

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.

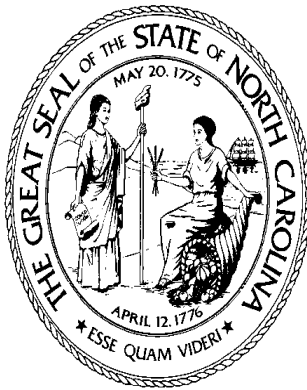
- § Pass: The response demonstrates an understanding of key issues and the ability to start a charter school successfully although minimal clarification may be needed in places. It addresses the topic with clear, specific and accurate information that reflects thorough preparation. The application meets 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:

Heather Soja
Tammi Sutton
Steven Walker
Danielle Allen
Cheryl Turner
Bruce Friend
Austin Smigel
Alan Hawkes
Alex Quigley
Jennifer Gnann
Joe Maimone
Lindalyn Kakadelis
Lisa Huddleston
Lynn Kroeger
Phyllis Gibbs
Shannon Stein
Sherry Reeves
Stephenie Clark

Ginger Cash

Date of Review:



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Revolution Academy

Public charter schools opening the fall of 2020

Due by 5:00 pm, October 1, 2018

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
2018 Application Process
To open a charter school in the 2020-2021 school year

APPLICATION DUE DATE/TIME

October 1, 2018 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 October 1, 2018 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

X

Name of Municipality under which charter will be organized or operated:

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 to nonprofitMunicipality: *Board Chairman*

Mailing address: 3607 Birdsong Ct.
Summerfield NC 27358

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

E-Mail address: *mcsauer@revolutionacademyk8.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:

Yes:

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

No:

Yes:

Acceleration

Yes:

No:

The State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high quality charter schools. In considering whether to accelerate the planning year, the applicant must meet the following requirements:

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

Revolution Academy applied in the last round to open in 2019, but fell short. For this application, RA has tried to address all of the CSAB concerns and has updated and improved every section of the application. Some of the changes include:

- A reduction in the initial ADM
- Revisions to some goals to make them more measurable and attainable
- An expanded explanation of Core Knowledge and the classical model
- Updated bylaws to align with OCS recommendations
- Increases in support staff
- An updated budget that includes
 - Money to provide transportation for over 50% of students
 - Money to provide free lunches to over 40% of students
- More data about the target area for a permanent facility
- Revised facility plan

While considering the feedback on the last application, the RA board and staff took another look at the math program. The RA staff researched other possibilities and found that many schools have had great success with Eureka Math. As it is important not to rush this critical decision, the RA staff is currently considering whether to use Saxon or Eureka Math. Not rushing this decision by the application deadline will allow RA to bring additional staff members into the decision making process and send staff members to other schools to observe Eureka math in action. The RA staff plans to make a recommendation to the board about which math program to use and the board is expected to take final action by January 2019.

Given the accelerated timeline, a temporary facility has been identified and will be used the first year, and beyond if necessary. Such a facility will allow RA to ensure that a healthy ADM is met before construction on a new building has begun and will promote the financial viability of the school. The lease for the temporary facility is expected to be finalized by October 2018.

The planning for Revolution Academy started in the fall of 2016. Many things have been put into place that will help ensure a strong opening in 2019. The board is enthusiastic and committed; eight key staff members have been brought on board; there is a marketing structure in place that includes

social media, emails, and a website; there are interested parents; and there is a solid plan that has been shown to be in demand in Guilford County and has been improved for this application. Things are in place and on track to have a successful opening in August 2019. However, if the school is not granted an accelerated opening there is a risk of losing many of the essential elements that have already been put into place including the temporary facility, key staff members, and access to start-up funds. Additionally, Revolution Academy has built considerable momentum and an opening after 2019 will be possible, but much more difficult and more costly.

Demonstrate an exceptional need for the charter school in the proposed location

Guilford County has some great educational offerings. Unfortunately, they are not accessible to everyone and many of them are relatively homogeneous. There is a large cost to private and homeschools. Even students who qualify for vouchers would have to spend a good deal of money on the local private schools. Private schools are also not required to take any student who applies, so students who may struggle academically may not be admitted, even if finances were not a problem.

Homeschooling parents must forfeit an income and pay for books and curricula themselves, making that an option that is not open to many. While charter schools can be a solution for some students, the best charter schools in Guilford County have large waiting lists, offering only minimal new openings each year, and most of them do not offer any meaningful transportation, making it difficult for some families to attend. Many parents, especially those who are at or below the median income, have no choice, no option about where they send their children to school or what kind of education they receive.

Beyond the real issues of cost and selectivity that make educational access inequitable, there is a pervasive lack of diversity in many schools, including private, charter, and district. Too many schools predominantly serve one group of students, depriving the school community of the many opportunities that a varied, diverse student body offers.

Revolution Academy will be an option for students who cannot gain admission to a high quality Guilford County charter school, who cannot afford the high cost of a quality private school, who do not qualify for a high quality magnet school, or whose parents cannot home school. It will be a diverse school, welcoming students from many different races, incomes, religions, cultures, and backgrounds. RA will open up opportunities for more students who do not have them now; it will allow more students an alternative to low performing schools; it will level the playing field and give more students in Guilford County a chance to get a high quality education.

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

Yes: x

No:

Is a facility identified by the applicant that is feasible for opening on an accelerated schedule.

Yes: x

No:

Demonstrate that the facility identified by the applicant is feasible for opening on an accelerated schedule.

The location of the temporary facility has been used by three different charter schools already. It has a current Certificate of Occupancy for Education and is well suited for the needs of a school. RA has agreed with the church on lease terms and the lease is currently in the process of being finalized.

A letter from the selected church as well as a copy of the CO has been included in Appendix A2.

Attach Appendix A1 to demonstrate you have a facility secured for opening on an accelerated schedule.

Once evidence for the requirements has been verified, the State Board will also consider the presence or absence of the following factors in making its determination:

- 1. Unique mission and educational program.*
- 2. Local, state, and national nonprofit partnerships committed to assisting the school.*
- 3. Potential for economic and educational development of the region.*
- 4. Mentoring by a successful organization that has experience in creating public schools.*
- 5. Obstacles to educational reform efforts that leave chartering as an available option.*
- 6. Commitment to work with a successful charter school board as a guiding mentor.*
- 7. The length of time the board of directors has existed.*
- 8. Whether the proposed board has previously or currently operates a successful public charter school.*

The above list is not exclusive or controlling and is intended to guide the exercise of the State Board's discretion. An applicant requesting acceleration must submit the request to the State Board of Education prior to the application due date for consideration.

In order to qualify for designation as an "alternative school" for purposes of accountability under this policy, the charter school must demonstrate that it serves a student population as follows:

- 1. The school must include grades 9-12.*
- 2. At least 75% of the school's population in grades 9-12 must be at-risk of academic failure as defined in GCS-Q-001, I.B, and must also meet one or more of the following indicators:*
 - a. The student must either be recently released from a juvenile justice facility, or otherwise be subject to and participating in the juvenile justice court process;*
 - b. The student must be currently served by a treatment facility licensed pursuant to Chapter 122C of the General Statutes, or have recently been discharged from such a facility;*
 - c. The student must be currently under long-term suspension from a public or private school ; or*
 - d. The student must be a high-school dropout as defined in GCS-Q-001; or be imminently at risk of dropping out as demonstrated by adequate documentation in the charter school's application for designation under this policy.*

Yes:

No:

A charter school meeting the eligibility criteria set forth in this policy and seeking designation as an "alternative school" must submit an application to the Office of Charter Schools describing in detail the school's mission as it relates to the request for designation; the criteria the school plans to use that will meet the eligibility requirements set forth above, including the documentation the school will use to support its admissions process; how the school intends to serve the select population, educationally and otherwise; and the goals the school is setting for academic achievement for this population. The application must also include an admission plan that is well-defined and specifically limited to serving at-risk students as described in the application. A plan that is not well-defined will not be approved.

The School must, in its application, designate which of the alternative accountability options it is requesting under GCS-C-038. The option selected, if approved, cannot be changed except at the time of renewal.

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

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2019 Month August

Will this school operate on a year round schedule?

No: X

Yes:

Proposed Grade Levels Served and Total Student Enrollment (5

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
Year 1	K, 01, 02, 03, 04, 05, 06	398
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.

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. Additionally, the board is aware that if this application is approved by the

State Board of Education, the approval is contingent upon successful completion of such planning year.

revolutionacademyk8
Signature

Board Chairman
Title

revolutionacademyk8
Printed Name

09/26/2018
Date

Section I: Application Contact Information Concerns and Additional Questions	Reviewer	Page Reference
<u>What benefit will your charter school provide that schools in the district would not already be able to?</u>	<u>Shannon Stein</u>	<u>Cover Page</u>
<u>Projected enrollment for year 1 seems reasonable. However there is a 60% increase in enrollment between years 1 and 2.</u>	<u>Sherry Reeves</u>	<u>Grade Levels</u>
<u>While the large student increase from y1 to y2 (248 students) appears to be supported by the additional documents, what is the driving force behind escalating to the maximum student population at y3 (727) rather than building to that enrollment over 5 years?</u>	<u>Austin Smigel</u>	<u>Grade Levels</u>
<u>Why is there a big jump in enrollment in year 2?</u>	<u>Lynn Kroeger</u>	<u>Grade Levels</u>
<u>What is the rationale behind almost doubling in size from year 1 to year 2, versus scaling over the first 3-4 years of operation?</u>	<u>Stephenie Clark</u>	<u>Grade Levels</u>
<u>What evidence does the board have to support the school can attract 400 students in year 1 and 650 students in year 2?</u>		
<u>What evidence do you have that you will be able to open with approximately 400 students?</u>	<u>Jennifer Gnann</u>	<u>Certify Appl</u>
<u>Did the lease get finalized in October as expected?</u>	<u>Lisa Huddleston</u>	<u>Certify Appl</u>

Reviewer	Score
<u>Heather Soja</u>	<u>Pass</u>
<u>Tammi Sutton</u>	
<u>Steven Walker</u>	<u>Pass</u>
<u>Danielle Allen</u>	
<u>Cheryl Turner</u>	<u>Pass</u>
<u>Bruce Friend</u>	
<u>Austin Smigel</u>	<u>Pass</u>
<u>Alan Hawkes</u>	
<u>Alex Quigley</u>	
<u>Jennifer Gnann</u>	<u>Pass</u>
<u>Joe Maimone</u>	
<u>Lindalyn Kakadelis</u>	
<u>Lisa Huddleston</u>	<u>Pass</u>
<u>Lynn Kroeger</u>	<u>Pass</u>
<u>Phyllis Gibbs</u>	
<u>Shannon Stein</u>	<u>Pass</u>
<u>Sherry Reeves</u>	<u>Pass</u>
<u>Stephenie Clark</u>	<u>Pass</u>
<u>Ginger Cash</u>	

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:

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.

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 achieve a balanced student population by pulling from areas that include students from many backgrounds, races, and income levels.

RA will provide transportation to community stops and free and reduced lunches to students in need so that the goal of mirroring Guilford County's racial and economic diversity can be achieved.

Targeted marketing will also help RA achieve the goal of a racially diverse, balanced student population. RA has already brought one Spanish-speaking teacher on board and will continue to look for other staff members who are multi-lingual. Marketing informational meetings will be held in community centers and diverse churches in order to reach a broad audience. Mailings that will drive racially and economically diverse enrollments will also be sent to select communities.

- 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 grades 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 traditional approach will include a robust 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 designated 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 sequence and only the second public school to currently use a classical framework in grades K-8. While Guilford County Schools are transitioning to using Core Knowledge Language Arts (CKLA) to teach students in lower elementary schools, RA will use CKLA in addition to the full Core Knowledge sequence that runs from kindergarten to 8th grade and covers much

more material and information than CKLA alone.

RA will also use some innovative initiatives that are hard to find in other area schools. RA students in kindergarten through 5th grade will have recess two times per day, every day. Middle school students will have recess once per day. Kindergarten students will have the option of a shorter day or participation in afternoon activities that include rest, reading, and play. RA will also offer an enrichment special that all students will attend at least once per week. During enrichment time, students will learn valuable skills that might otherwise not fit in the academic day including keyboarding, financial literacy, and etiquette. RA plans to partner with Bank of America to strengthen the financial literacy program in the upper grade levels.

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

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

The Six Legislative Purposes of a Charter School are:

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

Revolution Academy will meet the following legislative purposes:

1. RA 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, 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, classical 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 school environment that will cultivate a tight-knit community, 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 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 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: EOG 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
- > School-wide service projects will be organized that will be designed to include all stakeholders

GOAL 5: At least 90% of students will have a parent or guardian participate in the school community.

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

Strategies:

- > After the school is open, at least one parent will serve as a member of the Board of Directors
- > Parents will serve on board committees
- > A room in the permanent facility 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
- > Parent/teacher conferences will be held twice per year

GOAL 6: RA students will demonstrate responsibility for their learning by achieving the following homework completion rates:

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

GOAL 7: Students will demonstrate responsibility for their behavior and the school will have the following first-time discipline referrals:

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

Measured by: Number of individual students referred to the office by classroom teachers at a least once for Code of Conduct violations

Strategies:

> Teachers will be coached in successful classroom management techniques
> Behavior expectations will be clear, well communicated, 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 in the future to meet expectations

GOAL 8: Each year, Revolution Academy will end the year with a surplus of at least 3% of revenue and will accumulate a fund balance of 60 days of expenses by year 5.

Measured by: End of year financial reports and annual audits

Strategies:

> 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 when necessary

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

The Board of Directors will get regular monthly reports from the principal that will include information about how the school is progressing towards the school-wide goals. The 8 goals have been written to address the four pillars contained in the mission statement: challenging academics, parental involvement, character education, and student responsibility. Additionally, the school-wide goals address the fiscal health of the school.

The School Improvement Team (SIT) will continually review the School Improvement Plan (SIP) and make recommendations to the Board of Directors after every semester, or as needed, for any necessary revisions or programming changes. The SIP 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 educational program. The Board will get regular, monthly reports from the principal as soon as data is available and will conduct a formal

review of the SIP at the annual meeting in June of each year.

Based on the performance of the school in relationship to the school-wide goals outlined here, the Board of Directors, with recommendations and input from the SIT and administration, will revise and update the school-wide goals. The process of updating the school-wide goals will be collaborative and ongoing.

Though not an official school-wide goal, RA aspires to be the second Core Knowledge School of Distinction in the state of North Carolina. Expenditures have been included in the budget to accommodate the requirements of this special designation. The board will receive regular reports on the progress of the CK implementation and the progress the school makes towards becoming a CK School of Distinction. If RA receives this special CK designation in the anticipated two to three years, the board will know that the staff and students are working hard to achieve the mission of the school.

Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
Given that the future of employment is very technology driven, how does the applicant rationalize the benefit of their program over the 1-to-1 technology initiative being offered by the LEA?	Stephenie Clark	Educational
The idea of personalized learning does not preclude having a rigorous curriculum that includes topics such as grammar, writing, Latin, and logic. Is a traditional, classical education not consistent with differentiating among students on different levels? The budget for RA includes technology. Will students learn to use technology to enhance their education? If so, how? Keyboarding is included. Is it a means to an end or an entry into using computers to learn?	Lisa Huddleston	Educational
With an emphasis on a diverse student population, will RA utilize a weighted lottery to guarantee this diversity?	Sherry Reeves	Educational
Describe the daily schedule (rationale for 2 recesses and half-day kindergarten). What evidence do you have that a half day of kindergarten will be more successful than a full day? What need is there for another charter school in Guilford County? If Cornerstone, a similar school, intends to locate in North Greensboro area, why did RA select the same area to locate?	Jennifer Gnann	Educational
What is the difference between traditional teaching and facilitating learning? The application includes references to the Socratic method, investigative learning, directed independent learning, and cooperative learning. Aren't teachers facilitators when they use these methods of teaching?	Lisa Huddleston	Purposes of
What are the benefits of the optional shortened kindergarten day? Will some kindergarten students attend a full day?	Sherry Reeves	Purposes of
How will the school measure student growth in the first year when spring MAP testing cannot be compared to the previous year? Will the school use data from the students' previous schools? If so, which data and how? What is the criteria for the chosen levels of 63% and 60% in the first year? How will the summer program be implemented? Is this summer homework, or will students receive instruction or support of some sort? Goal 4 states that students will learn important virtues. However, participation in character education activities does not measure learning. How will the school determine if the students are actually learning and striving to exemplify these virtues rather than just attending the activities?	Lisa Huddleston	Goals for th
Why is the completion of homework a major goal of the school?	Jennifer Gnann	Goals for th
Has the applicant considered additional ways to measure student demonstration of responsibility of learning beyond homework completion? What are the specific and measurable goals for the proposed school's governance?	Stephenie Clark	Goals for th

Reviewer	Score
Heather Soja	Pass
Ginger Cash	

Steven Walker	Pass
Danielle Allen	
Cheryl Turner	Pass
Bruce Friend	
Austin Smigel	Pass
Alan Hawkes	
Alex Quigley	
Jennifer Gnann	Pass
Tammi Sutton	
Stephenie Clark	Pass
Sherry Reeves	Pass
Shannon Stein	Pass
Phyllis Gibbs	
Lynn Kroeger	Pass
Lisa Huddleston	Pass
Lindalyn Kakadelis	
Joe Maimone	

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 will provide a traditional, classically based 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 will give students a strong academic foundation designed to help them meet the challenges of high school, 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, a robust math program and the Shurley English program 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.

Special classes will consist of art, music, PE, enrichment, and eventually Spanish, Latin, and logic. Most of the specials will coordinate their curriculum with the domains from the Core Knowledge sequence to make cross-curricular connections which will aid in student retention of information and comprehension. The enrichment special will include topics such as financial literacy, etiquette, keyboarding, and other useful skills.

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 explicit direct instruction will be the most common instructional method, other methods including but not limited to the Socratic method, 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. RA plans to partner with the Bill of Rights Institute to help deliver the character education in the middle school grades by using their materials and taking

advantage of their professional development. School-wide monthly virtues will be taught using weekly moral focus lessons. 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 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 charter schools across the state. While RA is committed to having 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. RA will use research-based strategies such as extra recess time and a phonics based reading program to ensure that each student, no matter what his or her background is, will graduate from 8th grade ready to succeed in high school.

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, a structured math program, and Shurley English. The elementary school will consist of students in classes ranging in size from 20 in kindergarten to 27 in 5th grade. 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 and will be able, if qualified, to move up to the next grade level for math.

To encourage students to be active and aid in their ability to concentrate on their school work, students will have recess twice per day. Students will attend one special class per day taught by a designated specials teacher. During specials, classroom teachers will have unencumbered planning time. The first two years there will be four specials: art, music, PE, and enrichment. The third year library and/or Spanish will be added. Classroom assistants will be used and shared across grade levels.

6-8

Middle school grades will consist of three sections in each grade with approximately 27 students in each class. 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. Depending on the units being taught, the Science and History core will either be split with each subject using approximately 45 minutes per day, or by unit, with each subject alternating for the whole unit (one week of history, one week of science.) In addition to the three core classes, middle school students will attend special classes that include art, music, PE, and enrichment. Students in 7th and 8th grade will have the option of specializing in one of the specials which they would then attend with greater frequency than the other three. With the addition of 7th and 8th grades after the first year, Latin and logic will be added to the middle school program.

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 RA academic program will prepare students to be productive citizens and to be successful in future academic endeavors. The Core Knowledge (CK) sequence, supported by either Saxon or Eureka math and Shurley English, will provide a challenging curriculum. 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 deliver creative lessons. RA plans to work with the Bill of Rights Institute to help support the purposeful instruction of virtues in an historical context.

Core Knowledge is designed around several research-based premises:

1) Background knowledge is essential for understanding. Every author has to assume that the reader has some common knowledge and understanding. Even a book about a farm will assume that students have some prior knowledge of things such as maybe that animals can eat plants or a pond is a body of water. Students without the necessary background knowledge will be at a significant disadvantage. Core Knowledge aims to give students specific, sequenced background knowledge that will allow them to understand what they read.

2) The more you know, the easier it is to learn more. It is easier to learn and remember new things when the new thing can be related back to something already known. Therefore, the more ways things can be related to prior knowledge, the easier it is to retain new information. The CK emphasis on building knowledge makes it easier for students to learn new things.

3) Expertise is domain specific. To have a solid understanding of something, to be good at thinking about something and finding solutions to problems, knowledge of that particular topic is essential. For example, a

world class biologist would not be able to step into a physics lab and solve important physics problems efficiently. The biologist doesn't lack skills, rather, he lacks the domain specific knowledge that would make him a valuable member of the physics lab. In the same way, students need specific domain knowledge to be successful at reading and reasoning. CK helps students' ability to read and comprehend a wide variety of texts by building their knowledge systematically across many domains.

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 his or her 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 of a place where the curriculum will 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. Consistent with the classical trivium, the primary instructional strategies will change as students move through the program. During the grammar phase, where students are primarily taking in facts and information, teachers will primarily use explicit direct instruction. As students transition to middle school, they will be moving into the dialectic stage, where they learn to use the information that they have acquired to think critically, logically, and analytically. Teachers will start incorporating more Socratic circles and other instructional methods that will encourage students to think, question, and reason. Other instructional methods will be used in all grade levels, in conjunction with the primary methods, including but not limited to investigative learning, directed independent learning, and cooperative learning. While the rhetoric stage of the trivium, where students learn to express and communicate what they have learned and thought, generally takes place in the high school years, RA will prepare students for academic success by touching on all three parts of the trivium in each grade level.

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 also have staff development in classroom management, writing instruction, math instruction, and Shurley English.

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. 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. Tutors will be on staff to help students who need extra help and attention, but do not qualify for EC services. Teacher assistants and parent volunteers will be used to encourage and help students by providing classroom assistance during group or center time.

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 the family of each referred student to put strategies in place that will help each student meet his or her full potential through classroom interventions, alternate instructional strategies, referral to contracted specialists, individual or small group tutoring, or referral to the EC 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 into 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 and instructional expectations of RA.

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 a Multi-Tiered System of Support (MTSS) to address the academic needs of all students. Through the MTSS model, the School Support Team (SST) will use prevention and early intervention to provide struggling students with the needed support to meet expectations. Struggling students will be identified as not meeting expectations through classroom assessments, progress monitoring, observations, or benchmark assessments. The MTSS model will be used to provide targeted interventions designed to help the student grow and meet expectations.

Tier 1: All students will receive high quality, researched-based core instruction. This core curriculum provides the foundation for instruction upon which all interventions are formulated and aligned. Students should meet grade level standards in Tier 1 instruction. If a review of data shows that 80% of students are not meeting grade level standards and would require Tier 2 or Tier 3 interventions, then instructional modifications will be made at Tier 1. Students who are not progressing in core instruction (CI) and appear to be at risk should continue to receive strong core instruction and additional Tier 2 interventions.

Tier 2: Tier 2 interventions are provided to those students who are not meeting or achieving grade level standards through core instruction alone. These interventions are provided in addition to core instruction and occur outside the CI block. For example an additional 30 minutes may be allocated for supplemental Tier 2 interventions outside the regularly scheduled reading block. Tier 2 interventions are provided to small groups of students. Ongoing progress monitoring should occur more frequently at the Tier 2 level (at least every 20 days). Data gathered will be used to determine whether interventions are proving effective and to determine whether any changes need to be made. Should a student continue to fail to meet expectations despite Tier 1 core instruction and Tier 2 additional support being implemented and monitored with fidelity, a student may require Tier 3 intensive interventions.

Tier 3: Tier 3 interventions are intensive and are intended for a small percentage of students who are not responding positively to generally effective Tier 2 interventions. Tier 3 interventions are designed to meet individual student needs by providing instruction that is explicit and intense. These interventions are designed to meet student needs by targeting specific areas of deficiency. Prior to beginning Tier 3, additional targeted assessments may be required in an effort to isolate deficits and guide intervention design. The intensity of these interventions is defined by frequency, duration, and group size (never to exceed 3 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 identified by classroom teachers or parents, but the primary means of identification 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 ACCSS 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 and after school individual or small group tutoring

Student progress will be monitored and students will be retested 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 structured nature of a high quality math curriculum makes math a subject that is particularly well suited for 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.*
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 plans. Additionally, EC staff will examine records that are sent from students' previous schools. Upon identification of students with existing IEPs or 504 plans, 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. Classroom teachers, EC teachers, and administrators, will all be a part of the SST. Students may be referred to the SST by teachers, administrators, or parents. Once referred, the SST will use the MTSS framework to ensure that each student gets the appropriate support he or she needs to be successful. If,

after a preliminary evaluation, it is determined that Tier 2 or Tier 3 support are needed, the SST will, 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. Students who qualify for EC services will be served by the EC staff who will work with an IEP team to develop and implement a personalized IEP. The SST will continue to monitor all students that need support but do not qualify for EC services until such time as their progress is acceptable and they no longer need additional support.

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 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 charter schools) RA will hire two 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 setting
- 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 both the contracted professionals and the classroom teachers. The EC staff 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 504 plans 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 Kerr Connect and their estimates are what provided the expenses 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.*

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 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 student body representative of the target area, RA students will perform, at a minimum, 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 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 US government, 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 a Math I or higher level math course in 9th grade.

With the help of NWEA, 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.*

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 of and throughout 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 behavioral expectations for each student. Teachers will formulate, communicate, and model clear behavioral expectations based on the idea that everyone should show kindness and respect. School-wide behavioral 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 I behavior include talking out of turn, failure to complete homework, and 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-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, in extreme cases and only for students over 13, 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 may 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.

The location of the temporary facility has been used by three different charter schools already. It has a current Certificate of Occupancy for Education and is well suited for the needs of a school. RA has agreed with the church on lease terms and the lease is currently in the process of being finalized.

A letter from the selected church as well as a copy of the CO has been included in Appendix A2.

Section III: Education Plan Concerns and Additional Questions		
Are there any plans for the introduction of technology for students other than being tested through the NWEA MAP?	Austin Smigel	Instructiona
What character education program are you planning on implementing?	Shannon Stein	Instructiona
RA notes that their programs are similar to those in other successful charter schools. They expect to get similar results despite having a more diverse group of students. What evidence or research supports this expectation?	Lisa Huddleston	Instructiona
Applicant notes that they are committed to having a more diverse student body than some of its models schools, but expects to see similar success with all subgroups. What evidence and data does the applicant have to prove that the chose instructional methods, program, and approach will work with all subgroups?	Stephenie Clark	Instructiona
While middle school denotes having 3 sections in each grade level, how many classes per grade level does the school anticipate offering in grades K-5?	Stephenie Clark	Curriculum a
The scope and sequence provided in Appendix B only address science and social studies. Has RA developed similar details for ELA and math?	Lisa Huddleston	Curriculum a
Who will be responsible for modifying the Core Knowledge curriculum when it doesn't match the NC Standards, particularly in math and English since they are not included in Appendix B? Will this be done by individual teachers or in PLCs or by administrators?		
Why are the student-teacher ratios higher than the local LEA? Since the school will model aspects of Cornerstone Charter Academy are the classroom student ratios reflective of Cornerstone Charter Academy design?	Austin Smigel	Curriculum a
Do you feel that teachers can be content experts in ALL core subject areas? (i.e. English, Math, and Science/History)	Shannon Stein	Curriculum a
Why (other than not wanting to rush) has a math program not been chosen yet?	Jennifer Gnann	Curriculum a
What factors will determine whether MAP is given 2 or 3 times a year?		
Concerned about large classroom size in upper elementary and middle school.	Sherry Reeves	Curriculum a
What is the expected EL population? (What is the average in Guilford County? the surrounding area?) Will gifted students be identified?	Sherry Reeves	Special Prog
How will the school monitor the success of the differentiation for gifted students?	Lisa Huddleston	Special Prog
ELL students must be annually retested using the WIDA test in the spring semester to determine if they can be released from the program. What other testing does RA intend to do when they use the term retested periodically?		
What are the parameters for a referral to the SST?	Austin Smigel	Exceptional
Does the applicant understand the difference in how 504 Plans and IEPs are implemented?	Lisa Huddleston	Exceptional
What "preliminary evaluations" will be conducted to determine if Tier 2 or Tier 3 supports are needed? You state that the "SST will, with the support of the parents, make recommendations for either interventions or formal evaluations." This is the responsibility of the IEP team which may be made up of the same personnel as the SST but must include the parents. If further evaluations are recommended, then informed written consent must be obtained from the parent to do the evaluations determined.	Ginger Cash	Exceptional
While the applicant addresses the evaluation of students to create an IEP, the response does not indicate the process for developing a 504 plan and accommodations if necessary for a student's success.	Stephenie Clark	Exceptional
How will you provide the full continuum of services that includes regular, resource, separate, and homebound?	Ginger Cash	Exceptional
How does the school intend to address the needs of students who might require more intensive services such as a resource or self-contained placement? Will the school offer the full continuum of services?	Lisa Huddleston	Exceptional
What are the exit standards for students with disabilities and at-risk student populations (such as ELL students)?	Stephenie Clark	Student Perf

What is the rationale for the reading and math achievement goals (63% and 60%)?	Sherry Reeves	Student Perf
In item #3, what is the connection between the SST and the retention system? Wouldn't the SST always be involved if a student were at risk of failing?	Lisa Huddleston	Student Perf
What are the school-wide behavioral expectations that are applicable to both kindergarten and eighth grade? Is failing to complete homework a disciplinary offense? What if the student is struggling academically rather than having a discipline problem? Leaving school grounds seems to be a serious offense since it involves safety. Why is this an example of a Level 2 offense similar to a dress code violation?	Lisa Huddleston	Student Cond
If expulsions have to Board of Director approved, how will a family have the opportunity to appeal? What types of suspensions can be appealed? What is the process and timeline for those types of appeal?	Shannon Stein	Student Cond
What is the grievance process and who is ultimately responsible for the final decision? Are the infractions that would cause an in-school suspension versus detention versus suspension defined? Who makes that determination?	Austin Smigel	Student Cond

Reviewer	Score
Alex Quigley	
Tammi Sutton	
Austin Smigel	Pass
Bruce Friend	
Cheryl Turner	Pass
Danielle Allen	
Steven Walker	Pass
Ginger Cash	
Heather Soja	Pass
Stephenie Clark	Pass
Sherry Reeves	Pass
Shannon Stein	Pass
Phyllis Gibbs	
Lynn Kroeger	Pass
Lisa Huddleston	Pass
Lindalyn Kakadelis	
Joe Maimone	
Jennifer Gnann	Pass
Alan Hawkes	

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:

School Governing Body:

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

The municipality must be officially incorporated by the NC General Assembly upon application submission.

Name of Private NonprofitMunicipality: Revolution Academy

Mailing Address: 3607 Birdsong Ct.

City/State/Zip: Summerfield NC 27358

Street Address: 3607 Birdsong Ct.

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)

X No

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

Either the governing body of the municipality who serve ex officio as the board of directors of a charter school granted to a municipality or the board of directors appointed to govern a charter school granted to a municipality is the legal entity that has responsibility for all aspects of the proposed charter. Its members should reflect the

ability to operate a charter school from both business and education perspectives.

Please complete the table provided depicting the founding members of the nonprofit organization. Please complete the table provided depicting the members of the board that will oversee the proposed school.

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?
Mary Catherine Sauer	Chairman	GUILFORD	Consultant	None	N
Paul Daniels	Vice-Chairman	GUILFORD	Attorney	Law License	N
Elaine Graziano	Secretary	GUILFORD	Retired Educator	Teacher's License	N
John B. Nosek	Treasurer	GUILFORD	Realtor, Business Owner	Broker's License	N
Jon Hardister	Board Member	GUILFORD	NC House Member	None	N
Lisa Walker	Board Member	GUILFORD	Former Teacher	Teacher's License	N

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 or guardian 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 a small 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 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 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 former high school teacher. Other board members include an attorney who has also served on the Guilford County 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, 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 (SIT), the Parent/Teacher Organization (PTO), 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 school's 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 or guardian of a student at RA. Other stakeholders, including other parents and staff 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; and 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.

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 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 the Confidentiality Agreement
- * Sign the Conflict of Interest Statement
- * Make an annual financial contribution of any amount 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, NC 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 an RA community or sporting event
- * Attend an 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.

There are currently no known relationships that could pose an actual or perceived conflict of interest. To avoid potential conflicts, every potential board member, staff member and vendor will be vetted through the lens of their relationships to current board members and staff members.

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 and procedures that support the 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 information, 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 and staff members and will report on a regular basis to the Board of Directors. The PTO will help oversee and facilitate the 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 representatives, PTO 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 to the employee's satisfaction, 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, or if the principal is the source of the staff member's issue, an appeal can be made to the Board of Directors.

The grievance process for students and parents is similar to that for staff members. 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 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)

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:

Below, please outline a list of positions anticipated for the charter school (e.g., principal/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 STAFF

Principal
Assistant Principal
Instructional Coach
EC Teachers (2)
Operations Manager
Secretary
Receptionist
Teacher Assistants (3)

Custodian
Classroom Teachers (16)
Specials Teachers (4)
Tutor

YEAR TWO STAFF (In addition to staff from previous year)

Instructional Coach
EC Teacher
Classroom Teachers (10)
Specials Teachers
Custodian
Teacher Assistant

YEAR THREE STAFF (In addition to staff from previous years)

EC Teacher
Classroom Teachers (3)
Specials Teachers (2)

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 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 observations, both vertical and horizontal, 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, the 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. Board members will be a part of the hiring process and the board will 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 personnel 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 principal and members of the principal's hiring committee will interview potential candidates, check references, and conduct background checks before they are recommended to the board for approval. Board members will have an opportunity to interview potential candidates and all new hires will be approved by the Board of Directors before being employed.

Dismissing: 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	\$54,000 - \$58,000
EC Teachers	\$44,000 - \$52,000

Operations Manager	\$32,000 - \$36,000
Secretary	\$24,000 - \$28,000
Receptionist	\$20,000 - \$24,000
Teacher Assistant	\$20,000 - \$26,000
Custodian	\$18,000 - \$22,000
Classroom Teachers	\$36,000 - \$54,000
Specials Teachers	\$36,000 - \$54,000
Tutor	\$36,000 - \$48,000

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

The goal of the RA salary ranges is to hire the best possible personnel at competitive salaries. Salary ranges from area charter and district schools were used for comparison. 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 that 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 can be submitted to the Board of Directors. If the immediate supervisor is the principal, steps one and two, a verbal and then written grievance, will both be submitted to the principal, then an appeal can be made to the Board of Directors.

The principal, as the direct supervisor of the employees, will have the responsibility of evaluating and developing employees. If, after an appropriate attempt to develop a staff member, the principal decides that the staff member is not a good fit for RA, he or she may make a recommendation to the board for termination. In extreme cases, the principal may recommend immediate 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 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 40 the first year. Revolution Academy has budgeted for two 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, occupational therapy, and psychological services.

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

RA has already found an excellent, experienced EC teacher. As soon as the SBE approves RA to go to the Ready to Open process, the RA administration will begin searching for another qualified EC teacher, following the same hiring procedures that will be used 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 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 for them, and educating them on all aspects of instruction in general the RA curriculum in particular. He or she will, along with and at the discretion 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.

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 the 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.

Tutor: Tutors will work one on one or in small groups with students who need extra help to meet expectations but do not qualify for EC services. Tutors must have a complete understanding of the curriculum, and a bachelor's degree. Teaching experience is preferred.

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 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 and educational program. Plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state law and the Every Child Succeeds Act. 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 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.

Revolution Academy will also strive to pay teachers competitive salaries and put a priority on training, coaching, and development.

- 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 observational.

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. In addition to the instructional coach, mentors will provide valuable development for new teachers 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.

Observational: Observations of best practices will be used for both 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 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.

Core Knowledge Training - 3 days

Domain Mapping - 1 day

NWEA Training - 1 day

Math/Shurley English - 1 day

RA Orientation - 1 day

Health and Safety (including training in epi-pens, allergies, blood borne pathogens, safety procedures) - 1/2 day

Power School - 1/2 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 and encourage a diverse student population, RA's marketing strategy will cast a wide net. Enrollment goals will be closely monitored and the marketing plan will be adjusted as necessary. Using methods that have been proven to be successful in Guilford County, marketing efforts will start in the diverse target area of north Greensboro and expand as necessary to meet the enrollment goals.

June 2018 - September 2018

- Targeted Facebook, Twitter, and Instagram ads have been used to generate interest, create a mailing list, drive people to the website, and encourage people to take our online survey
- Flyers have been handed out at local daycares, preschools, and businesses
- An Information Meeting was held on September 18th in the target area

June 2018-August 2019

- A mailing list of potential families and supporters is being maintained and continually updated and expanded
- Community events such as the Fun Fourth celebration and Summerfield

Founders' Day will be attended, giving the community an opportunity to learn more about RA and meet staff and board members

- Facebook, Twitter, Instagram, 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 will be scheduled.

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 recreation centers and churches to reach a wide variety of people
- Flyers and brochures will be distributed to churches, recreation centers, daycares, preschools, and other businesses

January or February 2019

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

February 2019

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

February 2019 - August 2019

- Flyers will be distributed to residences in and around the targeted area, either by mail or using door to door walking teams

Enrollment Targets:

February 28 - 200 applications (50%)

April 20 - 300 applications (75%)

May 30 - 400 applications (100%)

June 30 - 300 Enrollments (75%)

July 30 - 400 Enrollments (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 an additional high quality charter school in Guilford County. RA will continue the marketing plan with the website, Facebook page, Twitter, Instagram, emails, 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 of Directors 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 an essential part of the school community and the school's success. Parents will be welcomed and invited into the school.

- The school will actively promote and support a PTO that will be a strong voice for parents and will have a designated room in the permanent facility.

- Parents will be surveyed once or twice per year to get feedback that will inform the decision making process.

- Volunteer opportunities will be many and varied to accommodate different talents and schedules.

- 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.

- A service such as Brightarrow will be used to allow easy communication from the school to parents through email, phone calls, and text messages.

- Service projects will also be held that 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 withdrawals and transfers.*

1. The open enrollment period will run from the time of final State Board approval (January or February 2019) to at least 30 days after the approval date, probably March 15th. All applications received by the end of the open enrollment period 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. Immediately after the lottery, the time that parents will have to accept or decline an offer of enrollment will be at least two weeks. 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 were received. In the event that 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 the 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 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, unless the charter school is operated by a municipality OR the charter school was converted from a traditional public school. Municipal charter schools may give enrollment priority to domiciliaries of the municipality in which the school is located (G.S. 115C-218.45(f)(7)), and charter schools that were converted from traditional public schools shall give admission preference to students who reside within the former attendance area of the school (G.S. 115C-218.45(c)).*
- 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.*

PROJECTED ENROLLMENT

Year 1 through Year 5

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.

	Year 1			Year 2			Year 3			Year 4			Year 5		
	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	75	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	27	0	0	81	0	0	81	0	0	81	0	0	81	0	0
Grade 04	27	0	0	81	0	0	81	0	0	81	0	0	81	0	0
Grade 05	27	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
	398			646			727			727			727		

X

Section IV: Governance and Capacity Concerns and Additional Questions	Reviewer	Page Reference
Applicant should explain why this section was not certified.	Jennifer Gnann	Certify Gove
What criteria will be used to evaluate the governing board and how often will this evaluation occur?	Stephenie Clark	Governance a
The organizational chart lacks detail. How will the Board be organized?	Lisa Huddleston	Governance a
Applicant should explain why the Parent/Teacher Organization is under the supervision of the Board of Directors.	Jennifer Gnann	Governance a
Will the expected financial contribution exclude some parents from the ability to serve on the board? With 6 board members how is a "tied vote" resolved? What is the process for adding new board members?	Sherry Reeves	Governance a
The voting procedures are not defined in the bylaws (i.e. tie votes/board has 6 members). Will the surveys of parents and staff also include an opportunity to provide feedback about board operations and the school's strategic direction?	Austin Smigel	Governance a
N/A	Shannon Stein	Proposed Man
What strategies will the board use to retain high-performing teachers? How will the board recruit and select a candidate with a bachelor's degree in business or finance to fill the Operations Manager roll at a salary of only \$32,000 - \$36,000? Did the board look at average base pay scales for operation managers, or school operation managers?	Stephenie Clark	Staffing Pla
No nurse or counselor? EL teacher?	Sherry Reeves	Staffing Pla
If the Operations Manager is responsible for student data why is this being contracted?	Austin Smigel	Staffing Pla
Is the school's proposed staffing structure sufficient to manage and track the professional development plans?	Austin Smigel	Staff Evalua
What school wide training is provided to teachers around character development, which the school want's to emphasize as well as school operations and logistics, classroom management and school wide behavior expectations, and ELL/at-risk student population support in the classroom? Is it sufficient to only incorporate individual professional development for the rest of the school year?	Stephenie Clark	Staff Evalua
Which staff member(s) will develop and manage the Beginning Teacher Support Plan? Professional development beyond the initial work days is not very developed. How will the instructional coach manage all of the assigned duties?	Lisa Huddleston	Staff Evalua
How will the school reach out to parents with low resources?	Lisa Huddleston	Parent and C
With the target y1 student population additional parent engagement activities may be necessary. Will the school have parent education nights to explain the curriculum/tenants of the school?	Austin Smigel	Parent and C
Given the three preferences listed, will there be priorities among the three in case of more demand among this group than space available?	Lisa Huddleston	Admissions P
What will change in year 2 to be able to recruit students to increase from 27 to 81 in grades 4 and 5?	Lynn Kroeger	Projected St
Why is the final student population of 727 not slowly worked towards rather than meeting the final enrolment goal in 3 years?	Austin Smigel	Projected St
Is it feasible to recruit 50 more students for grades 4 and 5 between year 1 and year 2?	Stephenie Clark	Projected St
Why have smaller grades in year #1 in grade 3-5?	Shannon Stein	Projected St
What is the plan if the school can not find 50 more fourth and 50 more fifth graders to enroll in the second year?	Jennifer Gnann	Projected St
In mission and purpose diversity is emphasized. how will this be accomplished without a weighted lottery?	Lynn Kroeger	Weighted Lot
If the school is looking for economic diversity as one of their target groups, was	Shannon Stein	Weighted Lot

consideration given to a weighed lottery?		
If the school intends to attract a more diverse group of students to reflect the demographics of the LEA, what drives the decision behind not using a weighted lottery?	Stephenie Clark	Weighted Lot

Reviewer	Score
Alex Quigley	
Alan Hawkes	
Austin Smigel	Pass
Bruce Friend	
Cheryl Turner	Pass
Danielle Allen	
Steven Walker	Pass
Ginger Cash	
Heather Soja	Pass
Jennifer Gnann	Pass
Joe Maimone	
Lindalyn Kakadelis	
Lisa Huddleston	Pass
Lynn Kroeger	Pass
Phyllis Gibbs	
Shannon Stein	Pass
Sherry Reeves	Pass
Stephenie Clark	Pass
Tammi Sutton	

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.

Revolution Academy will ensure that each student can get to school every day. Based on other area schools, it is expected that many students will either ride with their parents or carpool to school. To help facilitate car riders, RA will:

- 1) facilitate the organization of carpools by providing, with parental consent, directory information for students wishing to carpool, and by organizing activities at school events that will help parents find carpools
- 2) open 30 minutes before the school day starts to allow parents to drop their students off before they go to work
- 3) seek to contract with an after-school care vendor which parents may use for a fee, similar to the ACES program that Guilford County Schools provides
- 4) provide parents with a list of cooperating after-school care facilities that will provide afternoon transportation

For students who need another transportation option, and to help ensure that the student population is racially and economically diverse, RA also plans to provide transportation to and from community bus stops. These stops will be particularly important during the first year when RA occupies the temporary facility that is approximately 10-15 miles away from the target area. Bus stops within the target area will also help ensure that students move with the school when the permanent site is ready.

RA plans to contract with a vendor to provide transportation to community bus stops. The budget includes \$130,000 for transportation which will cover the cost of three busses that hold 70 students each. That means that 210 students, or 53% of the first year ADM will have access to free transportation. If needed, priority for transportation will be given to students who are economically disadvantaged.

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 is committed to taking care of all of its students and making sure that each student has a lunch to eat each school day. RA will not participate in the national free and reduced lunch program, but will

none the less provide lunch to students with financial need. RA will contract with various vendors to provide lunch. Parents who wish to purchase lunches will be able to order them each month in advance. RA will use the proceeds 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, as students who purchase lunch. If there are days when there are no vendors, the school will contract with a vendor to provide lunch, subsidized by the school, to the students who qualify for free and reduced lunch.

The budget reflects an expense for lunches that reflects the difference that RA projects the school will need to pay over and above any proceeds from the lunch program.

Civil Liability and Insurance (GS 115C-218.20):

The NonprofitBoard shall name the SBE as an Additional Named Insured to their liability coverage for operation of a charter school while obtaining and maintaining insurance at a minimum in the following amounts:

- a. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
- b. General Liability: one million dollars (\$1,000,000) per occurrence;
- c. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
- d. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
- e. Automobile liability: one million dollars (\$1,000,000) per occurrence; and
- f. Workers' compensation: as specified by Chapter 97 of the General Statutes, Workers' Compensation Law.

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$1,720.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$4,271.00
Property Insurance	\$400,000		\$600.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$1,000,000		\$10,502.00
Total Cost			\$17,606.00

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

Health and Safety Requirements:

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C218.75.

We, the Board members at (Charter School Name) will develop a written safety plan and policies to be shared

with staff, parents and students and be available upon inspection from the Department of Public Instruction and local Health Departments.

revolutionacademyk8 08/31/2018

(Board Chair Signature)

(Date)

Facility:

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

What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility and obtain the Educational Certificate of Occupancy.

Revolution Academy plans to open in a temporary facility while the permanent facility is being secured and developed.

Temporary Facility: The Church on 68 (TC068) has agreed to lease its facility to RA for the first year and longer, if necessary. Terms have been agreed upon and the lease is currently being finalized. TC068 has leased space to three other charter schools. They have a current Certificate of Occupancy for Education and are able to host a charter school of 398 students with no additional alterations.

Permanent Facility: RA is working with American Charter Development to secure a site for a permanent facility. A target 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. Currently, several suitable sites have been identified within the 5-mile target area (see appendix O). 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 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 permanent 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 recently 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.

The temporary facility that has been identified for the first year is ready now, is suitable for the needs of RA, and already has a CO for Education. Should something unforeseen happen and the facility is unavailable for the start of the 2019-2020 school year, three other facilities have been identified that could house the school on a more temporary basis. All three facilities have current COs for Education and have worked with charter schools before. One of the facilities would allow RA to open without any modifications while the other two will need to be used together to host the school at two separate sites.

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.

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
How will RA ensure that the location of the bus stops meets the needs of all students?	Lisa Huddleston	Transportati
Who will staff the school before the school day begins?	Sherry Reeves	Transportati
How often does the school expect to have days where there is no lunch vendor? Is it an expectation that students bring their own lunch?	Stephenie Clark	School Lunch
Is there any process for breakfast, a very important meal of the day, and one that many economically disadvantaged students may not receive prior to entering the school building?		
Will there be a breakfast offering?	Sherry Reeves	School Lunch
If the school needs to least beyond the first year, how will the temporary facility affect projected student enrollment numbers and the projected budget? (facility can host 398 students)	Stephenie Clark	Facility and
What is the cost per square foot for the leased facility? (Agreement states that lease will be approx. \$396,000 per year.)	Sherry Reeves	Facility and

Reviewer	Score
Heather Soja	Pass
Tammi Sutton	
Steven Walker	Pass
Danielle Allen	
Cheryl Turner	Pass
Bruce Friend	
Austin Smigel	Pass
Alan Hawkes	
Alex Quigley	
Jennifer Gnann	Pass
Joe Maimone	
Lindalyn Kakadelis	
Lisa Huddleston	Pass
Lynn Kroeger	Pass
Phyllis Gibbs	
Shannon Stein	Pass
Sherry Reeves	Pass
Stephenie Clark	Pass
Ginger Cash	

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.

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 Year 1

**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 #1410 - Guilford County Schools

Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$5,394.76	398	\$2,147,114.48
Local Funds	\$2,419.37	398	\$962,909.26
Federal EC Funds	\$4,417.09	40	\$176,683.60
Totals			\$3,286,707.34

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.

Total Budget: Revenue Projections Year 1 through Year 5

INCOME: REVENUE PROJECTIONS	Year 1	Year 2	Year 3	Year 4	Year 5
-State ADM Funds	\$2,147,114	\$3,485,015	\$3,921,991	\$3,921,991	\$3,921,991
-Local Per Pupil Funds	\$962,909	\$1,562,913	\$1,758,882	\$1,758,882	\$1,758,882
-Exceptional Children Federal Funds	\$176,684	\$287,111	\$322,448	\$322,448	\$322,448
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$3,286,707	\$5,335,039	\$6,003,321	\$6,003,321	\$6,003,321

***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.

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.

Personnel Budget: Expenditure Projections Year 1 through Year 5

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	Year 1			Year 2			Year 3			Year 4			Year 5		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Principal	1	\$74,000	\$74,000	1	\$76,000	\$76,000	1	\$78,000	\$78,000	1	\$78,000	\$78,000	1	\$78,000	\$78,000
Assistant Principal	1	\$65,000	\$65,000	1	\$66,500	\$66,500	1	\$68,000	\$68,000	1	\$68,000	\$68,000	1	\$68,000	\$68,000
Operations Manager	1	\$34,000	\$34,000	1	\$36,000	\$36,000	1	\$38,000	\$38,000	1	\$38,000	\$38,000	1	\$38,000	\$38,000
Secretary	1	\$26,000	\$26,000	1	\$27,000	\$27,000	1	\$28,000	\$28,000	1	\$28,000	\$28,000	1	\$28,000	\$28,000
Receptionist	1	\$22,000	\$22,000	1	\$23,000	\$23,000	1	\$23,000	\$23,000	1	\$23,000	\$23,000	1	\$23,000	\$23,000
Custodians	1	\$20,000	\$20,000	2	\$21,000	\$42,000	2	\$22,000	\$44,000	2	\$22,000	\$44,000	2	\$22,000	\$44,000
A - Total Admin and Support:	6		\$241,000	7		\$270,500	7		\$279,000	7		\$279,000	7		\$279,000
Instructional Personnel:															
Instructional Coach	1	\$57,000	\$57,000	2	\$57,000	\$114,000	2	\$58,000	\$116,000	2	\$58,000	\$116,000	2	\$58,000	\$116,000
Core Content Teacher(s)	16	\$47,000	\$752,000	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)	4	\$46,000	\$184,000	5	\$47,000	\$235,000	7	\$48,000	\$336,000	7	\$48,000	\$336,000	7	\$48,000	\$336,000
Exceptional Children Teacher(s)	2	\$47,000	\$94,000	3	\$48,000	\$144,000	4	\$50,000	\$200,000	4	\$50,000	\$200,000	4	\$50,000	\$200,000
Tutor	1	\$45,000	\$45,000	2	\$47,000	\$94,000	2	\$48,000	\$96,000	2	\$48,000	\$96,000	2	\$48,000	\$96,000
Teacher Assistants	3	\$24,000	\$72,000	4	\$26,000	\$104,000	4	\$28,000	\$112,000	4	\$28,000	\$112,000	4	\$28,000	\$112,000
B - Total Instructional	27		\$1,204,000	42		\$1,939,000	48		\$2,281,000	48		\$2,310,000	48		\$2,310,000

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Personnel:															
A+B = C - Total Admin, Support and Instructional Personnel:	33		\$1,445,000	49		\$2,209,500	55		\$2,560,000	55		\$2,589,000	55		\$2,589,000
Administrative & Support Benefits															
Social Security/Medicare	6	\$3,013	\$18,078	7	\$3,013	\$21,091	7	\$3,013	\$21,091	7	\$3,013	\$21,091	7	\$3,013	\$21,091
Retirement Plan - Other	6	\$1,205	\$7,230	7	\$1,300	\$9,100	7	\$1,400	\$9,800	7	\$1,400	\$9,800	7	\$1,400	\$9,800
Health Insurance	6	\$3,615	\$21,690	7	\$4,000	\$28,000	7	\$4,500	\$31,500	7	\$5,000	\$35,000	7	\$5,500	\$38,500
Other Insurance	6	\$900	\$5,400	7	\$950	\$6,650	7	\$1,000	\$7,000	7	\$1,200	\$8,400	7	\$1,400	\$9,800
D - Total Admin and Support Benefits:			\$52,398			\$64,841			\$69,391			\$74,291			\$79,191
Instructional Personnel Benefits:															
Social Security/Medicare	27	\$3,013	\$81,351	42	\$3,013	\$126,546	48	\$3,013	\$144,624	48	\$3,013	\$144,624	48	\$3,013	\$144,624
Retirement Pan Other	27	\$1,205	\$32,535	42	\$1,300	\$54,600	48	\$1,400	\$67,200	48	\$1,400	\$67,200	48	\$1,400	\$67,200
Health Insurance	27	\$3,615	\$97,605	42	\$4,000	\$168,000	48	\$4,500	\$216,000	48	\$5,000	\$240,000	48	\$5,500	\$264,000
Other Insurance	27	\$900	\$24,300	42	\$950	\$39,900	48	\$1,000	\$48,000	48	\$1,200	\$57,600	48	\$1,400	\$67,200
E - Total Instructional Personnel Benefits:			\$235,791			\$389,046			\$475,824			\$509,424			\$543,024
D+E = F - Total Personnel Benefits			\$288,189			\$453,887			\$545,215			\$583,715			\$622,215
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	6		\$293,398	7		\$335,341	7		\$348,391	7		\$353,291	7		\$358,191
B+E = H - Total Instructional Personnel (Salary & Benefits)	27		\$1,439,791	42		\$2,328,046	48		\$2,756,824	48		\$2,819,424	48		\$2,853,024
G+H = J - TOTAL PERSONNEL	33		\$1,733,189	49		\$2,663,387	55		\$3,105,215	55		\$3,172,715	55		\$3,211,215

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Operations Budget: Expenditure Projections
Year 1 through Year 5

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		Year 1	Year 2	Year 3	Year 4	Year 5
	Administrative & Support:					
Office:	Office Supplies	\$24,000	\$36,000	\$45,000	\$45,000	\$45,000
	Computers & Software	\$33,000	\$35,000	\$12,000	\$22,000	\$22,000
	Communications & Telephone	\$30,000	\$30,000	\$9,000	\$9,000	\$9,000
	Copier leases	\$20,000	\$30,000	\$40,000	\$40,000	\$40,000
	General Administrative	\$20,000	\$30,000	\$3,000	\$30,000	\$30,000
Professional Contract	Legal Counsel	\$8,000	\$2,000	\$2,000	\$2,000	\$2,000
	Student Accounting & Financial	\$59,700	\$96,900	\$109,050	\$109,050	\$109,050
	Other Professional	\$10,000	\$12,000	\$14,000	\$14,000	\$14,000
	Transportation	\$130,000	\$225,000	\$225,000	\$225,000	\$225,000
	Technology Support	\$16,000	\$20,000	\$22,000	\$22,000	\$22,000
Facilities	Facility Lease/Mortgage	\$435,403	\$1,300,000	\$1,400,000	\$1,400,000	\$1,400,000
	Equipment & Furniture	\$128,000	\$70,000	\$50,000	\$30,000	\$30,000
	Custodial Supplies	\$14,000	\$19,000	\$22,000	\$22,000	\$22,000
	Custodial Contract	\$36,000	\$44,000	\$44,000	\$44,000	\$44,000
	Insurance (pg19)	\$17,606	\$21,000	\$25,000	\$25,000	\$25,000
Utilities	Electric/Water	\$30,000	\$40,000	\$40,000	\$40,000	\$40,000
	Trash	\$3,000	\$6,000	\$6,000	\$6,000	\$6,000
Other	Marketing	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000
	Student Lunches	\$78,000	\$126,800	\$142,746	\$142,746	\$142,746
	Athletics	\$0	\$15,000	\$15,000	\$15,000	\$15,000
	Misc.	\$9,000	\$10,000	\$16,000	\$16,000	\$16,000
	K - TOTAL Administrative & Support Operations	\$1,109,709	\$2,176,700	\$2,249,796	\$2,266,796	\$2,266,796
	Instructional:					
Classroom Technology	Computers	\$80,000	\$40,000	\$80,000	\$80,000	\$40,000
	Software	\$5,400	\$8,721	\$9,815	\$9,815	\$9,815
	Instructional Equipment	\$26,000	\$30,000	\$34,000	\$34,000	\$34,000
Instructional Contract	Staff Development	\$22,000	\$24,000	\$26,000	\$26,000	\$26,000
	Ec Services	\$32,000	\$52,000	\$58,400	\$58,400	\$58,400
Books and Supplies	Instructional Materials	\$20,000	\$35,000	\$60,000	\$60,000	\$60,000
	Curriculum/Texts	\$146,000	\$100,000	\$120,000	\$80,000	\$80,000
	Other	\$8,000	\$12,000	\$16,000	\$16,000	\$16,000

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	L - TOTAL Instructional Operations	\$339,400	\$301,721	\$404,215	\$364,215	\$324,215
	K+L = M - TOTAL OPERATIONS	\$1,449,109	\$2,478,421	\$2,654,011	\$2,631,011	\$2,591,011

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Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	Year 1	Year 2	Year 3	Year 4	Year 5
J - TOTAL PERSONNEL	\$1,733,189	\$2,663,387	\$3,105,215	\$3,172,715	\$3,211,215
M - TOTAL OPERATIONS	\$1,449,109	\$2,478,421	\$2,654,011	\$2,631,011	\$2,591,011
J+ M =N TOTAL EXPENDITURES	\$3,182,298	\$5,141,808	\$5,759,226	\$5,803,726	\$5,802,226
Z - TOTAL REVENUE	\$3,286,707	\$5,335,039	\$6,003,321	\$6,003,321	\$6,003,321
Z - N = SURPLUS / (DEFICIT)	\$104,409	\$193,231	\$244,095	\$199,595	\$201,095

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 398 students seems very attainable.

The current waiting lists of Cornerstone and Greensboro Academy eclipse their enrollment. Cornerstone currently has approximately 1300 students on their waiting list and Greensboro Academy is consistently over 900. 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 is 385. RA has plans, however, to adjust expenditures in the event that enrollment does not meet projections. The rent for the temporary facility that will be used the first year is based on enrollment, coupled with other savings, the actual number of students that RA can reasonably open with is 240.

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

RA has a couple of financial contingency plans if 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 lease for the temporary facility is based on enrollment, so a lower ADM will automatically mean a lower rent amount. Further, if enrollment targets are not met RA has the option of delaying a permanent facility beyond year 2. The initial enrollment will be managed to maintain class sizes which will allow for a reduction in staffing if necessary, and some administrators and support

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staff will be reduced if enrollment figures do not meet expectations.

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 is based solely on state, county, and federal EC 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.*

Revolution Academy 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 they have provided other schools, the board has already engaged Acadia Northstar 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.*

In keeping with RA's commitment to provide new professional opportunities for teachers, recruit and retain excellent teachers, and provide the best possible instruction for students, the RA budget includes funds for:

- 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 Year 2 budget includes an additional instructional coach.
- A healthy budget for formal professional development in Core Knowledge and NWEA MAP, as well as site visits from CK trainers that are necessary to become a Core Knowledge School of Distinction.
- 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.

The temporary facility that will be used the first year has a rent that is based on enrollment and is in line with what other area charter schools have paid for temporary, shared space. The rent in the budget for the permanent facility is based on projections from American Charter Development and the experience of Piedmont Classical High School which recently completed construction of a new facility. Both spaces will allow RA to meet its facility needs and educate students in a safe, welcoming environment.

The budget reflects the Revolution Academy commitment to recruit a truly diverse and balanced student body by providing \$130,000 for three buses capable of transporting over 50% of RA's projected students as well as funds to provide free and reduced lunch to over 40% of RA students.

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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 surpluses each year that will be put into a general fund balance. The goal each year will be to have a surplus of at least 3% of revenue. RA's long term goal is to have a minimum of 60 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 three years of Piedmont Classical High School, a relatively new 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 all of its first three years with surpluses, 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 things only when absolutely necessary. RA is working with American Charter Development (ACD) to secure an appropriate site and build a new facility for the second year. 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 Directors 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

Jay Sharpe, CPA
Rives & Associates, LLP
4515 Falls of Neuse Rd, Suite 450
Raleigh, NC 27609
Phone: (919)832-6848
Fax: (919)987-2851

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Guilford County has some great educational offerings. Unfortunately, they are not accessible to everyone and many of them are relatively homogeneous. There is a large cost to private and homeschools. Even students who qualify for vouchers would have to spend a good deal of money on the local private schools. Private schools are also not required to take any student who applies, so students who may struggle academically may not be admitted, even if finances were not a problem.

Homeschooling parents must forfeit an income and pay for books and curricula themselves, making that an option that is not open to many. While charter schools can be a solution for some students, the best charter schools in Guilford County have large waiting lists, offering only minimal new openings each year, and most of them do not offer any meaningful transportation, making it difficult for some families to attend. Many parents, especially those who are at or below the median income, have no choice, no option about where they send their children to school or what kind of education they receive.

Beyond the real issues of cost and selectivity that make educational access inequitable, there is a pervasive lack of diversity in many schools, including private, charter, and district. Too many schools predominantly serve one group of students, depriving the school community of the many opportunities that a varied, diverse student body offers.

Revolution Academy will be an option for students who cannot gain admission to a high quality Guilford County charter school, who cannot afford the high cost of a quality private school, who do not qualify for a high quality magnet school, or whose parents cannot home school. It will be a diverse school, welcoming students from many different races, incomes, religions, cultures, and backgrounds. RA will open up opportunities for more students who do not have them now; it will allow more students an alternative to low performing schools; it will level the playing field and give more students in Guilford County a chance to get a high quality education.

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Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
The combined expenses for custodial contracts and custodial personnel exceeds \$100,000 after year 1 and 2. What is included in these items?	Lisa Huddleston	Budget Reven
Several of the suggestions around the budget from last year have been addressed in current budget Health Ins at \$3,615 still looks on the low side	Lynn Kroeger	Personnel Bu
Is one custodian sufficient? No nurse or counselor in budget.	Sherry Reeves	Personnel Bu
How does the board plan to retain excellent staff members from year 3 to year 5 without increasing the salary over time?	Stephenie Clark	Personnel Bu
Where are the EL services contracting mentioned in the "Special Programs and "At-Risk" Students" section accounted for? Why does the transportation budget not increase y2 to y3 if there is an increase in the student population? If the facility lease is \$396,700 y1 why is there an excess \$38,000 budgeted?	Austin Smigel	Operations B
Does board expect to build permanent facility in year 1 to begin occupation in year 2? Will there be an on-staff custodian or custodial contract? With lease agreement weren't costs such as utilities included in the monthly lease? Software costs seem minimal.	Sherry Reeves	Operations B
The combined expenses for custodial contracts and custodial personnel exceeds \$100,000 after year 1. What is included in these items?	Lisa Huddleston	Operations B
What are the general administrative funds projected to be used for (\$20,000 - \$30,000 each year)? What basis does the school have for decreasing legal counsel fees over time from year 1 to year 5? If the Operations Manager is in charge of the student accounting and finances, how are the funds for student accounting and financial so large? Applicant mentions providing other contracted services for ELL students, where are those expenses reflected in the budget?	Stephenie Clark	Operations B
Surplus is tight on \$3.2M in revenue in year on, and 5.4M in year 2.	Steven Walker	Total Expend
There seems to be some information missing from Q#6: The school must certainly have some technology or furniture assets?	Shannon Stein	Budget Narra
What other services will be contracted and how are they identifiable in the budget?	Austin Smigel	Budget Narra
How will the school monitor and check for accuracy the services provided from the selected vendor, Acadia Northstar?	Stephenie Clark	Budget Narra
What is the process for conducting the independent financial audit and what will the board do with this information once it is received annually?	Stephenie Clark	Financial Au
What procedures are in place to monitor and verify activities managed by Acadia Northstar?	Austin Smigel	Financial Au

Reviewer	Score
Heather Soja	Pass
Ginger Cash	
Steven Walker	Pass
Danielle Allen	
Cheryl Turner	Pass
Bruce Friend	
Austin Smigel	Pass

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Alan Hawkes	
Alex Quigley	
Jennifer Gnann	Pass
Tammi Sutton	
Stephenie Clark	Pass
Sherry Reeves	Pass
Shannon Stein	Pass
Phyllis Gibbs	
Lynn Kroeger	Pass
Lisa Huddleston	Pass
Lindalyn Kakadelis	
Joe Maimone	

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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 October 1, 2018 5:00 pm EST deadline. Payments will be accepted in the form of a certified check. Cash is not accepted.

**Application Note: The applicant must mail the certified check 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 October 1, 2018 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).

revolutionacademyk8

Date: 09/26/2018

Applicant Signature:

The foregoing application is submitted on behalf of Revolution Academy (*name of non-profit corporation/board of directors for the proposed municipal charter school 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 "Planning Year for New and Preliminary Charter Schools – CHTR 013, formerly "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: revolutionacademyk8

Board Position: Board Chairman

Signature: _____

Date: 09/26/2018

Sworn to and subscribed before me this

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_____ day of _____, 20____.

Notary Public

Official Seal

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

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	- stephenie_clark
Education Plan	- stephenie_clark
Governance and Capacity	- stephenie_clark
Operations	- stephenie_clark
Financial Plan	- stephenie_clark
OVERALL	<p>- danielle_allen</p> <p>- stephenie_clark</p> <p>Note: the applicant did not certify original content and listed references in appendix O.</p> <p>Appendix P is complete, but is not notarized. - stephenie_clark</p> <p>Note: the applicant did not certify original content and lists references in appendix O.</p> <p>Appendix P is complete, but is not notarized. - stephenie_clark</p>

External Evaluator

Mission, Purposes, and Goals	<p><u>Educational Need and Targeted Student Population</u></p> <p>What evidence do you have that a half day of kindergarten will be more successful than a full day?</p> <p>What need is there for another charter school in Guilford County?</p> <p>If Cornerstone, a similar school, intends to locate in North Greensboro area, why did RA select the same area to locate?</p> <p>- jengnann</p> <p><u>Educational Need and Targeted Student Population</u></p> <p>Given that the future of employment is very technology driven, how does the applicant rationalize the benefit of their program over the 1-to-1 technology initiative being offered by the LEA?</p> <p>- stephenie_clark</p> <p><u>Educational Need and Targeted Student Population</u></p> <p>The idea of personalized learning does not preclude having a rigorous curriculum that includes topics such as grammar, writing, Latin, and logic. Is a traditional, classical education not consistent with differentiating among students on different levels?</p> <p>The budget for RA includes technology. Will students learn to use technology to enhance their education? If so, how? Keyboarding is included. Is it a means to an end or an entry into using computers to learn? - lisa_huddleston</p> <p><u>Educational Need and Targeted Student Population</u></p>
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	<p>With an emphasis on a diverse student population, will RA utilize a weighted lottery to guarantee this diversity?</p> <p>Describe the daily schedule (rationale for 2 recesses and half-day kindergarten). - sherryreeves</p> <p><u>Purposes of Proposed Charter School</u> What is the difference between traditional teaching and facilitating learning? The application includes references to the Socratic method, investigative learning, directed independent learning, and cooperative learning. Aren't teachers facilitators when they use these methods of teaching?</p> <p>- lisa_huddleston</p> <p><u>Purposes of Proposed Charter School</u> What are the benefits of the optional shortened kindergarten day? Will some kindergarten students attend a full day?</p> <p>- sherryreeves</p> <p><u>Goals for the Proposed Charter School</u> Why is the completion of homework a major goal of the school? - jengnann</p> <p><u>Goals for the Proposed Charter School</u> Has the applicant considered additional ways to measure student demonstration of responsibility of learning beyond homework completion?</p> <p>What are the specific and measurable goals for the proposed school's governance? - stephenie_clark</p> <p><u>Goals for the Proposed Charter School</u> How will the school measure student growth in the first year when spring MAP testing cannot be compared to the previous year? Will the school use data from the students' previous schools? If so, which data and how?</p> <p>What is the criteria for the chosen levels of 63% and 60% in the first year?</p> <p>How will the summer program be implemented? Is this summer homework, or will students receive instruction or support of some sort?</p> <p>Goal 4 states that students will learn important virtues. However, participation in character education activities does not measure learning. How will the school determine if the students are actually learning and striving to exemplify these virtues rather than just attending the activities? - lisa_huddleston</p>
<p>Education Plan</p>	<p><u>Instructional Program</u> Are there any plans for the introduction of technology for students other than being tested through the NWEA MAP?</p> <p>- austin_smigel</p> <p><u>Instructional Program</u> What character education program are you planning on implementing? - shannon_stein</p> <p><u>Instructional Program</u> Applicant notes that they are committed to having a more diverse student body than some</p>

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of its models schools, but expects to see similar success with all subgroups. What evidence and data does the applicant have to prove that the chose instructional methods, program, and approach will work with all subgroups? - stephenie_clark

Instructional Program
RA notes that their programs are similar to those in other successful charter schools. They expect to get similar results despite having a more diverse group of students. What evidence or research supports this expectation? - lisa_huddleston

Curriculum and Instructional Design
Why are the student-teacher ratios higher than the local LEA?
Since the school will model aspects of Cornerstone Charter Academy are the classroom student ratios reflective of Cornerstone Charter Academy design? - austin_smigel

Curriculum and Instructional Design
Why (other than not wanting to rush) has a math program not been chosen yet?

What factors will determine whether MAP is given 2 or 3 times a year? - jengnann

Curriculum and Instructional Design
Do you feel that teachers can be content experts in ALL core subject areas? (i.e. English, Math, and Science/History) - shannon_stein

Curriculum and Instructional Design
While middle school denotes having 3 sections in each grade level, how many classes per grade level does the school anticipate offering in grades K-5? - stephenie_clark

Curriculum and Instructional Design
The scope and sequence provided in Appendix B only address science and social studies. Has RA developed similar details for ELA and math?

Who will be responsible for modifying the Core Knowledge curriculum when it doesn't match the NC Standards, particularly in math and English since they are not included in Appendix B? Will this be done by individual teachers or in PLCs or by administrators? - lisa_huddleston

Curriculum and Instructional Design
Concerned about large classroom size in upper elementary and middle school. - sherryreeves

Special Programs and "At-Risk" Students
How will the school monitor the success of the differentiation for gifted students?

ELL students must be annually retested using the WIDA test in the spring semester to determine if they can be released from the program. What other testing does RA intend to do when they use the term retested periodically? - lisa_huddleston

Special Programs and "At-Risk" Students
What is the expected EL population? (What is the average in Guilford County? the surrounding area?)
Will gifted students be identified? - sherryreeves

Exceptional Children – Identification and Records
What are the parameters for a referral to the SST? - austin_smigel

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Exceptional Children – Identification and Records

While the applicant addresses the evaluation of students to create an IEP, the response does not indicate the process for developing a 504 plan and accommodations if necessary for a student's success. - stephenie_clark

Exceptional Children – Identification and Records

Does the applicant understand the difference in how 504 Plans and IEPs are implemented? - lisa_huddleston

Exceptional Children – Identification and Records

What "preliminary evaluations" will be conducted to determine if Tier 2 or Tier 3 supports are needed?

You state that the "SST will, with the support of the parents, make recommendations for either interventions or formal evaluations." This is the responsibility of the IEP team which may be made up of the same personnel as the SST but must include the parents. If further evaluations are recommended, then informed written consent must be obtained from the parent to do the evaluations determined. - ginger_cash

Exceptional Children – Education Programming

How does the school intend to address the needs of students who might require more intensive services such as a resource or self-contained placement? Will the school offer the full continuum of services? - lisa_huddleston

Exceptional Children – Education Programming

How will you provide the full continuum of services that includes regular, resource, separate, and homebound? - ginger_cash

Student Performance Standards

What are the exit standards for students with disabilities and at-risk student populations (such as ELL students)? - stephenie_clark

Student Performance Standards

In item #3, what is the connection between the SST and the retention system? Wouldn't the SST always be involved if a student were at risk of failing? - lisa_huddleston

Student Performance Standards

What is the rationale for the reading and math achievement goals (63% and 60%)? - sherryreeves

Student Conduct and Discipline

What is the grievance process and who is ultimately responsible for the final decision? Are the infractions that would cause an in-school suspension versus detention versus suspension defined? Who makes that determination? - austin_smigel

Student Conduct and Discipline

If expulsions have to Board of Director approved, how will a family have the opportunity to appeal? What types of suspensions can be appealed? What is the process and timeline for those types of appeal? - shannon_stein

Student Conduct and Discipline

What are the school-wide behavioral expectations that are applicable to both kindergarten and eighth grade?

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	<p>Is failing to complete homework a disciplinary offense? What if the student is struggling academically rather than having a discipline problem?</p> <p>Leaving school grounds seems to be a serious offense since it involves safety. Why is this an example of a Level 2 offense similar to a dress code violation? - lisa_huddleston</p>
<p>Governance and Capacity</p>	<p><u>Certify Governance</u> Applicant should explain why this section was not certified. - jengnann</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Applicant should explain why the Parent/Teacher Organization is under the supervision of the Board of Directors. - jengnann</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> What criteria will be used to evaluate the governing board and how often will this evaluation occur? - stephenie_clark</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> The voting procedures are not defined in the bylaws (i.e. tie votes/board has 6 members). Will the surveys of parents and staff also include an opportunity to provide feedback about board operations and the school's strategic direction? - austin_smigel</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> The organizational chart lacks detail. How will the Board be organized? - lisa_huddleston</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Will the expected financial contribution exclude some parents from the ability to serve on the board? With 6 board members how is a "tied vote" resolved? What is the process for adding new board members? - sherryreeves</p> <p><u>Proposed Management Organization (EMO/CMO)</u> N/A - shannon_stein</p> <p><u>Staffing Plans, Hiring, and Management</u> If the Operations Manager is responsible for student data why is this being contracted? - austin_smigel</p> <p><u>Staffing Plans, Hiring, and Management</u> What strategies will the board use to retain high-performing teachers?</p> <p>How will the board recruit and select a candidate with a bachelor's degree in business or finance to fill the Operations Manager roll at a salary of only \$32,000 - \$36,000? Did the board look at average base pay scales for operation managers, or school operation managers? - stephenie_clark</p> <p><u>Staffing Plans, Hiring, and Management</u> No nurse or counselor? EL teacher? - sherryreeves</p> <p><u>Staff Evaluation and Professional Development</u> Is the school's proposed staffing structure sufficient to manage and track the professional development plans? - austin_smigel</p>

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Staff Evaluation and Professional Development
What school wide training is provided to teachers around character development, which the school want's to emphasize as well as school operations and logistics, classroom management and school wide behavior expectations, and ELL/at-risk student population support in the classroom?

Is it sufficient to only incorporate individual professional development for the rest of the school year? - stephenie_clark

Staff Evaluation and Professional Development
Which staff member(s) will develop and manage the Beginning Teacher Support Plan?

Professional development beyond the initial work days is not very developed. How will the instructional coach manage all of the assigned duties? - lisa_huddleston

Parent and Community Involvement
With the target y1 student population additional parent engagement activities may be necessary.
Will the school have parent education nights to explain the curriculum/tenants of the school? - austin_smigel

Parent and Community Involvement
How will the school reach out to parents with low resources? - lisa_huddleston

Admissions Policy
Given the three preferences listed, will there be priorities among the three in case of more demand among this group than space available? - lisa_huddleston

Projected Student Enrollment (Table)
What is the plan if the school can not find 50 more fourth and 50 more fifth graders to enroll in the second year? - jengnann

Projected Student Enrollment (Table)
Why is the final student population of 727 not slowly worked towards rather than meeting the final enrolment goal in 3 years? - austin_smigel

Projected Student Enrollment (Table)
Why have smaller grades in year #1 in grade 3-5? - shannon_stein

Projected Student Enrollment (Table)
Is it feasible to recruit 50 more students for grades 4 and 5 between year 1 and year 2? - stephenie_clark

Projected Student Enrollment (Table)
What will change in year 2 to be able to recruit students to increase from 27 to 81 in grades 4 and 5? - marylynn_kroeger

Weighted Lottery
If the school is looking for economic diversity as one of their target groups, was consideration given to a weighed lottery? - shannon_stein

Weighted Lottery
If the school intends to attract a more diverse group of students to reflect the demographics of the LEA, what drives the decision behind not using a weighted lottery?

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	<p>- stephenie_clark</p> <p><u>Weighted Lottery</u> In mission and purpose diversity is emphasized. how will this be accomplished without a weighted lottery? - marylynn_kroeger</p>
<p>Operations</p>	<p><u>Transportation Plan</u> How will RA ensure that the location of the bus stops meets the needs of all students? - lisa_huddleston</p> <p><u>Transportation Plan</u> Who will staff the school before the school day begins? - sherryreeves</p> <p><u>School Lunch Plan</u> How often does the school expect to have days where there is no lunch vendor? Is it an expectation that students bring their own lunch?</p> <p>Is there any process for breakfast, a very important meal of the day, and one that many economically disadvantaged students may not receive prior to entering the school building? - stephenie_clark</p> <p><u>School Lunch Plan</u> Will there be a breakfast offering? - sherryreeves</p> <p><u>Facility and Facility Contingency Plan</u> If the school needs to last beyond the first year, how will the temporary facility affect projected student enrollment numbers and the projected budget? (facility can host 398 students)</p> <p>- stephenie_clark</p> <p><u>Facility and Facility Contingency Plan</u> What is the cost per square foot for the leased facility? (Agreement states that lease will be approx. \$396,000 per year.) - sherryreeves</p>
<p>Financial Plan</p>	<p><u>Budget Revenue Projections from Each LEA (Table)</u> The combined expenses for custodial contracts and custodial personnel exceeds \$100,000 after year 1 and 2. What is included in these items? - lisa_huddleston</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> How does the board plan to retain excellent staff members from year 3 to year 5 without increasing the salary over time? - stephenie_clark</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Is one custodian sufficient? No nurse or counselor in budget. - sherryreeves</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Several of the suggestions around the budget from last year have been addressed in current budget Health Ins at \$3,615 still looks on the low side</p>

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- marylynn_kroeger

Operations Budget: Expenditures 2018-2023 (Table)

Where are the EL services contracting mentioned in the "Special Programs and "At-Risk" Students" section accounted for?

Why does the transportation budget not increase y2 to y3 if there is an increase in the student population?

If the facility lease is \$396,700 y1 why is there an excess \$38,000 budgeted? -

austin_smigel

Operations Budget: Expenditures 2018-2023 (Table)

What are the general administrative funds projected to be used for (\$20,000 - \$30,000 each year)?

What basis does the school have for decreasing legal counsel fees over time from year 1 to year 5?

If the Operations Manager is in charge of the student accounting and finances, how are the funds for student accounting and financial so large?

Applicant mentions providing other contracted services for ELL students, where are those expenses reflected in the budget? - stephenie_clark

Operations Budget: Expenditures 2018-2023 (Table)

The combined expenses for custodial contracts and custodial personnel exceeds \$100,000 after year 1. What is included in these items?

- lisa_huddleston

Operations Budget: Expenditures 2018-2023 (Table)

Does board expect to build permanent facility in year 1 to begin occupation in year 2?

Will there be an on-staff custodian or custodial contract?

With lease agreement weren't costs such as utilities included in the monthly lease?

Software costs seem minimal. - sherryreeves

Total Expenditure Projections (Table)

Surplus is tight on \$3.2M in revenue in year on, and 5.4M in year 2. - dswalker

Budget Narrative

What other services will be contracted and how are they identifiable in the budget? -

austin_smigel

Budget Narrative

There seems to be some information missing from Q#6: The school must certainly have some technology or furniture assets? - shannon_stein

Budget Narrative

How will the school monitor and check for accuracy the services provided from the selected vendor, Acadia Northstar? - stephenie_clark

Financial Audits

What procedures are in place to monitor and verify activities managed by Acadia Northstar? - austin_smigel

Financial Audits

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	<p>What is the process for conducting the independent financial audit and what will the board do with this information once it is received annually? - stephenie_clark</p>
OVERALL	<p><u>Cover Page</u> What benefit will your charter school provide that schools in the district would not already be able to? - shannon_stein</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> While the large student increase from y1 to y2 (248 students) appears to be supported by the additional documents, what is the driving force behind escalating to the maximum student population at y3 (727) rather than building to that enrollment over 5 years? - austin_smigel</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> What is the rationale behind almost doubling in size from year 1 to year 2, versus scaling over the first 3-4 years of operation?</p> <p>What evidence does the board have to support the school can attract 400 students in year 1 and 650 students in year 2? - stephenie_clark</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Projected enrollment for year 1 seems reasonable. However there is a 60% increase in enrollment between years 1 and 2. - sherryreeves</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Why is there a big jump in enrollment in year 2? - marylynn_kroeger</p> <p><u>Certify Application</u> What evidence do you have that you will be able to open with approximately 400 students? - jengnann</p> <p><u>Certify Application</u> Did the lease get finalized in October as expected? - lisa_huddleston</p>

Charter School Advisory Board Subcommittee	
Mission, Purposes, and Goals	
Education Plan	
Governance and Capacity	
Operations	
Financial Plan	
OVERALL	

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<u>Overall Summary</u>	
Initial Screening	The Office of Charter Schools deemed this application complete on October 5, 2018.
Application Review	<p>* Dr. Allen gave a brief introduction of the schools proposed enrollment and grade levels. The proposed county is Guilford County. There was no LEA impact statement or due diligence for this applicant. She explained the pass/fail ratings. This is a repeat application and received a full interview last year. The applicant did not receive assistance from any third party.</p> <p>* Members of the board introduced themselves. A representative stated they reduced the ADM, changed the education plan including strengthening core knowledge and classical explanations, become more specific regarding the target population, and revised the budget including increasing the budget for transportation and nutrition. She explained they added the multi-tiered support explanation and added team members including a full-time tutor and more specials teachers. She explained why they want acceleration including parent engagement and a signed lease for a facility that requires no upfit.</p> <p>* Ms. Turner asked for clarity about the ADM. She has concerns about almost doubling the ADM in year two and being in a temporary facility. The board representative stated part of their strategy for marketing and enrollment is to identify the permanent facility as soon as possible so they can have it built out in the second year and be able to increase the enrollment that second year. She explained they have a back-up plan to look just outside the city limits or stay at the temporary location.</p> <p>* Ms. Vuncannon asked about the target population. The board representative explained that Greensboro is not close to meeting the market for high-quality charter schools. Ms. Vuncannon asked about the lack of diversity mentioned in the application. The board representative stated they are marketing and targeting the area in such a way to get balance in the school.</p> <p>* Ms. Kroeger stated her biggest concern is the doubling of enrollment in year two. Ms. Turner stated that is a concern for her too.</p> <p>Motion: Committee motion to allow an interview for Revolution Academy Motion: Steven Walker Second: Heather Vuncannon Vote: Unanimous Committee Vote Motion Passed.</p> <p>Motion: Full CSAB motion to allow an interview for Revolution Academy Motion: Alex Quigley Second: Steven Walker Vote: Unanimous Motion Passed.</p>
Application Interview	Dr. Allen gave an overview of the schools proposed location (Guilford County) and grades/enrollment numbers. Dr. Allen reviewed the pass/fail ratings. She stated there is no LEA impact statement or due diligence for this applicant. She stated this is an acceleration

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	<p>applicant. She stated the applicant is a repeat applicant. She stated the applicant received assistance from Leaders Building Leaders and Team CFA, but no direct fees were provided. The applicant has participated in the Ready to Open sessions.</p> <p>* Mary Katherine Sauer introduced herself as the Board Chair and proposed founding principal. Fellow board members introduced themselves.</p> <p>* Ms. Reeves asked about the identified facility. A board member stated that they plan to construct a permanent facility. In the meantime, they have a temporary facility at a local church with a certificate of occupancy. He stated the student capacity will accommodate enrollment. Ms. Sauer spoke about the plans to have the permanent facility ready for 2020. Ms. Reeves asked about proximity between sites. Ms. Sauer stated she believes its about eight miles. Ms. Sauer continued that they have not identified one specific site.</p> <p>* Mr. Walker stated the facility issues concerns him with acceleration because the Ready to Open process would allow the school to work on a permanent facility during that year. Ms. Sauer stated she has opened a school on this accelerated timeline Cornerstone. She stated she knows what to expect and what it takes to open well and open strong.</p> <p>* Mr. Machado stated that there needed to be clarification on the pass/fail ratings. He stated that the applicant passed all sections of the application.</p> <p>* A board member spoke about the transportation plan. He stated transportation will not be an impediment to attending the school. He stated that the school will open early to accommodate parents on their way to work and they expect most students will carpool. He stated they have also budgeted 130k for transportation purposes. He stated looking at year two and beyond they have budgeted 225k for transportation.</p> <p>* Ms. Turner stated she has real concerns going from 400 to 650 students in year one to year two. Ms. Sauer spoke about the class and grade level structure and how the school plans to expand each year.</p> <p>* Mr. Friend asked about the new facilities size. He stated the size is small for the number of proposed students. He stated there would be 646 in a thirty seven thousand square foot facility.</p> <p>* Ms. Reeves stated she has concerns with the class sizes and aggressive growth. A board member stated it is possible to have these big sizes with class management. Ms. Sauer stated it is a model that has worked. The CSAB discussed concerns with class sizes. Ms. Sauer spoke about the schools plan to meet the needs of all students.</p> <p>* SW asked about letters of intent. A board member stated they have 70 letters of intent and over 400 survey responses on the online platform.</p> <p>* AQ asked about the educational plan. Ms. Sauer spoke about Core Knowledge and the classical education component.</p> <p>* CT asked about adding diversity to the board. A board member stated they are open to anyone. Mr. Friend asked what they are proactively doing to bring diversity to the board. Another board member stated they have a diverse range of experiences on the board. Ms. Sauer stated she understands the CSABs concern and that they have a lot of advocates in the community and they are working to recruit and hire people of color.</p> <p>* Mr. Hawkes asked for clarity regarding the targeted location for the permanent facility. A board member spoke about the current search within the county. Ms. Sauer stated they chose the targeted area because the population mirrors the countys diversity.</p> <p>* BF asked for clarity regarding the required board member financial contribution. A board member stated it could be anything a board member can afford. He continued that it shows a commitment to the school.</p>
<p>OVERALL</p>	<p>Ms. Kakadelis asked about the marketing of the school. Ms. Sauer spoke about the marketing plan for the school.</p> <p>* Mr. Hawkes asked about whether the school has considered the dean model. Ms. Sauer stated she has borrowed from that model. She stated that is similar to their instructional</p>

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	<p>coach model, but the dean model handles parent concerns and other administrative duties. She stated their instructional coaches will be similar to deans, but not have the other administrative duties.</p> <p>* The CSAB discussed whether the applicant meets the requirements for acceleration. Mr. Hawkes and Ms. Reeves expressed concern about the school being prepared for acceleration. Ms. Kakadelis expressed similar concerns. Mr. Friend restated his concerns regarding the size of the facility, but expressed his support of the school.</p> <p>Motion: Revolution Academy not move forward in accelerated status. Motion: Lindalyn Kakadelis Second: Sherry Reeves Vote: Unanimous pass</p> <p>Motion: Revolution Academy move forward in Ready to Open on the regular timeline. Motion: Lindalyn Kakadelis Second: Bruce Friend Vote: Unanimous Pass</p>
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