

Revolution Academy - Revolution Academy will develop productive citizens who are prepared for a lifetime of achievement by using a challenging, classical academic program, meaningful parental partnerships, character education, and an emphasis on student responsibility.



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:

Joe Maimone
Tammi Sutton
Deanna Townsend-Smith
Steven Walker
Kenneth Tucker
Cheryl Turner
Buffy Fowler
Alex Quigley
Alan Hawkes
Alex Quigley
Lindalyn Kakadelis
Lindalyn Kakadelis
Tracy Kelley
Glenn Allen
Lynn Kroeger
Nicole Charles
Phyllis Gibbs
Robert McOuat

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Shannon Sellers

Sherry Reeves

Heather Soja

Date of Review:

09/27/2017

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NORTH CAROLINA CHARTER SCHOOL APPLICATION

Revolution Academy

Public charter schools opening the fall of 2018

Due by 5:00 pm, September 19, 2016

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

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

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

APPLICATION DUE DATE/TIME

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

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

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

APPLICATION SPECIFICATIONS

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

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

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: *Revolution Academy*

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

Name of non-profit organization under which charter will be organized or operated: *Revolution Academy*

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: *Mary Catherine Sauer*

Title/Relationship to nonprofit: *Board Chairman*

Mailing address: *3607 Birdsong Ct.
Summerfield NC 27358*

Primary telephone: *336-423-6614* Alternative telephone: *336-423-6614*

E-Mail address: *www.revolutionacademyk8@gmail.com*

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

County: *GUILFORD*

LEA: *410-Guilford County Schools*

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

No: X

Yes:

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

No: X

Yes:

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

No: X

Yes:

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Acceleration

Yes:

No:

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

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

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

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

Yes:

No:

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

Yes:

No:

What is the name of the nonprofit organization that governs this charter school? Revolution Academy

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2019 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (5

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
Year 1	K,01,02,03,04,05,06	565
Year 2	K,01,02,03,04,05,06,07	646
Year 3	K,01,02,03,04,05,06,07,08	727
Year 4	K,01,02,03,04,05,06,07,08	727
Year 5	K,01,02,03,04,05,06,07,08	727

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.

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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.

revolutionacademy
Signature

Board Chairman
Title

revolutionacademy
Printed Name

09/21/2017
Date

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Section I: Application Contact Information Concerns and Additional Questions	<u>Reviewer</u>	<u>Page Reference</u>
<u>Is the grade span proposed in its early years realistic for the proposed county the school plans to locate? What evidences support the proposed student enrollment?</u>	<u>Deanna Townsend-Smith</u>	<u>Grade Levels</u>
<u>These are ambitious enrollment goals for the first year.</u>	<u>Tammi Sutton</u>	<u>Grade Levels</u>
<u>Year 1 numbers are unrealistic given no historical data. What kind of data supports that this will happen?</u>	<u>Heather Soja</u>	<u>Grade Levels</u>
<u>The year 1 proposed enrollment is not realistic and overly ambitious.</u>	<u>Tracy Kelley</u>	<u>Grade Levels</u>
<u>Ambitious numbers in opening year.</u>	<u>Steven Walker</u>	<u>Grade Levels</u>

<u>Reviewer</u>	<u>Score</u>
<u>Joe Maimone</u>	<u>Pass</u>
<u>Tammi Sutton</u>	<u>Fail</u>
<u>Deanna Townsend-Smith</u>	<u>Pass</u>
<u>Steven Walker</u>	<u>Pass</u>
<u>Kenneth Tucker</u>	
<u>Cheryl Turner</u>	
<u>Buffy Fowler</u>	<u>Pass</u>
<u>Alex Quigley</u>	
<u>Alan Hawkes</u>	
<u>Alex Quigley</u>	
<u>Lindalyn Kakadelis</u>	
<u>Lindalyn Kakadelis</u>	<u>Pass</u>
<u>Tracy Kelley</u>	<u>Pass</u>
<u>Glenn Allen</u>	
<u>Lynn Kroeger</u>	<u>Pass</u>
<u>Nicole Charles</u>	<u>Pass</u>
<u>Phyllis Gibbs</u>	
<u>Robert McQuat</u>	
<u>Shannon Sellers</u>	<u>Pass</u>
<u>Sherry Reeves</u>	<u>Pass</u>
<u>Heather Soja</u>	<u>Fail</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:

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Clearly describe the mission of the proposed charter school:

With a framework built on the four pillars of rigorous academics, parental involvement, character education, and student responsibility, Revolution Academy (RA) will not only develop students who can succeed academically, but who are ready to be active participants in their community. Students will learn, and learn to practice, virtues that will help them be active, productive members of society and they will learn to take responsibility for their own actions and 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.*

Revolution Academy aspires to be a school that reflects the diversity of Guilford County. Instead of targeting a particular kind of student: at-risk, academically gifted, economically disadvantaged, RA has developed a program that will educate and benefit all students. The RA board believes that having a student population that includes students from a wide variety of backgrounds, cultures, and experiences will serve to enrich the learning experience of all students. Students will learn from each other, discussions will be more robust and meaningful, and students will benefit from the differences in strengths and weaknesses that each individual brings to the learning environment.

An important part of achieving the diversity that mirrors Guilford County, which is 57% white, 35% African American, and 8% Hispanic or Latino, will be the proposed location of the school. By targeting an area in north Greensboro, RA can pull from areas that include students from many backgrounds, races, and income levels.

Targeted marketing will also help RA achieve the goal of a racially diverse student population. RA will prioritize hiring at least one full-time

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Spanish-speaking teacher who will help reach out into the Hispanic community, a group traditionally underserved by charter schools. Marketing informational meetings will be held in community centers and racially diverse churches in order to reach a broad audience. Mailings will also be sent to communities that will drive racially diverse enrollments.

- 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 of Revolution Academy will be 727 students in K-8. RA is expected to meet that enrollment in year 3. Guilford County Schools' (GCS) k-8 enrollment is 48,005. That means that the RA ADM will be 1.5% of the K-8 ADM of GCS.

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

The Revolution Academy education plan will be built on the foundation of the Core Knowledge sequence. Core Knowledge is a content-rich, cohesive curriculum that will anchor the grammar stage of the classical trivium as well as support the dialectic stage. Students will be introduced to common content that will expand the knowledge and understanding of students who come to school with broad experiences and understanding of different topics, while at the same time introducing students who have a limited knowledge base to concepts and topics that will help them succeed in school and throughout life.

Revolution Academy's back to basics approach will include a spiraling math curriculum, formal grammar instruction, the instruction and use of cursive handwriting, the use of original works of literature, Latin and logic instruction in the middle school grades, and a robust writing program.

All of these features offer a stark contrast to the Guilford County Schools' focus on personalized learning and technology integration. With the one-to-one technology initiative in all GCS middle schools, students spend much of their day using tablets. Without a content-rich curriculum, GCS teachers are often left to decide what content to use to teach the NC standards. With such varied content, students often learn vastly different material from school to school, or even from classroom to classroom within the same school.

Revolution Academy will be only the second school in Guilford County to use the Core Knowledge curriculum and only the second public school to currently use a classical framework in grades K-8.

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

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

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The Six Legislative Purposes of a Charter School are:

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

Revolution Academy will meet the following legislative purposes:

1. It will create new professional opportunities for teachers in the area. The RA educational program is structured and comprehensive but still allows teachers room to be creative with the way they teach. RA will give teachers an opportunity to be teachers in the traditional sense of the word, instead of just being facilitators. Teachers will be an integral part of the decision making process, serving on board committees, the School Improvement Team, the PTO board, and teachers will be the active instructional leaders of their classrooms. Resources will be provided so that teachers do not have to scour the internet looking for instructional materials. RA will make teacher development a priority and will allow teachers opportunities to grow and develop their craft. A full-time instructional coach will work with teachers individually and in small groups to actively support their professional development. RA will have a merit-based evaluation rubric that allows excellent teachers the chance to earn bonuses and raises.

3. Revolution Academy will provide parents and students educational opportunities that are not available to all students in Guilford County. RA will be a relatively small, traditional, classical K-8 charter school. In spite of all of the special programs and magnet schools that Guilford County Schools offers, opportunities for a public, traditional, back to basics education are severely lacking. Given GCS's focus on personalized learning, RA will provide an increasingly different educational experience. Currently, only one school in Guilford County uses the Core Knowledge sequence and very few offer a classical model. RA will be able to provide parents and students with some very desirable characteristics including Latin and logic in middle school, cursive handwriting in grades 3-5, recess twice per day in grades K-5, and an optional shortened kindergarten day.

4. Revolution Academy will improve student learning in Guilford County. With a small environment that will allow for individualized attention, a rigorous academic program that challenges each student, and an integrated character education program, RA will nurture students in a way that will facilitate improved academic performance. The chosen educational program has been proven to be successful in schools in Guilford County and across the state. Through the classical model, all students will graduate from 8th grade with

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a solid, foundational base of knowledge and skills that will help promote future success.

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: Each student will obtain at least one year of growth each school year.

Measured by: Spring to spring NWEA MAP testing

GOAL 2: Revolution Academy students who have been enrolled for three or more years will be at or above grade level proficiency.

Measured by: Spring NWEA MAP testing

GOAL 3: RA students in grades 3-8 will achieve the following proficiency:

Year 1 - Reading	63%
Math	60%
Year 2 - Reading	65%
Math	62%
Year 3 - Reading	67%
Math	64%
Year 4 - Reading	69%
Math	66%
Year 5 - Reading	71%
Math	68%

Measured by: North Carolina EOG SPG scores

Strategies:

- > Teach the curriculum with enthusiasm and fidelity
- > Prioritize and protect instructional time
- > Support struggling students with re-teaching, tutoring, differentiation, and other interventions
- > Develop a summer program that encourages students to continue learning through the summer months

GOAL 4: Students will learn important virtues and strive to exemplify them in their daily lives.

Measured by: Participation in character education activities

Strategies:

- > Monthly virtues will be promoted school-wide
- > Age appropriate weekly lessons will be designed around the monthly virtues
- > Students will be recognized in monthly assemblies for exemplifying the monthly virtues
- > Monthly spirit days will promote service to external non-profits
- > School-wide service projects will be organized that will be designed

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to include all stakeholders

GOAL 5: Parents will be active partners in the school community.

Measured by: Parent participation in events, volunteering, and surveys

Strategies:

- > At least one parent will serve as a member of the board of directors
- > Parents will serve on board committees
- > A room in the building will be designated exclusively for parent use
- > RA will support the organization and operation of an active PTO
- > Parents will be surveyed once or twice per year

GOAL 6: RA students will be responsible for their learning and have the following homework completion rate:

- Year 1 - 85%
- Year 2 - 88%
- Year 3 - 91%

Measured by: Homework completed as reported in Powerschool

Strategies:

- > Homework load will be grade level-appropriate, meaningful, and designed to be review or practice
- > Support will be available for students who struggle
- > School-wide and grade level incentives will be offered for achieving the goals

GOAL 7: Students will be responsible for their behavior and the school will have the following discipline referrals:

- Year 1 - 20%
- Year 2 - 18%
- Year 3 - 16%
- Year 4 - 14%
- Year 5 - 12%

Measured by: Percentage of students referred to the office by the classroom teacher

Strategies:

- > Teachers will be coached in successful classroom management techniques
- > Behavior expectations will be clear, communicated well, and consistent
- > Students who do not meet expectations will be coached so that they understand what they did wrong and how they can adjust their behavior to meet expectations

GOAL 8: Each year, Revolution Academy will end the year with a surplus of between 5 and 10% of revenue and will accumulate a fund balance of 90 days of expenses by year 5.

Measured by: End of year financial reports and annual audits

Strategies:

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> Sound budgeting and fiscal management will be a priority for the board and administration

> Expenses and cash flow will be tracked monthly and adjustments will be made if necessary

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

The governing board will get regular monthly reports from the principal, the School Improvement Team (SIT) and the Academic Committee. The SIT will review and revise the School Improvement Plan (SIP) and make programming recommendations to the board of directors after every semester. The School Improvement Plan will incorporate the initial school-wide goals. The SIT will include representatives from all of the stakeholders in the school and will meet at least monthly at the direction of the school administration. The board of directors, through the Academic Committee, will additionally review the data that will measure the effectiveness of the school's programs specifically as they relate to the school-wide goals. The board will get regular reports from the administration as soon as data is available and will conduct a formal review of the School Improvement Plan at the annual meeting in June of each year.

Based on the performance of the school in relationship to the school-wide goals set out here, the board of directors, with recommendations and input from the SIT, will revise and update the school-wide goals. The process of updating the school-wide goals beyond year 3 necessitates access to data that is not yet available.

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Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
<p>Guilford county's demographics are mentioned but what are the demographics and median income of the area where the school plans to locate. What is the plan to attract a diverse population?</p> <p>How does Cornerstone's demographics compare to that of the county's demographics? This has been specifically mentioned but there is no concrete plan for attracting diverse populations.</p> <p>What are the demographics of the traditional LEA's in the vicinity of where the school will be located?</p>	Heather Soja	Mission Stat
<p>Based on Appendix A1, where will RA students attend high school? Is the idea to have RA students PCHS?</p> <p>With the proposal to open RA in northern Greensboro, is it feasible to assume that some students followed Cornerstone to their new location and are likely to stay there? How many students on the wait list for Cornerstone would attend RA based on location?</p>	Nicole Charles	Mission Stat
<p>Many questions about how they will be diverse given their need? Why is classical education needed? Are all the schools 1-to-1 in Guilford County? What about the schools that are performing at A,B levels?</p>	Heather Soja	Educational
<p>Evidence does not include evidence of a track record of success from the lead applicant's previous openings--Cornerstone and Piedmont.</p>	Tracy Kelley	Educational
<p>Are the evidences of need substantial to support the school's need and projected student enrollment? Although the school will supposedly be the only school using a classical framework, how is that different from the LEA? This component is not fully explained in the response.</p>	Deanna Townsend-Smith	Educational
<p>Does the applicant have any plans to include technology integration based on what we know about market research and career prospects?</p> <p>Are there plans to include art, music, foreign language, or athletic options?</p> <p>Is there any chance that the improvements within Guilford and the existing charter schools may deter attendance?</p>	Nicole Charles	Educational
<p>Will technology be incorporated in the classroom to help prepare students to be 21st Century Learners?</p>	Shannon Sellers	Purposes of
<p>Why is the Kindergarten optionally shortened?</p> <p>How does the applicant differentiate between personalized learning and individualized attention?</p> <p>How will the classical model promote future success for 21 century careers?</p>	Nicole Charles	Purposes of
<p>Which traditional schools offer a classical model? The application states "very few offer a classical model." Cursive is required for all third grade students, promoting it is not innovative.</p> <p>Comparable student outcomes as it relates to the classical education model is not provided. How are they connected?</p>	Heather Soja	Purposes of
<p>Not all goals are written as SMART goals.</p>	Tammi Sutton	Goals for th
<p>Would like to see Math goals as well.</p>	Heather Soja	Goals for th
<p>How will growth be measured at the end of the first year. If the applicant relies solely on spring MAP testing for growth no data would be available until spring of second year.</p> <p>How did you decide to start with 63% and 60%? The LEA is presently at 52%</p>	Buffy Fowler	Goals for th

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<p>and 49%.</p> <p>How was the 20% for discipline referrals determined? Explain the process for tracking this.</p> <p>Goals addressed Academic and financial areas. What goals does the applicant have for the operations and governance of the school?</p>		
<p>How will you reach goal 1 the first year? Will you use fall to spring results?</p> <p>What data did you use to choose proficiency in Goal 3?</p> <p>How will you monitor Goal 6? How is that measurable?</p> <p>For Goal 7 are you referring to all discipline issues or only those dealing with suspension? How will you effectively monitor this?</p>	Shannon Sellers	Goals for th
<p>Are there other assessments throughout the school year that will allow teacher's to measure whether students are on target for the stated goals especially in the first and second year of attendance?</p> <p>What character education activities will measure Goal 4?</p>	Nicole Charles	Goals for th

Reviewer	Score
Joe Maimone	Pass
Heather Soja	Pass
Deanna Townsend-Smith	Pass
Steven Walker	Pass
Kenneth Tucker	
Cheryl Turner	
Buffy Fowler	Pass
Alex Quigley	
Alan Hawkes	
Alex Quigley	
Lindalyn Kakadelis	
Tammi Sutton	Fail
Sherry Reeves	Pass
Shannon Sellers	Pass
Robert McOuat	
Phyllis Gibbs	
Nicole Charles	Pass
Lynn Kroeger	Pass
Glenn Allen	
Tracy Kelley	Pass
Lindalyn Kakadelis	

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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.

Revolution Academy (RA) will provide a back to basics, traditional education to students in grades K-8. All of the programs of the school will be derived from the four pillars: challenging academics, character education, parental partnership, and student responsibility.

By setting high expectations and giving students the tools they need to meet them, Revolution Academy students will graduate with a strong academic foundation designed to help them meet the challenges of higher education and the workplace. The Core Knowledge curriculum, a research-based, content-rich program, will serve as the educational foundation for RA. In addition to Core Knowledge, the Saxon math and Shurley English programs will give students the opportunity to reach their full academic potential. Student growth over time will be measured and tracked using the NWEA MAP computer adaptive tests, given two or three times a year. More frequent formative assessments will be used on a daily basis to measure student learning and inform instruction. Common assessments will be used in grade levels to assure uniformity of content among classes at each grade level and data from assessments will be used in Professional Learning Communities (PLCs) to analyze student outcomes, identify strategies to help struggling students, and improve instruction.

The Core Knowledge sequence lends itself to many instructional methods and teachers will be allowed and encouraged to be creative in the way they deliver the material. While direct instruction and the Socratic method may be the most common instructional methods, other methods including but not limited to investigative learning, directed independent learning, and cooperative learning may be used.

Revolution Academy's character education program will teach students at all grade levels the meaning and benefits of positive moral virtues. School-wide monthly virtues will be taught during weekly moral focus lessons using resources such as the Bill of Rights Institute's Heroes and Villians and American Portraits. Periodic awards assemblies will recognize students who exemplify the monthly virtues. School-wide service projects will give students, families, community members, and staff the opportunity to work side by side to put the virtues into action and have an impact beyond the walls of the school.

Parents will be given opportunities to be an integral part of the school community. A parent room will welcome parents into the school and allow

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them a place to congregate, hold meetings, work and volunteer. Parents or community members will serve as representatives to the School Improvement Team (SIT), and an active Parent/ Teacher Organization will be encouraged and supported. Parents will also be asked to participate in a variety of volunteer positions at the school including field trip chaperones, reading buddies, and lunch supervisors.

RA has been designed using components and characteristics of highly successful charterschools across the state. While RA is planning to have a more diverse student body than some of its model schools, it is expected that it will see similar success with students from all subgroups.

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.

K-5

Revolution Academy will implement elements of a classical education model using the Core Knowledge sequence, Saxon math and Shurley English. The elementary school will consist of 4 kindergarten and first grade classes of 20 students each. Grades 2-5 will consist of 3 classes with 27 students per classroom. Classes will be self-contained and students will be grouped heterogeneously. Starting in grade 2, qualifying students will have the opportunity to participate in the move-up math program. In these instances, students will be grouped by ability for math instruction. Classroom assistants will be utilized across the grade levels. Students in the elementary grades will attend one special class per day which will include art, music, PE, and enrichment.

6-8

Middle school grades will consist of three sections of each grade with approximately 27 students in each classroom. Teachers will specialize in each of three core subject areas: English, Math, and Science/History. Students will rotate through all three cores during the course of the day. In addition to the three core classes, middle school students will attend special classes that include Latin, logic, art, music, and PE.

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.*

The Revolution Academy academic program will prepare students to be productive citizens and for further academic success. The Core Knowledge sequence, supported by Saxon math and Shurley English, will provide a

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challenging curricula. The classical elements that RA will use to deliver the content will teach students in a developmentally appropriate way, while still allowing teachers the flexibility to create creative lessons. RA will work with the Bill of Rights Institute to help support the purposeful instruction of virtues in an historical context.

The Core Knowledge sequence offers students a strong base of content which is sequenced to provide a solid background of knowledge. The specificity and careful mapping of the content helps eliminate gaps and repetition. Through Core Knowledge literature and in-depth historical profiles, the curriculum affords students the opportunity to gain an understanding of the world around them. Students who have not been fortunate enough to have amassed great experiential knowledge will find that the rich and varied texts that they are exposed to through Core Knowledge will help them gain insight into the world around them. Students who already have a broad knowledge base will find that Core Knowledge opens their world to in-depth critical inquiry. The classrooms at Revolution Academy, comprised of heterogeneous student groups, will accentuate opportunities for student growth and enhance each student's understanding of the philosophical and cultural differences that are part of their community, state, and world.

The Core Knowledge sequence is largely aligned with the Common Core, which is the basis for much of the NC Standards. Where the sequence does not provide the necessary support of the NC Standards, modifications to the RA instruction will be made so that RA students will be successful in the NC accountability model. One example where the curriculum outline has had to be modified is 5th grade science. The curriculum outline in Appendix B reflects those changes.

- 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.*

Core Knowledge lends itself to many methodologies, allowing teachers the freedom to use best practices and teach with more confidence. This confidence will overflow into better classroom management and higher academic performance. While direct instruction and the Socratic method may be the most common instructional methods, other methods including but not limited to investigative learning, directed independent learning, and cooperative learning may be used. Experienced teachers find that the addition of the Core Knowledge Curriculum, through its design and extended resources, expands the opportunities they have for meeting the needs of each student. Core Knowledge training will be part of the initial staff training. Staff development will be ongoing and varied to meet the needs of each teacher. All teachers will have staff development in classroom management, writing instruction, Saxon Math, and Shurley Grammar.

- 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.*

Revolution Academy will use multiple strategies to ensure that each student will be prepared to transition to the next grade level.

1. A comprehensive, coherent curriculum will be used with fidelity, along with common planning in PLCs and common assessments across grade levels.

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While students will still have a wide range of abilities and competencies, they will arrive at the next grade level having been exposed to the same, predictable material, giving teachers a more complete picture of what the students already know at the beginning of the year.

2. A multitude of assessment strategies will be used to gauge student learning and adjust instruction throughout the course of the year. Students will be given the NWEA MAP two or three times per year; teachers will use frequent formative assessments throughout lessons to inform daily instruction; and grade level teams will plan together and use common assessments, analyzing data in PLCs, to improve instruction and student learning.

3. Strategies will be in place to identify and remediate students who are struggling. Teachers will provide individualized tutoring at specified times before and after school. Teacher assistants and parent volunteers will be used to encourage and help students by providing classroom assistance during group or center time. Students who are identified as at risk for academic failure will have a Personalized Education Plan (PEP).

4. Students who need more than a little help will be referred to the School Support Team (SST) by teachers, parents, or other staff. The SST will work with each referred family to get help for each student in order to reach his or her potential through classroom interventions, alternate instructional strategies, referral to contracted specialists, or referral to the Exceptional Children team.

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

The academic calendar reflects RA's commitment to its mission. The calendar is comprised of 187 days to maximize instructional time while preserving the summer break of a traditional calendar and closely aligning with other area schools. Half days are built in to the calendar to allow for formal parent/teacher conferences twice per year. Extensive professional development days have been scheduled for the weeks prior to the start of school to allow teachers to become fully familiar with the curriculum.

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.*

Revolution Academy will employ multiple strategies for ensuring the success of all students. Those strategies include but are not limited to clear communication, classroom interventions, subject tutoring, and intervention by the School Support Team (SST).

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At the first sign of trouble, the classroom teacher will be responsible for talking to the student, communicating with the parents, identifying areas of deficiency, and implementing any necessary interventions at that time. The Instructional Coach and the teacher's teammates and mentor, if appropriate, will be available to suggest research-based, effective strategies. Communication between the teacher and the parents is a key step and one that is not negotiable. Powerschool will provide one way that teachers communicate with parents and all parents will be encouraged and helped if needed to regularly check their student's attendance and grades online. Parents will also have two opportunities during the year to schedule formal conferences with their student's teachers to share concerns and information about student progress. Time has been built into the calendar for these parent-teacher conferences.

If the teacher's interventions are not effective, the student may be referred to the School Support Team. The SST will develop a plan of research-based interventions that includes monitoring, measurements, desired results, and a time frame to track the student's progress. If interventions fail to produce the desired results, the student will be referred to the Exceptional Children's team for evaluation of the student's eligibility for EC services.

Teachers at Revolution Academy will also offer struggling students specific tutoring sessions either before or after school. Tutoring may be arranged individually or in groups depending on the needs of the students.

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.*

English Language Learner (ELL) students may be indentified by classroom teachers or parents, but the primary means of indentification of ELL students will be the home language survey that will be sent home at the beginning of each school year. If a student is identified through the home language survey or referred by a parent or teacher as potentially having limited English proficiency, the student will be given the WIDA ACCESS placement test to determine if the student is Limited English Proficient (LEP). Parents will be consulted at every step of the process and will give consent for any ELL services.

When appropriate, an ELL teacher will be contracted to meet the needs of ELL students. Strategies that will be used to address the needs of ELL students include but are not limited to:

- Pull out sessions where students are instructed, either individually or in a group, in the English language
- Differentiated instruction within the core classes based on their individual needs
- Instructional materials provided in their primary language
- Before or after school individual or small group tutoring

Student progress will be monitored and students will be retested

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periodically to determine whether or not they continue to qualify as ELL students and require ELL services. If students do not make adequate progress with the strategies in place, other strategies and interventions will be put in place. Parents will be informed and consulted about their student's progress, any interventions put in place, and when and if students are exited from the program.

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.*

Revolution Academy will not have a specific, separate intellectually gifted program. Instead, RA plans to provide a challenging, academically rigorous program to all students and inform instruction to meet the needs of each student. The Core Knowledge curriculum will provide a strong base of content which is sequenced to provide a solid background of knowledge. Classroom differentiation and acceleration will also help meet the needs of gifted students. Because the content and sequence of the Core Knowledge sequence is so important, even students who may be performing high above grade level will not be allowed to miss content. Instead, teachers will design lessons and assignments so that intellectually gifted students can be challenged while benefiting from the shared knowledge and experience of their peers. Strategies such as supplemental reading materials, challenge spelling words, individualized reading goals, and engaging projects will help students achieve academic growth no matter what level they are on. Each student will be evaluated individually to determine if he or she meets the criteria for each enrichment program. Each teacher will determine the best way to challenge each student in the classroom and will receive ongoing staff development in classroom differentiation. The instructional coach will be available to assist teachers in developing appropriate differentiation strategies to meet the needs of all students.

The spiraling nature of the Saxon Math program makes it particularly conducive to acceleration. Students who qualify will be given the option to move-up and accelerate their math instruction. Criteria for the move-up math program will be determined by a variety of factors including teacher recommendation, parent recommendation, test scores, and math grades.

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.*

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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. As part of the enrollment packet, parents will have an opportunity to provide information about their student's existing IEP or 504 plan. Additionally, EC staff will examine all records from previous schools to determine if enrolled students have existing IEPs or 504s. Upon identification of students with existing IEPs or 504s, RA EC staff will alert teachers and administrators and ensure compliance with existing plans.

2. To help identify students who may be eligible for special education services, a School Support Team (SST) will be established. Students may be referred to the SST by teachers, administrators, or parents. Once referred, the SST will make a preliminary evaluation and, with the support and agreement of the parents, make recommendations for either 1) research-based classroom interventions or 2) further formal evaluations. These formal evaluations may be conducted by EC staff or qualified personnel contracted for such purposes. If classroom interventions are put in place and found to be ineffective, the SST will re-evaluate and either put new interventions in place or determine if the student's needs will be best served by a referral to the EC staff who will determine whether additional evaluations will be necessary. At all stages of the process the student's parents will be informed, consulted, and included. The SST will continue to monitor all students determined to have special needs or need special assistance until such time as their progress is acceptable and they exit the program.

3. All student records will be maintained with confidentiality and safety in mind. Records will be kept in locked, fire-proof file cabinets in secure, dedicated records rooms. Student records will be examined on site, only by approved personnel, and not be allowed to be taken off-site. Records will be requested, by fax or email, from the previous schools of all students when they enroll at RA. Upon receipt of such records, they will be securely stored in the above mentioned manner, and treated with strict confidentiality.

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.*

1. To the maximum extent possible, RA staff will educate students in the least restrictive environment with their non-disabled peers. Based on an estimate of an EC population of 10% (consistent with other local

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charter schools) RA will hire three full-time EC teachers the first year. As the EC population grows the budget includes resources for additional EC personnel, and if the EC population is larger than expected RA will accelerate the hiring of additional EC personnel. When instruction that RA offers does not meet the needs of students who have been evaluated and found to be eligible for EC services, RA will adjust and amend the instruction to meet the needs of those students. RA will treat each student as an individual and will personalize each education plan to meet the needs of each particular student.

Some examples of strategies and supports that might be used include:

- Pull-outs, where students are instructed either individually or in small groups
- Classroom assistance, where students are given additional assistance in the regular classroom
- Modified assignments
- Supplemental materials that better meet the needs of the student while still providing access to the core content
- Additional resources or instructional supplies

2. All EC teachers will be highly qualified and possess a North Carolina Special Education teacher certification. The EC teachers will be assisted in meeting the needs of students with disabilities by the SST, the contracted professionals, and the classroom teachers. The EC staff and SST will closely monitor and re-evaluate the education plan of each student who receives EC services on a regular basis.

3. Parents and relevant staff are an integral part of the IEP team and should be present for IEP meetings. The EC staff and the classroom teacher will be responsible for monitoring and ensuring the implementation of the IEP, but the parents will be involved in the development and any adjustments made to the plan. Classroom teachers will receive intensive and ongoing training in order to give them the skills needed to support the EC team and meet the requirements of all IEPs and 504s. Compliance with IEPs and 504s will be monitored and will be included as part of each teacher's annual evaluation.

4. RA plans to contract out related services including speech, occupational therapy, physical therapy, and psychological services. The founding board has been in contact with Ling & Kerr and their estimates are what provided the estimates that have been included in the budget.

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.*

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1. Revolution Academy will provide a rigorous course of study designed to prepare students for a lifetime of achievement. All students and staff will be held to high standards and students will be challenged to grow no matter where they are academically. With students coming from a wide range of geographical locations and experiences, it is anticipated that RA will have a student population with a wide range of backgrounds and abilities.

RA school-wide achievement goals will be that each student achieves at least one year of growth during the academic year; that each student who has been enrolled at RA for at least three years performs at or above grade level; and that RA students will reach the following proficiency levels on the EOGs: Year 1, 63% in Reading, 60% in Math, and proficiency will increase each year by at least 2 percentage points. These goals reflect confidence that, given a representative student body, RA students will perform better than the state and Guilford County averages.

2. In addition to the state mandated tests, RA will administer the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) two or three times per year to students in grades 2-8. RA will administer the NWEA MAP for primary grades to students in grades K and 1. The NWEA is a computer adaptive assessment that can give teachers specific feedback about a student's areas of strength and areas that need further development. Teachers and support staff will receive professional development in the interpretation and use of the NWEA data to improve instruction. Teachers will also use common assessments developed in their PLCs and frequent formative classroom assessments to measure student learning and adjust instruction as needed.

3. Students who meet or exceed the state standard requirements, where they exist, and have met all of the grade level requirements will automatically be promoted to the next grade. If a student is at risk of being retained, the student's classroom teacher will contact the parents as soon as possible. The teacher, parents, and other necessary staff will formulate a personal education plan which may include a referral to the SST. It will be the policy of RA to give each student the tools and support that he or she needs to be successful. If the interventions and support do not result in the student meeting the requirements to be promoted to the next grade, the principal, with input from the teacher, parents, and other staff, will make the final decision on whether or not to retain the student.

If a student has either an IEP or a 504 plan, the decision to retain or promote that student will be made with the support and consent of the EC staff and consideration will be given to the student's plan and accommodations. All of the school policies and procedures, including promotion and retention policies, will be available to parents and students in the student handbook and on the school website.

4. The following are the exit requirements for students leaving 8th grade: students will demonstrate strong reading, writing, listening, spelling, speaking, and presentation skills using multiple forms of expression, which are age and grade level appropriate. Students will be able to read and interpret multiple forms of writing including poetry, fiction and non-fiction. Students will have an understanding of the U.S. government,

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its history, and governing documents. Students will have a basic understanding of the science topics as outlined in the Core Knowledge sequence. Students will have mastered grade level and age appropriate math skills and be prepared to enter Math I or a higher level math course in 9th grade.

With the help of NWEA MAP, as well as other assessments, students who are at risk of not meeting the objectives to successfully exit 8th grade will be identified early, usually in previous grades, and appropriate interventions will be put into place.

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.*
1. Effective discipline starts with clear, consistent behavioral expectations. Positive behavioral expectations will be clearly communicated to students and parents at the beginning and throughout the the school year. Routine expectations will be practiced by all students and classrooms until mastered. It is the goal of RA to provide a safe and orderly environment for students, parents, and staff. To this end, RA will set high behavior expectations for each student. Teachers will formulate, communicate, and model clear behavior expectations based on the idea that everyone should show kindness and respect. School-wide behavior expectations will be displayed throughout the school, discussed during assemblies, and consistently enforced.

2. The disciplinary process consists of four levels.

Level 1: Minor infractions that can be handled by the teacher. The teacher will correct the behavior and remind students of the proper way to act. If the inappropriate behavior is serious enough or a continuing problem the teacher will document the incident and notify the parents. Examples of Level 1 behavior include talking out of turn, failure to complete homework, refusal to participate.

Level 2: More serious infractions will be referred to the principal. The principal will consult with the parents and student and formulate a corrective action plan that may include disciplinary measures. Possible disciplinary measures include but are not limited to in-school suspension, detention, suspension from athletic teams, and suspension from extra-

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curricular activities. Examples of Level 2 behavior include noncompliance with dress code, disrespect, disruptive behavior, and leaving school grounds without permission.

Level 3: If level 2 infractions persist, if the corrective action plan does not work, or if the infraction falls within the Level 3 guidelines, the principal will consult with the student and parents and formulate a corrective action plan that may include an out of school suspension of no more than 10 days. Examples of Level 3 behaviors include harassing others, cheating, disobedience of school personnel, and destruction of property.

Level 4: If the behavior from level 3 escalates or if a very severe infraction occurs, the principal may recommend a long term suspension or expulsion. Examples of Level 4 behavior include making threats to others, assault, possession of drugs or weapons.

When considering disciplinary actions for students with special needs, the principal will review and consider, with the assistance and support of the EC team, any accommodations made as a result of the student's IEP or 504 status and whether the behaviors are a manifestation of the student's disability.

4. The policies and procedures regarding student conduct will be clearly explained in the student handbook. Additionally, every notice of suspension will include an explanation of the student's rights including the appeal and grievance processes. The principal will recommend students for expulsion, but all expulsions will be approved by the board of directors. Parents of students who are suspended or expelled may appeal the suspension or expulsion to the board of directors.

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Section III: Education Plan Concerns and Additional Questions		
Need more information on targeted population. Was diversity addressed at Cornerstone? If so, how?	Heather Soja	Instructiona
What assessments will be used for student responsibility and character education? With so many students and history with the instructional program for the applicant, why is no evidence of performance from the other schools included?	Nicole Charles	Instructiona
Applicant should clarify its Documented evidence regarding the proposed approach will lead to improved student performance for the school's targeted population.	Deanna Townsend-Smith	Instructiona
Class size: 20 in k-1, 27 in 2-5	Buffy Fowler	Instructiona
Will the common assessments be teacher made or will you have a program? Other than charter schools having success with the instruction components, what other evidence exist that this program is successful? What data exists that the program will improve student performance?	Shannon Sellers	Instructiona
With a prescribed curriculum, how will differentiation occur for students that need it?	Heather Soja	Curriculum a
The applicant asserts small learning environments and individualized attention through the application. How do K-1 classes of 20 students and 2-8 grade classes of 27 in line with these assertions? Given the experience in curricular design of the applicants, why is the design plan lacking detail?	Nicole Charles	Curriculum a
Concern about k-2 with 20 students and 2nd-5th grades having 27 students. There are only 3 teacher assistants in the budget. How will these assistants be utilized? Guilford County shows an average of 18 students per class k-5th grades. What will encourage parents to enroll students in a school with a 1 to 27 student ratio? Do you this will hinder finding teachers? Explain Investigative teaching with 27 students and 1 teacher. The first year academic goal stated that 63% of students will be on grade level. Describe the types of classroom strategies that will be put into place for the 37% (10 out of 27) will have individual instruction with 1 teacher and 3 teacher assistants in the entire school.	Buffy Fowler	Curriculum a
Looking at Guilford County Schools classroom size is less than 20 students for kindergarten. Why are your classroom sizes larger than the LEA? Will this be a deterrent for parents? Who will modify the curriculum that needs to be modified to support NC Standards? What evidence will be used to determine what and how to modify?	Shannon Sellers	Curriculum a
What classroom support will teachers get to implement plan developed by the SST? Does not seem realistic to implement program for at risk ents with the number of student per class being so high without teacher support such as teacher assistants in each class.	Buffy Fowler	Special Prog
Will you only allow conferences with teachers on the two set dates? What type of interventions will teachers use for students that are struggling? What will signify "the first signs of trouble" for students that are struggling? Will the interventions take place in the classroom? The ACCESS test is given yearly to determine the level of support ELL students require. Will you not be using this test? At what point will you stop contracting an ELL teacher and hire an ELL teacher? How are you going to provide services to AIG students? While they can be treated like everyone else, there is to be some type of documented differentiation. How are you going to meet their needs other than saying the curriculum is strong and challenging?	Shannon Sellers	Special Prog
Does the plan outlined enhance academic opportunities to meet the needs of academically gifted students? What are the specific multiple strategies for ensuring the success of all students? Details are lacking in this section.	Deanna Townsend-Smith	Special Prog
Who will serve on the SST teams? Does the applicant distinguish between academic and behavioral risks? How are these distinguished from EC needs?	Nicole Charles	Special Prog

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What is the threshold for moving from contracted ELL services to full time ELL teachers?		
Is the applicant familiar with NC SBE AIG standards? How can AIG students have their needs met with the proposed class sizes?		
Does this section demonstrate an understanding of state & federal requirements regarding the identification of students with disabilities?	Deanna Townsend-Smith	Exceptional
At what point will there be a referral process for which a team including the parent will meet to decide if testing for exceptional children services is needed? Applicant needs to review state and federal requirements for identification of students with disabilities. How will 504 plans be implemented? This is unclear. What evaluation will the SST use to recommend for EC?	Shannon Sellers	Exceptional
Can the applicant clarify their understanding of FAPE and the role of the SST? Is this team also the IEP team? Does the applicant fully understand the distinguish between student IEPs and 504 plans?	Nicole Charles	Exceptional
How will you let parents, stakeholders and community members know about your child find responsibilities? Will you maintain a log to track the people that access the records?	Robert McOuat	Exceptional
How do you plan to provide the full continuum of service delivery? What does specialized instruction look like at your school?	Robert McOuat	Exceptional
Does this proposed pan exhibit a solid plan for implementing a full range of exceptional children's programs?	Deanna Townsend-Smith	Exceptional
Where does the estimate of 10% EC population come from as it doesn't match the rate of the LEA? Can the student ratios truly support required for serving exceptional children while maintaining the school's mission?	Nicole Charles	Exceptional
The strategies and support that is detailed does not explain how the school will offer the full continuum of services. What about students that are self-contained? What is the role of SST in an IEP meeting?	Shannon Sellers	Exceptional
Does not address a full continuum of services for students such as resource placement and self contained placements in the Exceptional Children's program.	Buffy Fowler	Exceptional
How will you account for student growth the first year? What are the specific grade level requirements for promotion? Are they the same for all grades? Will you not offer Math 1 to 8th graders as many students within the LEA will take Math 1 in 8th grade?	Shannon Sellers	Student Perf
Applicant should clarify why exit requirements are only outlined for 8th grade. What are the exit standards at each grade offered by the school? Promotion requirements from one grade to the next is not clear.	Deanna Townsend-Smith	Student Perf
What are the grade level requirements mentioned for promotion? Are standards the same for all grades, K-8? Are there school specific assessments that will track the success of the specific model?	Nicole Charles	Student Perf
Are the discipline procedures the same for K-8? What are examples of "minor infractions" what moves it to a level 2 infraction, etc? This is not spelled out. How will you ensure due process for students with disabilities?	Shannon Sellers	Student Cond
Are the levels of disciplinary action applied across all grades?	Nicole Charles	Student Cond
What specifically will be done to establish a sustaining common language; shared core values; create a community of learners that respect diversity; high academic achievement; what will students celebrate--chants, traditions, songs etc. Will each classroom have a set of behavioral expectations or will the school have a school wide set of expectations for student behavior? Provide more details on the character ed pillar and the responsibility pillar. How will the schools policies and practices reflect the pillars of character ed, self responsibility, good citizenship all that is described in the mission statement? How will issues of social justice be integrated and how will the pillars be developmentally and linguistically evolving the older children get and as they matriculate through the	Tracy Kelley	Student Cond

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school? Who on staff/leadership team will take the lead on culture, climate and discipline?		
The application often refers to "smaller class size," but 20 and 27 are not small. Will the same discipline policy be used for students across grades K-8? That would not be age or developmental appropriate. The school is assuming 10% of students will have disabilities? Where is this number coming from and the EC plan needs to be aligned with federal guidelines and made more robust.	Tammi Sutton	Student Cond
Is applicant aware of the allowable age for expulsion? What are the exact grievance and/or appeal processes?	Deanna Townsend-Smith	Student Cond

Reviewer	Score
Alex Quigley	
Tammi Sutton	Fail
Alex Quigley	
Buffy Fowler	Pass
Cheryl Turner	
Kenneth Tucker	
Steven Walker	Pass
Deanna Townsend-Smith	Fail
Heather Soja	Pass
Joe Maimone	Pass
Sherry Reeves	Fail
Shannon Sellers	Fail
Robert McOuat	
Phyllis Gibbs	
Nicole Charles	Fail
Lynn Kroeger	Fail
Glenn Allen	
Tracy Kelley	Pass
Lindalyn Kakadelis	
Lindalyn Kakadelis	
Alan Hawkes	

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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: Revolution Academy

Mailing Address: 3607 Birdsong Ct.

City/State/Zip: Summerfield NC 27358

Street Address:

Phone: 336-423-6614

Fax:

Name of registered agent and address: Mary Catherine Sauer
3607 Birdsong Ct.
Summerfield, NC 27358

FEDERAL TAX ID: 82-2556583

Tax-Exempt Status 501 (c)(3)

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

Yes (copy of letter from federal government attached: Appendix D)
 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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Mary Catherine Sauer	Chairman	GUILFORD	Director of School Support		
Paul Daniels	Vice-Chairman	GUILFORD	Attorney		
Elaine Graziano	Secretary	GUILFORD	Retired educator		
John B Nosek	Treasurer	GUILFORD	Realtor, business owner		
Jon Hardister	Board member	GUILFORD	NC House member		
Lisa Walker	Board member	GUILFORD	Former Teacher		

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.*

Revolution Academy will be governed by a board of 5 to 7 members of the community. After the school opens, at least one board member will be a parent of a student at RA. After the founding terms, Board member terms will be three years and will be staggered so that no more than three terms expire in one year. Board members will also be limited to serving a maximum of three consecutive terms. The board will hold the ultimate responsibility for all operations of the charter school including financial management, personnel, academic program, and facilities. The board will hire a principal to oversee the day to day operations of the school and implement the adopted policies and programs of the board. The board will work through board committees and in cooperation with the administration to set policies and develop programs and procedures that are in-line with the school's mission and will be designed to meet the school-wide performance goals. Every board member will be expected to fully participate in the governance of the school. Each member will annually sign a conflict of interest statement, a confidentiality agreement, and a board commitment statement. Each board member will support the school and its mission by giving of his or her time and talents, and through an annual financial contribution. Each board member will additionally serve on at least one board committee.

Upon approval of the charter by the State Board of Education, Mary Catherine Sauer will step off of the board to become the founding principal. The board will directly supervise the principal and will, using an approved rubric, conduct formal evaluations twice per year.

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*

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of key stakeholders, including parents.

The founding board of RA is made up of 6 members, each of whom has knowledge and experience that will be beneficial in the governance of the school. The chairman and founding principal has successfully founded two thriving NC charter schools. One of the board members is a retired elementary school teacher, one a high school teacher. Other board members include an attorney who has also served on the district school board, a business owner and realtor, and the current majority whip in the NC House of Representatives. Most importantly, all of the board members share a passion for education, a devotion to the mission, and a common vision for Revolution Academy.

To ensure the academic and operational success of the school, the board will work together to make organizational and policy decisions. The board will be ultimately responsible for all operations of the charter school, but will delegate the day to day operations to the principal. To ensure that the best possible decisions are made, the board will participate in continuing board development and use proven best practices. The board will gather information from a variety of sources including the School Improvement Team, the Parent Teacher Organization, the administration, and surveys of parents and staff. The board will get monthly reports from the principal and the board committees that will keep them informed about all areas of school performance and will be used to help them make decisions. The board personnel committee will develop an evaluation process for the principal that includes multiple performance indicators and is closely tied to the schools' mission and goals. Based on the evaluation process, the board will formally evaluate the principal twice each year. The principal's contract and compensation will be based at least in part on the annual evaluation.

Per the bylaws of RA, at least one board member will be a parent of a student at RA. Other stakeholders, including other parents, staff, and students will have a variety of avenues to be active participants in the decision making process. There will be a public comment period at every board meeting, board members will be open and accessible between meetings and at school events, stakeholders will serve on board committees, the PTO, and the SIT.

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?*

Mary Catherine Sauer and some key staff members recognized that there was still a strong need for another charter school in Greensboro and decided to move forward with a school to fill that need. They then looked for board members who 1) had a demonstrated commitment to education 2) had a skill set that would be valuable to the governance of the school and 3) had an educational philosophy that aligned with the school's mission and vision. Each of the current board members meet all of the outlined criteria.

The identification and vetting of potential board members will be an ongoing process. After the school opens, the board will add a parent to the board.

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

The RA board will hold regular board meetings and most committee meetings once per month. Special meetings will be held as necessary.

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*

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development should include a timetable, specific topics to be addressed, and requirements for participation.

The Board Chairman will be responsible for scheduling periodic board training. At least annually, the board will receive instruction on issues of finance, governance, and NC charter law. Additionally, each RA board member will follow the Board Orientation Plan which is outlined below:

Immediately upon accepting a position on the RA Board, members shall:

- * Sign the Board Commitment Letter
- * Sign a confidentiality agreement
- * Sign the Conflict of Interest Statement
- * Make an annual monetary donation to RA
- * Set up the designated Revolution Academy email, and begin using it for all RA business

Within the first two months of accepting a position on the RA Board, members shall:

- * Read and understand the RA Board notebook which contains the charter, charter application, charter law, open meetings law, public records law, and Board policies
- * Read or watch selected information on Core Knowledge and classical education
- * Attend an orientation meeting with a designated staff member or founder

Within the first four months of accepting a position on the RA Board, members shall:

- * Shadow a student during part of a school day, attending at least one full lesson
- * Attend a RA community or sporting event
- * Attend a RA staff or PTO meeting

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.*

Each board member will annually sign a conflict of interest statement and declare any known or potential conflicts of interest. If necessary, the board counsel will determine if there are any actual conflicts of interest. In the case of a conflict of interest, the board member with the conflict will refrain from discussing and voting on any matter that relates to the conflict.

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

The RA board will use a variety of information to help it make decisions and develop policies. When making decisions, the board will consider recommendations from the administration, SIT, and board committees. The board will also look at data including test scores, parent and staff survey results, student performance statistics, suspension rates, reportable incident rates, and extracurricular participation rates. When appropriate, the board will consult with the board attorney or other professionals.

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.*

Revolution Academy will have a variety of teams and committees that will help ensure the involvement of stakeholders in the decision making process and facilitate the development and approval of policies that support the

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mission and further the goals of RA.

The School Improvement Team (SIT) will be responsible for developing and recommending amendments to the School Improvement Plan (SIP) on an ongoing basis. They will meet at least once per month at the direction and discretion of the principal. The SIT will analyze, collect data, and make recommendations to the board in all areas of instructional programs, practices, and procedures. The SIT will be composed of stakeholders including the principal, assistant principal, instructional coach, teacher and staff representatives, parent representatives, and a board member.

The Parent/Teacher Organization (PTO) will operate as an independent organization of parents, students, and staff members and will report on a monthly basis to the Board of Directors. The PTO will help oversee and facilitate extracurricular, recreational, and community service activities of the school. It will be administered by a board of directors elected by the parents and staff and will include the administration, teacher reps, officers, and committee chairmen.

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

The staff grievance process, as outlined in the staff handbook, first calls for the staff member to bring up any problems with his or her immediate supervisor. If the issue is not resolved, the staff member will then outline the problem in writing and submit it to the principal. If the principal does not resolve the issue to the staff member's satisfaction, an appeal can be made to the personnel committee of the Board. If the staff member is not satisfied with the results of the personnel committee, he or she may request a hearing of the full board of directors.

The grievance process for students and parents is similar. The parent must first take the issue to the staff member with whom the parent or student has an issue. If the issue is not resolved, a formal, written grievance may be submitted to the principal. If the principal is not able to resolve the issue, the parent may request a hearing before the full board of directors. At the hearing, the parent and/or his or her representative will be given a chance to present the grievance.

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

Include in the Appendices:

- 1. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils). (Appendix E)*
- 2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix F).*
- 3. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix G).*
- 4. A copy of the articles of incorporation from the NC Department of the Secretary of State. (Appendix H)*

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

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

X Not Applicable

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

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

X Not Applicable

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

X Not Applicable

Projected Staff:

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

YEAR ONE - FULL TIME

Principal
Assistant Principal
Instructional Coach
EC Teacher (3)
Operations Manager
Secretary
Receptionist
Teacher Assistant (3)
Custodian
Classroom Teachers (23)
Specials Teachers (4)
Librarian

YEAR TWO - FULL TIME (In addition to staff from previous year)

Assistant Principal
Classroom Teachers (3)
Office Support
Teacher Assistant

YEAR THREE - FULL TIME (In addition to staff from previous years)

EC Teacher
Classroom Teachers (3)

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

The RA board recognizes the importance of having an excellent teacher in

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every classroom. To that end, the board has developed a series of strategies that will aid in the recruitment and retention of high quality classroom teachers.

1) The board is committed to providing teachers with all of the necessary resources they need to be successful. That includes comprehensive instructional materials so that teachers can spend their time developing relationships with their students instead of searching the internet for relevant materials.

2) The board and administration will purposefully work to create a culture of excellence. They will promote the growth mindset throughout the community, where mistakes are an important part of success and teachers are free to share their successes and failures as they work together to improve student learning.

3) Teacher development will be a focus of RA and many parts of the program reflect that focus. An instructional coach will work closely with teachers starting in the first year to develop their understanding and delivery of the curriculum, identify and improve areas of weakness, and share areas of strength. Days will be built into the calendar for peer and vertical observations and so teachers can observe each other and learn and study best practices. Teachers will receive dedicated training in each instructional program used every year so they become confident and proficient in delivering each part of the program.

4) Teachers will have a voice in the decision making process of RA and will have opportunities to participate in the School Improvement Team, PTO, hiring committees, and Board committees.

Finally, the most effective way that RA will recruit excellent teachers is through the experienced, high quality staff that are already on board and will aid in the recruitment process.

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

The RA board will be ultimately responsible for all staff, but the principal will be the only employee that the board directly supervises. The board personnel committee will be a part of the hiring process and the Board will ultimately decide whether or not to approve the candidates that the principal presents. Evaluations, discipline, and supervision of the staff will be up to the principal, though the Board will be informed and approve such policies and procedures.

The Board will directly hire, direct, evaluate, discipline, and otherwise supervise the principal.

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

Hiring: The board will use a variety of methods for getting interested, qualified candidates including advertising online, through social media, the school's website, and through placement centers at colleges and universities. The principal will vet potential employees and make recommendations for interviews. The board personnel committee, the principal, and the principal's hiring committee will all interview potential candidates before they are recommended to the board for approval. The principal's hiring committee will include current staff members and at least one parent. The new hires will be approved by the board and undergo a criminal background check before receiving an

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unconditional offer of employment.

Termination: The principal will be the direct supervisor of the staff. As such, it will be his or her responsibility to notice any deficiencies in staff performance. Except for the most egregious offenses, the principal will use available resources at his or her disposal to remediate and develop the staff member so that expectations are met. Forms of development can range from small corrections to formal plans of improvement. Plans of improvement will include clear performance expectations, support that the staff member will receive to meet those expectations, and a definitive timeframe for meeting the expectations. If, after being on a formal plan, the employee has still not demonstrated the expected improvement in performance, the principal may recommend the employee to the board for dismissal. The final decision to dismiss an employee will belong to the board of directors. If an employee feels as though he or she has been wrongfully dismissed he or she may follow the formal staff grievance policy.

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

RA is projecting the following salary ranges:

Principal	\$72,000 - \$80,000
Assistant Principal	\$58,000 - \$66,000
Instructional Coach	\$50,000 - \$55,000
EC Teachers	\$44,000 - \$52,000
Operations Manager	\$34,000 - \$40,000
Secretary	\$28,000 - \$32,000
Receptionist	\$26,000 - \$30,000
Custodian	\$20,000 - \$24,000
Classroom Teachers	\$36,000 - \$54,000
Specials Teachers	\$36,000 - \$54,000
Teacher Assistants	\$20,000 - \$26,000

Each full-time employee will be offered a comprehensive healthcare plan and a retirement account with a matching employer contribution.

Average salaries have been used for budgetary purposes. The RA budget also accounts for annual merit-based raises and increases in both healthcare and retirement expenses.

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

The employee grievance policy will offer employees a process for resolving situations in which the employee feels he or she has been wronged. The first step in the grievance process is for the employee to speak to his or her immediate supervisor about the problem. If the immediate supervisor does not resolve the issue to the employee's satisfaction a written grievance may be submitted to the principal. If the principal does not resolve the issue to the employee's satisfaction, then a written grievance will be submitted to the board personnel committee. If the committee does not resolve the issue, the employee may submit a written request for a hearing before the full board of directors.

The principal, as the direct supervisor of the employees, will have the responsibility to evaluate and develop employees. If, after an appropriate attempt to develop the staff member, the principal decides that the staff

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member is not a good fit for RA, he or she may make a recommendation to the board for termination. The final decision to dismiss an employee will rest with the board of directors.

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

As with many public charter school employees, many RA staff positions may have dual responsibilities. For instance, the office staff will be cross-trained and will share in the operational duties. Administrators will take on many roles including testing coordinator and ELL coordinator.

All employees with dual responsibilities will still be funded through the general operating budget. EC teachers who are funded with federal EC monies will not have dual roles or responsibilities.

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.

Based on other charter schools in the area, the anticipated EC population is 10% of ADM, or 57 the first year. RA has budgeted for three full-time, experienced, licensed, highly qualified EC teachers to serve those students. Additionally, RA has budgeted for contracted services for EC students such as speech therapy and psychological services.

Because of the challenging nature of our program and the ability to differentiate to meet students' various needs, RA does not intend to hire any staff specifically for gifted students.

As soon as the SBE approves RA to go to the ready to open process, the RA board and staff will begin searching for qualified EC staff, following the same hiring procedures as for other positions.

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).

Principal: The principal will be responsible for overseeing the day to day operations of the school. He or she will implement the policies approved by the board of directors and will, at the direction of the board, be responsible for all aspects of school operations. The principal will supervise the school staff and ensure the school's compliance with all applicable laws, SBE policies, and testing procedures. The principal must be committed to the mission of RA and willing to work collaboratively to achieve the school-wide goals as set out in this application and the school improvement plan. A bachelor's degree and leadership experience is required. An advanced degree or equivalent charter school experience is preferred.

Assistant Principal: The assistant principal will report to the principal and perform duties delegated to him or her by the principal. The assistant principal will fulfill the duties of the principal in his or her absence. The assistant principal must be committed to the mission of RA and be willing and able to work collaboratively to achieve the school-wide goals. A bachelor's degree and leadership experience is required. An advanced degree or equivalent charter school experience is preferred.

Instructional Coach: The instructional coach will support the teachers by observing, training, encouraging, demonstrating, and educating them on all aspects of instruction in general and the RA curriculum in particular. He

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or she will, along with and at the direction of the principal and assistant principal, be responsible for ensuring that the chosen curriculum and instructional materials are taught with enthusiasm and fidelity. A bachelor's degree, teaching experience, and extensive knowledge of the Core Knowledge sequence are required.

Teachers: Teachers will be responsible for teaching the curriculum, maintaining safe and orderly classrooms, working collaboratively to further the mission and goals of the school, maintaining accurate records, and contributing to the RA community. All teachers must have a complete understanding of the curriculum, and a bachelor's degree. Licensed teachers are preferred.

Specials Teachers: Specials teachers will be responsible for, when possible, aligning the specials curriculum with the Core Knowledge domains, teaching in their area of specialty, maintaining safe and orderly classes, working collaboratively to further the mission and goals of the school, maintaining accurate records, and contributing to the RA community. Specials teachers must have an understanding of the curriculum and a bachelor's degree. Licensed teachers are preferred.

EC Teachers: EC teachers will be tasked with addressing the needs of students with special needs. EC teachers will provide continuing instruction and evaluation of students in the EC program and work closely with classroom teachers to ensure the needs of students receiving EC services are met. They will ensure compliance with all applicable laws and regulations. EC teachers will be highly qualified and licensed.

Teacher Assistants: Teacher Assistants will assist teachers as needed. A bachelor's degree is preferred.

Operations Manager: The Operations Manager will facilitate purchasing, invoicing, payroll, and inventory. He or she will also be responsible for student data, attendance, communications, and oversight of office procedures. The Operations Manager will have a bachelor's degree and experience in financial or business management.

Secretary/Receptionist: The Secretary and Receptionist will work under the direction of the Operations Manager and will perform such duties as delegated to them. He or she will have an associate's degree or two years of higher education.

Custodian: The custodian will clean the school as necessary and as directed by the principal.

Staff Evaluation and Professional Development

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

The principal, at the direction of the board, will be responsible for maintaining teacher licensure requirements and coordinating professional development.

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*

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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.

RA's instructional coach will serve as a mentor to all teachers. Additionally, new teachers will be assigned experienced teachers to serve as mentors. Observations will be conducted in several different ways. The principal and assistant principal will conduct formal classroom observations at least once per semester. These observations will be followed up with feedback in a post-observation meeting with the administrator. Additionally, an administrator will conduct informal walk-throughs at least twice per quarter. The administrator will provide feedback from these informal observations in the form of a walk-through form that will be given to the teacher after the visit. For new teachers, mentors will also observe and provide feedback and support on a quarterly basis.

Retaining high quality teachers will be a priority for the administration and the board. Teachers will be surveyed once or twice per year. The survey results will be reported to the personnel committee and full board and will help inform the decisions that are made for the school. Teachers will be represented on the SIT, PTO, principal's hiring committee, and various board committees. A teacher evaluation rubric will be used for the annual teacher evaluations. Indicators will include parent surveys, test scores, involvement in the RA community, formal and informal evaluations, and additional roles and responsibilities. Scores from the rubrics will be used to determine annual raises and bonuses, as funds are available.

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 staff development plan consists of four distinct kinds of development: formal, individual, small group, and observation.

Formal: The formal, staff-wide development will be delivered internally, sometimes by an administrator and sometimes by someone brought in with expertise on a specific topic. Formal development will include most of the professional development days before school starts and will also occur during many of the bi-monthly staff meetings.

Individual: Individual professional development includes internal and external, subject or skill specific training. Teachers will receive coaching and specific support for any areas that can use improvement. For new teachers, mentors, in addition to the instructional coach, will provide valuable development in the form of frequent feedback and support. Instructional observations coupled with feedback from the administration and the instructional coach, will provide further valuable professional development for the RA staff.

Small Group: Teachers will be expected to meet in small groups weekly. These Professional Learning Communities (PLCs) will serve as a way for grade level teams to use student data to evaluate their lessons, plans, and instruction. The instructional coach and administrators will facilitate some of these meetings to ensure that they are maximized to improve instruction.

Observation: Observations of best practices will be used for both

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individuals and groups. Days will be set aside for peer observations so that teachers can learn by example from each other. The instructional coach will facilitate discussions with the observers after the observations.

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.*

9 days have been included in the calendar for staff development before the first day of school. The training involves a combination of professional external and in-house instructors. The external instructors have been reflected as an expense in the budget. The topics covered will include:

Core Knowledge training - 3 days

Domain mapping - 1 day

NWEA training - 1 day

Saxon Math/ Shurley English - 1 day

RA orientation - 1 day

Health and Safety (including training in epi-pens, allergies, blood borne pathogens, safety procedures) - 1 day

EC training - 1 day

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 professional development that takes place during the school year will be more individualized than the PD that will be scheduled before school begins. The instructional coach will work with each teacher individually to identify strengths and weaknesses and develop a plan to help each teacher grow and improve as an instructor. The instructional coach will use strategies such as modeling, facilitating observations, coaching, and instructing to develop teachers' instructional practices.

Additionally, time will be set aside during regular school hours for teachers to observe their peers. Those observations will give all teachers the chance to learn from the best and most experienced educators.

Enrollment and Marketing:

Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions GS 115C.218.45(a-i) carefully.

Marketing Plan

Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).

In order to reflect the demographics of Guilford County, RA's marketing strategy will cast a wide net. Enrollment goals will be closely monitored and the marketing plan will be adjusted as necessary. Marketing efforts will start in the diverse targeted area of north Greensboro and expand as necessary to meet the enrollment goals.

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June 2018 - August 2019

- Facebook, Twitter, and website updates will keep the community informed of our progress and generate interest
- Periodic emails will be sent to the mailing list generated by the survey, information sessions, and other events

October 2018 - May 2019

- Targeted Facebook ads will help reach families across the county
- Press releases will be sent announcing major events and milestones
- Information meetings will be held once or twice a month at various locations including rec centers and churches to reach a wide variety of people
- Flyers and brochures will be distributed to churches, recreation centers, daycares, and other businesses

January 2019

- A strategically placed billboard will be used to reach a large cross-section of residents.

February 2019 - August 2019

- Brochures and flyers will be distributed to businesses and residences in and around the targeted area

Enrollment Targets:

January 31 - 340 (60%)
March 31 - 452 (80%)
June 30 - 565 (100%)

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. RA's marketing has already begun as the founding board has been gauging interest in another charter school in Guilford county. RA will continue the marketing plan with the website, Facebook page, Twitter, brochures, advertisements, and flyers. As soon as the open enrollment period ends and the lottery is held, if necessary, it becomes much easier to engage parents and bring them into the process. At that time RA will start parent committees and put parents on some of the board committees, anticipating adding a parent to the board during the first year of operation. RA will regularly communicate with parents of accepted students and will plan events to engage students and parents.

2. RA parents will be a huge part of the school community and the school's success. Parents will be welcomed and invited into the school. The PTO will be a strong voice for parents and will have a designated room in the permanent facility. Parents will serve on the SIT, the board, the principal's hiring committee, and multiple board committees. Community events will be held to bring the staff, parents, and students together and build a strong sense of community. Service projects will also be held that

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will bring the entire Revolution Academy community together to reach out and serve the greater Greensboro community.

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. The open enrollment period will run from October 1, 2018 - January 31, 2019 at 5:00 pm. All applications received by that time will be eligible for enrollment or, if necessary, the lottery. Once a student is offered enrollment, parents will be offered a reasonable time in which to accept or decline the position. If the position is accepted, parents will then complete the enrollment paperwork.

2. In the event that a lottery is necessary, the date, time, and place will be publicized on the school's website and Facebook page. At the lottery, which will be open to the public, names will be drawn in a random fashion, either manually or electronically, until all available spaces in each grade level are taken. Names will continue to be drawn and will be put on a waiting list in the order in which they are drawn. Applications received after the open enrollment period will either be offered enrollment or put on the waiting list in the order in which they were received. In the event multiple birth siblings apply, they will be included in the lottery as one surname. If that one name is drawn for an available spot, all siblings will be offered enrollment. RA will grant the following permissible preferences:

- Siblings of currently enrolled students (after first year)
- Children of board members
- Children of full-time staff

3. As students are withdrawn, available spots will be offered to the next student on the waiting list. Parents will be given at least two days to either accept or decline the offer of enrollment. If the family chooses not to accept the offer of enrollment, the next student on the waiting list will be offered a chance to enroll. After a parent withdraws a student the student's records will be sent (upon request) to the student's new school. If a student wants to re-enroll after previously withdrawing, the student will be put at the bottom of the waiting list and go through the same enrollment procedures as any other student who had not previously been enrolled. RA will have no preference for previously enrolled students.

4. There will be no pre-admission activities or requirements for students or parents.

5. Parents wishing to withdraw their students will be asked to sign a

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withdrawal form that will include a place for parents to record the reason for the withdrawal and the school to which the student will be transferring.

Weighted Lottery

Does your school plan to use a weighted lottery?

Yes:

No:

The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:

- 1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.*
- 2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones.*
- 3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically and legally sound practices, protocol and research.*

If the applicant is requesting to use a weighted, or otherwise limited, lottery, please provide the following:

- 1. A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery.*
- 2. A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.*
- 3. The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.*

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PROJECTED ENROLLMENT

2018-19 through 2022-2023

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Guilford 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.

	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	LEA 410	LEA 000	LEA 000	LEA 410	LEA 000	LEA 000	LEA 410	LEA 000	LEA 000	LEA 410	LEA 000	LEA 000	LEA 410	LEA 000	LEA 000
Kindergarten	80	0	0	80	0	0	80	0	0	80	0	0	80	0	0
Grade 01	80	0	0	80	0	0	80	0	0	80	0	0	80	0	0
Grade 02	81	0	0	81	0	0	81	0	0	81	0	0	81	0	0
Grade 03	81	0	0	81	0	0	81	0	0	81	0	0	81	0	0
Grade 04	81	0	0	81	0	0	81	0	0	81	0	0	81	0	0
Grade 05	81	0	0	81	0	0	81	0	0	81	0	0	81	0	0
Grade 06	81	0	0	81	0	0	81	0	0	81	0	0	81	0	0
Grade 07	0	0	0	81	0	0	81	0	0	81	0	0	81	0	0
Grade 08	0	0	0	0	0	0	81	0	0	81	0	0	81	0	0
	565			646			727			727			727		

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Section IV: Governance and Capacity Concerns and Additional Questions	Reviewer	Page Reference
n/a	Nicole Charles	Tax-Exempt S
Applicant has 24 months after approval to obtain.	Deanna Townsend-Smith	Tax-Exempt S
The board is currently composed of 6 members. What will the board do in the case of a tie vote? In the organizational chart the PTO reports directly to the board - is that appropriate? How will the board evaluate its effectiveness?	Deanna Townsend-Smith	Governance a
<p>How will student achievement levels be integrated into leaders evaluation? How will the board assess its own effectiveness? How will members assess their own effectiveness as a member and how will student performance impact Boards decisions on their PD? Clarify how and what mechanisms the Board will use to monitor student achievement levels, school operations, recruitment and enrollment levels, state compliance etc. (i.e dashboard). What verifiable and quantifiable evidence does the team have showing a track record of success in running a high performing charter school for similar student populations? This is important to determine if the Board, specifically the Board Chairperson, has the necessary skills, abilities, and knowledge to operationalize the school model as proposed. Can the Board provide student proficiency data from Piedmont and Cornerstone to show successes? The org chart does not align with the staffing plan; it does not show an AP or curriculum person. The administration block needs to be broken out so that there is a clearer depiction of who the school leaders actually will be not just year 1 but throughout the 5 year contract. How will the PTO interact with the school leader and what role will the Assistant Principal play-discipline, SPED, ELL or something else? How active will Ms Sauer be, are there plans that she will be the school leader at some point? If not what core competencies will be used to identify a school leader. How will the school leadership, Board, staff, teachers be linked or connected to Peidmont or Cornerstone? Will the schools share any resources, back office supports, staff expertise etc? Are thier plans to create a network of schools? Is Ms Saur active in any way with the other schools she started? If not, why not? If so, how so?</p>	Tracy Kelley	Governance a
<p>Is there no direct link between parents and staff or the administration? The org chart indicates a link to the PTO though how will this help grievances and support for students? Who will assume chairmanship once the current chair becomes principal? How will the board and principal be evaluated? Do</p>	Nicole Charles	Governance a
<p>Did the current board chair help to determine salary for the principal? If so, how is this not a conflict of interest? Who will become board chair when the current chair steps down to become principal? Will a parent who wants to be on the board be required to make a monetary donation to the school? What happens if the grievance is with the principal? How will the board be evaluated each year? What type of evaluation will be used for the principal? What will you be looking for in the evaluation of the principal?</p>	Shannon Sellers	Governance a
<p>Is it correct that the present board chair will be the principal of RA? If so, what steps have been taken to avoid a conflict of interest? Such as was the chair involved in determining the principal's salary? How was this salary determined? If a parent is required on the board will that parent also be required to make a monetary donation to the school to be on the board?</p>	Buffy Fowler	Governance a
n/a	Nicole Charles	Proposed Man
Is a bachelor's degree in education or educational leadership required for the principal/assistant principal or will any time of bachelor's degree and leadership qualify?	Shannon Sellers	Staffing Pla
The recruitment and retention plan is not innovative, or compelling and more information is needed as to how, specifically, the leader will the leader highly	Tracy Kelley	Staffing Pla

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effective teachers and remove ineffective teachers; what does that decision making process look like? Will teachers from Piedmont or Cornerstone be invited or enticed to RA to get things up and running? The staffing plan is not sufficient to effectively manage 565 primary and middle school student year 1. The org chart is underdeveloped and as present is not structured in a way that will result in improved outcomes for kids. The leadership team should reflect a ES and MS leadership framework to make sure teachers are supported and managed effectively. The principal cannot manage 29 teachers and do it well. The goals and performance targets outlined will no materialize if the leadership structure is not enhanced.		
How and who established salaries? Was the current board chair involved with setting salaries or did she abstain?	Nicole Charles	Staffing Pla
What exact evaluation tool will the proposed school use? Such alternate evaluation tools must be vetted and approved by the SBE.	Deanna Townsend-Smith	Staff Evalua
What type of evaluation tool will you use? Will two observations give you the information needed to determine teacher effectiveness?	Shannon Sellers	Staff Evalua
How will student achievement levels factor into PD decisions?	Tracy Kelley	Staff Evalua
The plan is underdeveloped given the plan to recruit k-6 702 student year 1.	Tracy Kelley	Marketing Pl
Where will the billboard be ?	Heather Soja	Marketing Pl
Who on staff will be the lead on parent engagement and coordinating parent volunteers? The size of the school year 1 necessitates that there be a designated parent engagement coord full time on staff. If not, what are the schools plans to make sure parents are participants and fully embraced especially since the Board will be required to include a parent rep.?	Tracy Kelley	Parent and C
Although a general plans for parental engagement exists, can the applicant describe in more details how low resourced parents or parents without much experience with charter schools will be incorporated into the school?	Nicole Charles	Parent and C
What is considered reasonable time for enrollment acceptance?	Nicole Charles	Admissions P
Is the applicant going to adhere to the 15% children of board and staff rule?		
The plan to open year 1 with 565 k-6 grade is unrealistic and ambitious given the questions about adequate staff, discrepancies with the org chart, especially with regard to parent engagement, leadership, and 2 curriculum for ES and MS.	Tracy Kelley	Projected St
Can the applicant explain the discrepancy between the enrollment numbers, class size, and budget allocation for staff?	Nicole Charles	Projected St
n/a	Nicole Charles	Weighted Lot

Reviewer	Score
Alex Quigley	
Alan Hawkes	
Alex Quigley	
Buffy Fowler	Pass
Cheryl Turner	
Kenneth Tucker	
Steven Walker	Pass
Deanna Townsend-Smith	Pass
Heather Soja	Pass
Joe Maimone	Pass
Lindalyn Kakadelis	
Lindalyn Kakadelis	
Tracy Kelley	Fail
Glenn Allen	
Lynn Kroeger	Pass
Nicole Charles	Pass
Phyllis Gibbs	
Robert McOuat	
Shannon Sellers	Pass
Sherry Reeves	Pass
Tammi Sutton	Pass

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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.

RA will use a tiered approach to ensure that each student has adequate transportation.

1. Parents will be encouraged to find carpools to transport their students to school. RA will facilitate the organization of carpools by providing, with parental consent, directory information for students wishing to carpool and activities at school events that encourage parents to find carpools.

2. To make it easier for parents to provide transportation, students will be allowed to be dropped off at least 30 minutes early in the mornings and RA will seek to contract with an after school care vendor which parents may use for a fee. After-school care will allow parents to pick up students at a more convenient time in the evenings.

3. For parents who want another transportation option, vendors will provide rides to and from school and/or after school activities for a fee.

4. For parents who need further help with transportation, RA staff will reach out to other parents to find rides for the students in need.

5. Finally, after all other options have been exhausted, if a student still needs transportation to and/or from school and has a demonstrated financial need, the school will contract with one of the transportation vendors to transport that student. An agreement has already been reached with a vendor to provide the school discounts for such students and the school will cover the costs above what the family can afford.

6. RA will contract with a transportation vendor to provide transportation to any student who needs it as a requirement of his or her IEP or 504 plan.

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.

Revolution Academy will contract with vendors to provide lunch. Parents who wish to purchase lunches will be able to order them each month in advance. RA will use the profit from these lunch days to pay for the lunch of students who qualify for free and reduced lunch. Students who qualify for free and reduced lunch will be provided with lunch from the same vendors either for free or at a reduced price. For example, if the vendor on Tuesday is Chick-fil-A, then those students will be provided a free or reduced lunch from Chick-fil-A on Tuesday. If there are days when there is no vendor, the school will contract with a vendor to provide lunch, subsidized by the school, to the students who qualify for free and reduced lunch.

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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.

The RA Board is working with American Charter Development (ACD) to secure a facility by August 2019. A targeted area has been identified and a commercial realtor is currently looking for a suitable site within that area. If a site in that area cannot be found then the area will be expanded. Once a site is secured, ACD is prepared to secure financing and build a facility that meets Revolution Academy's needs. Upon occupancy, RA will lease the facility from ACD until such time (estimated at 5-7 years) that RA can secure its own financing and purchase the facility.

The proposed facility will be built in phases. It will sit on approximately 20 acres and initially include a 37,000 sq/ft facility with a playground, parking, and a field.

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.

The estimate for the first phase of the facility is \$9 million which is \$243 per square foot. This estimate is in line with Piedmont Classical High School's new facility which has just been completed in the same target area.

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.*

Should there be a problem with opening a new facility on time, several back-up facilities have been identified. The Church on 68 has indicated an intent (included in appendix O) to lease space to RA either on a month to month basis, or for a longer period of time. The Church on 68 already has a Certificate of Occupancy for education so there would be no additional costs to upfit the facility. There would be no loss of programming for that contingency.

Three other facilities have been identified in Guilford County that already have Certificates of Occupancy for education and are willing to lease space to a charter school. Two of the three would allow RA to open without any loss of programming and all would have significantly lower lease payments than the new facility that has been reflected in the budget.

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
aaaaa	Deanna Townsend-Smith	Transportati
Will \$18,600 be enough to cover EC transportation and for those students who cannot afford to pay the vendor for transportation as well as those students who require EC transportation? Do you foresee any parents withdrawing interest due to having to pay for transportation if they can't carpool?	Shannon Sellers	Transportati
Given the target population, is this transportation policy a sound way to provide access to all families?	Nicole Charles	Transportati

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Will the budget include transportation for EC students as well as students without transportation options?		
Can a public school charge any student for transportation to and from school?	Buffy Fowler	Transportati
I do not think that this transportation plan meets the needs of the population described in the application.	Heather Soja	Transportati
Is it reasonable for a parent to order lunches 30 days ahead of time? Can students order the day of in the event the parent didn't have time to pack a lunch? \$5000 does not seem like enough to cover the free/reduced lunches if a profit isn't made.	Shannon Sellers	School Lunch
What is the projected percentage of free and reduced? Guilford county is 65%. If every paying child purchases a lunch, you would have to charge \$11 for a \$4 lunch to cover the free and reduced lunch population if your population reflects the LEA. The \$5000 budgeted would cover approximately 1 week of lunches.	Buffy Fowler	School Lunch
Will the contracted vendors consider child nutrition standards? What is the upcharge to families who do not qualify for free or reduced lunch? Are the lunches hot or cold? With a relatively large number of students, what is the contingency plan should more students need lunches?	Nicole Charles	School Lunch
The board chair did not sign the requirements, is this an error?	Nicole Charles	Healthy and

Reviewer	Score
Alex Quigley	
Alan Hawkes	
Tammi Sutton	Pass
Sherry Reeves	Fail
Shannon Sellers	Pass
Robert McOuat	
Phyllis Gibbs	
Nicole Charles	Fail
Lynn Kroeger	Pass
Glenn Allen	
Tracy Kelley	Pass
Lindalyn Kakadelis	
Lindalyn Kakadelis	
Joe Maimone	Pass
Heather Soja	Fail
Deanna Townsend-Smith	Pass
Steven Walker	Pass
Kenneth Tucker	
Cheryl Turner	
Buffy Fowler	Pass
Alex Quigley	

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VI. FINANCIAL PLAN

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

Budget: Revenue Projections from each LEA 2018-19

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

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

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

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

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

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1 410 - Guilford County Schools

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	\$5,123.35	565	\$2,894,692.75
Local Funds	\$2,419.37	565	\$1,366,944.05
Federal EC Funds	\$4,171.22	57	\$237,759.54
Totals			\$4,499,396.34

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Total Budget: Revenue Projections 2018-19 through 2022-2023

INCOME: REVENUE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
-State ADM Funds	\$2,894,693	\$3,309,684	\$3,724,675	\$3,724,675	\$3,724,675
-Local Per Pupil Funds	\$1,366,944	\$1,562,913	\$1,758,881	\$1,758,881	\$1,758,881
-Exceptional Children & Federal Funds	\$237,760	\$209,689	\$235,497	\$235,497	\$235,497
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$4,499,396	\$5,082,286	\$5,719,053	\$5,719,053	\$5,719,053

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

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

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

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

BUDGET EXPENDITURE PROJECTIONS Personnel	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary									
Administrative & Support Personnel:															
Lead Administrator	1	\$75,000	\$75,000	1	\$78,000	\$78,000	1	\$80,000	\$80,000	1	\$80,000	\$80,000	1	\$80,000	\$80,000
Assistant Administrator	1	\$64,000	\$64,000	2	\$65,000	\$130,000	2	\$66,500	\$133,000	2	\$66,500	\$133,000	2	\$66,500	\$133,000
Operations Manager	1	\$36,000	\$36,000	1	\$38,000	\$38,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000
Clerical	2	\$25,000	\$50,000	3	\$26,000	\$78,000	3	\$28,000	\$84,000	3	\$28,000	\$84,000	3	\$28,000	\$84,000
Custodians	1	\$20,000	\$20,000	1	\$24,000	\$24,000	1	\$24,000	\$24,000	1	\$24,000	\$24,000	1	\$24,000	\$24,000
A - Total Admin and Support:	6		\$245,000	8		\$348,000	8		\$361,000	8		\$361,000	8		\$361,000
Instructional Personnel:															
Instructional Coach	1	\$53,000	\$53,000	1	\$54,000	\$54,000	1	\$56,000	\$56,000	1	\$56,000	\$56,000	1	\$56,000	\$56,000
Core Content Teacher(s)	23	\$47,000	\$1,081,000	26	\$48,000	\$1,248,000	29	\$49,000	\$1,421,000	29	\$50,000	\$1,450,000	29	\$50,000	\$1,450,000
Electives/Specialty Teacher(s)	5	\$47,000	\$235,000	5	\$48,000	\$240,000	5	\$49,000	\$245,000	5	\$50,000	\$250,000	5	\$50,000	\$250,000
Exceptional Children Teacher(s)	3	\$46,000	\$138,000	3	\$47,000	\$141,000	4	\$49,000	\$196,000	4	\$49,000	\$196,000	4	\$49,000	\$196,000
Teacher Assistants	3	\$22,000	\$66,000	4	\$24,000	\$96,000	4	\$24,000	\$96,000	4	\$24,000	\$96,000	4	\$24,000	\$96,000
B - Total Instructional Personnel:	35		\$1,573,000	39		\$1,779,000	43		\$2,014,000	43		\$2,048,000	43		\$2,048,000
A+B = C - Total Admin, Support and Instructional	41		\$1,818,000	47		\$2,127,000	51		\$2,375,000	51		\$2,409,000	51		\$2,409,000

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Personnel:															
Administrative & Support Benefits															
Social Security/Medicare	6	\$3,062	\$18,372	8	\$3,213	\$25,704	8	\$3,384	\$27,072	8	\$3,384	\$27,072	8	\$3,384	\$27,072
Retirement Plan--Other	6	\$1,225	\$7,350	8	\$1,285	\$10,280	8	\$1,354	\$10,832	8	\$1,354	\$10,832	8	\$1,354	\$10,832
Health Insurance	6	\$3,675	\$22,050	8	\$3,855	\$30,840	8	\$4,061	\$32,488	8	\$4,061	\$32,488	8	\$4,061	\$32,488
Other Insurance	6	\$408	\$2,448	8	\$428	\$3,424	8	\$451	\$3,608	8	\$451	\$3,608	8	\$451	\$3,608
D - Total Admin and Support Benefits:	24		\$50,220	32		\$70,248	32		\$74,000	32		\$74,000	32		\$74,000
Instructional Personnel Benefits:															
Social Security/Medicare	35	\$3,348	\$117,180	39	\$3,452	\$134,628	43	\$3,496	\$150,328	43	\$3,572	\$153,596	43	\$3,572	\$153,596
Retirement Plan--Other	35	\$1,339	\$46,865	39	\$1,380	\$53,820	43	\$1,398	\$60,114	43	\$1,429	\$61,447	43	\$1,429	\$61,447
Health Insurance	35	\$4,017	\$140,595	39	\$4,143	\$161,577	43	\$4,195	\$180,385	43	\$4,287	\$184,341	43	\$4,287	\$184,341
Other Insurance	35	\$446	\$15,610	39	\$460	\$17,940	43	\$466	\$20,038	43	\$560	\$24,080	43	\$560	\$24,080
E - Total Instructional Personnel Benefits:	140		\$320,250	156		\$367,965	172		\$410,865	172		\$423,464	172		\$423,464
D+E = F - Total Personnel Benefits	164		\$370,470	188		\$438,213	204		\$484,865	204		\$497,464	204		\$497,464
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	30		\$295,220	40		\$418,248	40		\$435,000	40		\$435,000	40		\$435,000
B+E = H - Total Instructional Personnel (Salary & Benefits)	175		\$1,893,250	195		\$2,146,965	215		\$2,424,865	215		\$2,471,464	215		\$2,471,464
G+H = J - TOTAL PERSONNEL	205		\$2,188,470	235		\$2,565,213	255		\$2,859,865	255		\$2,906,464	255		\$2,906,464

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

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	Administrative & Support:					
Office:	Office Supplies	\$22,600	\$22,800	\$33,000	\$33,000	\$33,000
	Computers & Software	\$51,000	\$13,400	\$40,000	\$63,000	\$45,000
	Communications & Telephone	\$22,700	\$33,700	\$33,700	\$33,700	\$33,700
	Copier leases	\$22,000	\$27,000	\$32,000	\$32,000	\$32,000
	General Administration	\$24,000	\$24,000	\$24,000	\$24,000	\$24,000
Professional Contract	Legal Counsel	\$6,000	\$2,000	\$2,000	\$2,000	\$2,000
	Student Accounting & Financial	\$84,750	\$96,900	\$109,050	\$109,050	\$109,050
	Other Professional	\$28,000	\$28,000	\$28,000	\$28,000	\$28,000
	Transportation	\$18,600	\$18,600	\$18,600	\$18,600	\$18,600
	Technology Support	\$24,000	\$26,000	\$28,000	\$28,000	\$28,000
Facilities	Facility Lease/Mortgage	\$850,000	\$1,300,000	\$1,300,000	\$1,300,000	\$1,300,000
	Equipment & Furniture	\$140,000	\$120,000	\$105,000	\$75,000	\$75,000
	Custodial Supplies	\$18,000	\$20,000	\$22,000	\$22,000	\$22,000
	Custodial Contract	\$40,000	\$44,000	\$48,000	\$48,000	\$48,000
	Insurance (pg19)	\$28,642	\$31,000	\$33,000	\$33,000	\$33,000
Utilities	Electric/ Water	\$10,000	\$12,000	\$14,000	\$14,000	\$14,000
	Trash	\$2,000	\$2,000	\$4,000	\$4,000	\$4,000
Other	Marketing	\$8,500	\$5,000	\$5,000	\$5,000	\$5,000
	Student Lunches	\$5,000	\$5,000	\$3,000	\$3,000	\$3,000
	Athletics	\$0	\$32,000	\$18,000	\$19,300	\$19,300
	Misc.	\$30,000	\$20,000	\$20,000	\$20,000	\$20,000
	K - TOTAL Administrative & Support Operations	\$1,435,792	\$1,883,400	\$1,920,350	\$1,914,650	\$1,896,650
	Instructional:					
Classroom Technology	Computers	\$160,000	\$40,000	\$105,000	\$105,000	\$105,000
	Software	\$18,000	\$20,000	\$23,000	\$25,000	\$25,000
	Instructional Equipment	\$22,000	\$15,000	\$23,000	\$35,000	\$5,000
Instructional Contract	Staff Development	\$12,000	\$8,000	\$8,000	\$8,000	\$8,000
	Ec Services	\$48,000	\$52,000	\$55,000	\$55,000	\$55,000
	Student Services	\$20,000	\$20,000	\$24,000	\$24,000	\$24,000
Books and Supplies	Instructional Materials	\$9,000	\$13,000	\$18,000	\$18,000	\$18,000
	Curriculum/Texts	\$160,000	\$100,000	\$100,000	\$100,000	\$100,000

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	Testing Supplies	\$9,000	\$11,000	\$13,000	\$18,000	\$18,000
	Other	\$25,000	\$30,000	\$33,000	\$35,000	\$35,000
	L - TOTAL Instructional Operations	\$483,000	\$309,000	\$402,000	\$423,000	\$393,000
	K+L = M - TOTAL OPERATIONS	\$1,918,792	\$2,192,400	\$2,322,350	\$2,337,650	\$2,289,650

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Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
J - TOTAL PERSONNEL	\$2,188,470	\$2,565,213	\$2,859,865	\$2,906,464	\$2,906,464
M - TOTAL OPERATIONS	\$1,918,792	\$2,192,400	\$2,322,350	\$2,337,650	\$2,289,650
J+ M =N TOTAL EXPENDITURES	\$4,107,262	\$4,757,613	\$5,182,215	\$5,244,114	\$5,196,114
Z - TOTAL REVENUE	\$4,499,396	\$5,082,286	\$5,719,053	\$5,719,053	\$5,719,053
Z - N = SURPLUS / (DEFICIT)	\$392,134	\$324,673	\$536,838	\$474,939	\$522,939

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 student enrollment projections are based on multiple factors including recent elementary charter school openings in Guilford County and large waiting lists at schools with similar programs.

In 2012, Cornerstone Charter Academy-CFA opened with an initial ADM of 542 students in grades K-6. Likewise, Summerfield Charter Academy opened in Guilford County with 560 students in K-6 in 2013, and Gate City Charter Academy opened in 2016 with almost 500 students. Based on the history of these schools, a projected opening of 565 students seems attainable.

The current waiting lists of Cornerstone and Greensboro Academy eclipse their enrollment. Cornerstone currently has 1184 students on their waiting list, Greensboro Academy has 964. Given that the RA design is nearly identical to the Cornerstone design when it opened and that Mary Catherine Sauer is the founder of both schools, it is reasonable to expect that they will draw similar enrollment numbers.

The break-even point in the budget, without adjusting expenditures, is 513. RA has plans, however, to adjust expenditures in the event that enrollment does not meet projections, making the actual number of students that RA can reasonably open with 278. Two different contingency budgets are included in Appendix O that show how and where cuts will be made if necessary.

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

RA has a financial contingency plan in case enrollment or revenue is not what is expected, depending on how much lower than expected it is. There is a surplus built into the budget that can be used if the revenue projections are slightly lower than expected. The budget also reflects several key areas where savings could be realized in the event that enrollment does not meet projects. For example, the budget includes new furniture where used furniture may be acquired at significant savings.

Included in Appendix O is a contingency budget that shows how RA will adjust

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in case enrollment comes in at 376. That ADM is the lowest number of students that RA can enroll the first year and still occupy the new facility without refinancing. That budget reflects fewer classes for 3rd-5th grades and an increase in 1st grade class size to 27.

Should enrollment be less than 376, the contingency facility will be used to ensure that RA is still financially solvent.

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

The budget does not rely on funds other than the state, county and federal allotments.

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

1:24

- 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.*

RA intends to contract with professionals for financial services and EC support, among other things. The principal and board of directors will carefully vet all prospective contracts. The board will evaluate the rates and compare them with other providers; they will get references from other clients, preferably other charter schools; and they will make financially sound decisions as a body.

Based on the quality of service Acadia Northstar have provided other schools, the board has already engaged them to handle student accounting and financial services.

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

The RA budget includes reasonably expected expenses to meet all of the school's program and facility needs. The budget is based on actual expenses of other charter schools in the area while taking into account RA's unique needs.

The facility rent is based on projections from American Charter Development and the experience of Piedmont Classical High School, which just completed construction of a new facility. The budget includes a full-time instructional coach who will help RA's teachers teach the curriculum with fidelity and rigor, while adjusting instruction for all learners. The budget also includes money to help provide free and reduced lunch to students in need in the event that the lunch program does not break even in the first year, as well as money to provide transportation to students who have a demonstrated financial need and who have exhausted other transportation options. There is a healthy staff development budget to cover the costs of the training included in the professional development plan. Additionally, the budget includes a competitive average teacher salary of \$47,000 which will allow RA to recruit a staff capable of meeting RA's school wide goals and realizing its mission.

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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.

RA has budgeted healthy surpluses each year that will be put into a general fund balance. The goal each year will be to have a surplus of between 5-10% of revenue. RA's long term goals are to have a minimum of 90 days of cash reserves by the end of year 5. RA plans to achieve this goal through careful budgeting and the use of sound financial management strategies.

The Board finance committee will meet on a monthly basis to evaluate the budget and spending for the previous month. At each regularly scheduled board meeting, the finance committee will give a report and the whole board will be involved in major financial decisions. The school will have written financial procedures that include having two signatures on each check and clear procedures for handling cash transactions. Actual expenditures from the first two years of Piedmont Classical High School, a recently opened charter school also in Guilford County, were used to calculate the expenses in the budget. By adjusting their budget to match enrollment, carefully controlling spending, and implementing sound cost-cutting measures, Piedmont Classical was able to end both of its first two years with a surplus, in spite of having lower than expected enrollment. RA will use some of the same cost-cutting and budgeting measures including negotiating favorable terms, purchasing used materials, computers, and furniture whenever possible, partnering with other schools to share professional development costs, and working closely with the PTO to raise money and provide extra supplies and materials that will enhance the learning environment.

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

RA intends to finance purchases only when absolutely necessary. RA is working with American Charter Development to secure an appropriate site and build a new facility. ACD will develop the facility and RA will lease the facility from ACD. It is expected that in 5-7 years it will be financially feasible for RA to secure traditional financing and purchase the facility from ACD.

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*

RA does not anticipate having significant assets from other sources.

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

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

Revolution Academy realizes the importance of sound financial management. Therefore, several layers of checks and balances will be in place to make sure that the assets of RA are protected and managed appropriately.

RA will contract with Acadia Northstar to assist with the distribution, procurement, and accounting of assets. With the possible exception of a small amount of petty cash, no one directly employed by RA will write checks or otherwise disburse money. Acadia Northstar will submit monthly reports of revenues and expenditures, balance sheets, and transactions.

The board finance committee will meet monthly to review the reports. They will make a monthly report to the board and recommend any budgetary or procedural changes.

RA will have clear financial procedures for all areas of asset management that takes place at the school. These procedures will include how to handle deposits, cash receipts, accounts receivable, purchase orders, inventories, and asset management.

It will be the policy of RA at all times to require two signatures on all checks. The board of directors will determine the signatories.

Finally, the Board of RA will receive the monthly budget reports and discuss the financial management of the school at every regular board meeting.

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.

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.

The RA board is considering the following firms to conduct the annual audit:

Darrell Keller, CPA
P.O. Box 1028
Kings Mountain, NC 28086
Phone: (704) 739-0771
Fax: (704) 739-6122

Potter & Company
434 Copperfield Blvd., Suite A
Concord, NC
Phone: (704) 786-8189
Fax: (704) 786-4447

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Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
No appendix M	Nicole Charles	Total Budget
Why is health insurance higher for instructional staff?	Lynn Kroeger	Personnel Bu
Utilities appears to be unrealistic	Lynn Kroeger	Operations B
Utilities and lunches is understated. Really need a second look at this area.	Heather Soja	Operations B
\$5000 does not seem to be enough to cover free/reduced lunches for the school year. Will \$2000 be enough to cover trash for the entire year? What qualifies for miscellaneous expenses?	Shannon Sellers	Operations B
Why the low cost for legal counsel? Can the applicant justify the low cost for school lunches give the free and reduced lunch rate for the LEA? Is the applicant concerned about the high cost of facilities lease or mortgage in the first few years without any guarantee for student enrollment?	Nicole Charles	Operations B
What accounts for 85,750 for student accounting and financial? Please be specific with regard to "other professional" costs \$28k year 1. Please explain the rationale for \$40k for custodial costs?	Tracy Kelley	Operations B
Did you provide sufficient funds in your budget for contracts with related service providers?	Robert McOuat	Operations B
Why is the fund balance so high? Why has the applicant not budgeted some of the balance toward the areas of need including transportation or school lunches? what is the contingency if students do not enroll at the projected rates?	Nicole Charles	Total Expend
What criteria will be put in place to assess Northstar? If the decision to hire Northstar has already been made then, in fact, RA will not be seeking other quotes from other financial service org, correct? Will RA be able to leverage the contracts and relationships of other service providers to Cornerstone and Piedmont to get better more advantageous rates?	Tracy Kelley	Budget Narra
The break even number currently outlined is concerning as the student enrollment is aggressive for the proposed county. Applicant should clarify its plan if the break even is not met.	Deanna Townsend-Smith	Budget Narra
Who will Acadia submit reports to, the board or the principal? Who will sign checks while the current board chair is in place to avoid conflicts of interest during her tenure as principal? What are the clear financial procedures?	Nicole Charles	Financial Au
The ambitious student enrollment numbers (based on a smaller class size) is close to the break even number for students.	Tammi Sutton	Financial Au

Reviewer	Score
Alex Quigley	
Tammi Sutton	Fail
Shannon Sellers	Pass
Robert McOuat	
Phyllis Gibbs	
Nicole Charles	Pass
Lynn Kroeger	Fail
Glenn Allen	
Tracy Kelley	Pass
Lindalyn Kakadelis	
Lindalyn Kakadelis	
Joe Maimone	Pass

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Heather Soja	Pass
Deanna Townsend-Smith	Fail
Steven Walker	Pass
Kenneth Tucker	
Cheryl Turner	
Buffy Fowler	Pass
Alex Quigley	
Alan Hawkes	
Sherry Reeves	Pass

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VII AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the September 19, 2016 5:00 pm EST deadline. Payments will be accepted in the form of a check or credit card. The Credit card Form is found on the Office of Charter Schools website. Cash is not accepted.

**Application Note: The applicant must mail the check or credit card form along with a letter indicating the name of the proposed charter school, contact information, and the enclosed payment amount to be received before or on the due date of September 19, 2016 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

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

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

I understand the requirements pursuant to G.S. 115C-218.1(c).

revolutionacademy

Date: 09/21/2017

Applicant Signature:

The foregoing application is submitted on behalf of Revolution Academy (*name of non-profit corporation or individuals submitting application*). The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy TCS-U-013 All new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: revolutionacademy

Board Position: Board Chairman

Signature: _____

Date: 09/21/2017

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

Notary Public

Official Seal

Revolution Academy - Revolution Academy will develop productive citizens who are prepared for a lifetime of achievement by using a challenging, classical academic program, meaningful parental partnerships, character education, and an emphasis on student responsibility.

My commission expires: _____, 20_____.

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OVERALL ASSESSMENT

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

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

Would you, as a subcommittee, recommend an interview for this application? Remember that a subcommittee is not a quorum of the whole Advisory Board and has no authority to bind the Advisory Board to a particular recommendation. This rubric, and the following recommendation, is simply a starting point for Advisory Board deliberations regarding which applicants to invite back for an interview.

<u>Total Subcommittee Votes</u>	
No	Yes

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

<u>CSAB Votes</u>	
No	Yes
6 AQ,SR,LK,CT,TS,H V	4 SW,AH,JM,LynK

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

Initial Screening

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

External Evaluator

Mission, Purposes, and Goals	<p><u>Mission Statement</u> Based on Appendix A1, where will RA students attend high school? Is the idea to have RA students PCHS?</p> <p>With the proposal to open RA in northern Greensboro, is it feasible to assume that some students followed Cornerstone to their new location and are likely to stay there? How many students on the wait list for Cornerstone would attend RA based on location? - nacharles</p> <p><u>Mission Statement</u> Guilford county's demographics are mentioned but what are the demographics and median income of the area where the school plans to locate. What is the plan to attract a diverse population?</p> <p>How does Cornerstone's demographics compare to that of the county's demographics? This has been specifically mentioned but there is no concrete plan for attracting diverse populations.</p> <p>What are the demographics of the traditional LEA's in the vicinity of where the school will be located?</p> <p>- heather_soja</p> <p><u>Educational Need and Targeted Student Population</u> Does the applicant have any plans to include technology integration based on what we know about market research and career prospects?</p> <p>Are there plans to include art, music, foreign language, or athletic options?</p> <p>Is there are chance that the improvements within Guilford and the existing charter schools may deter attendance? - nacharles</p>
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Educational Need and Targeted Student Population

Evidence does not include evidence of a track record of success from the lead applicant's previous openings--Cornerstone and Piedmont. - kellestracy1

Educational Need and Targeted Student Population

Are the evidences of need substantial to support the school's need and projected student enrollment? Although the school will supposedly be the only school using a classical framework, how is that different from the LEA? This component is not fully explained in the response. - dtsmith840

Educational Need and Targeted Student Population

Many questions about how they will be diverse given their need? Why is classical education needed? Are all the schools 1-to-1 in Guilford County? What about the schools that are performing at A,B levels? - heather_soja

Purposes of Proposed Charter School

Why is the Kindergarten optionally shortened?

How does the applicant differentiate between personalized learning and individualized attention?

How will the classical model promote future success for 21 century careers? - nacharles

Purposes of Proposed Charter School

Will technology be incorporated in the classroom to help prepare students to be 21st Century Learners? - shannon1974

Purposes of Proposed Charter School

Which traditional schools offer a classical model? The application states "very few offer a classical model." Cursive is required for all third grade students, promoting it is not innovative.

Comparable student outcomes as it relates to the classical education model is not provided. How are they connected? - heather_soja

Goals for the Proposed Charter School

How will growth be measured at the end of the first year. If the applicant relies solely on spring MAP testing for growth no data would be available until spring of second year.

How did you decide to start with 63% and 60%? The LEA is presently at 52% and 49%.

How was the 20% for discipline referrals determined? Explain the process for tracking this.

Goals addressed Academic and financial areas. What goals does the applicant have for the operations and governance of the school? - buffy_fowler

Goals for the Proposed Charter School

Are there other assessments throughout the school year that will allow teacher's to measure whether students are on target for the stated goals especially in the first and second year of attendance?

What character education activities will measure Goal 4?

- nacharles

Goals for the Proposed Charter School

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	<p>How will you reach goal 1 the first year? Will you use fall to spring results? What data did you use to choose proficiency in Goal 3? How will you monitor Goal 6? How is that measurable? For Goal 7 are you referring to all discipline issues or only those dealing with suspension? How will you effectively monitor this? - shannon1974</p> <p><u>Goals for the Proposed Charter School</u> Not all goals are written as SMART goals. - tammisutton1974</p> <p><u>Goals for the Proposed Charter School</u> Would like to see Math goals as well. - heather_soja</p>
<p>Education Plan</p>	<p><u>Instructional Program</u> Class size: 20 in k-1, 27 in 2-5 - buffy_fowler</p> <p><u>Instructional Program</u> What assessments will be used for student responsibility and character education?</p> <p>With so many students and history with the instructional program for the applicant, why is no evidence of performance from the other schools included? - nacharles</p> <p><u>Instructional Program</u> Will the common assessments be teacher made or will you have a program? Other than charter schools having success with the instruction components, what other evidence exist that this program is successful? What data exists that the program will improve student performance? - shannon1974</p> <p><u>Instructional Program</u> Applicant should clarify its Documented evidence regarding the proposed approach will lead to improved student performance for the school's targeted population. - dtsmith840</p> <p><u>Instructional Program</u> Need more information on targeted population. Was diversity addressed at Cornerstone? If so, how? - heather_soja</p> <p><u>Curriculum and Instructional Design</u> Concern about k-2 with 20 students and 2nd-5th grades having 27 students. There are only 3 teacher assistants in the budget. How will these assistants be utilized? Guildford County shows an average of 18 students per class k-5th grades. What will encourage parents to enroll students in a school with a 1 to 27 student ratio? Do you this will hinder finding teachers? Explain Investigative teaching with 27 students and 1 teacher. The first year academic goal stated that 63% of students will be on grade level. Describe the types of classroom strategies that will be put into place for the 37% (10 out of 27) will have individual instruction with 1 teacher and 3 teacher assistants in the entire school. - buffy_fowler</p> <p><u>Curriculum and Instructional Design</u> The applicant asserts small learning environments and individualized attention through the application. How do K-1 classes of 20 students and 2-8 grade classes of 27 in line with these assertions?</p>

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Given the experience in curricular design of the applicants, why is the design plan lacking detail? - nacharles

Curriculum and Instructional Design

Looking at Guilford County Schools classroom size is less than 20 students for kindergarten. Why are your classroom sizes larger than the LEA? Will this be a deterrent for parents?

Who will modify the curriculum that needs to be modified to support NC Standards?

What evidence will be used to determine what and how to modify?

- shannon1974

Curriculum and Instructional Design

With a prescribed curriculum, how will differentiation occur for students that need it? - heather_soja

Special Programs and "At-Risk" Students

What classroom support will teachers get to implement plan developed by the SST?

Does not seem realistic to implement program for at risk ents with the number of student per class being so high without teacher support such as teacher assistants in each class. - buffy_fowler

Special Programs and "At-Risk" Students

Who will serve on the SST teams?

Does the applicant distinguish between academic and behavioral risks? How are these distinguished from EC needs?

What is the threshold for moving from contracted ELL services to full time ELL teachers?

Is the applicant familiar with NC SBE AIG standards? How can AIG students have their needs met with the proposed class sizes? - nacharles

Special Programs and "At-Risk" Students

Will you only allow conferences with teachers on the two set dates?

What type of interventions will teachers use for students that are struggling? What will signify "the first signs of trouble" for students that are struggling?

Will the interventions take place in the classroom?

The ACCESS test is given yearly to determine the level of support ELL students require.

Will you not be using this test?

At what point will you stop contracting an ELL teacher and hire an ELL teacher?

How are you going to provide services to AIG students? While they can be treated like everyone else, there is to be some type of documented differentiation. How are you going to meet their needs other than saying the curriculum is strong and challenging?

- shannon1974

Special Programs and "At-Risk" Students

Does the plan outlined enhance academic opportunities to meet the needs of academically gifted students? What are the specific multiple strategies for ensuring the success of all students? Details are lacking in this section. - dtsmith840

Exceptional Children – Identification and Records

Can the applicant clarify their understanding of FAPE and the role of the SST? Is this team also the IEP team?

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Does the applicant fully understand the distinguish between student IEPs and 504 plans? - nacharles

Exceptional Children – Identification and Records

At what point will there be a referral process for which a team including the parent will meet to decide if testing for exceptional children services is needed? Applicant needs to review state and federal requirements for identification of students with disabilities.

How will 504 plans be implemented? This is unclear.

What evaluation will the SST use to recommend for EC?

- shannon1974

Exceptional Children – Identification and Records

How will you let parents, stakeholders and community members know about your child find responsibilities? Will you maintain a log to track the people that access the records? - robert_mcouat1

Exceptional Children – Identification and Records

Does this section demonstrate an understanding of state & federal requirements regarding the identification of students with disabilities? - dtsmith840

Exceptional Children – Education Programming

Does not address a full continuum of services for students such as resource placement and self contained placements in the Exceptional Children's program. - buffy_fowler

Exceptional Children – Education Programming

Where does the estimate of 10% EC population come from as it doesn't match the rate of the LEA?

Can the student ratios truly support required for serving exceptional children while maintaining the school's mission? - nacharles

Exceptional Children – Education Programming

The strategies and support that is detailed does not explain how the school will offer the full continuum of services. What about students that are self-contained?

What is the role of SST in an IEP meeting?

- shannon1974

Exceptional Children – Education Programming

How do you plan to provide the full continuum of service delivery? What does specialized instruction look like at your school? - robert_mcouat1

Exceptional Children – Education Programming

Does this proposed pan exhibit a solid plan for implementing a full range of exceptional children's programs? - dtsmith840

Student Performance Standards

What are the grade level requirements mentioned for promotion?

Are standards the same for all grades, K-8?

Are there school specific assessments that will track the success of the specific model? - nacharles

Student Performance Standards

How will you account for student growth the first year?

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	<p>What are the specific grade level requirements for promotion? Are they the same for all grades? Will you not offer Math 1 to 8th graders as many students within the LEA will take Math 1 in 8th grade? - shannon1974</p> <p><u>Student Performance Standards</u> Applicant should clarify why exit requirements are only outlined for 8th grade. What are the exit standards at each grade offered by the school? Promotion requirements from one grade to the next is not clear. - dtsmith840</p> <p><u>Student Conduct and Discipline</u> Are the levels of disciplinary action applied across all grades? - nacharles</p> <p><u>Student Conduct and Discipline</u> Are the discipline procedures the same for K-8? What are examples of "minor infractions" what moves it to a level 2 infraction, etc? This is not spelled out. How will you ensure due process for students with disabilities? - shannon1974</p> <p><u>Student Conduct and Discipline</u> What specifically will be done to establish a sustaining common language; shared core values; create a community of learners that respect diversity; high academic achievement; what will students celebrate--chants, traditions, songs etc. Will each classroom have a set of behavioral expectations or will the school have a school wide set of expectations for student behavior? Provide more details on the character ed pillar and the responsibility pillar. How will the schools policies and practices reflect the pillars of character ed, self responsibility, good citizenship all that is described in the mission statement? How will issues of social justice be integrated and how will the pillars be developmentally and linguistically evolving the older children get and as they matriculate through the school? Who on staff/leadership team will take the lead on culture, climate and discipline? - kelleltracy1</p> <p><u>Student Conduct and Discipline</u> Is applicant aware of the allowable age for expulsion? What are the exact grievance and/or appeal processes? - dtsmith840</p> <p><u>Student Conduct and Discipline</u> The application often refers to "smaller class size," but 20 and 27 are not small. Will the same discipline policy be used for students across grades K-8? That would not be age or developmental appropriate. The school is assuming 10% of students will have disabilities? Where is this number coming from and the EC plan needs to be aligned with federal guidelines and made more robust. - tammisutton1974</p>
<p>Governance and Capacity</p>	<p><u>Tax-Exempt Status 501 (c)(3)</u> n/a - nacharles</p> <p><u>Tax-Exempt Status 501 (c)(3)</u> Applicant has 24 months after approval to obtain. - dtsmith840</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Is it correct that the present board chair will be the principal of RA? If so, what steps have been taken to avoid a conflict of interest? Such as was the chair involved in determining</p>

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	<p>the principal's salary? How was this salary determined? If a parent is required on the board will that parent also be required to make a monetary donation to the school to be on the board? - buffy_fowler</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Is there no direct link between parents and staff or the administration? The org chart indicates a link to the PTO though how will this help grievances and support for students? Who will assume chairmanship once the current chair becomes principal? How will the board and principal be evaluated? Do - nacharles</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Did the current board chair help to determine salary for the principal? If so, how is this not a conflict of interest? Who will become board chair when the current chair steps down to become principal? Will a parent who wants to be on the board be required to make a monetary donation to the school? What happens if the grievance is with the principal? How will the board be evaluated each year? What type of evaluation will be used for the principal? What will you be looking for in the evaluation of the principal? - shannon1974</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> How will student achievement levels be integrated into leaders evaluation? How will the board assess its own effectiveness? How will members assess their own effectiveness as a member and how will student performance impact Boards decisions on their PD? Clarify how and what mechanisms the Board will use to monitor student achievement levels, school operations, recruitment and enrollment levels, state compliance etc. (i.e dashboard). What verifiable and quantifiable evidence does the team have showing a track record of success in running a high performing charter school for similar student populations? This is important to determine if the Board, specifically the Board Chairperson, has the necessary skills, abilities, and knowledge to operationalize the school model as proposed. Can the Board provide student proficiency data from Piedmont and Cornerstone to show successes? The org chart does not align with the staffing plan; it does not show an AP or curriculum person. The administration block needs to be broken out so that there is a clearer depiction of who the school leaders actually will be not just year 1 but throughout the 5 year contract. How will the PTO interact with the school leader and what role will the Assistant Principal play-discipline, SPED, ELL or something else? How active will Ms Sauer be, are there plans that she will be the school leader at some point? If not what core competencies will be used to identify a school leader. How will the school leadership, Board, staff, teachers be linked or connected to Peidmont or Cornerstone? Will the schools share any resources, back office supports, staff expertise etc? Are thier plans to create a network of schools? Is Ms Saur active in any way with the other schools she started? If not, why not? If so, how so? - kellestracy1</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> The board is currently composed of 6 members. What will the board do in the case of a tie vote? In the organizational chart the PTO reports directly to the board - is that</p>
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	<p>appropriate? How will the board evaluate its effectiveness? - dtsmith840</p> <p><u>Proposed Management Organization (EMO/CMO)</u> n/a - nacharles</p> <p><u>Staffing Plans, Hiring, and Management</u> How and who established salaries? Was the current board chair involved with setting salaries or did she abstain? - nacharles</p> <p><u>Staffing Plans, Hiring, and Management</u> Is a bachelor's degree in education or educational leadership required for the principal/assistant principal or will any time of bachelor's degree and leadership qualify? - shannon1974</p> <p><u>Staffing Plans, Hiring, and Management</u> The recruitment and retention plan is not innovative, or compelling and more information is needed as to how, specifically, the leader will the leader highly effective teachers and remove ineffective teachers; what does that decision making process look like? Will teachers from Piedmont or Cornerstone be invited or enticed to RA to get things up and running? The staffing plan is not sufficient to effectively manage 565 primary and middle school student year 1. The org chart is underdeveloped and as present is not structured in a way that will result in improved outcomes for kids. The leadership team should reflect a ES and MS leadership framework to make sure teachers are supported and managed effectively. The principal cannot manage 29 teachers and do it well. The goals and performance targets outlined will no materialize if the leadership structure is not enhanced. - kelleltracy1</p> <p><u>Staff Evaluation and Professional Development</u> What type of evaluation tool will you use? Will two observations give you the information needed to determine teacher effectiveness? - shannon1974</p> <p><u>Staff Evaluation and Professional Development</u> How will student achievement levels factor into PD decisions? - kelleltracy1</p> <p><u>Staff Evaluation and Professional Development</u> What exact evaluation tool will the proposed school use? Such alternate evaluation tools must be vetted and approved by the SBE. - dtsmith840</p> <p><u>Marketing Plan</u> The plan is underdeveloped given the plan to recruit k-6 702 student year 1. - kelleltracy1</p> <p><u>Marketing Plan</u> Where will the billboard be ? - heather_soja</p> <p><u>Parent and Community Involvement</u> Although a general plans for parental engagement exists, can the applicant describe in more details how low resourced parents or parents without much experience with charter schools will be incorporated into the school? - nacharles</p> <p><u>Parent and Community Involvement</u> Who on staff will be the lead on parent engagement and coordinating parent volunteers? The size of the school year 1 necessitates that there be a designated parent engagement</p>
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	<p>coord full time on staff. If not, what are the schools plans to make sure parents are participants and fully embraced especially since the Board will be required to include a parent rep.? - kellelytracy1</p> <p><u>Admissions Policy</u> What is considered reasonable time for enrollment acceptance?</p> <p>Is the applicant going to adhere to the 15% children of board and staff rule? - nacharles</p> <p><u>Projected Student Enrollment (Table)</u> Can the applicant explain the discrepancy between the enrollment numbers, class size, and budget allocation for staff? - nacharles</p> <p><u>Projected Student Enrollment (Table)</u> The plan to open year 1 with 565 k-6 grade is unrealistic and ambitious given the questions about adequate staff, discrepancies with the org chart, especially with regard to parent engagement, leadership, and 2 curriculum for ES and MS. - kellelytracy1</p> <p><u>Weighted Lottery</u> n/a - nacharles</p>
<p>Operations</p>	<p><u>Transportation Plan</u> Can a public school charge any student for transportation to and from school? - buffy_fowler</p> <p><u>Transportation Plan</u> Given the target population, is this transportation policy a sound way to provide access to all families?</p> <p>Will the budget include transportation for EC students as well as students without transportation options? - nacharles</p> <p><u>Transportation Plan</u> Will \$18,600 be enough to cover EC transportation and for those students who cannot afford to pay the vendor for transportation as well as those students who require EC transportation? Do you foresee any parents withdrawing interest due to having to pay for transportation if they can't carpool? - shannon1974</p> <p><u>Transportation Plan</u> aaaaa - dtsmith840</p> <p><u>Transportation Plan</u> I do not think that this transportation plan meets the needs of the population described in the application. - heather_soja</p> <p><u>School Lunch Plan</u> What is the projected percentage of free and reduced? Guilford county is 65%. If every paying child purchases a lunch, you would have to charge \$11 for a \$4 lunch to cover the free and reduced lunch population if your population reflects the LEA. The \$5000 budgeted would cover approximately 1 week of lunches. - buffy_fowler</p> <p><u>School Lunch Plan</u> Will the contracted vendors consider child nutrition standards?</p>

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	<p>What is the upcharge to families who do not qualify for free or reduced lunch?</p> <p>Are the lunches hot or cold?</p> <p>With a relatively large number of students, what is the contingency plan should more students need lunches? - nacharles</p> <p><u>School Lunch Plan</u> Is it reasonable for a parent to order lunches 30 days ahead of time? Can students order the day of in the event the parent didn't have time to pack a lunch? \$5000 does not seem like enough to cover the free/reduced lunches if a profit isn't made. - shannon1974</p> <p><u>Healthy and Safety Requirements</u> The board chair did not sign the requirements, is this an error? - nacharles</p>
<p>Financial Plan</p>	<p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> No appendix M - nacharles</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Why is health insurance higher for instructional staff? - marylynn_kroeger</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Why the low cost for legal counsel? Can the applicant justify the low cost for school lunches give the free and reduced lunch rate for the LEA?</p> <p>Is the applicant concerned about the high cost of facilities lease or mortgage in the first few years without any guarantee for student enrollment? - nacharles</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> \$5000 does not seem to be enough to cover free/reduced lunches for the school year. Will \$2000 be enough to cover trash for the entire year? What qualifies for miscellaneous expenses? - shannon1974</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Did you provide sufficient funds in your budget for contracts with related service providers? - robert_mcouat1</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> What accounts for 85,750 for student accounting and financial? Please be specific with regard to "other professional" costs \$28k year 1. Please explain the rationale for \$40k for custodial costs? - kellelytracy1</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Utilities and lunches is understated. Really need a second look at this area. - heather_soja</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Utilities appears to be unrealistic - marylynn_kroeger</p> <p><u>Total Expenditure Projections (Table)</u> Why is the fund balance so high? Why has the applicant not budgeted some of the balance toward the areas of need including transportation or school lunches?</p> <p>what is the contingency if students to not enroll at the projected rates? - nacharles</p>

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	<p><u>Budget Narrative</u> What criteria will be pt in place to assess Northstar? If the decision to hire Northsatar has already been made then, in fact, RA will not be seeking other quotes from other financial service org, correct? Will RA be able to leverage the contracts and relationships of other service providers to Cornerstone and Piedmont to get better more advantageous rates? - kellelytracy1</p> <p><u>Budget Narrative</u> The break even number currently outlined is concerning as the student enrollment is aggressive for the proposed county. Applicant should clarify its plan if the break even is not met. - dtsmith840</p> <p><u>Financial Audits</u> Who will Acadia submit reports to, the board or the principal? Who will sign checks while the current bard chair is in place to avoid conflicts of interest during her tenure as principal? What are the clear financial procedures? - nacharles</p> <p><u>Financial Audits</u> The ambitious student enrollment numbers (based on a smaller class size) is close to the break even number for students. - tammisutton1974</p>
OVERALL	<p><u>Grade Levels Served and Total Student Enrollment:</u> The year 1 proposed enrollment is not realistic and overly ambitious. - kellelytracy1</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Is the grade span proposed in its early years realistic for the proposed county the school plans to locate? What evidences support the proposed student enrollment? - dtsmith840</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Ambitious numbers in opening year. - dswalker</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> These are ambitious enrollment goals for the first year. - tammisutton1974</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Year 1 numbers are unrealistic given no historical data. What kind of data supports that this will happen? - heather_soja</p>

Charter School Advisory Board Subcommittee	
Mission, Purposes, and Goals	<p>Ms. Turner had questions about the enrollment numbers within the first few years. Ms. Vuncannon was curious to see about Cornerstones (currently operating charter school) demographics, and how closely the two schools demographics would align.</p> <p>Mr. Maimone was curious about the name Revolution, as the name itself was not associated with a classical Core Knowledge education.</p> <p>Ms. Turner wanted specific information about the class sizes versus the available staff.</p>

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	<p>Specifically, would there be 3 assistants for the entire school. The ratio outlined in the application was 1 : 27, and she questioned how students would get individualized help.</p> <p>Ms. Reeves wondered about teachers specializing and teaching in three (3) core subject areas. Also, the EC estimation proposed in the application was based on the charter school population and not on the county population. Additionally, the graduation exit requirements lacked detail.</p> <p>Mr. Hawkes questioned the proposed applicants exclusive use of Saxon Math and Shurley Grammar and wanted to know about the alignment with the NCSCOS.</p> <p>Ms. Reeves pointed out that the applicant proposed to use differentiation to target AIG and wanted to know the specific reasoning behind the decision. The Special Programs, 504 and EC components of the application lacked detail. She also wanted to know if it were a requirement of the board of directors for substantial financial contributions to be a board member. If so, this would potentially exclude a community member or parent from becoming a board director.</p> <p>Mr. Hawkes was concerned about the initial projected student enrollment. He questioned if the school would achieve the 565-number outlined in the application.</p> <p>Ms. Reeves raised questions about the governance, projected staff and commented that Ms. Turner had already mentioned the teacher to student ratio. Specifically, there were only 4 specials teachers to serve 600 students, only 3 EC teachers and 3 assistants. Projected staff was short for the enrollment number projected.</p>
<p>Education Plan</p>	<p>Ms. Kroeger asked specific finance questions. The utilities were budgeted extremely low for proposed facility size. Also, the technology budget seemed low based on the number of students projected. As a follow-up, Ms. Reeves wanted to know about the facility contingency plan and questioned why the applicant would build a new facility. Ms. Kroeger stated that the projected student enrollment was aggressive.</p> <p>Ms. Vuncannon wanted to know more about Guilford Countys diversity. From the application it seemed the transportation and lunch budget would need to be higher to not present a barrier for student enrollment. Mr. Walker wanted to know what breakeven number was without any budget cuts. Ms. Turner stated she was not sure about the idea, but charging people who do pay for lunch to pay for the students who cannot afford lunch was concerning. Ms. Reeves asked about the anticipated EDS population especially if the plan proposes to match the LEA.</p> <p>Mr. Walker wanted to know more about the proposed marketing plan and how they would attract 500 students. The board responded that they have set aside money in the budget for marketing purposes. They will use social media advertisement such as Instagram, LinkedIn, Twitter, and Facebook ads. The most effective marketing would be word of mouth. Mr. Maimone followed up on how the high school marketing would be different. The board responded that they understood that targeting high school grades was more difficult. One unforeseen marketing tactic was Cornerstone (currently operating charter school) offering high school grade levels as well as a program from Guilford County called "Say Yes" where students can essentially take free college classes. The board chair (employee at Piedmont Classical) state they made enrollment adjustments and were doing very well at Piedmont Classical.</p>

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	<p>Mr. Maimone asked about the ADM for Piedmonts first month, the board responded it was around 412. They stated that historically charter schools opening in Guilford County have large openings. Cornerstone and Summerfield opened with 500 students. The Guildford county demand was not close to being met. There are charter schools in Guilford county with over 1,000 students on the waitlists. The model of the school is very similar to the Cornerstone model so it is reasonable to associate that success with this proposed model.</p> <p>Mr. Maimone asked about the name of the school "Revolution" and how this connects with Classical Core Knowledge. The board responded that there was a theme and history of Revolution in Guilford County. There are aspects of the community that have that name.</p>
<p>Governance and Capacity</p>	<p>Ms. Vuncannon wanted to know the proposed schools proximity to Cornerstone. The board responded that the target area is close to where Cornerstone started. Guilford County has enough students to go around. They are specifically turning down land that is close to Cornerstone. She then followed up on the demographics of Guilford county. The schools goal was to increase the level of diversity. They are close to 45% African American at Piedmont Classical. They would target a similar area and expect a pretty diverse population. From a parents perspective (board member presenting was a Cornerstone parent), diversity had been a focus. There was a very diverse group, the students have all races and ethnicities in their classrooms. Additionally, with regards to the marketing, they planned to have an early release for Kindergarten which would be another aspect of the school they could provide. They would work with realtors so that families coming to Greensboro would be aware of the available school choice options.</p> <p>Mr. Walker discussed the Education plan. Ms. Turner asked a question about meeting the needs of all students given the ratio of 1:27. The board responded that students need to be aware of classroom expectations, and they would practice those expectations daily to set the tone for learning. They would build positive attributes for the children. They would have a full time instructional coach for staff support. The staff would know their curriculum, have strong planning and classroom management which would increase the amount of differentiation and the ability for teachers to reach all students. They would utilize manipulatives, groupings by levels, EC push in and inclusion support, and the assistance of volunteers. The teachers would use structured groups. They have moved up math in the plans, where students can (through attendance, ability, and teacher recommendation) qualify for math a grade or two ahead. The math was scheduled at the same time (90 minutes) throughout the grade levels so that student learning was not interrupted.</p> <p>Mr. Walker asked about the exclusiveness of curriculum. Specifically, would teachers be locked into this curriculum or would they have flexibility. The board responded that the foundation of the math was Saxon Math, but there would be a chance to supplement. Teachers could do more than what was outlined in Saxon Math. Mr. Quigley asked a follow-up question about any additional programs the school would use to supplement the Math curriculum. Mr. Walker asked for the board specifically walk the CSAB through how they would supplement. The board responded with some examples: measurement was a standard that did not align with NCSCOS/Common Core and the teachers would take a break from Saxon Math and create their own unit on measurement, then pick up with the curriculum when the unit was finished. Additionally, they used Problem Solvers to supplement the math curriculum, as they found the Saxon Math curriculum did not have that much.</p>

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	<p>Ms. Reeves stated that legislators are pushing for smaller classroom sizes. She wondered how the proposed school would attract parents to a program with such large classroom sizes. 27 students in middle school was huge. Teachers would specialize in each of 3 core subject areas. Requiring middle school teachers to all three core subjects was concerning. The board responded that when they get to middle school, they would rotate classes. There would be one teacher assigned to teach science and history and a teacher assigned to ELA and math.</p>
<p>Operations</p>	<p>Mr. Quigley asked the Board how would they focus more on making the school accessible for all students. The Board responded that in the beginning the parameters would not established, they would use the Guilford County forms. The director would screen the turned in packets. They would have a formula with regards to the cost for lunch. There would be a percentage markup used as a fundraiser for the PTO which would for the lunch. The school would be transparent about this information with families. There are families that may not qualify for FRL, but cannot afford to move to a great district. There are many people who needs options. Ms. Sutton commented that given those limited options from should not the school reach further for families that have even less options. She wondered how are charter schools ensuring that our schools reflect the state average.</p> <p>Mr. Walker wanted to know why the proposed applicant decided to build a \$9 million dollar building in the first year rather than renting. The Board responded that the backup facility was close to Cornerstone. They believed it was easier to market and gather families with a permanent home.</p> <p>Mr. Maimone stated that the board was strong and had experience running successful schools. He was confident they would be successful when they opened. Ms. Turner expressed her concern about the 565 students projected. Mr. Maimone countered that the area has the demand. Mr. Walker wanted to hear form the CSAB members in the Greensboro area. Ms. Turner would particularly like to hear their thoughts on the feasibility of the numbers. Mr. Hawkes responded that individuals on the Summerfield list, are probably on the Greensboro Academy list as well as the Cornerstone wait list. The demand was high. Ms. Reeves asked about the demographics for northern Guilford. Mr. Hawkes stated that Summerfield is more diverse than Greensboro Academy as they pull from various areas. Guilford County was below the state average on school performance. The county was growing with student enrollment, not to mention the number of students in homeschool or private school. Ms. Vuncannon would have liked to hear more about the transportation plan, but with the budget surplus there seems to be limited funds to provide transportation. A more robust transportation plan would speak more to the vision to serve a diverse population. Mr. Hawkes stated there are many advantages with K-8 back to basics schools.</p>
<p>Financial Plan</p>	<p>Mr. Maimone asked questions about the outlined finances. He questioned why the school would not put more resources in the teachers hands and more personnel. The board believed in conservative budgeting, they had a \$600,000 surplus the first year at Cornerstone. With Piedmont Classical, they are at a good place at this point, though they started off rocky with enrollment. They realized they would likely have higher budget expenses with regards to utilities and construction. The board had intentionally budgeted this way to have flexibility with allocating funds where needed. The answer to the class size questions was they planned on having high quality teachers. This would allow the teachers to manage and service students, even with a large class sizes.</p> <p>Mr. Hawkes provided reasoning to the Revolution board as both Greensboro Academy and Summerfield Academy have class sizes around 26 students. This was contingent upon</p>

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	<p>a dean model, the culture of the school, and the moral focus.</p> <p>Mr. Quigley asked for additional clarification around middle school teaching model. The Board responded they would find teachers certified in Science and help them attain certification in Social Studies. They were budgeting for 4 specials teachers, but would like to have 5 (budget permitting).</p> <p>The Board responded about its exit requirements. The idea was that students promoted to the next grade level would meet the requirements in the prior grade. One guiding principal was that no one would be surprised as they would notify parents when they identified first signs of struggle (9-12 weeks). There would be support in place to help students throughout the school year to meet grade level expectations. There would be many ways a student could demonstrate grade level mastery EOGS, grades, samples of work and NWEA. They would work hard to ensure students met grade level expectations.</p> <p>Ms. Reeves wanted more information about the schools plan when referring students to the EC program (clarified before and after school tutoring). The board responded they would have before and after school tutoring. The board clarified its process, when a student was struggling the teacher would reach out to the parents. If the student continued to struggle then they would recommend the student to the support team to recommend interventions. The interventions would be implemented for a specific time span and if they were not working the support team may select different interventions. The guiding principal was that not every struggling student needed to enter the EC program. Ms. Kakadelis wanted to know who would make up the school support team. The board responded they would have administrators, EC teachers and teachers on the support team.</p> <p>Mr. Quigley publicly thanked the legislator for his role in the transportation grant. He then focused on the lottery and admissions at Summerfield, Greensboro, Cornerstone, Piedmont and basing the projected enrollment solely on students from those waitlists. All these schools were below 10% EDS while the state average was 47%.</p> <p>Mr. Maimone was frustrated with the over reporting of free and reduced lunch. Schools that do not participate in FRL are under reported for EDS. Mr. Quigley countered that the school was not providing transportation, no weighted lottery and questioned the need for the school in its proposed county. If this proposed school was depending solely on the waitlists of the established charter schools, then this would be another upper to middle-class school when they are reporting to reflect Guilford County.</p>
<p>OVERALL</p>	<p>Mr. Maimone made a motion to recommend Revolution Academy to the State Board of Education for Ready to Open Status. Mr. Hawkes seconded the motion. The CSAB discussed the motion. Mr. Quigley commented that he would not vote for the motion. He does not see in the application showing the school would be focused on serving a diverse population. Also, as stewards of state dollars, CSAB should think strategically on how we invest that money. If the applicant reapplies with an aggressive plan in that matter, and more depth on the education plan they might possibly be approved. Ms. Sutton asked a question to Dr. Townsend-Smith. She specifically wanted to know the number of schools approved this round in Guilford County. In this application round, one was approved and it was the all-male school. Additionally, the CSAB approved, Next Generation in the 2016-2017 slate of schools and The Experiential School of Greensboro. Essentially, there would be 3 that would open prior to this one, if approved. One was highly specialized with the male academy. Experiential had a language focus.</p>

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	<p>Ms. Turner expressed concerns about the education plan somehow the CSAB had sent the message that if an applicant states they are going to use Saxon Math, Core Knowledge, Classical Education, and NWEA Map, they would likely be approved without fully explaining their plans.</p> <p>Ms. Kroeger expressed concerns around the Revolution board stating that they would use the budget surplus for flexibility to address some of the items the CSAB brought up as deficient as those should already be addressed.</p> <p>Ms. Turner wanted to see more in the application that provided an explanation on how they would use these curricula. Ms. Kakadelis commented that the waitlist schools surrounding the area use the same core or classical knowledge model. There was an identified need for the curriculum type in the area. She also stated, there was a need for these types of schools around the state. Mr. Hawkes commented that there were 6 legislative purposes for public charter schools and that we get fixated and obsessed with the idea serving the underserved; we have all types of public charter schools that we have approved. These are some of the innovative things we need to remember when approving charter schools. The motion failed 4 to 6 with Ms. Turner, Ms. Vuncannon, Ms. Kroeger, Ms. Sutton, Ms. Reeves and Mr. Quigley dissenting; Ms. Gibbs recused.</p> <p>Ms. Turner made an alternate motion not to recommend Revolution Academy to the State Board of Education for Ready to Open. Ms. Reeves seconded. The motion passed 6 to 4 with Mr. Walker, Mr. Hawkes, Mr. Maimone and Ms. Kakadelis dissenting; Ms. Gibbs recused.</p>
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Overall Summary

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<p>Initial Screening 09/27/2017</p>	<p>The Office of Charter Schools deemed this application complete on September 27, 2017. No further information is needed to begin the application evaluation.</p>
<p>Application Review</p>	<p>OCS provided a brief overview of the proposed application including the proposed enrollment for the first five (5) years, proposed county, and if the application had an LEA impact statement and/or due diligence.</p> <p>Mr. Walker led the discussion and members of the Policy Committee asked specific questions on items needing clarification.</p> <p>Mr. Walker stated that the numbers for enrollment was ambitious. Ms. Kroeger sought clarification between Revolution and Piedmont Classical. Mr. Walker noted that Piedmont classical was a high school, and was curious if there would be an articulation agreement down the road between those two charters. Mr. Walker stated that the education plan looked solid.</p> <p>Ms. Kroeger noted that class sizes did not seem to be small, there were very few teacher assistants and wanted to know specifically how the school would be different from schools in the LEA. Ms. Turner wanted a better understanding about how the board members fit into this school in relation to past experiences. Ms. Kroeger asked what is the use of technology going to be as there did not seem to be a lot of money allocated to that</p>

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	<p>component. Also, the utilities seem to be far off given the square footage.</p> <p>Mr. Walker asked how many board members were present today. The board responded they have 6 members, and 3 did not show. When the board chair steps off as principal, they will add a parent to the board and when they open (they will have 6 again).</p> <p>Mr. Walker wanted to know about any relationship between Piedmont classical and this school. The board responded that they planned to be friendly with them and pool resources. Their relationship is more coincidental as they plan for their graduates to fan out across Guilford county and there was no plan to have a formal relationship. Mr. Walker sought clarification on whether Ms. Sauer was a board member on the Piedmont Classical board. She responded that her children were on the waitlist at Greensboro Academy. She also founded Cornerstone and was board chair there for a year. Additionally, as Founder of Piedmont Classical she worked as an interim principal has continued to work with them in a part time capacity. Ms. Sauer is currently a parent at Piedmont Classical but should this application be approved, her role at Piedmont Classical would end.</p> <p>Ms. Kroeger asked the board to touch on its instructional technology. The board responded that did have technology in the budget, however it is not a focus, they would be a classically based school and planned to use textbooks. The NWEA map testing would be done on computers and enrichment keyboarding class. The proposed applicant communicated they were not ignoring technology but it would not be a focus of the school. They believe they have mapped out what they think they need.</p> <p>Mr. Walker made a motion on behalf of the policy committee that they recommend to the full CSAB board that Revolution Academy be granted a full interview. Ms. Kroeger seconded themotion. The motion passed unanimously in the Policy Committee.</p> <p>Mr. Walker made a motion to full board that Revolution Academy be granted a full interview. Ms. Vuncannon seconded. The motion passed unanimously.</p>
<p>Application Interview</p>	<p>OCS provided an overview of the applicant, proposed enrollment for the first five (5) years, proposed county, whether the applicant had an LEA impact statement and/or due diligence, and pass/fail ratings on the application.</p> <p>Mr. Walker led the interview and had the board members of Revolution Academy introduce themselves to the CSAB. Following the introductions, he guided the CSAB through the application to determine their interview questions.</p> <p>Mr. Maimone made a motion to recommend Revolution Academy to the State Board of Education for Ready to Open Status. Mr. Hawkes seconded the motion. The CSAB discussed the motion. Mr. Quigley commented that he would not vote for the motion. He does not see in the application showing the school would be focused on serving a diverse population. Also, as stewards of state dollars, CSAB should think strategically on how we invest that money. If the applicant reapplies with an aggressive plan in that matter, and more depth on the education plan they might possibly be approved. Ms. Sutton asked a question to Dr. Townsend-Smith. She specifically wanted to know the number of schools approved this round in Guilford County. In this application round, one was approved and it was the all-male school. Additionally, the CSAB approved, Next Generation in the 2016-2017 slate of schools and The Experiential School of Greensboro. Essentially, there</p>

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