the Board. The Chairperson of each committee must be a member of the Board, at least two (2) members of any committee must also be members of the Board and any committee members who are not also Board members must be approved in advance by the board.

The Board of Directors will recruit from public school districts, universities, and professional journals to identify high quality applicants for the lead administrator. The Board will make a good faith effort to obtain a diverse applicant pool of candidates with administrative certification, a strong knowledge base, and experience in working with challenging 6th - 12th grade student populations. The lead administrator shall report directly to the Board of Directors. The Board of Directors will supervise the lead administrator and develop specific individual and school SMART Goals and Objectives to conduct the lead administrator's annual evaluation. There will be specific metrics aligned with the SMART Goals and Objectives including student academic achievement data, teacher/parent/student surveys, facilities management, and community involvement.

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.

The current LAYW Board is composed of 6 members representing local public school professionals, university professionals, a CPA, and a retired President of a national media corporation. The board members bring significant skills and expertise in organizational development, management, educational leadership, administration and supervision, curriculum and instruction, finance and budget management. The governing board co-chairs have over 80 years of combined experience in leading and managing

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organizations. This governance structure and board composition provides extensive skill sets, knowledge and networks with local community stakeholders, foundations and national business leaders. Several board members have served as curriculum supervisors and personnel administrators in school systems and are highly qualified to guide the board in evaluating the success of the school and the school leader. Four board members have over 20 years of experience in the community and have networks with parents, civic leaders and government agencies in the area. These board members will continue to be active in establishing and maintaining communication and representation of key stakeholders in the school community.

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

The founding Board members have been recruited and selected based on their passion for the mission, and their skills to make the vision a reality.

Young Women Leading has a Nominating Committee who shall regularly review the needs of Young Women Leading, Inc. (YWL) - Wilmington in regard to board membership. The committee shall propose a slate of director nominees for election at each annual meeting or at any board meeting which directors need to be elected to fill vacancies. The committee shall also propose a slate of officers for election at each Annual Meeting or at any other board meeting at which officers need to be elected to fill vacancies. The chair of the nominating committee will present nominees to the Executive Committee before presenting to the entire board.

Nominating Process for Selecting Board Members

The Executive Director and Nominating Committee will assess the boards skill set, requirements, and needs. The committee will evaluate the current members of the board against the following criteria:

- * The nominating committee will identify organizational needs to reflect their constituency in terms of race, gender, skills, expertise and proven leadership ability.
- * Previous experience serving on boards (either non-profit or for-profit);
- * Experience with large and complex organizations;
- * Knowledge and experience regarding non-profits and volunteer organizations;
- * Specific skills such as finance, audit, legal, international, information technology and organization, diversity awareness, public relations, outreach skills, marketing, leadership development, community knowledge, and recruiting skills;

The skill set evaluation will be ongoing.

Nomination Process

Step One: Receiving Recommendations for Potential Board Members

Based upon the boards identified skill set requirements, the committee will consider nominees by board members and other recommendations that may come to the committees attention. Recommendations or resumes should include the following:

Skills, experiences or other qualifications that may be necessary to determine if the candidates meet the needs of the skills, experience, and

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demographics of the population they serve.

Step Two: Outreach to Potential Board Members

Outreach for new members will be conducted by the Executive Director, Chair of YWL, and the Chair of the Nominating Committee. Recommendations or resumes should be submitted to the Chair of the Nominating Committee for discussion with the Nominating Committee.

Step Three: Reviewing Candidates Resumes

The Nominating Committee will meet to review submitted candidates with attached resumes with assistance from the Executive Director. The committee will then forward candidates to the full board for consideration and discussion.

Step Four: Committee Interview

After the full boards consideration and approval, the chair of the Nominating Committee and the Executive Director will reach out to a prospective candidate to determine their interest and assess the candidate. The committee members should assess the individual for a high level of personal and professional integrity and commitment to promote the long term interest of Young Women Leading of Wilmington. Finally, the committee should be convinced that the potential board member can commit adequate time to serve

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

The Young Women Leading Board Of Directors will meet monthly except for July & December.

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).*

All newly elected Board Members will be required to attend an Orientation Session before his or her first board meeting. Topics to be addressed will include: 1) Governance versus Management; 2) Parliamentary Procedures; 3) Charter School Laws and Policies; 4) Primary Duties and Responsibilities; 5) Compliance with Charter School Mission and Purpose; and 5) Marketing & Media Relations. All continuing Board Members will be required to complete 8 hours of Professional Training each year at a state or national conference and/or in workshops provided by the charter school.

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.*

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement. All Interested Persons must sign the Conflict of Interest Form and Disclosure Statement. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists. To the best of our knowledge there are no

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existing relationships that could pose actual or perceived conflicts of interest.

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

Young Women Leading, Inc., Board of Directors, is still in the early phases of operating under its 501c3 status. YWL, Inc will establish a policy development committee to collect information, create policy drafts and then submit the policy drafts to the Board members. Policies under consideration include employment policies, contracted service policies and an ethics policy. After review and ample time for discussion, a quorum of Board members, defined as a majority of the Board members, shall be present to vote and to approve policies.

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 LAYW Board will create a Parent Council consisting of a group of six or seven parents of students who participated in the summer leadership academy either at Marine Quest at UNCW or with Dreams. Parents will volunteer to serve for a two year term. The purposes, roles and duties of the Parent Council will be:

- (1) To teach parents about the Vision, Mission and other plans for YWL & get their input.
- (2) To prepare parents to become ambassadors in the community for the YWL brand.

Duties and Responsibilities will include:

-Plan community Forums to be presented at different sites in the community.

Examples of sites: NAACP meeting; Jervay Community Center; Hillcrest Center; The Village-At-Greenfield Community Center. Distribute information to AKAs, Deltas, Links, Hispanic Groups, Festival Latino, Lower Cape Fear YWCA, Community Boys and Girls Club, Brigades Boys and Girls Club parent groups.

-Plan and Develop Community Displays: Public Libraries, Festivals, Parades, Doctors Offices, & spaces at local malls.

-Develop a Key Points List to be used by Board Members, Staff, & Parents when speaking to the public about the YWL program.

The Parent Council will be working directly with the LAYW Principal to ensure opportunities for parental input and advisement to the school's leadership team.

The Friends of Young Women Leading Advisory Board will be made up of a variety of community members who are supportive of the mission, vision and core values of Young Women Leading. These "friends" will support all aspects of YWL's work including networking and fundraising.

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

LAYW will provide the following process for hearing grievances from parent and staff members:

1.Before submitting a grievance or complaint to the Board of Directors, parents should first schedule a meeting with their child's teacher to discuss the nature of the issues or concerns.

2.Before submitting a grievance or complaint to the Board of Directors, school staff members should first schedule a meeting with their immediate supervisor to discuss the nature of the issues or concerns.

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3. Parents who fail to schedule a meeting with their child's teacher and school staff members who fail to schedule a meeting with their immediate supervisor will be directed by the Board to schedule the meeting.

4. If the issue or concern cannot be resolved by the parent's teacher or by the school staff members' immediate supervisor, the parent and school staff members may schedule a meeting with the LAYW Principal after submitting, in writing, a compliant or grievance letter that lists the issues or concerns, the actions that have been taken to try and resolve the issues or concerns, and all solutions and/or compromise that were proposed and considered.

5. After receiving the compliant or grievance letter, the LAYW Principal will notify the parent or school staff member, in writing, that he or she has received the complaint or grievance letter and that he or she will respond to the complaint or grievance within 10 days.

6. If the LAYW Principal and parent or school staff member cannot reach an agreement to resolve the compliant or grievance, then the parent or school staff member may write a compliant or grievance letter to the Executive Director of LAYW requesting a review of the process.

7. The Executive Director will send the parent or school staff member a written notification of his or her response to the compliant or grievance within 10 days of the receiving the letter.

8. If the parent or school staff member do not accept the Executive Directors decision regarding the process, then the parent or school staff member may appeal to the Board of Directors pursuant to N.C. Gen Stat. Sec. 115C-45(c).

9. The appeal letter from the parent or school staff member must be submitted to the Board of Directors within 10 days of the Executive Directors written response and must include a summary of all discussion, actions and proposed solutions to the complaint or grievance.

10. The Board of Directors will respond to the parent or school staff members appeal within 30 days of the receipt of the appeal letter.

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 from the NC Department of the Secretary of State. (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"

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and follow the direction #3 in the Application Specifications.

X Not Applicable

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

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

X Not Applicable

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

X Not Applicable

Projected Staff:

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

The Leadership Academy for Young Women will admit 75 6th grade students for the 2016/2017 academic year and hire the following administrative and support personnel: a Principal, a Clerical/Bookkeeper, a Custodian, a half-time Food Service Staff and a half-time transportation staff member for the 2016/2017 academic year. The following instructional personnel will be hired for the 2016/2017 academic year: four content teachers (language arts, math, science, and social studies), one elective/specialty teacher, one exceptional children teacher, and one Lead Teacher (listed as Instructional Support in the budget).

As LAYW continues to add a grade level and 75 students each year, the food service and custodial positions will be increased to full-time for the 2017/2018 academic year, and in the 2018/2019 academic year an additional food service and custodial position will be hired.

Each year, LAYW will enroll 75 students hire four more core teachers, one elective teacher to maintain small classes and to support the mission and goals of the Leadership Academy. One additional exceptional children's teacher will be hired each year to ensure IDEA services are provided for all identified students.

In addition to state allotted positions, the YWL, Inc. foundation will provide contracted professional development support, a College Pathways Counselor, and in-kind health services.

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

The Board of Directors will support the Principal in developing an effective recruitment program to identify and to hire high quality teachers and support staff. The Principal and the Lead Teacher will establish ongoing relationships with universities and schedule recruitment sessions each year. Brochures will be created highlighting the mission, purpose and goals of LAYW to be distributed on campuses and to be shared with prospective candidates at career fairs and university placement sessions. The recruitment will seek to find the best and brightest teachers who are also committed to ensuring academic success for all students at LAYW. The Board of Directors and the Principal will create and maintain a healthy, positive and inviting school climate and provide staff development, training and support services for all employees. This will be an effective way to attract and to retain teachers and staff members.

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

The relationship between the LAYW Board and the charter school employees

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will be as follows: 1) all charter school administrators and staff members will be employees of the LAYW Board; 2) the LAYW Board will hire and assess the Principal; 3) the Principal will hire all other administrators, teachers and staff members.

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

All potential employees must receive a "cleared" criminal background check before being hired. If the criminal background check and/or other information shows that the applicant has been convicted, pled guilty, or pled no contest to a felony that is listed in NCGS 115C-332(a) (1), or to a comparable federal law felony or felony from another state, the applicant will not be offered employment, or if a conditional offer has been made, the offer will be withdrawn or the employee's employment will be terminated. All employees of LAYW are at-will and may be terminated at any time and for any reason. Upon termination of employment from LAYW, the employee will immediately return all school keys, equipment, phones, and any other school property.

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

The NC State Salary Scale for administrators, support staff and teachers will be used for all employee salaries. The Board of Directors may offer additional compensation based on position need and/or performance. All full-time administrators, teachers and staff members will receive health, retirement (includes disability), and social security benefits. Retirement contributions will be made to the North Carolina State Teachers Retirement Board. LAYW will provide ongoing training and staff development for all employees.

professional development opportunities.

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

If an employee wishes to file a grievance and/or challenge a termination, the employee will schedule a grievance conference with his or her immediate supervisor to present the reasons for the grievance or to challenge a termination. If the employee does not accept the results of the first grievance or termination challenge conference, then the employee may schedule a second conference with the Principal. All grievances and/or challenges to a termination must be submitted in writing and include the nature of the grievance, all steps, actions and solutions taken to try and resolve the issue. After receiving and reviewing the written grievance, the Principal will schedule a meeting within 3 days to resolve the issue. If grievance cannot be resolved in the conference with the Principal, the Board of Directors will consider hearing an appeal as required under N.C. Gen Stat. Sec. 115C-45(c). In order for the Board to consider an appeal of the Principal's decision, the employee must submit materials to the Board explaining the issue/cause/nature of the grievance and all steps taken to try and resolve the situation with 10 days the Principal's response to the employee.

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

The Instructional Support position will be a Lead Teacher with the dual responsibilities of providing guidance, support and training for other teachers and teaching a course load in his or her content area.

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.

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LAYW will recruit and hire highly qualified and experienced teacher for special needs students, gifted students and ELL student. ELL students will receive additional assistance, support and instruction via contracted services. In addition, LAYW will recruit teachers for content and elective course areas who have an interest and experience in working with special needs, ELL and Gifted students. Staff development, training and courses will be provided to identify best practices for serving special needs, ELL and Gifted students and to promote achievement of academic and leadership goals.

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 administrators and teachers will be required to be licensed and highly qualified for their positions. In addition, all staff members will receive ongoing professional development and training in the Young Women Leadership model to receive the knowledge and skills to support students in achieving the academic and leadership goals for the charter schools. All staff members will commit to focusing on the development of the "whole" student into intelligent, future leaders who will be successful in their careers and in their communities. All LAYW staff members will also commit to establishing a school climate that will encourage students to maximize their abilities, talents and skills, and their confidence to be reach their goals and objectives.

All administrators hired by LAYW will be required to have a graduate license in Leadership and Administration. All teachers hired by LAYW will be require to have license in their grade/content areas. Teachers with 0-2 years of teaching experience will be required to have a SP1 Professional Educator's License in their grade/content areas. Teachers with 3 or more years of teaching experience will be required to have a SP2 Professional Educator's license their grade/content areas.

Staff Evaluation and Professional Development

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

The Principal and all teaching faculty will be required to meet and to maintain licensure requirements for certification and to complete LAYW professional development and continuing education units required by NC.

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.*

The principal and teachers at LAYW will be focused on creating a school environment that will nurture female students' self-confidence and optimism. During the planning and start-up phase of the school, the school year and throughout the summer, principals and teachers will be trained in the following core areas: STEM, College Preparation, Health and Wellness, and Leadership Development and creating cultural norms. LAYW will develop a curriculum and instructional model that is rigorous and inquiry based. Aligned to the Depth of Knowledge concept, curriculum and assessment will be standards based and benchmarked and will be demanding cognitively and progress will be measured by observing applied skills. The partnership with YWLN will ensure that the Principal and faculty members stay abreast of research based on best practices while collaborating to develop project based curriculum units, instructional materials and assessments, all aligned to State Standards and Federal requirements.

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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.*

The LAYW professional development will focus on the eleven YWL Network's Commitments: 1) developing expectations for classroom culture & structure that will address the educational, social and emotional needs of girls, 2) best educational practices for educating girls, 3) curriculum development, 4) performance accountability, 5) methodology, 6)embracing technology, 7) data driven instruction, 8) personal goal writing, 9) encouraging and reinforcing positive behaviors; 10) standards-based grading; and 11) readiness for college and careers.

External professional development: As an affiliate of YWLN the Principal of the Leadership Academy for Young Women - will attend the Young Women's Leadership Networks Principal Planning Institute in the summer 2015. In the past topics have included data driven instruction, staff culture and student culture in all girls schools. The YWLN will also offer virtual online training for administrators, teachers and staff members. Professional development will be year round.

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.*

All LAYW teachers will receive extensive professional development during the workdays prior to school opening. In addition to receiving training on how to serve students with IEPs and 504 Plans, teachers will receive professional development on how to develop differentiated instruction to meet the needs of individual students and to support fully the academic and emotional growth of young women. Training in building cultural norms, applying technology, and inquiry-based instruction will be offered throughout the year.

The LAYW will emphasize a collaborative model to promote discussions among teachers, between teachers and parents, and between teachers students. These discussions will focus on "outcome-based" solutions requiring modified instructional plans that will be formatively and summatively evaluated.

Teachers will learn how to communicate respectfully and thoughtfully with parent/guardians while remaining sensitive to different families cultures, values and needs. Teachers will learn how to initiate and maintain timely communication with all parents/guardians through daily/weekly folders, notes home, progress reports, meeting notifications, in-person meetings on students progress and how to provide a clear picture of the curriculum and high expectations.

LAYW teacher induction will also provide training on how to work collaboratively with families and other members of the community to involve them in academic activities, to support the success of a diverse student population and to bring in volunteers and additional resources.

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

The Executive Director, Principal teachers and staff members will receive 20 hours of professional development during the first 6 workdays of the school year focusing on leadership, inquiry-based instruction. They will collaborate with colleagues in grade level and school-wide meetings on professional development days, and work continuously to improve their

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personal interactions with students, their classroom instruction, assessment, and student achievement, as well as the overall goals and mission of the school. The LAYW leadership will schedule weekly afternoon reflection sessions for teachers to critically assess their current instructional practices and to identify areas for further professional development.

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 reflects 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)).

The Leadership Academy for Young Women (LAYW) is committed to recruiting and enrolling a diverse, single-gender public school environment as permitted by the passage of Senate Bill 793 which clarified that charter schools with a mission of single-gender education may limit admission on the basis of gender. LAYW shall recruit and admit 6th through 12th grade female students of any race, color, nationality, ethnic origin, religion and sexual orientation following the provisions of NC General Statutes, 115C, 238.29F (g) (5). LAYW commits to making a good faith effort to achieve a racial/ethnic balance reflecting the demographics of the communities with a specific focus on lower socio-economic female students in historically underserved areas. This will be accomplished via a comprehensive marketing plan that will include newspaper advertisements, media broadcasts on radio and television, website postings, direct mailings, email distribution lists, visits to churches attended by prospective students and parents, civic organizations in the community, governmental agencies and civic clubs.

Once the LAYW Charter Application is approved, the following marketing plan will be implemented:

December 2015: Announcements will published in the local newspapers and broadcast on radio and television inviting parents and students to contact LAYW via email and phone calls for additional information on LAYWs mission, purpose, curriculum, submitting applications and upcoming monthly meetings. All information will be translated into Spanish to reach out to Hispanic parents and students. All parents and students contacting LAYW will be asked to complete a short form with contact information that will include email and mailing addresses to develop a recruitment database. The information in the database will used to maintain a record of all recruitment contacts and to follow up with all parents and students. A schedule for monthly LAYW informational meetings that will begin in January and continue through April will be posted in December 2015 on the school website and hard copies distributed throughout the community in governmental agencies, churches, movie theaters, restaurants and places frequented by prospective parents and students.

January 2016 April 2016: At least one informational meeting will be scheduled each month in different locations, on different days of the week

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and at different times to increase accessibility for prospective parents and students. Parents and students who contact LAYW will receive emails and hard copy letters notifying them of the informational meetings at least one week in advance. The informational meetings will also be advertised each month in newspapers, media broadcasts, governmental agencies, churches, movie theaters, restaurants and places frequented by prospective parents and students. In addition, information will be shared with the area Home School Association and local private and religious schools. For prospective parents and students with no transportation, no internet, and limited access to information, LAYW will contact and recruit students in these areas by visiting families in their homes to answer questions about the charter school and to provide application materials.

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.*

1. LAYW will communicate with and engage parents and community members from the time that the school is approved through opening through the following:

*Create a Parent Council group of six or seven parents of students who participated in the summer leadership academy either at Marine Quest at UNCW or with Dreams. Parents will volunteer to serve for a two-year term.

Purposes of the parent council are (1) to teach parents about the Vision, Mission and other plans for LAYW & get their input and (2) to prepare parents to become ambassadors in the community for the LAYW brand.

*Plan community Forums to be presented at different sites in the community. Examples of sites: NAACP meeting; Jervay Community Center; Hillcrest Center; The Village-At-Greenfield Community Center. Distribute information to AKAs, Deltas, Links, Hispanic Groups, Festival Latino, Lower Cape Fear YWCA, Community Boys and Girls Club, Brigades Boys and Girls Club parent groups.

*Plan and Develop Community Displays: Public Libraries, Festivals, Parades, Doctors Offices, & spaces at local malls.

*Develop a Key Points List to be used by Board Members, Staff, & Parents when speaking to the public about the LAYW program.

Parents will be an integral part of the charter school. A parent council and parent volunteering will be implemented (See handbook/Appendix D Pg. 10)

2. It is our belief that in order for us to achieve the LAYW vision and mission we must be in a continuous, engaging partnerships with parents and the community. The outreach committee shall work with the Executive Committee to identify needs related to outreach. This committee shall plan a program to allow families and community volunteers to become an integral part of the LAYW's program.

Parent Involvement Opportunities:

The LAYW Board of Directors recognizes the parent as the child's first and lifelong teacher and that it is essential to involve parents in educational decisions as caring advocates for their children. The LAYW Board will foster parental involvement in a variety of ways; including:

*Communicating - Designing effective forms of school and home communications about the schools vision, mission, programs, skills required to pass

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subjects, and their children's progress.

*Decision Making and Advocacy - Including families as participants in school decisions and developing parent leaders and representatives.

*Learning at Home- Providing information and ideas to families about how to help students at home with homework and other curriculum related activities, decisions, and planning.

*Parenting Assisting families with parenting and child rearing skills, understanding adolescent development, setting home conditions that support children as students; and assisting schools in understanding families.

*Volunteering, Encouraging, Recruiting, Organizing, and recognizing volunteer help and support occurring in the school and outside of the school.

Community Involvement:

LAYW will actively seek out resources in the community to support students and help them achieve success. Opportunities for community involvement include:

*Participating on Ad Hoc Committees- Periodically committees will be convened to consider and make recommendations related to the schools operations, educational policies, and/ or procedures.

*Mentoring-The schools mentoring program will match students with highly qualified persons from the community. Mentors will be solicited to provide students with one-on-one support in areas of need. Mentors and outstanding role models will be used as examples to these young women.

*Advocating for the School- The community will have a chance to participate on a committee which will advocate for the school and its students. Ex. Friends of LAYW

*Tutoring-Qualified persons from the community will be to support students in their academic progress.

*Supporting School Activities and Events- The community will be invited to support school activities that are opened to the public.

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.*

1. LAYW will adopt admissions policies and procedures that will consider all female students regardless of disability, race, creed, national origin, religion or academic ability may apply and be equally considered for enrollment. Students must complete an application to be considered for admission. The charter school will begin enrolling students for the 2016/2017 school year beginning in December 2015 and will continue to enroll students through April 2016. If enrollment exceeds the schools available slots at that time, then a lottery will be conducted in April 2016. Once a student has been admitted to LAYW, it will not be necessary to reapply each

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year. However, students expelled or suspended under NC General Statute 115C 390.5 through NC General Statute 115C 390.11 may not be admitted to LAYW until the expulsion or suspension period has ended. The LAYW application will include the students name, place of residence, and parents or guardians names.

2. Children of school employees and siblings of currently enrolled students who were admitted to LAYW in a previous year will receive admission preferences. 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 LAYW charter school shall enter one surname into the lottery to represent all of the multiple birth siblings. If the surname is selected, then all of the multiple birth siblings shall be admitted. Within one year after LAYW begins operation, the charter school shall make a good faith effort to admit students representing the racial and ethnic composition of the general population within the local school community.

3. If the submitted applications exceed the number of spaces by grade level, a lottery will be held in an open public meeting in late April 2015. No criteria for admission will be utilized other than a completed application form and residence in North Carolina. A waiting list will be created and maintained in the event that space becomes available. The parents of students may withdraw or transfer their children at any time. Parents wishing to re-enroll their students parents in LAYW after leaving the charter school will be required to complete the school's admission process.

4. The Principal will designate office staff members to maintain accurate student accountability records to comply with all NC requirements in the Student Record Manual and all state and federal laws within the Family Educational Rights and Privacy Act.

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PROJECTED ENROLLMENT

2016-17 through 2020-2021

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 New Hanover County 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.

	2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
	LEA 650	LEA 000	LEA 000												
Grade 06	75	0	0	75	0	0	75	0	0	75	0	0	75	0	0
Grade 07	0	0	0	75	0	0	75	0	0	75	0	0	75	0	0
Grade 08	0	0	0	0	0	0	75	0	0	75	0	0	75	0	0
Grade 09	0	0	0	0	0	0	0	0	0	75	0	0	75	0	0
Grade 10	0	0	0	0	0	0	0	0	0	0	0	0	75	0	0
	75			150			225			300			375		

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Section IV: Governance and Capacity <u>Concerns and Additional Questions</u>	Reviewer	Page Reference
Reviewer	Score	

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V. OPERATIONS

Transportation Plan:

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

LAYW will contract bus transportation services with New Hanover County Schools to ensure no students are denied access to the charter school due to a lack of transportation.

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.

LAYW will contract a food service plan with New Hanover County Schools to ensure that no child is lacking in daily meals.

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 coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability		\$1,000,000	\$3,500.00
Officers and Directors/Errors and Omissions		\$1,000,000	\$5,000.00
Property Insurance		\$3,000,000	\$1,800.00
Motor Vehicle Liability		\$1,000,000	\$4,000.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$250.00
Other		\$1,000,000	\$18,000.00
Total Cost			\$32,550.00

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

Health and Safety Requirements:

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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.

lisadcunningham 09/26/2014

(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 Q).

New Hanover County Schools (NHCS) has agreed to provide classroom space in Gregory Elementary School of Science and Math for the LAYWs middle school students starting in the 2016/2017 school year and continuing for a minimum of 2.5 years. NHCS has submitted a letter verifying this commitment as well as "fair and reasonable" contractual rates for food service, transportation, janitorial and special needs student services (see Appendix U for the letter of commitment and the floor plan of the Gregory School). LAYW is in negotiations with NHCS for an expanded space for Phase II of school implementation. The initial site includes a media center, athletic facility, cafeteria, gymnasium, and assembly area. In addition, the LAYW Board of Directors is exploring potential lease facilities within New Hanover County. We are currently working with community members and NHCS to identify vacant corporate buildings, local schools and community centers in the charter schools targeted area. The Board will consider a variety of locations for the final site within the community and will include stakeholder input in the decision-making process to identify a suitable school site.

What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.

Not applicable. Final terms of the lease agreement have not been negotiated at this time.

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 LAYW is unable to purchase an existing building by the end of the 2018/2019 school year, we will either rent or lease an existing building, or lease or purchase a lot in the community and buy modular units to place on the site.

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
Transportation plan is not thorough. Additional information should be provided regarding an estimation of required buses, routes and other information to ensure the transportation plan is feasible.	Greg Schermbeck	Transportati
Has this contract been made and verified with New Hanover County Schools? What happens if they back out of the contract?	Brian Smith	Transportati
No information on providing special transportation if a student's IEP states the need for the service. need to check budget	Leigh MObley	Transportati
Again, what happens if they back out of their contract? Is there a backup plan?	Amy Ruck Kagan	Transportati
The school lunch plan does not provide any sort of explanation regarding how it will feed all students. Again, information is needed to understand the specifics of contracting with a food service organization and how it will ensure all students are fed. all kids? space available? budget?	Brian Smith	School Lunch
if terms haven't been negotiated, how do they now it is "fair and reasonable"? contingency if district space does not occur?	Leigh MObley	School Lunch
The school has a signed agreement for space for a minimum of 2.5 years. However, there is no clear contingency plan for after those initial years or if the agreement should fall through. The application states that other alternatives would be pursued however a clear plan needs to be in place as it to the overall financial well-being of the school.	Amy Ruck Kagan	Facility and
Appendix R is attached but states that it's non-applicable.	Greg Schermbeck	Facility and

Reviewer	Score
Cheryl Turner	
Amy Ruck Kagan	Pass
Leigh MObley	
Becky Taylor	
Helen Nance	
Alex Quigley	
Brian Smith	Pass
Greg Schermbeck	Pass
Tracy Kelley	Pass
Alan Hawkes	
Steven Walker	

VI. FINANCIAL PLAN

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

Budget: Revenue Projections from each LEA 2016-17

<p>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</p> <p><i>Refer to the Resource Manual Finance Section for guidance on estimated funding amounts</i></p>	<p>State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.</p> <ul style="list-style-type: none">• In year 1 – Base state allotments are determined by the LEA in which <u>the student</u> resides• In year 2 and beyond- Base State allotments are determined by the LEA in which <u>the school</u> is located. <p>Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.</p> <p>Federal Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.</p> <p>REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS</p> <p>LEA #1 650 – New Hanover County Schools</p>		
LEA #1 650 – New Hanover County Schools			
Revenue	2014-2015 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2016-2017
State Funds	\$4,613.89	75	\$346,041.75
Local Funds	\$2,551.00	75	\$191,325.00
Federal EC Funds	\$3,768.11	7	\$26,376.77
Totals			\$563,743.52

Total Budget: Revenue Projections 2016-17 through 2020-2021

INCOME: REVENUE PROJECTIONS	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
-State ADM Funds	\$346,042	\$714,306	\$1,071,459	\$1,428,612	\$1,785,765
-Local Per Pupil Funds	\$191,325	\$369,000	\$553,000	\$738,000	\$922,500
-Exceptional Children Federal Funds	\$26,377	\$52,754	\$82,960	\$113,040	\$139,416
-Other Funds*	\$566,785	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$1,130,529	\$1,136,060	\$1,707,419	\$2,279,652	\$2,847,681

***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 S.

Personnel Budget: Expenditure Projections 2016-17 through 2010-2021

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

BUDGET EXPENDITURE PROJECTIONS Personnel	2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
	<i>Num Staff</i>	<i>Avg Salary</i>	<i>Total salary</i>	<i>FTE</i>	<i>Avg Salary</i>	<i>Total salary</i>									
Administrative & Support Personnel:															
Lead Administrator	1	\$51,876	\$51,876	1	\$53,868	\$53,868	1	\$55,980	\$55,980	1	\$57,456	\$57,456	1	\$59,016	\$59,016
Assistant Administrator	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Finance Officer	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Clerical	1	\$23,000	\$23,000	1	\$23,000	\$23,000	1	\$23,000	\$23,000	1	\$23,000	\$23,000	2	\$23,000	\$46,000
Food Service Staff	.5	\$19,960	\$9,980	1	\$19,960	\$19,960	2	\$19,960	\$39,920	2	\$19,960	\$39,920	2	\$19,960	\$39,920
Custodians	1	\$19,960	\$19,960	1	\$19,960	\$19,960	2	\$19,960	\$39,920	2	\$19,960	\$39,920	2	\$19,960	\$39,920
Transportation Staff	.5	\$19,904	\$9,952	1	\$19,904	\$19,904	1	\$19,904	\$19,904	2	\$19,904	\$39,808	2	\$19,904	\$39,808
A - Total Admin and Support:	4		\$114,768	5		\$136,692	7		\$178,724	8		\$200,104	9		\$224,664
Instructional Personnel:															
Core Content Teacher(s)	4	\$33,000	\$132,000	8	\$33,000	\$264,000	12	\$36,500	\$438,000	16	\$36,500	\$584,000	20	\$36,500	\$730,000
Electives/Specialty Teacher(s)	1	\$33,000	\$33,000	2	\$33,000	\$66,000	3	\$36,500	\$109,500	4	\$36,500	\$146,000	5	\$36,500	\$182,500
Exceptional Children Teacher(s)	1	\$33,000	\$33,000	2	\$33,000	\$66,000	3	\$36,500	\$109,500	4	\$36,500	\$146,000	5	\$36,500	\$182,500
Instructional Support	1	\$44,000	\$44,000	1	\$44,000	\$44,000	1	\$44,000	\$44,000	1	\$44,000	\$44,000	1	\$44,000	\$44,000
Teacher Assistants	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
B - Total Instructional	7		\$242,000	13		\$440,000	19		\$701,000	25		\$920,000	31		\$1,139,000

Personnel:															
A+B = C - Total Admin, Support and Instructional Personnel:	11		\$356,768	18		\$576,692	26		\$879,724	33		\$1,120,104	40		\$1,363,664
Administrative & Support Benefits															
Health Insurance	4	\$5,378	\$21,512	5	\$5,432	\$27,160	7	\$5,486	\$38,402	7	\$5,540	\$38,780	9	\$5,595	\$50,355
Retirement Plan--NC State	4	\$4,364	\$17,456	5	\$4,564	\$22,820	7	\$4,970	\$34,790	7	\$5,070	\$35,490	9	\$5,480	\$49,320
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Social Security	4	\$1,779	\$7,116	5	\$2,022	\$10,110	7	\$2,700	\$18,900	7	\$2,800	\$19,600	9	\$3,000	\$27,000
D - Total Admin and Support Benefits:	12		\$46,084	15		\$60,090	21		\$92,092	21		\$93,870	27		\$126,675
Instructional Personnel Benefits:															
Health Insurance	7	\$5,378	\$37,646	13	\$5,432	\$70,616	19	\$5,486	\$104,234	25	\$5,540	\$138,500	31	\$5,595	\$173,445
Retirement Plan--NC State	7	\$5,258	\$36,806	13	\$5,458	\$70,954	19	\$5,660	\$107,540	25	\$5,860	\$146,500	31	\$6,100	\$189,100
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Social Security	7	\$2,143	\$15,001	13	\$2,386	\$31,018	19	\$2,586	\$49,134	25	\$2,790	\$69,750	31	\$3,100	\$96,100
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
E - Total Instructional Personnel Benefits:	21		\$89,453	39		\$172,588	57		\$260,908	75		\$354,750	93		\$458,645
D+E = F - Total Personnel Benefits	33		\$135,537	54		\$232,678	78		\$353,000	96		\$448,620	120		\$585,320
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	16		\$160,852	20		\$196,782	28		\$270,816	29		\$293,974	36		\$351,339

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B+E = H - Total Instructional Personnel (Salary & Benefits)	28		\$331,453	52		\$612,588	76		\$961,908	100		\$1,274,750	124		\$1,597,645
G+H = J - TOTAL PERSONNEL	44		\$492,305	72		\$809,370	104		\$1,232,724	129		\$1,568,724	160		\$1,948,984

Operations Budget: Expenditure Projections
2016-17 through 2020-2021

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
	Administrative & Support:					
Office:	Office Supplies	\$2,500	\$3,000	\$3,500	\$4,000	\$4,500
	Paper	\$1,000	\$2,000	\$3,000	\$4,000	\$5,000
	Computers & Software	\$15,000	\$20,000	\$25,000	\$30,000	\$35,000
	Communications & Telephone	\$5,000	\$5,500	\$6,000	\$10,000	\$12,000
	Copier leases	\$4,000	\$4,500	\$5,000	\$6,000	\$6,500
Management Company	Contract Fees	\$0	\$0	\$0	\$0	\$0
Professional Contract	Legal Counsel	\$1,000	\$1,500	\$2,000	\$2,500	\$3,000
	Student Accounting	\$0	\$0	\$0	\$0	\$0
	Financial	\$2,000	\$2,500	\$3,000	\$3,500	\$4,000
	Other Professional	\$0	\$0	\$0	\$0	\$0
Facilities	Facility Lease/Mortgage	\$72,000	\$73,200	\$74,400	\$80,000	\$80,000
	Maintenance	\$0	\$0	\$0	\$20,000	\$20,000
	Custodial Supplies	\$0	\$0	\$0	\$10,000	\$10,000
	Custodial Contract	\$0	\$0	\$0	\$39,920	\$39,920
	Insurance (pg19)	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
	Other	\$0	\$0	\$0	\$0	\$0
Utilities	Electric	\$0	\$0	\$0	\$32,000	\$32,000
	Gas	\$0	\$0	\$0	\$1,000	\$1,000
	Water/Sewer	\$0	\$0	\$0	\$2,000	\$2,000
	Trash	\$0	\$0	\$0	\$5,000	\$5,000
Transportation	Buses	\$0	\$0	\$0	\$30,000	\$30,000
	Gas	\$0	\$0	\$0	\$24,000	\$24,000
	Oil/Tires & Maintenance	\$0	\$0	\$0	\$50,000	\$50,000
Other	Marketing	\$0	\$0	\$0	\$0	\$0
	Child nutrition	\$0	\$0	\$0	\$0	\$0
	Travel	\$0	\$0	\$0	\$0	\$0
	Other	\$0	\$0	\$0	\$0	\$0
	K - TOTAL Administrative & Support Operations	\$117,500	\$127,200	\$136,900	\$368,920	\$378,920
	Instructional:					
Instructional Contract	Staff Development	\$5,000	\$8,000	\$11,000	\$14,000	\$17,000
Classroom Technology	Software	\$6,000	\$9,000	\$12,000	\$15,000	\$18,000

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Books and Supplies	Instructional Materials	\$15,000	\$20,000	\$30,000	\$35,000	\$40,000
	Curriculum/Texts	\$1,000	\$1,500	\$2,000	\$2,500	\$3,000
	Copy Paper	\$800	\$1,200	\$1,600	\$2,000	\$2,500
	Testing Supplies	\$1,200	\$1,600	\$2,000	\$2,400	\$2,800
	Other	\$0	\$0	\$0	\$0	\$0
	L - TOTAL Instructional Operations	\$29,000	\$41,300	\$58,600	\$70,900	\$83,300
	K+L = M - TOTAL OPERATIONS	\$146,500	\$168,500	\$195,500	\$439,820	\$462,220

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Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
J - TOTAL PERSONNEL	\$492,305	\$809,370	\$1,232,724	\$1,568,724	\$1,948,984
M - TOTAL OPERATIONS	\$146,500	\$168,500	\$195,500	\$439,820	\$462,220
J+ M =N TOTAL EXPENDITURES	\$638,805	\$977,870	\$1,428,224	\$2,008,544	\$2,411,204
Z - TOTAL REVENUE	\$1,130,529	\$1,136,060	\$1,707,419	\$2,279,652	\$2,847,681
Z - N =SURPLUS / (DEFICIT)	\$491,724	\$158,190	\$279,195	\$271,108	\$436,477

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 Leadership Academy for Young Women (LAYW) in an effort to serve the special needs of female students in the community, determined it would be important to maintain a maximum enrollment of 75 students per grade level for the 6th through 12th grade school. As the only public, single-gender choice in Wilmington, the school will address challenges our young women face. The challenges include the need for programs that steer them away from violence, pregnancy and drop-out and offer engaging and rigorous academic opportunities to help them acquire the tools they need to succeed in high school, college and life. The financial break-even point for 6th through 12th school will be 375 females. We will meet this enrollment projection through marketing, summer programs and outreach efforts to the community. The county school district has a 72% high school graduation rate, 42% of students qualify for free/reduced lunch, 23% of households live in poverty, an 8% unemployment rate and a 3% teen pregnancy rate.

LAYW will recruit and admit 6th through 12th grade female students irrespective of race, color, nationality, ethnic origin, religion and sexual orientation following the provisions of NC General Statutes, 115C, 238.29F (g) LAYW will make a good faith effort to achieve a racial/ethnic balance reflecting the demographics of the community with a specific focus. This will be accomplished via a comprehensive marketing plan that will include newspaper advertisements, media broadcasts on radio and television, website postings, direct mailings, email distribution lists, visits to churches attended by prospective students and parents, civic organizations in the community, governmental agencies and civic clubs.

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

If anticipated revenues are not received or are lower than estimated LAYW will: 1) seek additional grants from foundations (like the Hearst grant we received) that focus on female educational services; 2) seek donations from businesses in the community and targeted donors; and 3) develop fund raising programs.

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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

As presented on the Budget Revenue page of this application, LAYW has received \$566,785 in grant and private donation funds. Appropriate documentation of the fund sources and amounts have been provided in the appendices.

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

One teacher for every 25 students

- 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.*

LAYW will hire a Clerical/Bookkeeper to manage the school budget and employ an Auditing Firm experienced in charter school financial services to conduct the required external audit. LAYW will employ EC teachers based on the number of enrolled exceptional children to provide the IDEA services and will contract with the local school district to meet any EC needs that cannot be met by the LAYW EC faculty members. LAYW will employ custodial staff members to provide custodial services for the charter school.

LAYW will contract services with New Hanover County Schools to address criteria and procedures for the selection of contractors and large purchases to ensure that all local, state and federal laws, policies and procedures are followed. In addition, budget reports will be reviewed by the LAYW Board of Directors and discussed in the monthly meetings.

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

LAYW's mission is to provide a unique single-gender public school environment for young woman in grades 6th through 12th in which rigorous, college preparatory education and college graduation is supported. The school culture will challenge and support students to live a balanced life that develops confidence and compassion, critical thinking and personal responsibility. LAYW's values the development of the health and well being of each young woman in a school environment that will offer strong social and emotional support. LAYW teaches young women the decision-making skills to make responsible decisions and life choices and be accountable for their own lives. To that end, the budget is designed to maintain a 1:25 teacher/student ratio with additional staff members and community stakeholders to ensure that the young women in the charter school can become self-reliant and knowledgeable leaders in their personal lives and their communities. LAYW will develop students with the skills to apply knowledge acquired in classrooms and other learning environments in all aspects of their lives.

The budget is aligned with a core curriculum and ongoing teacher professional development to promote college and career-readiness for all students. A College Pathways Counselor, great speakers, summer internships, academic academies and tutoring series will be provided by YWL above state appropriations. Being college ready means being prepared for any postsecondary education or training experience, including study at two- and four-year institutions leading to a postsecondary credential (i.e. a

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certificate, license, Associates or Bachelors degree). Being ready for college means that a high school graduate has the English, mathematics, and general knowledge and skills necessary to qualify for and succeed in college coursework without the need for remedial services. Being career ready means that LAYW high school graduates will have the English, mathematics, and general knowledge and leadership skills needed to qualify for and succeed in the job market and/or to pursue additional education necessary for their chosen career.

The LAYW's budget is designed to provide transportation for all regular school year and summer programs for all students. The budget provides funds to meet the facility needs for the first 3 years by renting space from the New Hanover County Schools in a targeted community that will be served. The Board of Directors will continue to write grants and seek private donations obtain additional funds for a more permanent facility as the additional grade levels are added.

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.

LAYW will enroll 75 students for the first year to meet a break-even budget number, and add 75 each year until achieving the targeted total enrollment number of 5255 students in 6th through 12th grades. The school's initial goal will be to maintain minimum reserve funds of at least 5-7% during the first year, with the future goal of adding to the reserve account via additional fund-raising to either rent, lease or purchase a more permanent facility. YWL has an on hand fund balance of more than half a million dollars with a target of one million by the opening of the school.

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

Fund-raising and grant writing have already established a fund balance of \$566,000 for the LAYW's planning year. The Board of Directors will continue to write grants and conduct fund-raising with the future goal of obtaining sufficient funds to rent, lease or purchase a more permanent facility.

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

For the first 2-3 years, the school will rent space in an elementary magnet school from New Hanover County Schools which will have furniture, chairs and desks. The current fund balance provides assets in addition to the ADM allotments that can be used for purchasing hardware, software and instructional materials.

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

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

LAYW will have access to New Hanover County Schools fiscal and budget control policies and will contract services with the District's Finance Department to implement internal controls, ensure segregation of duties, safeguard of assets and maintain accurate record keeping.

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

There are no known or possible related party transactions to report.

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.

bearmancpa
1303C Independence Boulevard
Wilmington, NC 28403

Phone: (910) 5080630

Email: nbearman@bearmancpa.com

Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
Consideration should be placed in increasing the projected students enrollment from 75 to 90 to ensure school is financially sound.	Greg Schermbeck	Budget Reven
Assurance of other funds is provided through copies of bank statements. It is unclear where those funds originated and not stated that they'll be reserved for the school.	Greg Schermbeck	Total Budget
low salaries	Amy Ruck Kagan	Personnel Bu
There is no allotted funding for contractual staff to provided related services, such as speech, occupational therapy, physical therapy to students with disabilities.	Leigh MObley	Personnel Bu
The budget is realistic. The school should consider adding additional administrators as the school grows. As it stands now, there is one administrator planned for 5-grade levels and 375 students.	Greg Schermbeck	Personnel Bu
low legal costs what is in financial costs? facilities costs- how to verify? insurance cost doesn't align no utilities? why nothing on transportation? low instructional costs? although balanced, seems unrealistic	Amy Ruck Kagan	Operations B
No funding for related services for students with disabilities.	Leigh MObley	Operations B
How are utilities, transportation, and child nutrition going to paid for in the first three years?	Brian Smith	Operations B
Additional information should be provided for the following budget items: Curriculum - \$1000 - This is a minimal amount for curriculum / texts. The school should be asked what the \$1000 will cover. Copy Paper - \$800 - Incredibly minimal amount for copy paper. Considering daily class materials, exit tickets and homework, this budget will need to be drastically increased. Staff Development - \$5000 - Again, this amount is low. More details must be provided regarding what these funds will cover. Transportation - \$0 - Funds must be set aside for transportation. Additional information must be gathered around transportation.	Greg Schermbeck	Operations B
major fluctuation in surplus information	Amy Ruck Kagan	Total Expend
A clear financial contingency plan is not provided. The school should provide more information and a specific plan for how additional funds will be discovered, if needed. The school should also explain their decision to project an enrollment of 75 students in its founding year. 85 - 100 students would make the school more financially viable. Lastly, more information should be gathered regarding the schools rental space in an existing school building. Specifically, if the space is adequate and if all related furniture, desks, and other materials will be provided and sufficient.	Greg Schermbeck	Budget Narra
can they partner?	Amy Ruck Kagan	Financial Au
A thorough audit procedure or methods are not outlined.	Greg Schermbeck	Financial Au

Reviewer	Score
Alex Quigley	
Cheryl Turner	

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Helen Nance	
Brian Smith	Pass
Amy Ruck Kagan	Fail
Alan Hawkes	
Leigh MObley	
Steven Walker	
Greg Schermbeck	Pass
Becky Taylor	
Tracy Kelley	Pass

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VII AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-238.29B(e) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the September 26, 2014 5:00 pm EST deadline. Payments will be accepted in the form of a check or credit card. The Credit card Form is found on the Office of Charter Schools website. Cash is not accepted.

**Application Note: The applicant must mail the check or credit card form along with a letter indicating the name of the proposed charter school, contact information, and the enclosed payment amount to be received before or on the due date of September 26, 2014 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).

lisadcunningham Date: 09/26/2014

Applicant Signature:

The foregoing application is submitted on behalf of Leadership Academy for Young Women (*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: lisadcunningham

Board Position: Dr. Robert Tyndall Co Chair YWL, Inc.

Signature: _____ Date: 09/26/2014

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

Notary Public

Official Seal

My commission expires: _____, 20____.

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OVERALL ASSESSMENT

Would you as the Advisory Board deem this application complete? The decision of the Advisory Board regarding completeness is final. This rubric, and the following recommendation, is simply a starting point for Advisory Board deliberations regarding which applicants to invite back for an interview.

<u>Total Initial Screening Votes</u>	
No	Yes
0	11
	AH, JM, PG, HN, SR, AQ, ES, TS, BT, CT, SW

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

<u>Total External Evaluator Votes</u>	
No	Yes
0	4

Would you, as an Advisory Board, recommend this nonprofit group to the SBE to start the Planning year? The State Board of Education gives the final approval to start the Planning Year.

<u>CSAB Votes</u>	
No	Yes
0	11
	HN,AQ,ES, AH, SW, SR, TS, CT, JM, PG,BT

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

If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov.

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Initial Screening

Mission, Purposes, and Goals	- shannon1974
Education Plan	- shannon1974
Governance and Capacity	- shannon1974
Operations	- shannon1974
Financial Plan	- shannon1974
OVERALL	- shannon1974 - shannon1974 - dtsmith840

External Evaluator

Mission, Purposes, and Goals	<p><u>Mission Statement</u> weak mission- doesn't describe what the benefits are what is knowledge work will need more on educating the whole student - aruckkagan</p> <p><u>Mission Statement</u> Mission statement (for student 6-12) does not align with student enrollment projections ending at 10th grade. - kelleytracy</p> <p><u>Educational Need and Targeted Student Population</u> A substantial evidence document is attached. Much information is included regarding supporting theories and population statistics. - gschermbeck</p> <p><u>Educational Need and Targeted Student Population</u> how are they going to target first generation college bound females? SES? purpose listed in description would make a more meaningful mission target population is the who- but not connected to the actual site which other schools is it modeled after? descriptive and informative, but doesn't tell me if the LEA offers any single gender schools - aruckkagan</p> <p><u>Educational Need and Targeted Student Population</u> What surveys and social media supports the interest and ability to acquire 75 female students in the first and concurrent years to come to YWLN, specifically in your area? - brian_smith2</p> <p><u>Purposes of Proposed Charter School</u> Multiple legislative purposes are described however more information is required. It is clear that teachers will have opportunities for PD yet specifics should be included. We</p>
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If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov.

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	<p>must know who is leading the PD and how success will be measured. It is also made clear that data will be used to drive instruction yet no specific information to the plan is described. - gschermbeck</p> <p><u>Goals for the Proposed Charter School</u> Testing goal for Year 1-3 should be more ambitious. The application previously stated that female students in the county test at 44% proficiency. An increase of 6% would be an improvement, but not bold enough to warrant opening a charter school. - gschermbeck</p> <p><u>Goals for the Proposed Charter School</u> concerning- very low goals - aruckkagan</p> <p><u>Goals for the Proposed Charter School</u> Performance goals are aligned but low, evidences low expectations. - kelleytracy</p>
Education Plan	<p><u>Instructional Program</u> The school should provide more information regarding diagnostic assessments and how they will drive differentiation for students. - gschermbeck</p> <p><u>Instructional Program</u> very unclear instructional methods no clear educational design understand the concept of whole-girl, but lacks clarity need more information about using data - aruckkagan</p> <p><u>Instructional Program</u> Are there other system that you will use to monitor data more frequently than MAP's beginning, middle, and end or End of the Year Exams? - brian_smith2</p> <p><u>Instructional Program</u> Consider EOC and EOG assessments, which I believe are mandated. What other benchmark assessments will be used to monitor and support schools system of tiered instruction. what informal assessments will be used daily to target and modify instruction? and - kelleytracy</p> <p><u>Curriculum and Instructional Design</u> Appendix B is well defined and includes adequate details. Additional information should be gathered regarding how much was created and how much was borrowed from the existing New Hanover curriculum. Appendix B2 is attached however it describes Science curriculum and doesn't specify if these are electives. It is also unclear why 9-12 content is attached when the school is opening with only a 6th grade. - gschermbeck</p> <p><u>Curriculum and Instructional Design</u> conflict between fixed core curricular courses and the project based, inquiry based ideas what is the unique culture- need to understand the elements how do all the pieces fit together...direct instruction, blended learning, cooperative and collaborative, student centered....? no response to transitioning grade level to grade level where did they pull scope and sequence from? calendar is extremely traditional- no additional time for students or teachers - aruckkagan</p> <p><u>Special Programs and "At-Risk" Students</u></p>

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Additional information is required for all sections. The school outlines information and strategy for each section however it does not qualify as a sound plan. The school should provide a thorough and step by step plan to ensure all students have the ability to achieve within their school. - gschermbeck

Special Programs and "At-Risk" Students

weak on intervention and prevention

no plans provided

for ELL: what supports, what types of services, anything about teachers?

- aruckkagan

Special Programs and "At-Risk" Students

Please describe the Leadership Development Sessions (Advisory) will there be a curriculum with anticipated goals and objectives to support these sessions?

It is unclear what interventions will be put in place to ensure struggling students have access to the core curriculum during the regular school day.

Applicant does not describe a universal screening system that will be used to assess academic and behavioral strengths and challenges and identify those in need of additional support. There is not a clear articulation of what will be done to support students not yet on track to proficiency--will school provide additional time and support for individualized instruction through tiered instruction, a data driven approach to prevention (Universal Screener) early detection and support? Are there plans to implement a flexible tiers of research based interventions to supplement, enhance, provide access to core curriculum for tier 1 gen ed students in need of support? Will school schedule be sufficiently flexible to provide adequate time for core instruction and, as needed, additional academic and or behavioral supports?

Are the on-on one tutoring sessions mentioned intended to serve as interventions? If so, are they research proven, taught by qualified professionals, and aligned to student needs> Are they optional? - kelleytracy

Exceptional Children – Identification and Records

no plan for identifying students

- aruckkagan

Exceptional Children – Identification and Records

There is no plan to identify students who enroll who have previously been found eligible. The process for obtaining special education records from other districts should happen prior to school starting. No plan if records are not obtained. No plan to determine if a student who enrolls was receiving special education and related services at the previous district. What is the school base team? This section is out of compliance in regards referral, evaluation and identification. - michelle_mobley

Exceptional Children – Education Programming

no clear plan

no services mentioned - aruckkagan

Exceptional Children – Education Programming

This section is out of compliance as it is written. Who will provide specially designed instruction? How will the school provide the continuum of services? Who will develop the student's IEP? What is process for referral for evaluations? What is the SBT? How will all related services be provided? - michelle_mobley

Student Performance Standards

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	<p>No specific student performance standards are listed. The school should provide specific measures and goals that both students and staff understand.</p> <p>Further, clear policies and standards for promotion should be included. It is unclear how students will be deemed ready for promotion. - gschermbeck</p> <p><u>Student Performance Standards</u></p> <p>no measurable goals</p> <p>use of MAP is a positive- but as with all assessments, how will data be collected and utilized</p> <p>details about the life map</p> <p>examples of scores they think demonstrate readiness</p> <p>- aruckkagan</p> <p><u>Student Conduct and Discipline</u></p> <p>A clear plan for student conduct and discipline is not included. The school lists unacceptable students behaviors and a list of potential responses however a clear plan is not listed. A clear plan should outline different levels of behavior and the related consequences of each. Culture and behavior plans should be easily understood and accepted by both the students and teachers. - gschermbeck</p> <p><u>Student Conduct and Discipline</u></p> <p>examples of norms</p> <p>examples of culture</p> <p>- aruckkagan</p> <p><u>Student Conduct and Discipline</u></p> <p>This is out of compliance in regards to students with disabilities as it is written. What is modified instruction? What are the specific discipline procedures regarding students with disabilities? - michelle_mobley</p> <p><u>Student Conduct and Discipline</u></p> <p>Applicant missed an opportunity to expound on how students will be nurtured in keeping with mission statement and single-gender principles of empowerment and achievement. - kelleytracy</p> <p><u>Student Conduct and Discipline</u></p> <p>The policy for suspension and expulsion are missing. Are you going to add these policies?</p> <p>- brian_smith2</p>
Governance and Capacity	<p><u>Governance and Organizational Structure of Private Nonprofit Organization</u></p> <p>More information should be included within the organizational chart. The chart should include how teachers will be structured and how leadership will flow throughout the school building. - gschermbeck</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u></p> <p>no charter experience</p> <p>do not describe charter governance knowledge</p> <p>who is conducting training?</p> <p>how will grievance process be communicated?</p> <p>need a more clear reporting org structure</p> <p>concerned with 16 person board</p> <p>who no meetings in July/Dec?</p>

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weak board responses by board members - aruckkagan

Proposed Management Organization (EMO/CMO)

Nothing was selected because the proposed school is not partnering with an EMO / CMO.
- gschermbeck

Projected Staff

A projected list of staff positions is included however there are no accompanying qualifications for any of the positions. - gschermbeck

Staffing Plans, Hiring, and Management

A sound plan to recruit and retain high-performing teachers is not included. More information should be provided regarding how the school will recruit these teachers.

There is also no clear plan for the interview process for teachers. Outside of passing a criminal background check, teachers should pass through multiple levels of an interview to ensure they possess the appropriate skills and expertise to be a high-quality teacher.

Appendix O is one page and does not provide sufficient information regarding policies and procedures. - gschermbeck

Staffing Plans, Hiring, and Management

weak recruitment
nothing about hiring

- aruckkagan

Staff Evaluation and Professional Development

This section is missing detailed evidence regarding ongoing professional development and staff evaluation.

The YWL network and 11 focus areas are mentioned however no justification is provided regarding why these focus areas have been selected or how each will be measured. There is also no mention of mentorship or how teachers will be evaluated to ensure students are reaching their academic benchmarks.

Lastly, more information should be provided regarding teacher PD, evaluation and how data will be used to drive instruction and differentiation. - gschermbeck

Staff Evaluation and Professional Development

general alignment to mission, but no details about mentoring, retaining or evaluating staff basic PD structure, no details about delivery, alignment to teacher need or student progress what is a weekly reflection session?
what are they critically assessing? - aruckkagan

Staff Evaluation and Professional Development

Please describe in greater detail the expectations for collaboration among teachers. will time be built into the school schedule for staff collaboration, with collaboration serving as PD? How will PD be both individually pursued and school-based, job embedded, such as instructional coaching or content learning. What specific structures will be put in place to support regular, frequent collaboration to improve implementation of the curriculum and instructional practice? what structures for collaboration will be implemented to take learning to the next level of development and what established systems and protocols will guide collaborative discussions? - kelleytracy

Staff Evaluation and Professional Development

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	<p>How will Initially Licensed teachers (ILT's) going to be monitored and mentored? What evaluation tool will be used for teachers, Teacher Assistants, Principals, etc. for evaluations?</p> <p>What is the cost of the professional development that will be provided in this section? - brian_smith2</p> <p><u>Marketing Plan</u></p> <p>The student marketing and recruitment plan should provide more details. Details should include specific neighborhoods to target, benchmarks for student recruitment numbers and other concrete steps to ensure the projected enrollment is met. - gschermbeck</p> <p><u>Marketing Plan</u></p> <p>plan is basic- not aligned to target population or location - aruckkagan</p> <p><u>Parent and Community Involvement</u></p> <p>Additional information should be provided regarding how daily / weekly parent communication will occur. The parent committee is great, however a clear plan should be provided for a clear communication plan for all parents. - gschermbeck</p> <p><u>Admissions Policy</u></p> <p>How will transgender students be identified and will they be placed at LAYW? - brian_smith2</p> <p><u>Projected Student Enrollment (Table)</u></p> <p>Projected enrollment growth is realistic. Additional information should be gathered regarding if increasing student enrollment to 100 students each year is possible and the related financial benefits. - gschermbeck</p> <p><u>Projected Student Enrollment (Table)</u></p> <p>The project enrollment on the tables is for 6th - 10th grade but the narrative speaks to 6th - 12th grade. - kelleytracy</p> <p><u>Projected Student Enrollment (Table)</u></p> <p>There is some concern about the school reaching the enrollment projections due to the seeking of one gender. Is there a list of students who want to attend? - brian_smith2</p>
Operations	<p><u>Transportation Plan</u></p> <p>Transportation plan is not thorough. Additional information should be provided regarding an estimation of required buses, routes and other information to ensure the transportation plan is feasible. - gschermbeck</p> <p><u>Transportation Plan</u></p> <p>No information on providing special transportation if a student's IEP states the need for the service. - michelle_mobley</p> <p><u>Transportation Plan</u></p> <p>need to check budget - aruckkagan</p> <p><u>Transportation Plan</u></p> <p>Has this contract been made and verified with New Hanover County Schools?</p> <p>What happens if they back out of the contract? - brian_smith2</p> <p><u>School Lunch Plan</u></p> <p>The school lunch plan does not provide any sort of explanation regarding how it will feed all students. Again, information is needed to understand the specifics of contracting with</p>

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	<p>a food service organization and how it will ensure all students are fed. - gschermbeck</p> <p><u>School Lunch Plan</u> all kids? space available? budget? - aruckkagan</p> <p><u>School Lunch Plan</u> Again, what happens if they back out of their contract? Is there a backup plan? - brian_smith2</p> <p><u>Facility and Facility Contingency Plan</u> The school has a signed agreement for space for a minimum of 2.5 years. However, there is no clear contingency plan for after those initial years or if the agreement should fall through. The application states that other alternatives would be pursued however a clear plan needs to be in place as it to the overall financial well-being of the school.</p> <p>Appendix R is attached but states that it's non-applicable. - gschermbeck</p> <p><u>Facility and Facility Contingency Plan</u> if terms haven't been negotiated, how do they now it is "fair and reasonable"? contingency if district space does not occur? - aruckkagan</p>
Financial Plan	<p><u>Budget Revenue Projections from Each LEA (Table)</u> Consideration should be placed in increasing the projected students enrollment from 75 to 90 to ensure school is financially sound. - gschermbeck</p> <p><u>Total Budget Revenue Projections 2017-2021 (Table)</u> Assurance of other funds is provided through copies of bank statements. It is unclear where those funds originated and not stated that they'll be reserved for the school. - gschermbeck</p> <p><u>Personnel Budget: Expenditures 2017-2021 (Table)</u> The budget is realistic.</p> <p>The school should consider adding additional administrators as the school grows. As it stands now, there is one administrator planned for 5-grade levels and 375 students. - gschermbeck</p> <p><u>Personnel Budget: Expenditures 2017-2021 (Table)</u> There is no allotted funding for contractual staff to provided related services, such as speech, occupational therapy, physical therapy to students with disabilities. - michelle_mobley</p> <p><u>Personnel Budget: Expenditures 2017-2021 (Table)</u> low salaries - aruckkagan</p> <p><u>Operations Budget: Expenditures 2017-2021 (Table)</u> Additional information should be provided for the following budget items:</p> <p>Curriculum - \$1000 - This is a minimal amount for curriculum / texts. The school should be asked what the \$1000 will cover.</p> <p>Copy Paper - \$800 - Incredibly minimal amount for copy paper. Considering daily class materials, exit tickets and homework, this budget will need to be drastically increased.</p> <p>Staff Development - \$5000 - Again, this amount is low. More details must be provided regarding what these funds will cover.</p>

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	<p>Transportation - \$0 - Funds must be set aside for transportation. Additional information must be gathered around transportation. - gschermbeck</p> <p><u>Operations Budget: Expenditures 2017-2021 (Table)</u> No funding for related services for students with disabilities. - michelle_mobley</p> <p><u>Operations Budget: Expenditures 2017-2021 (Table)</u> low legal costs what is in financial costs? facilities costs- how to verify? insurance cost doesn't align no utilities? why nothing on transportation? low instructional costs? although balanced, seems unrealistic - aruckkagan</p> <p><u>Operations Budget: Expenditures 2017-2021 (Table)</u> How are utilities, transportation, and child nutrition going to be paid for in the first three years? - brian_smith2</p> <p><u>Total Expenditure Projections (Table)</u> major fluctuation in surplus information - aruckkagan</p> <p><u>Budget Narrative</u> A clear financial contingency plan is not provided. The school should provide more information and a specific plan for how additional funds will be discovered, if needed. The school should also explain their decision to project an enrollment of 75 students in its founding year. 85 - 100 students would make the school more financially viable. Lastly, more information should be gathered regarding the school's rental space in an existing school building. Specifically, if the space is adequate and if all related furniture, desks, and other materials will be provided and sufficient. - gschermbeck</p> <p><u>Financial Audits</u> A thorough audit procedure or methods are not outlined. - gschermbeck</p> <p><u>Financial Audits</u> can they partner? - aruckkagan</p>
OVERALL	<p><u>Cover Page</u> Additional questions should be asked regarding what services were rendered for the \$29,000. - gschermbeck</p> <p><u>Cover Page</u> who are these consultants what involvement moving forward? - aruckkagan</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Will there be extracurricular activities at the school as this is a reason some middle schools in the area have difficulty acquiring their enrollment? - brian_smith2</p>

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	<p><u>Grade Levels Served and Total Student Enrollment:</u> Cut off at 10th grade is a cumbersome cut off point as students must transfer into a HS in the middle of matriculation. Please explain the rational for supporting the decision to include 9th and 10th grades. - kelleytracy</p> <p><u>Appendices</u> Please clarify the org chart, as it is unclear as to whether the governance board will interface with the YWLN, NHCS, and the UNCW. Please outline what role UNCW will play in the school. How will this relationship be evaluated for effectiveness? Is there an MOU memorializing the nature and facet of this relationship and any associated cost to the school or ongoing commitments. Beside PD supports describe the other ways TWLN will interact with the school, students, leader, Board, other partners. Is there a MOU available detailing this relationship? How will the school evaluate the relationship for effectiveness or impact on student outcomes, if any. Additionally, please outline the roles and responsibilities of the Program Coord. - kelleytracy</p>
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Charter School Advisory Board Subcommittee

Mission, Purposes, and Goals	After introducing themselves, the board explained that there were three new board members and one member not present. Mr. Quigley asked for background and how the idea of the school came about. The board chair explained that the school would be focused on first generation college students.
Education Plan	A member of the BOD gave the reason the BOD choose to choose their model and the success they have seen in other places. Ms. Nance had questions on the relationship on UNC Wilmington and the proposed school. A member of the BOD explained they had connections and a commitment from the school to help educate the students. The BOD has a memorandum of services from the university.
Governance and Capacity	Mr. Sanchez asked about the ongoing support from the network. The board replied that it took a lot of time to become an affiliate. The agreement goes for 40 months and the school will be a full fledged affiliate. The network has 50 years of intense research for programs for young women. The intent was to have cumulative academic growth.
Operations	Ms. Nance inquired about the relationship with UNC-W. The board explained that there is a relationship with the School of Education at UNC-W and they have a memorandum of understanding. The board has access to their Summer programs and the business office is housed on the campus. Ms. Nance asked where the school would be located. In the center of Wilmington.
Financial Plan	Mr. Quigley stated that he had some concerns about the start up number at 75. The board chair explained that the reason they were comfortable was because all the other affiliates with the group started with that number. It would be a one-on-one program and they would be serving the whole child. Managing more than 75 would not be a good idea. The board established a foundation and had been aggressive with fundraising. The foundation would supplement the school. The target goal is to get \$1 million dollars before the school opens and that has been achieved.

If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov.

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	<p>Mr. Quigley asked how much money was currently in the bank. The board chair explained that there was \$660,000 in the bank and a private donor would supply the rest to reach one million dollars. There would always be a need for outside funding for the school with the number of programs that would be provided for the girls.</p> <p>Mr. Quigley asked if the school would be able to function without the additional \$400,000 that is projected to be raised. The board replied that they had done a great job reaching out to leaders in Wilmington and taking advantage of grant opportunities. The foundation funds could be pulled back and the program could be adjusted. Mr. Quigley asked if the school would have to move in the middle of the school year since it would be leasing a building for two and half years. The school leader is being vetted at the moment.</p> <p>Ms. Turner stated that she was amazed that the school had already raised one million dollars and they would be partnering with the LEA. Ms. Taylor added that this is what charter schools should be about. Mr. Sanchez added that this was a good example of a core plan</p>
OVERALL	Mr. Sanchez made motion to forward Young Womens Leadership Academy to the Ready to Open Process. Ms. Reeves seconded the motion. The motion passed unanimously.

Overall Summary

Initial Screening	OCS deems this application complete.
10/28/2014	The CSAB voted unanimously to deem this application complete on November 14, 2014.
Application Review	<p>On January 12, 2015 the CSAB subcommittee voted to move this application to interview. The subcommittee vote was 6 yes to 0 no. The full CSAB vote was 10 yes to 0 no for interview.</p> <p>Concerns outlined consisted of the following:</p> <p>Becky: Put in for 75 may be financially in a good place. Gibbs: Move to forward this applicant on. Becky: Second Alex Why 75 students? Independent charters not a group? Motion to move forward unanimous.</p>
Application Interview	On February 10, 2015 the CSAB subcommittee voted to recommend this application to the SBE to start the planning year. The full CSAB vote was 11 to 0.
OVERALL	This application will be recommended to the SBE to move forward to the Preliminary Planning Year. The vote was unanimous.