

Application Preliminary Evaluation Packet

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

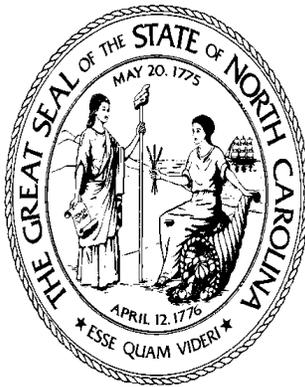
- § Pass: The response demonstrates an understanding of key issues and the ability to start a charter school successfully although minimal clarification may be needed in places. It addresses the topic with clear, specific and accurate information that reflects thorough preparation. The application meets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

Subcommittee Members:

Joe Maimone
Tammi Sutton
Ginger Cash
Steven Walker
Danielle Allen
Cheryl Turner
Bruce Friend
Alan Hawkes
Alex Quigley
Lindalyn Kakadelis
Tracy Kelley
Lynn Kroeger
Nicole Charles
Phyllis Gibbs
Sally Houston
Shannon Sellers
Sherry Reeves
Stephenie Clark

Heather Soja

Date of Review:



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Elaine Riddick Charter School

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: Elaine Riddick Charter School

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: *Elaine Riddick Charter School*

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 Felton*

Title/Relationship to to nonprofitMunicipality: *Board Chair*

Mailing address: 105 Princess Anne Circle
Elizabeth City NC 27909

Primary telephone: 252-339-1388 Alternative telephone: 919-439-0339

E-Mail address: educator1981@gmail.com

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

County: PERQUIMANS

LEA: 720-Perquimans County Schools

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

No:

Yes: X

If so, provide the name of the third party person or group. Torchlight Schools

List the fee provided to the third party person or group. 0.00

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

Torchlight Schools (TLS), is the proposed management company that has and will continue to assist in the development of this school. The third party (TLS) assisted in the writing of the application, marketing efforts, community outreach, the site selection, general charter school understanding, and will provide school management services once a charter is granted.

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*

The school has negotiated and put in place an exemplary facility that is ready for use immediately. The location is ready to open immediately pending minor renovations. If we do not utilize the facility this upcoming year, it is possible the school would lose this location.

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

Perquimans County does not have a school of choice. The neighboring county, Pasquotank County, also has no school of choice for grades K-5, and the charter school serving grades 6-12 is not representative of the areas population. They serve a predominantly affluent, White population in an area that is socioeconomically disadvantaged. Further detail can be found in Appendix A1: Evidence of Educational Need.

Schools in Pasquotank County are performing poorly with socioeconomically disadvantaged populations with four of seven elementary schools receiving a D or F and all middle schools receiving Ds or Fs. The middle school in Perquimans County isnt doing well either, having not achieved growth in two of the past three years. Socioeconomically disadvantaged students are struggling across northeastern North Carolina and there is currently no school of choice in the immediate area that our targeted population can attend.

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

Yes:

No:

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

Yes:

No:

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

The sites we have identified are immediately available and is feasible for opening on an accelerated schedule. The cost is within the schools budget. Upon approval of the Charter Application the school will executive a Triple Net Lease and the management company will facilitate the up-fit of the facility and obtain an Educational Certificate of Occupancy on or about August 1, 2019.

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: X

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? Elaine Riddick Charter School

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	120
Year 2	K,01,02,03,04	156
Year 3	K,01,02,03,04,05	200
Year 4	K,01,02,03,04,05,06	220
Year 5	K,01,02,03,04,05,06,07	250

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.

mfelton7

Signature

Board Chair

Title

mfelton7

Printed Name

10/01/2018

Date

Section I: Application Contact Information Concerns and Additional Questions	Reviewer	Page Reference
<u>How many schools are currently managed by Torchlight Schools? Is adding 4 new schools (all accelerated requests) in the same year feasible?</u> <u>Did the four boards who are seeking to use Torchlight Schools as their CMO form independently and then contact Torchlight for assistance?</u> <u>What was the selection process for choosing the CMO?</u>	<u>Sherry Reeves</u>	<u>Cover Page</u>
<u>Can the applicant share more about the Torchlight selection process?</u> <u>Are the qualifications outlined elsewhere in this application?</u> <u>What will the role of TLS be once the school is opened? What the motivation of TLS to participate? Will they be paid at a later point?</u>	<u>Nicole Charles</u>	<u>Cover Page</u>
<u>How and on what basis was Torchlight selected as your CMO? Has the team researched Torchlights track record of success within the state and in other states? What specific services will Torchlight provide with regard to site selection?</u>	<u>Tracy Kelley</u>	<u>Cover Page</u>
<u>What types of assistance will Torchlight provide once the charter is approved?</u> <u>How was TorchLight Schools chosen?</u>	<u>Shannon Sellers</u>	<u>Cover Page</u>
<u>Has the leadership of school been participating in OCS meetings for opening of Charter Schools?</u>	<u>Lindalyn Kakadelis</u>	<u>Acceleration</u>
<u>What are the minor renovations that need to be done to the facility?</u> <u>Why are you choosing to open a k-8 school versus a K-5 or a 6-8?</u>	<u>Shannon Sellers</u>	<u>Acceleration</u>
<u>Appendix A2 does not demonstrate evidence of a secured facility.</u> <u>Expound further how the data table provided in Appendix A1: Evidence of Educational Need shows there is an exceptional need for a charter in the proposed location beyond the fact that there is no school of choice in Perquimans County.</u>	<u>Stephenie Clark</u>	<u>Acceleration</u>
<u>What type of facility has been identified?</u> <u>Appendix details building layout and square footage only. No pending contract, lease, etc.</u> <u>Student population seems to be low in Perquimans County. Has an impact statement been submitted?</u> <u>Data given on Appendix 1 is in line with state data.</u>	<u>Sherry Reeves</u>	<u>Acceleration</u>
<u>It appears that the comparison LEAs are performing well with some students but not others. How is the applicant proposing to get around attracting only well performing students and not targeting exclusively low performing students? Is there a weighted lottery that's not indicated on this application? If not, how is the need addressed?</u>	<u>Nicole Charles</u>	<u>Acceleration</u>
<u>What specifically is the issue with the facility? While the you make a reasonable case for accelerated planning year, your argument for k-8 charter school is less compelling. Why did the team decide to do a k-8 rather than a 6-8 middle school? Why isn't the current 6-8 charter school in Pasquotank representative of the community? What specifically is the purpose of sharing the information in Appendix A2?</u>	<u>Tracy Kelley</u>	<u>Acceleration</u>
<u>Does county student population support projected enrollment.</u> <u>How was grade span selected?</u>	<u>Sherry Reeves</u>	<u>Grade Levels</u>
<u>Is 120 students realistic with the chosen grade levels?</u>	<u>Shannon Sellers</u>	<u>Grade Levels</u>
<u>Note: This enrollment table conflicts with the "Budget Revenue" section of this proposal where revenue is based on the enrollment of 100 students.</u>	<u>Sally Houston</u>	<u>Grade Levels</u>
<u>Unless the school team and CMO are experienced, the proposed enrollment projection is ambitious especially since 2nd and 3rd grades are not natural transition grades-have you considered possible challenges to meeting enrollment targets?</u>	<u>Tracy Kelley</u>	<u>Grade Levels</u>
<u>Why is the projected enrollment different each year and how will this impact</u>	<u>Nicole Charles</u>	<u>Grade Levels</u>

<u>class size and student retention?</u>		
<u>There is no evidence to support the need for a K-8 school. the projected enrollment seems ambitious based on evidence of need.</u>	<u>Shannon Sellers</u>	<u>Certify Appl</u>
<u>The evidence of need is incomplete.</u>	<u>Tracy Kelley</u>	<u>Certify Appl</u>
<u>I have the same concerns as the other Torchlight Schools.</u>	<u>Tammi Sutton</u>	<u>Certify Appl</u>
<u>Fail rating is based on acceleration request.</u>	<u>Sherry Reeves</u>	<u>Certify Appl</u>

Reviewer	Score
<u>Joe Maimone</u>	
<u>Tammi Sutton</u>	<u>Fail</u>
<u>Ginger Cash</u>	
<u>Steven Walker</u>	
<u>Danielle Allen</u>	
<u>Cheryl Turner</u>	
<u>Bruce Friend</u>	
<u>Alan Hawkes</u>	
<u>Alex Quigley</u>	
<u>Lindalyn Kakadelis</u>	<u>Pass</u>
<u>Tracy Kelley</u>	<u>Fail</u>
<u>Lynn Kroeger</u>	
<u>Nicole Charles</u>	<u>Fail</u>
<u>Phyllis Gibbs</u>	
<u>Sally Houston</u>	<u>Pass</u>
<u>Shannon Sellers</u>	<u>Fail</u>
<u>Sherry Reeves</u>	<u>Fail</u>
<u>Stephenie Clark</u>	<u>Pass</u>
<u>Heather Soja</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:

To unleash each students full natural potential in a high expectation environment where students regularly exceed expectations and compete globally as conscientious, learned scholars.

Clearly describe the mission of the proposed charter school:

Elaine Riddick Charter School seeks to create an environment where all students achieve academic excellence. Our entire staff will make it their mission to push their students past their unconsciously set limits and to think and compete at the global level.

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.*

Perquimans County is a small county in Northeastern North Carolina. Its modest K-8 student population of 1,100 students is roughly 55% economically disadvantaged. The racial composition is 65% White, 25% Black, and 4% Hispanic. There are only three schools in this area and none of them are free schools of choice. The elementary school does a great job in the area, and surpasses every academic proficiency average listed in Appendix A1. However, the middle school falls far below state averages and has failed to meet growth in two of the past three years, putting into question the transition process currently taking place in Perquimans County schools. Our proposed K-8 charter would provide continuity, and an alternative path into the middle school grades.

Due to the size of Perquimans County, our charter school would also seek to serve Pasquotank County, a total student population of over 6,000 students. There is currently one charter school in Pasquotank County serving grades 6-12. However, this school is averaging over 40% incoming student readiness, compared to the county average of just over 20%, and 22% economically disadvantaged, in a county that is over 50% economically disadvantaged. For whatever reason, this school is not bringing in a diverse student population. The White population in this school is over 70%, in a county where White students only comprise about 45% of the student base.

Four out of seven elementary schools in Pasquotank County received a grade of either D or F in the past school year, with three out of seven not meeting growth. All middle schools in the area received Ds or Fs in the past year, with one of the few not meeting growth.

There is no school of choice serving the underserved socioeconomically disadvantaged population in the Perquimans/Pasquotank County area and our board seeks academic choices for parents and students in the area who would benefit from a change of scenery.

- 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).*

Elaine Riddick Charter Schools target enrollment for year one will be 120 students. The school will plan to grow 30% each year, with a target enrollment of 342 by year five. The total grade levels to be served will be grades K-8 by year five, beginning with grades K-4 year one and adding one grade level each year.

The total projected enrollment of Elaine Riddick Charter School is less than 2% of the average daily membership of Perquimans and Pasquotank County LEAs at each grade level. See Appendix A1.

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

Elaine Riddick Charter School will bring a blend of some of the most promising educational theories, models, and methods being utilized across the country that align with the North Carolina Standard Course of Study. Our curriculum will be based on the Core Knowledge Sequence framework and utilize teaching techniques as described in "Teach Like a Champion 2.0" (TLAC), by Doug Lemov. Elaine Riddick Charter School will incorporate active and project-based teaching styles similar to Success Academy Charter Schools (SACS) that are effective in teaching STEAM material. The effectiveness of these programs and teachers iterations upon them will be continuously measured using the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessment system. This adaptive assessment tool will gauge and quantify academic progress and growth, identify student strengths and weaknesses, empower our teachers to creatively and logically iterate upon lesson plans, and illustrate student growth on a single grading scale for grades 3-8. Utilizing this tool in conjunction with our regular formative assessments and exit tickets helps the school effectively gauge

and place students in our independently constructed, tiered support system. This system categorizes students in tiers that indicate levels of support necessary to achieve and/or build upon academic success. By driving our instruction through data, our school will be able identify, intervene, and assist students in meaningful and targeted avenues.

Elaine Riddick Charter Schools decision to incorporate components of Success Academy Charter Schools active learning style and Teach Like a Champion techniques into our school is based upon their alignment with our educational values and, most importantly, their proven results. Success Academy Charter Schools (SACS) has produced incredible results, with their schools ranking in the top 1% of all New York Schools in both Math and Science and in the top 2% in English. They achieve these results with predominantly socioeconomically disadvantaged students, surpassing surrounding affluent, White school EOG results. Parents in the area have recognized the efficacy of this program and have flooded the school application portal. This past year, 10,000 students had to be placed on a waiting list after their schools capacity of just over 5,000 students was filled.

Teach Like a Champion (TLAC) is full of master teacher techniques that educational leader Doug Lemov identified over hundreds and very possibly thousands of hours observing teachers. Doug Lemov is a managing director at Uncommon Schools. Uncommon Schools has also produced excellent results, with 99% of their 2017 graduating class being accepted into a 4-year college program, with most of those students being classified as low-income. Lemov created TLAC because he believed that teachers are too often only given a vague sense of how to inspire and instruct students, with no specific practices or models to guide them in this endeavor. Lemov sought out and observed "master" teachers serving primarily socioeconomically disadvantaged populations in urban New York and New Jersey to identify effective techniques upon which teachers could iterate. While some of these techniques are rather basic in nature, they provide teachers of all experience levels a powerful resource to reference and build around.

Elaine Riddick Charter Schools culture will promote academic excellence. A school uniform will assist in setting a culture of high expectations. In addition, we will have each classroom named after each teachers Alma Mater and each grade level referenced by the year they are projected to graduate college, like Success Academy Charter Schools.

- 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.*

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.

Teachers at Elaine Riddick Charter School will be asked to continuously differentiate their instruction based on student assessments and data profiles. We will provide teachers the professional development and guidance to make these decisions, but teachers will be expected to regularly utilize the data they receive and construct an approach that best suits their students.

NWEA MAP Growth and Skills assessments will play a critical role in guiding teachers in identifying and addressing student skill gaps. Teachers will feel challenged and use this grade scale throughout the year to gauge the effectiveness of their instructional choices.

2. Hold schools accountable for meeting measurable student achievement results.

The entirety of the schools program, ranging from MAP assessments to our independently constructed support system, necessitates data. Tracking academic progress of each individual student, our adherence to the North Carolina Accountability system, and most of the schools overarching charter goals are dependent upon measurable student achievement data. We envision a school managed by exceptional leaders that understand and apply data in daily decision-making.

The NWEA Map assessment was created to measure and track student academic growth and this system is embedded into the way we evaluate students, staff, and school success.

3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.

With a goal of 80 minutes of direct instruction per day, our students will be engaged in activity more often than the typical school. In addition, our focus on data and transparency will provide parents an outlook on their child's academic growth that other schools might not have the tools to create or articulate.

Our education has a mission-driven focus around civic engagement and social responsibility. Our school will continuously relate local and global affairs to students' studies to impact and change the historically low civic engagement displayed among impoverished, minority communities.

Our school will provide monthly workshops to parents such as English language lessons, resume crafting, and professional development. Our school provides the entire family educational options and opportunities to grow.

4. Improving student learning.

Our school is aligned with the Common Core and Essential Standards. Data will be heavily utilized to drive and differentiate instruction. The blend of Success Academy Charter Schools' active-based learning in conjunction with Teach Like a Champion teacher techniques will provide a learning environment unlike any other in the area. Both programs were created with a focus around socioeconomically disadvantaged students and have had trend-breaking results.

Our selected management company excels in addressing and adapting to the needs of socioeconomically disadvantaged students, of which this population is predominantly comprised. Torchlight Schools (TLS) surpasses both the state and district in every academic subgroup grade proficiency averages for which they qualify. Our school pairs a program catered towards socioeconomically disadvantaged students with a local, successful management company. Torchlight Academy produces almost double the percentage of grade proficient students than the schools in Perquimans and Pasquotank counties, despite serving an even higher proportion of economically disadvantaged students.

5. Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted

Our data-driven model will quickly identify and provide support to students of all levels. Utilizing the NWEA MAP assessment, we can quickly identify students' abilities and skill gaps. In addition to the NWEA MAP assessment, our school will regularly utilize exit tickets. Once appropriately assessed, we will utilize small groups and intervention sessions to work with the identified at-risk student base.

Our partnered management company has worked almost exclusively with at-risk students for decades and have had great success in catering to their unique and wide-ranging needs.

6. Encourage the use of different and innovative teaching methods.

Data-driven instruction is the future of education. Data has shown us that effective instruction occurs when it is differentiated to specifically address students learning styles and skill gaps. Teachers must adapt to their classroom. The use of data empowers our teachers to differentiate instruction throughout each year and measure instructional efficacy. Our active learning environment will provide students an educational opportunity that is not commonly available.

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.*

Elaine Riddick Charter School embraces the following goals for its first five years of operation. The Lead Administrator will be responsible for the administration, monitoring, and reporting of these goals to the board of directors. Goals will be assigned monthly, with the below goals being reported in timely fashion each year.

Academic Goals:

General:

Attendance- Average attendance of 95%

Students average 1.5 years + of growth in Math and ELA each year "Meet" or "Exceed" Academic Growth as defined by the state

EOG scores for grades that exceed the scores of peer group schools by 5% or show 70% proficiency by year 5

90% teacher retention per year or 5% better than the peer group schools average

Grade Proficiency Objectives

Year 1: 50% of students in 3rd and 4th grade will receive at least a 3 on

the Math and ELA EOG or 5% greater than the district composite for each academic subgroup

Year 2: 55% of students in 3rd-5th grade will receive at least a 3 on the Math and ELA EOG or 5% greater than the district composite for each academic subgroup

Year 3: 60% of students in 3rd-6th grade will receive at least a 3 on the Math and ELA EOG or 5% greater than the district composite for each academic subgroup

Year 4: 65% of students in 3rd-7th grade will receive at least a 3 on the Math and ELA EOG or 5% greater than the district composite for each academic subgroup

Year 5: 70% of students in 3rd-8th grade will receive at least a 3 on the Math and ELA EOG or 5% greater than the district composite for each academic subgroup

ELL Proficiency

Year 1: Achieve 10% higher ELL student proficiency than surrounding schools

Year 2: Achieve 15% higher ELL student proficiency than surrounding schools

Year 3: Achieve 20% higher ELL student proficiency than surrounding schools

Year 4: Achieve 25% higher ELL student proficiency than surrounding schools

Year 5: Achieve 30% higher ELL student proficiency than surrounding schools

TRC/Dibels:

Year 1: 70% of students in K-3rd grade will meet grade level goals (blue or green overall scoring) or 5% greater than the district composite

Year 2: 75% of students in K-3rd grade will meet grade level goals (blue or green overall scoring) or 5% greater than the district composite

Year 3: 80% of students in K-3rd grade will meet grade level goals (blue or green overall scoring) or 5% greater than the district composite

Year 4: 90% of students in K-3rd grade will meet grade level goals (blue or green overall scoring) or 5% greater than the district composite

Year 5: 95%+ of students in K-3rd grade will meet grade level goals (blue or green overall scoring) or 5% greater than the district composite

NWEA MAP:

Year 1: 50% of students exceeding internal MAP growth goals

Years 2-5: Utilize past years data and MAP projections to create feasible, thoughtful, and challenging growth goals

Metrics:

EOG Scores

NWEA MAP Scores

NC DPI School ReportCards

Financial Goals:

Year 1: Positive balance of 1.5%

After Year 2: Meet the state standard of a positive 3% balance each year

Metrics:

Monthly financial report to our Board based on review by finance committee
Independent audit contracted by our Board in addition to management
Organization audit

Operational and Culture Goals

Family satisfaction of 90% with a 60% response rate

Each scholar writes and sends a letter to a local legislator at least once
per year

100% of parents volunteer at school

90% teacher satisfaction and retention rate

County Health Dept ratings of kitchen facilities of A or 95%

Metrics:

Family satisfaction surveys conducted in December/May Family attendance
records for meetings, activities, etc.

Staff surveys in October, December, March and June
(NC Teacher Working Survey

Staff attendance

County health inspection

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

The Lead Administrator will present a monthly report to the board of

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If you have questions regarding the application process, please contact the Office of Charter Schools via email at
danielle.allen@dpi.nc.gov.

directors appraising the board of the schools progress toward attaining the schools mission and goals. The Lead Administrator Report shall be made a permanent part of the monthly board of directors meeting agenda.

The Lead Administrators Report shall include:

*School Academic Performance

*MAP Growth Assessment

*Beginning, Mid-Year, End

*Budget Progress Report

*List of Items Requested by DPI and Submission Status

*Parent Volunteer Services

*Student Transportation Utilization

*School Lunch Program Participation Percentage

*Summation and Minutes of Parent Advisory Council Monthly Meeting

*Report of Culturally Relevant Lesson Planning and Adaptations

In addition, a Parent Advisory Council will present questions and concerns at the mid-year point and at the end of the school year to give parents a platform to directly impact school policy and encourage engagement.

Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
<p>Explain further what it means to unleash the "full natural potential" of each student.</p> <p>What does it look like for staff members to push students past their unconsciously set limits?</p>	<p>Stephenie Clark</p>	<p>Mission Stat</p>
<p>Explain what is meant by full natural potential and unconsciously set limits.</p>	<p>Sherry Reeves</p>	<p>Mission Stat</p>
<p>What is meant by "push students past their unconsciously set limits" as it pertains to kindergarten, 1st, 2nd, and 3rd grade students? The rationale for selecting the location and students body is muddled, can you clarify why the area needs another school serving k-5? It seems as though the area really needs better middle school options, would you consider starting with 6th grade? The description of the mission statement appears to define students by their weaknesses rather than their strengths, why is that?</p>	<p>Tracy Kelley</p>	<p>Mission Stat</p>
<p>- Why do you think your students have "unconsciously set limits?" How will this resonate with the families of your community?</p> <p>- How will you determine if students are competing at a global level? Will you have access to international NWEA MAP data?</p> <p>- What do you mean by "unleash each students full natural potential?"</p>	<p>Sally Houston</p>	<p>Mission Stat</p>
<p>Can the applicant specify how it's existence will solve for the problem it has identified? If middle school is the issue, why not operate a middle school instead?</p> <p>What are examples of unconsciously set limits? Whose limits- the students or the teachers?</p> <p>What is meant by full natural potential?</p>	<p>Nicole Charles</p>	<p>Mission Stat</p>
<p>How can you evaluate the "full natural Potential?" describe - "unconsciously set limits?"</p>	<p>Lindalyn Kakadelis</p>	<p>Mission Stat</p>
<p>What is meant by "push their students past their unconsciously set limits?" How do you determine these limits?</p>	<p>Shannon Sellers</p>	<p>Mission Stat</p>
<p>Numerous programs - initiatives - concerned about fidelity of TLAC - Success Academy - etc.</p>	<p>Lindalyn Kakadelis</p>	<p>Educational</p>
<p>What not start a new middle school starting at 6th grade instead of k-3rd grade? The evidence provided showing need is muddled, can you please clarify the chart in Appendix A1? How does the target population align with the proposed credit mission?</p> <p>Can you explain and clarify what assertions you are making in this paragraph, "Due to the size of Perquimans County, our charter school would also seek to serve Pasquotank County, a total student population of over 6,000 students. There is currently one charter school in Pasquotank County serving grades 6-12. However, this school is averaging over 40% incoming student readiness, compared to the county average of just over 20%, and 22% economically disadvantaged, in a county that is over 50% economically disadvantaged. For whatever reason, this school is not bringing in a diverse student population. The White population in this school is over 70%, in a county where White students only comprise about 45% of the student base. How does the above paragraph comport with the assertion that elementary schools in Perquimans County do a good job at meeting the needs of their students in k-5? How else will the proposed school be different from the LEA's, besides incorporating TLC methods?</p>	<p>Tracy Kelley</p>	<p>Educational</p>
<p>- Clarify: In this section you note your target enrollment as 342 by year 5 but in the frist section of this application, you note your target enrollment as 250. Which is accurate?</p>	<p>Sally Houston</p>	<p>Educational</p>

<p>- Which techniques from TLAC does the school plan on implementing? Who will model the implementation of these teaching techniques in TLAC outside of the TLAC videos?</p> <p>- How is TLAC different that the approaches used in surrounding schools?</p> <p>- How will TLAC approaches be differentiated based on student tiers? For example, will all TLAC approaches be used with EC students?</p> <p>- If two teachers come from the same Alma Mater, how will you determine the name of the homeroom?</p>		
<p>Why not do a 6-8 school versus a K-8 school? The need for a choice middle school seems to out weigh the need for a K-8 based on your response. If your Charter is in Perquimans County how can you feel for certain that your school will attract students from Pasquotank County that has a different population from Perquimans? Will you be a STEAM school or only have some components?</p>	Shannon Sellers	Educational
<p>Is there data to support SACS success can be replicated in this part of NC?</p> <p>How does appendix A1 support the need?</p> <p>Is the applicant applying for a charter in the wrong LEA or is this decision facilities driven?</p>	Nicole Charles	Educational
<p>The school is proposed to locate in Perquimans, but the applicant is leaning heavily on the number of students in the neighboring LEA (Pasquotank) for the projected enrollment numbers. If enrollment numbers are based on proposed LEA, the school would be seeking to attract close to 30% of Perquiman's enrollment numbers as of the 2017-18 school ADM data.</p> <p>Explain further how the data tables in Appendix A1 show an educational need in the proposed LEA.</p>	Stephenie Clark	Educational
<p>Application speaks to the need for a strong middle school program. Why did the board choose K-8?</p> <p>What is the proposed location? Will it attract more Pasquotank students?</p> <p>What will the total ADM impact be on Perquimans and Pasquotank counties?</p> <p>Have any board members visited a Success Academy Charter School to see these programs in action?</p>	Sherry Reeves	Educational
<p>What new professional opportunities will be made available to teachers? NWEA is an assessment tool. Explain how it increases learning opportunities for all students. How does it improve student learning?</p>	Sherry Reeves	Purposes of
<p>What type of professional development will be provided for teachers to gain strategies to differentiate their instruction based on data?</p> <p>What other data beside NEWA data will be used?</p>	Shannon Sellers	Purposes of
<p>How will Elaine Riddick Charter create opportunity for teachers? Although the applicant highlights the expectations for teachers,can the opportunities be explained in more detail?</p> <p>What is the "independently constructed support system" referenced and what data does it utilize? Are there specifics goals and academic targets for students?</p> <p>What is the evidence for the claim that there's "historically low civic engagement displayed among impoverished, minority communities"? Has the applicant researched the many impressive contributions made by the many constituents from those same communities?</p> <p>Does TLS have an existing relationship with Success Academy or Uncommon and approval to use and support to implements with fidelity the desired courses of study?</p>	Nicole Charles	Purposes of
<p>How, specifically, will student achievement be incorporated into teacher,</p>	Tracy Kelley	Purposes of

principal, and board member evaluations?		
monthly workshops to parents such as English language lessons, resume crafting, and professional development - does Torchlight do this now.	Lindalyn Kakadelis	Purposes of
Aren't greater than 50% of grades 3 & 4 students above 50% proficiency in LEA schools currently? 60% response rate is low.	Sherry Reeves	Goals for th
How will Board members learn of the proficiency levels of students in grades 3-8?	Tracy Kelley	Goals for th
What are the specific and measurable goals for the school's governance in the first five years? While the board may receive a monthly principal's report with the outlined components, the board did not address what it looks like for the school to be working towards achieving it's proposed mission.	Stephenie Clark	Goals for th
- Your mission emphasizes the importance of students competing at a global level, but your numeric goals use the state EOG to determine student success. How can you adjust your goals and/or your mission so they align?	Sally Houston	Goals for th
What is the "timely fashion" in which results will be shares and goals updated? Based on the Teach Like a Champion tenets, are there measures of success other than EOG, formalized data, and participation rates? Are there intrinsic measures valued?	Nicole Charles	Goals for th
I have concerns regarding student enrollment and the need for a K-8 school in this county. All data indicates the need for a middle school may exist, but not certain that elementary need is shown.	Shannon Sellers	Certify Miss
Torchlight Academy growth scores are good for Black and economically disadvantaged students despite their SPG grade of "C" they are able to demonstrate growth but not for students with disabilities, ELL or Hispanic student. Their achievement scores are flat for all subgroups. Consistently I am concerned by the grade level selection and how that aligns with the needs of the community. The area needs more high performing middle school seats, but because Torchlight is an expert at showing growth it is in Torchlights best interest to be able to grow the capacity of the children starting at Kindergarten they can demonstrate effectiveness of their program. But if required to start at 6th grade they will have a harder lift, despite having said that the elementary schools do a good job. Torchlight should be pressed about their decision to put their desire to grow from kindergarten versus the immediate need of the community which to have more high quality middle school options.	Tracy Kelley	Certify Miss

Reviewer	Score
Joe Maimone	
Heather Soja	
Ginger Cash	
Steven Walker	
Danielle Allen	
Cheryl Turner	
Bruce Friend	
Alan Hawkes	
Alex Quigley	
Lindalyn Kakadelis	Fail
Tammi Sutton	Fail
Stephenie Clark	Pass
Sherry Reeves	Fail
Shannon Sellers	Pass
Sally Houston	Pass
Phyllis Gibbs	

Nicole Charles	Fail
Lynn Kroeger	
Tracy Kelley	Pass

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.

Overview:

Elaine Riddick Charter Schools overall instructional program will be based upon the North Carolina Standard Course of Study (current version), including the North Carolina Essential Standards and Common Core State Standards as tested by the State. The school will abide by the North Carolina Accountability Model. The school will adhere to these standards and ensure vertical and horizontal alignment across grade levels and among grades through utilization of the Core Knowledge Sequence, infused with STEAM activities. Layered over this structured framework, Elaine Riddick Charter School will incorporate components of Success Academy Charter Schools (SACS) active-based learning and THINK literacy program and Teach Like A Champion (TLAC) 2.0 techniques in an academically demanding, civically focused, high expectation environment. Both TLAC and SACS active-learning approach have been extremely successful among socioeconomically disadvantaged populations. Northeastern North Carolina is significantly economically disadvantaged and predominantly comprised of minority students, as illustrated in Appendix A1.

Assessment Strategies & Utilization

Within the first two weeks of school, K-2 students will take the TRC/Dibels assessment as required by Read-To-Achieve. Grades 3-8 will be assessed three times throughout the year in Reading, Math, and Science using the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessment system, in addition to the Beginning-of-Grade (BOG) and End-of-Grade (EOG) Tests required by the state.

The NWEA MAP Growth assessment measures and quantifies academic growth and achievement in the core subjects of Reading, Math, and Science. The test is unique in the way that it adaptively asks students questions based upon their responses to pinpoint each child's level of understanding. The collected data is used to enhance, inform, and differentiate instruction over the next grading period.

In addition to data-driven differentiated instruction, identified gaps will

also be addressed during regular academic intervention sessions where students can be strategically grouped with similar skill gaps for more effective and targeted lessons.

Data will be provided and explained to students and parents regularly to increase parent engagement, challenge students to grow, and celebrate academic achievements.

Foundational Framework:

The Core Knowledge Sequence curriculum ensures that the content we teach progressively builds our students knowledge base and that our students across classes can hold discussions with the same core knowledge at the center.

Teach Like a Champion (TLAC) will be deployed alongside this blended curriculum as a classroom management guide, everyday reference tool, and to streamline teaching vocabulary throughout the school for more consistent and understood communication among staff.

Active-Based Learning:

Active-based learning will be one of the schools primary differentiators, and this approach will provide teachers the opportunity to utilize relevant and engaging material for students to analyze, discuss, and explore.

Our instructional model sets a goal of 80 minutes of direct instruction per day across all grade levels. A large portion of lecturing is replaced with in-class discussions, work groups, and various other activities where scholars are doing rather than passively listening. To form civically engaged, exceptional scholars, our children must think creatively, critically, and adaptively. Years of studies, educational leaders of past and present, and the superb results of schools employing this teaching method have collaboratively validated active-based learning as an effective educational approach and important component of learning retention.

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.

Elaine Riddick Charter School shall serve grades K-4 in its first year of operation and will add one grade level each year, reaching grade eight by year five. The school will ultimately feature primary (K-2), elementary (3-5), and middle (6-8) school sections.

Elaine Riddick Charter School teachers will foster a community oriented, culturally sensitive, active-learning environment. Students will regularly gather to hold intimate class discussions and interactions. Students will collaborate, exchange ideas, and be challenged to form creative solutions to unfamiliar problems. Teachers will serve primarily as facilitators of this process and foster, oversee, and guide classroom discussions and activities. Teachers will reference Success Academy Charter Schools online resource material in conducting this learning approach.

Teachers will also utilize Teach Like a Champion techniques to manage their classroom and adapt these guiding techniques to best suit their students. Teachers and staff will be encouraged to discuss the applicability of these techniques and learn how to more effectively employ them in their classrooms. These techniques are extremely helpful in setting behavioral and academic standards in the classroom and have been most referenced among socioeconomically disadvantaged students.

All students will wear uniforms, and classes referenced by the teachers Alma Mater and the year the students are projected to graduate college. We believe that this structure will focus students on school and heighten expectations.

Our class sizes from grades K-5 will target 20 students per class. Students in 6th-8th grade will rotate among a team of teachers who teach the core subjects of ELA, Math, and Science. This will take place once our school has enough grades to financially support this rotation. Until that point, grades 6-8 will be taught by a single teacher with the support of teacher specialists.

Specialists: Specialists will rotate between classes on a regular schedule teaching specialized coursework for all classes for 30-60 minutes per day throughout the week. Our school will open with two specialists that will rotate between classes. In the first year, our specialists will teach Spanish and art each week. In addition, the art specialist will assist in the incorporation of art into components of our STEAM curriculum. Specialists free-time will be spent in providing teachers classroom assistance and aiding our teachers in facilitating intervention sessions on a weekly basis.

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.*

Elaine Riddick Charter Schools curriculum is based upon the Common Core State Standards and North Carolina Essential Standards. The North Carolina

Accountability Model measures academic progress using the North Carolina Standard Course of Study, which is designed based upon the Common Core State Standards.

Best practices literature demonstrates that the Common Core State Standards contain college and career readiness standards which, if mastered, helps prepare students for college and career. The Core Knowledge Sequence integrates with these standards and has been used extensively among diverse populations. The Core Knowledge mission aligns directly with our mission to serve all students, create productive citizens, and pursue academic excellence. Their program has been successful in this endeavor and continues to receive grants from various federal and state entities to further study its approach and results.

The targeted student population is predominantly socioeconomically disadvantaged. The Success Academy Charter Schools literacy program and active-learning methodology, Teach Like a Champion techniques, and Core Knowledge Sequence have all been built and born out of schools that are predominantly economically disadvantaged and largely comprised of diverse populations. Their results are inspiring. Utilizing their tenets with a management company that has produced superb results among poor, diverse North Carolina populations aligns with our ultimate mission to pursue academic excellence for our currently underserved communities.

- 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.*

Overview:

All teachers will be required to read and utilize the concepts laid out in "Teach Like a Champion." Our teachers will be trained in our active-based model, acting as facilitators as opposed to lecturers. Culturally-relevant pedagogy will be a point of emphasis among our diverse population, and teachers will be regularly coached on the types of engaging materials that suits their specific classroom.

Teachers will receive regular training on how to best utilize the NWEA MAP system. Identifying skill gaps, differentiating instruction, and progressing students along the RIT Scale of the MAP assessment will be key characteristics of a successful teacher.

As has been discussed extensively throughout the application, Success Academy Charter Schools active-based learning focus and Teach Like a Champion techniques have produced excellent results among socioeconomically disadvantaged students, of which our population is predominantly comprised.

While many schools utilize various elements of a STEAM program, our school

presents STEAM in a collaborative and cross-curricular setting where students regularly experience the value of STEAM fields in a hands-on environment, solving real-world problems. Elaine Riddick Charter School will encourage and fashion more relevant and interesting avenues for students to enjoy and pursue STEAM studies. This is particularly important among such a diverse population, that historically been underrepresented across STEAM fields.

K-2 Teachers:

At the primary (K-2) level, teachers build the students foundation for the future. Primary teachers are expected to master learning strategies that help students learn how to get along with each other and cooperate on past performance. Primary teachers are also expected to master instructional strategies to help students build a strong foundation in reading and math including phonemic awareness, vocabulary building, reading fluency, and techniques to enhance cognitive processing speed.

In math, primary teachers are expected to utilize mass instructional strategies designed to help students develop a number sense, concept of linear time, basic addition, subtraction, multiplication, and division. Primary teachers also introduce students to the world. Primary teachers will master instructional strategies in teaching tolerance, diversity, cooperation, and introduce the global community. Teachers are expected to promote diversity and master culturally responsive teaching techniques.

3-5 Teachers:

Our intermediate grade (3-5) level teachers are expected to master small group instructional strategies, cooperative learning strategies, and use of technology in instruction. Intermediate teachers are required to master data-driven instructional strategies and promote student independence. Intermediate teachers are expected to master instructional strategies that promote student community skills, including public speaking, conference speaking, and the art of persuasion.

6-8 Teachers:

Middle school teachers are expected to master instructional strategies designed to help students develop and improve executive function skills. Middle school teachers are expected to cultivate students independence. Each grade level teacher is expected to master the instructional strategies that may be distinctive to their grade level. All teachers must master culturally responsive teaching strategies.

- 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.*

Elaine Riddick Charter Schools instructional plan is built upon the North

Carolina Standard Course of Study that defines what students should know at each grade level. The Core Knowledge Sequence curriculum ensures students are progressing along a planned course schedule that builds upon itself.

Elaine Riddick Charter School will participate in Read-to-Achieve and the North Carolina Accountability Model, including taking BOG and EOG tests.

The NWEA MAP assessment provides teachers and the instructional leadership team a progress profile of individual students as they transition and matriculate through the school. The MAP assessment can predict, with ~85% accuracy, whether a student is projected to pass the North Carolina EOG. This tool's projection and assistance in identifying skill gaps will empower our teachers to make data-driven decisions to more effectively and effectively grow each student.

Students in grades K-2 must achieve grade proficiency on the Dibels assessment to transition to the next grade. For grades 3-8, students must achieve grade proficiency on the state EOG assessment, a score of 3, in the subjects of math, reading, and science. If a student does not achieve the stated grade proficiency scores, the teacher, parent/guardian, and Lead Administrator will review formative assessments, MAP Growth, behavior history, and various other factors to determine if grade progression is appropriate. The same method will be utilized to determine graduation from the school.

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 school calendar is closely aligned with the LEAs school calendar. The Elaine Riddick Charter School calendar establishes three marking periods to administer the NWEA MAP assessment to deliver measured pacing to instruction. The calendar is also important to alert parents of when their child's MAP assessment data will be available, and times to discuss that data.

The calendar provides teachers a framework for delivery of instruction and student assignments.

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.*

Elaine Riddick Charter School will use an independently constructed support system to facilitate prevention and intervention by teachers in a defined

and measured system. Students will be placed into these tiers through teacher discretion and validated through MAP assessments and regular formative assessments.

Elaine Riddick Charter School will operate an independent support system with four levels. All students enrolled in the school begin at Level I of the support system. Students that maintain adequate academic progress and grade level success remain in Level I. Students that demonstrate they are having difficulty maintaining adequate progress are elevated to Level II of the support system.

Level II students have trouble keeping up with assignments, not turning assignments in on time, or submitting assignments that demonstrate a lack of understanding of the intended skill being taught. Students will also be identified as Level II if they have not met academic growth as measured by the NWEA MAPS assessment across two grading periods. These identified students will be provided additional support such as small group instructional support, tutoring, parent conferences, special training, or other special assignments designed to remediate students lack of progress. Level II interventions may be maintained or rescinded based upon whether the student needs continuous support to maintain adequate progress. Adequate progress is defined as an academic trajectory set to achieve a "B" grade or better on the marking period report card. Students that are not able to make adequate progress with Level II intervention will be placed in Level III.

Level III students are provided one-to-one support including tutoring and individual project assignments. Level III students receive enhanced academic coaching and may be referred for evaluation by the schools exceptional childrens program to determine if the student is eligible to receive exceptional children protections and services.

Level IV interventions may include seeking out of school supports for the student such as intervention by the Division of Social Services, Division of Mental Health, Family Counseling, Housing Assistance, and facilitation on meeting other family needs that impact student academic progress. Elaine Riddick Charter School teachers and staff will receive regular professional development on implementation of the support system process. [As a special note: Students may be referred for evaluation by the schools exceptional childrens program regardless of the support system process as a matter of law.] The schools primary instructional leader is responsible for coordination of the support system. The board of directors will adopt a written policy and procedure for operation of the support system that includes record-keeping requirements, evaluation, and compliance review.

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.*

Torchlight Schools has achieved excellent results with this demographic, far surpassing the district and state averages.

Method for identifying ELL students:

The school will conduct a full program for English Language Learners. Elaine Riddick Charter School will identify ELL students as mandated by the state. All students that enroll in the school will complete a Home Language Survey. All students identified through the Home Language Survey with a home language other than English will be administered the W-APT or the WIDA to determine if ELL services are needed and at what level. The school will have a licensed ELL instructor and specific support staff to provide students ELL services.

Service categories will include extensive services, supportive services, and transitional services.

"Extensive Services" may include some or all of the following:

*Collaboratively modified content by the classroom teacher and English language assistance.

*English language instruction taught by the ELL teachers away from the classroom (pull out services).

*A minimum of four 30 minutes sessions per week in groups of no more than 4 appropriately grouped students.

"Support services" involve two or three 20-30-minute sessions per week in groups of no more than six students.

"Transitional Services" include various other cooperative activities established between the regular classroom teacher and the ELL teacher.

More detailed information of these services are identified in Appendix **.

C. The school administration will ensure proper record-keeping in compliance with federal Title III. The school may apply for Title III support and other ELL state support. The school will develop a comprehensive policy, procedure, and program for services to ELL students. ELL students will be

assessed annually, at minimum, to determine if they no longer need ELL services.

The School administrator will be responsible for oversight of the ELL program including:

Identification of students

Determination of levels of services needed Implementation of the service program

Review of students deemed no longer requiring ELL services Proper record-keeping

The ELL teacher will coordinate with the schools testing coordinator to assure that ELL students receive any required test accommodations. All ELL teachers will be Spanish speakers to ensure effective communication and student comfortability.

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.*

Elaine Riddick Charter School will identify students scoring in the top 10 percentile on the MAP assessments or BOG/EOG tests in reading, math, and science. The school will retain the flexibility to push students up to higher grade levels and make accommodations to gifted students through differentiated instruction and using computers and online material.

This online material will be comprised of free courses from Coursera and Khan Academy. Coursera is partnered with a multitude of universities, museums, and trusts to provide a diverse learning library ranging across all subjects. Khan Academy offers a well-organized structure of material that has gained national recognition for its numerous courses. Gifted students who excel in any specific area will be given computers during pull-out/intervention sessions or during class while others work on different material. Excelling students may also participate in pull-out sessions with struggling students in a teacher/leadership role.

Monitoring progress in these online programs is easy. Coursera functions as an interactive textbook that also offers quizzes along the way and sends a certificate upon course completion. Our teachers will set expectations and hold students to completing certain sections based on time availability. Khan Academy also has a teacher login where teachers can easily track student progress and cater content to each students capability.

In addition to online monitoring, teachers will be expected to assign relevant projects in accordance to our active-based learning approach. The individual study our scholars do in their spare time will be applied to more advanced projects during our regular academic intervention blocks. In a preferred scenario, academically gifted scholars will work together on a cross-curricular project where their areas of expertise can be exercised collaboratively.

The MAP assessment will offer teachers and instructional leadership an overarching tool in measuring the progress of gifted students in a robust system. We embrace the philosophy that students should be able to advance as far as their aptitude and skills will carry them and have built into the instructional program a method to foster that growth. Gifted students may also be identified in our independent support system and receive special support to meet their academic needs.

Students in 7th and 8th grade will also take national gifted assessments such as those for the Duke TIP and Johns Hopkins CTY programs.

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)*

Elaine Riddick Charter School will provide a full continuum of services for our exceptional children under the Individuals with Disabilities Education Improvement Act (IDEA). After students are accepted for enrollment at the school, the school will request information regarding a students exceptional childrens status from the childs guardian or parent.

In addition, the school will make a records request to the school previously

attended by the student (if any) which will include a specific request for any exceptional children or 504 records. The school will generate a report from the student information management systems (formerly Power Schools and CECAS) in current use to determine if any of our students have an existing IEP or are protected under Section 504. The school will also conduct a "Child Find" program and inform all parents of the availability of the exceptional childrens program. We will make the most recent version of "Parent Rights & Responsibilities in Special Education" available to parents via our website and upon request.

Students may be referred into the schools exceptional childrens program by parents, teachers, and other school staff. Once a referral is made, the Exceptional Childrens Teacher will begin and complete the evaluation process within 90 days. An IEP team, which includes the child's guardian/guardians, will make a final decision on the eligibility for exceptional children services.

The Exceptional Childrens Teacher will gather information and assessment data from the schools academic assessment program, the schools partnered Psychologist, and an indicated related services provider. The IEP team will include all statutorily required personnel including an exceptional childrens teacher, a regular classroom teacher, a representative of the school administration, the parents, and any other required individual.

Eligibility shall be determined by majority vote of the IEP team after careful consideration of the case. The school will maintain a locked/secure records room. Exceptional children records shall be maintained in a locked file cabinet with restricted access. Teachers and administration may review exceptional children files after signing and indicating the date and time they viewed the file and identifying the purpose for which the file was viewed. The school will develop a comprehensive policy and procedure regarding maintenance of exceptional childrens records that will be adopted by the board of directors. The policy will include handling records requests and record confidentiality. All staff shall receive training regarding confidentiality of exceptional childrens records and other requirements under the Federal Educational Right to Privacy Act. The school will comply with all local, state, and federal requirement, including confidentiality and records requirements for the school exceptional children.

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.*

Elaine Riddick Charter School will provide a full continuum of services for children with disabilities. The school will strive to educate and serve exceptional children in the least restrictive environment possible. This environment includes the regular classroom and may include pullout services for specialized instruction or inclusion services in the regular classroom. In addition, students may receive related services such as speech or occupational therapy from contracted professionals at the school site. The school may also operate a self-contained classroom for students whoms IEP requires they be educated in a separate setting.

The exceptional childrens teacher will coordinate with the schools designated test coordinator to ensure all exceptional children that require accommodation for standardized testing receive such accommodations during the testing process. This applies to students that are protected under IDEA and Section 504. The Exceptional Childrens Teacher shall develop a comprehensive schedule in coordination with regular classroom teachers to ensure children receive their appropriate services in accordance with their IEP. Exceptional childrens services schedule is considered a confidential document and all personnel receiving a copy shall be required to maintain its confidentiality. The schools full exceptional childrens program shall be designed so that all students with disabilities receive a free and appropriate public education (FAPE).

The lead exceptional childrens teacher will:

- *Ensure records are kept confidential and maintained in a locked secure environment

- *Coordinate IEP meetings, school psychologist on evaluations, and work with other related service professionals on evaluation

- *Monitor the exceptional childrens schedule, ensure that students do not fall behind on services, and oversee that all IEPs are being faithfully followed

- *Review each student IEP monthly to assure that each student is receiving the required services, determine whether records are properly maintained, and review student progress

- *Establish a record of regular contact, at least monthly, with parents of exceptional students, to report on progress and establish an open channel of communication

- *Discuss student progress in the normal course overview of data and student progress monitoring

The school will contract with a school psychologist, license speech therapist, license occupational therapists, and any other related service professional needed to comply with the existing and future student IEPs. The lead Exceptional Childrens Teacher shall coordinate and facilitate the scheduling of these related services.

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.*

Elaine Riddick Charter School will utilize state standard tests such as the Beginning of Grade and End of Grade tests and the Dibels assessment for grades K-2. The Board of Directors will adopt student performance standards for the school including a provision establishing a grading system which consists of A=90-100, B=80-89, C=70-79, D=60-69, and F=Below 60. All grading will reflect student mastery of measurable educational objectives. In addition to the prior mentioned grading system, the school will use the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessment for reading (3-8), math (3-8), and science (3-8). Research literature illustrates that MAP aligns to the NC Standard Course of Study in reading and math within an 8 +/- percent margin. MAP is a reliable, nationally utilized reference assessment system. MAP is also aligned to the NC Essential Standards for science.

The MAP Growth assessment is an adaptive learning assessment that dynamically responds to students answers and provides correspondingly appropriate questions to measure each students level mastery in the subjects of math, reading, and science. The assessment is administered three times throughout the year to create student specific data points to track student academic growth. This data assists teachers in understanding each students needs and ultimately leads to more specific and targeted instructional differentiation. The MAP Growth assessment also creates academic growth targets for students and teachers to strive for between each assessment. The final product is a string of data-points that illustrates to students, teachers, and parents, quantifiable academic growth throughout the year and across years.

MAP Skills will be administered intermittently between scheduled MAP Growth assessments to provide teachers insights on specific student skill gaps. MAP Skills builds upon the MAP Growth assessment and presents teachers an easy to use dashboard that presents teachers the specific areas in which students

struggle and excel. This type of information can then assist teachers in grouping at-risk students with similar skill gaps during academic intervention sessions for more efficient and effective learning time.

In addition to the utilization of MAP tools, our teachers will regularly utilize exit tickets to measure instructional efficacy. This ensures that teachers do not move onto next level coursework without verification that their lesson plan was effective.

Exceptional students will have the same grading system as regular education students, except that teachers will implement the students IEP, including any test accommodations or alternative assessments. Communication with parents is essential to the operation of a successful school. At the start of each school year, the school shall publish a parent/student handbook which will provide parents with guidance on student performance standards, promotion and retention policies and procedures, and provide information on student assessments. A pre-assessment will take place during the first two weeks of each school year. Subsequently, benchmark assessments will be conducted at the end of each marking period.

Grade progression will occur at the end of the year and when students achieve grade proficiency on the Dibels assessment in grades K-2 and on the EOG in Math, Science, and Reading. If a student does not obtain grade proficiency for their respective grade, the teacher, parent, and Lead Administrator will examine MAP growth, classroom performance and attendance, student behavior, and any other pertinent factors to ensure a successful grade transition. Students graduating from 8th grade will follow similar protocol.

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.*

Elaine Riddick Charter Schools Board of Directors will adopt a Student Code of Conduct. The Student Code of Conduct will be published in the Parent/Student Handbook that will be distributed to all student and parents at the beginning of each school year. The Parent/Student Handbook will also be published on the school website for accessibility and transparency.

The school staff and teachers will receive professional development prior to the start of each school year that focuses on developing school culture and etiquette. During the first week of school, students will focus on learning school etiquette and expectations will be established. The etiquette program will establish behavioral expectations for the classroom, hallway, cafeteria, and general interactions. Students and parents will receive the Student-Teacher Handbook which will outline the expectations between the parties.

The student discipline program shall be driven by the creation of positive expectations, modeling of positive behavior, and teaching school etiquette and conflict resolution as part of the school guidance curriculum. The Student Code of Conduct will contain a list of infractions outlined in three separate levels including consequences.

Level 1 offenses are minor offenses and may including disrespect, failure to obey a directive from staff, failing to be prepared for class, etc. Level 1 offenses may result in a verbal reprimand or counseling.

Level 2 offenses may include having an accumulation of three Level 1 offenses, using foul language, minor damage to property, fighting, theft, etc. Level 2 offenses may result in in/out of school suspension for up to 10 days.

Level 3 offenses may include three Level 2 offenses or any single reportable criminal offense under N.C. General Statutes 115C-288. These offenses include "assault resulting in serious personal injury; assault involving a weapon; assault on school officials, employees, and volunteers; making bomb threats or engaging in bomb hoaxes; willfully burning a school building; homicide; kidnapping; possession of a firearm; possession of a weapon, sexual assault." These offenses will have their ordinary definition as defined by law. Level 3 offenses may result in long-terms suspension (greater than 10 days) up to the remainder of the school year or expulsion from the school.

Students with disabilities will be subject to the same Student Code of Conduct as all other students, except that students with disabilities that receive a cumulative number of suspension days exceeding 10 during any school year shall be entitled to receive exception children's services at the school or in another setting on day 11 of any cumulative suspension and thereafter during any given school year. The school will publish a parent/student grievance policy and procedure which includes the appeals process for any long-term suspension or expulsion. The grievance or due process policy will be published in the Parent/Student Handbook disseminated at the beginning of the school year.

The sites we have identified are immediately available and is feasible for opening on an accelerated schedule. The cost is within the schools budget. Upon approval of the Charter Application the school will executive a Triple Net Lease and the management company will facilitate the up-fit of the facility and obtain an Educational Certificate of Occupancy on or about August 1, 2019.

Section III: Education Plan Concerns and Additional Questions		
<p>- What do you mean by "blended curriculum?"</p> <p>- Clarify: What is unique about "active-based learning?" Please elaborate.</p> <p>- How will you blend state standards and the Core Knowledge Sequence? Will you write your own curriculum that incorporates both? How will you assess the mastery of state standards throughout the year?</p> <p>- How will teachers differentiate instruction while also being required to use the Core Knowledge Sequence?</p> <p>- What specific evidence are you referencing when you say "years of studies...validated active- based learning as an effective educational approach?"</p>	Sally Houston	Instructiona
<p>How does the school plan on integrating all of these instructional programs (NCSCOS, core knowledge, STEAM activities, SACS active-based learning, and THINK literacy)with fidelity?</p> <p>Does the school plan to use any additional assessment strategies beyond NWEA Map testing?</p> <p>What data does the applicant have to show that the chosen instructional programs work for the targeted student population identified?</p>	Stephenie Clark	Instructiona
<p>What is active-based learning and what components of SACS curriculum will be included in Elaine Riddick's instructional program?</p> <p>Are there any concerns about the the success of the suggested programs with a different population given that SACS and TLAC success data comes from large urban environments? Are there data informed plans to adjust for the target population in Northeastern NC?</p> <p>Does blended curriculum in this application refer to a combination of lecture style instruction and computer based instruction? Can the applicant clarify?</p> <p>What are the details of using blended curriculum as a classroom management tool? Is there additional PD associated with this instructional program? Are there any additional details the applicant can share about its curriculum and the plan to combine various models?</p> <p>How can the traditional proposed assessments measure the "in-class discussions, work groups, and various other activities where scholars are doing rather than passively listening"? Are there additional assessments proposed to evaluate the more innovative aspects of the curriculum?</p> <p>Given the "disadvantaged" population, is there data to support improved outcomes for the targeted students?</p>	Nicole Charles	Instructiona
<p>Give details about Core Knowledge curriculum, Teach Like a Champion and active-based learning. Information provided lacks details.</p>	Sherry Reeves	Instructiona
<p>How much time does the applicant anticipate is required before the teaching rotation can be implemented?</p> <p>The applicant mentions a STEAM curriculum which is not mentioned previously in the mission or goals. Can the applicants share the integration between STEAM, SACS curriculum, Common Core Standards, and TLAC 2.0?</p> <p>The applicant points to best practices literature. Can literature be shared to help the authorizer align the curricula?</p> <p>The applicant frequently mentioned an active based model, assuming this is project based instruction, are the external resources to help students experience STEAM via "hands on" environments available? Has the applicant explored resources and local</p>	Nicole Charles	Curriculum a

talent who have "historically been underrepresented across STEAM field?".		
Is NWEA the only data that you plan to use to measure student growth during the school year? How will this determine instruction based on your curriculum? When will teachers receive Professional Development throughout the year?	Shannon Sellers	Curriculum a
At what point will the school reach enough grades to financially support the team of content teachers for middle school rotation? Until that point, how does the school plan to recruit, hire, and compensate qualified middle school teachers to teach all core subject matters? What instructional strategies are teachers expected to master with regards to the implementation of the Core Knowledge Sequence?	Stephenie Clark	Curriculum a
Will you find middle school teachers who are licensed to teach all core subjects in middle school? Will "specialists" be licensed? What is the STEAM curriculum? Please provide details about Success Academy Charter Schools' literacy program. Explain the active-learning methodology. Provide data to support that these programs are effective with at-risk students.	Sherry Reeves	Curriculum a
What specific math curriculum will you use and what intervention curriculum will you use? How will it differ or resemble the curriculum used at Torchlight Academy? Will it be created in house by staff? How will leaders ensure rigor and alignment with state standards?	Tracy Kelley	Curriculum a
-- Clarify: You name that you will have 20 students per class. However, your budget narrative states the following: "The student to teacher ratio is 15 to 1." Which is accurate? - How does the NWEA assessment align with the NC standards? - Clarify: How many days are dedicated to NWEA assessment administration? Consider distinguishing this from EOG testing on your school calendar.	Sally Houston	Curriculum a
Is it feasible for the administrator to oversee the EL program (identifying, determining services, etc.)? No pull-out AIG services; no AIG-licensed teacher? What is the anticipated percentage of EC and EL students?	Sherry Reeves	Special Prog
Is teacher discretion for tiering an individual or group decision? Is the one-to-one support for Level III students reflected in the budget? What may rise to the level of requiring DSS, Mental Health, or family counseling? Does the applicant have measures to ensure implicit bias does not factor into the decisions during tiering especially if teacher discretion is employed in the process? Is there data supporting TSL "excellent results" for ELL students? Will teachers be trained in the active-based learning approach for gifted students in addition to Khan and Coursera and how will these methods be evaluated?	Nicole Charles	Special Prog
What type of issue would create DSS being called at Level 4 of the intervention plan? How will you determine if the difficulty in the educational environment is a result of home life? Will the courses on-line be in addition to the regular classroom setting or extra classes for the gifted student? If this is in addition to the regular course work, how is that differentiating the instruction?	Shannon Sellers	Special Prog
English language learners and students with disabilities attending Torchlight Academy have not met growth or proficiency target at students with a disabilities SPG score was F, what lessons have you learned and how will you transfer those learning to the proposed new school to improve academic outcomes?	Tracy Kelley	Special Prog
- Who determines that a student is "having difficulty" at Level 1? What data will be used to determine if a student needs to move to a Level 2? - Your Personnel Budget shows you will only hire one ELL teacher in years 1,2, and 3. Will be possible for the ELL instructor to provide pull out services for all students in	Sally Houston	Special Prog

need? How will the school adjust it's budget if 1 teacher is not enough to meet the needs of the students?		
How will you measure "adequate academic progress and grade level success" to determine what students need Level II supports? What is the timeline for students to receive Level II, Level III, and/or Level IV supports? Do they have to receive Level II supports before getting Level III supports before getting Level IV supports? If so, how will you respond if a teacher, staff, or parent suspects a disability prior to the student getting to Level III?	Ginger Cash	Special Prog
Is it feasible to provide one-to-one support for Level III students? What is the target number of students the school anticipates to fall in the Level III category and what other support systems are provided beyond individual project assignment and tutoring? What other services and supports with the school provide to AIG students beyond online course work?	Stephenie Clark	Special Prog
Applicant does not address the process for creating/maintaining 504s. Explain what is meant by "eligibility shall be determined by a majority vote of the IEP team."	Sherry Reeves	Exceptional
What is the process for identifying a student who needs a 504 plan? Student eligibility for exceptional children services is not solely based on a teams decision, what assessments will be used to make this eligibility decision?	Stephenie Clark	Exceptional
After asking the parent and requesting records, what will be your process for reviewing records for compliance and implementing the IEP on day 1 of instruction? How will you document and respond to the referrals for evaluation being made by parents, teachers, and other school staff? What is your process for including the parent in the review of existing data, determining the need of evaluations, and informing them of the evaluations needed in order to obtain written consent to evaluate?	Ginger Cash	Exceptional
How are students with 504 plans identified and accommodated?	Nicole Charles	Exceptional
Do teachers (or a team of teachers) need to collect any data before referring a student to the EC program?	Sally Houston	Exceptional
How will you determine who needs a 504? This is not addressed. The IEP team doesn't vote to decide if a student needs an IEP. The decision is based on data from testing, student achievement, grades, medical diagnosis, etc.	Shannon Sellers	Exceptional
What is your process or procedure for determining need and providing the homebound setting if needed?	Ginger Cash	Exceptional
What are the staffing expectations for EC in the first 5 years?	Sherry Reeves	Exceptional
- How will the EC teacher collaborate with content teachers? What instructional development, if any, will the EC teacher have when modifying and/or accommodating work? - Clarify: Will the lead EC teacher be responsible for holding the content teacher accountable or will an administrator ensure that IEPs are implemented with fidelity? This question is in response to the following statement: Review each student IEP monthly to assure that each student is receiving the required services, determine whether records are properly maintained, and review student progress. - Your Personnel Budget shows you plan on hiring 1 EC teacher in years 1, 2, and 3. Is it reasonable to assume you will only need one EC teacher for grade K-4 in year one and grades K-6 in year 3?	Sally Houston	Exceptional
Torchlight should be asked to explain low achievement levels of students with disabilities at Torchlight Academy and why those students are not showing similar growth compared to general population upon which this plan was built.	Tracy Kelley	Exceptional
Who, in addition to the guardian, will comprise the IEP team? Are contracted support staff (psychologist, therapists etc.) reflected in the budget? What's Torchlight's record with exceptional students?	Nicole Charles	Exceptional

<p>What tenets of TLAC and SACS curriculum will accommodate exceptional students?</p> <p>How will the IEP team and exceptional children's teacher work with the teachers? Are they the same?</p> <p>How is the exceptional children's teacher evaluated?</p>		
<p>Will all students participate in pre-assessment or just those students with an IEP? What type of pre-assessment will be used?</p> <p>What will your guidelines be for promotion and retention other than reviewing MAP, classroom performance, etc. What exactly will you be looking for to decide promotion or retention?</p>	Shannon Sellers	Student Perf
<p>Will the grading scale be used for early grades (K-2)?</p> <p>Are there internal assessments to measure the success of the activity based instructional program?</p> <p>Is there benefit in grouping together students with varying levels of success? Does the applicant have data to support grouping of the same skill level given the proposed curricula?</p> <p>How do the proposed measures support the mission and goals?</p> <p>When are students and guardians informed of the potential retention?</p>	Nicole Charles	Student Perf
<p>Explain how an exit ticket measures instructional efficacy. What if half of the students "get it" and half don't?</p>	Sherry Reeves	Student Perf
<p>What is the process for communicating possible retention decisions with families during the school year, beyond the student handbook outlining policies at the beginning of the school year?</p> <p>Are there any additional assessments to evaluate student performance beyond exit tickets and the MAP assessments?</p>	Stephenie Clark	Student Perf
<ul style="list-style-type: none"> - Will students be able to make up late assignments? - Why is there a nine to ten point range for earning a grade A, B, C, and D and a 60 point range for an F? Why has the school decided on this particular grading scale? If a student is absent and misses a graded assessment, how will grades be accounted for in the grade book? - Will teachers use other reading data given that the Lexile level provided by MAP does not always account for text complexity? For example, some texts with very low Lexile levels are extremely complex. For example, The Sun Also Rises by Hemingway has a Lexile level of 610 while Diary of a Wimpy Kid has a Lexile level of 950. - Who will design exit tickets? How will you ensure the rigor of the exit ticket aligns with the rigor of the EOG? - If assessments need to be modified for EC students, will the content teacher or the EC teacher provide those modifications? <ul style="list-style-type: none"> - Will students be able to make up late assignments? Why is there a nine to ten point range for earning a grade A, B, C, and D and a 60 point range for an F? Why has the school decided on this particular grading scale? If a student is absent and misses a graded assessment, how will grades be accounted for in the grade book? - Will teachers use other reading data given that the Lexile level provided by MAP does not always account for text complexity? For example, some texts with very low Lexile levels are extremely complex. For example, The Sun Also Rises by Hemingway has a Lexile level of 610 while Diary of a Wimpy Kid has a Lexile level of 950. - How will this data inform curriculum over time? 	Sally Houston	Student Perf
<p>The conduct and discipline section does not align with the stated mission, why is that? The mission states that students will learn "in a high expectation environment", then why doesn't the school focus on creating and teaching the high expectations students will be held accountable for as "learned scholars" The theory of action described in this section is punitive instead of teaching, and modeling the behaviors, characteristics, beliefs, norms we expect them to see, why is that? What will be done to create a sense of community, establish common values, behavioral expectations, celebrations, create a</p>	Tracy Kelley	Student Cond

common language and sense of belonging?		
What type of curriculum will be used for the etiquette lessons that will be taught? How will you ensure due process for students? the discipline plan is vague as to how expected student conduct will be explained and put into practice.	Shannon Sellers	Student Cond
How will the student code of conduct address manifestation determination for students with disabilities? Are there any offenses that would fall between Level 1 and Level 2 that may not need to escalate to an in/out of school suspension? Procedures outlined do not address at what age a student can be expelled. What is the procedure for due process rights, including grievance procedures when a student is suspended or expelled?	Stephenie Clark	Student Cond
How will success of student conduct be measured? What recourses do parents have? Can appeals be made to the board? Is there a "school guidance curriculum"? What does it include? Is the applicant familiar with manifestation determination hearings? Does the candidate intend to employ them? Are there any restorative protocols as recommended by the proposed curricula?	Nicole Charles	Student Cond
- How does the school define "disrespect?" - Has the school considered offering a detention of some sorts between Level 1 and Level 2 offenses rather than jumping from a verbal reprimand to possible suspension? - Who handles counseling for Level 1 offenses? Clarify: How will you offer counseling to students if you have not allotted funds to hire a counselor according to your Personnel Budget? - What is the dollar total considered "mild damage to property?" - Will students be able to complete their graded work if suspended out of school? Why would fighting or theft cause a student to lose two weeks of direct instruction? What is the advantage of suspending a student for 10 days instead of 5 days? - Will parents/guardians be notified of Level 1 infractions? How will the school leverage family support to prevent the escalation of infractions? - Discipline is not synonymous with consequence. What proactive supports has your school considered taking to prevent misbehavior? How will the school leverage behavior plans to support Tier 2 and Tier 3 students?	Sally Houston	Student Cond
Attention should be paid to the academic outcomes at Torchlight Academy especially with regard to students with disabilities, and English language learners and Hispanic sub groups. Its not clear what if any role leaders from Success Academy will play in the new school (or the existing school, for that matter) but it may be worth asking. Not clear if any staff from Torchlight Academy will be brought on board as lead or mentor teachers. How will they scale the school. I would also like to have them articulate their model separate and apart from Success Academy and Teach like a Champion?	Tracy Kelley	Certify Educ
Concerns regarding the Intervention plan specifically Level 4.	Shannon Sellers	Certify Educ

Reviewer	Score
Alex Quigley	
Tammi Sutton	Fail
Bruce Friend	
Cheryl Turner	
Danielle Allen	
Steven Walker	
Ginger Cash	
Heather Soja	
Joe Maimone	

Stephenie Clark	Pass
Sherry Reeves	Fail
Shannon Sellers	Pass
Sally Houston	Fail
Phyllis Gibbs	
Nicole Charles	Fail
Lynn Kroeger	
Tracy Kelley	Pass
Lindalyn Kakadelis	Fail
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: Elaine Riddick Charter School

Mailing Address: 105 Star Street

City/State/Zip: RALEIGH NC 27610

Street Address:

Phone: 919-538-8060

Fax: 919-850-9961

Name of registered agent and address: Dennis English

FEDERAL TAX ID:

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:

X Yes (copy of letter from federal government attached: Appendix D)

No

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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?
Hortense Dodo	Board Member	PERQUIMANS	College Professor	Teacher License	N
Archie L. Aples III	Treasurer	PERQUIMANS	City Councilman	None	N
Mary Felton	Chair	PASQUOTANK	Testing Coordinator	Teacher License	N
Thomas A. Riddick	Secretary	PERQUIMANS	Contractor	Licensed General Contractor	N
Koffi Konan	Board Member	PERQUIMANS	College Professor	Teacher 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.*

The governance structure consists of a five-member board of directors, each with equal voting power. If the board grows to an even number, the board chair will have the power to break a tie vote. The primary board function is to establish operating policies and procedures for the nonprofit corporation, approve the hiring of the lead administrator and teachers, and to provide oversight of the schools operations, budget, and curriculum. The board has already engaged in partnership talks with local businesses and corporations, and will continue to do so after approval. The board is required to observe North Carolina open meetings laws. The board hears grievances and direct appeals from students, parents, and employees in accordance with its policies and procedures. The board carries the ultimate responsibility of the successful operation of the charter school.

The hired management company, Torchlight Schools, will appoint, with the approval of the board, a Lead Administrator to oversee the day-to-day operations of the charter school. The board has supervisory authority over the Lead Administrator in accordance with the terms of the management contract. A nationwide search will be conducted for the Lead Administrator and teachers. This will include using job sites such as Indeed, Monster, and TeacherMatch. In addition to qualifications, we will ensure our staff aligns with our mission, vision, and educational philosophy.

The Lead Administrator, on behalf of the management company, reports to the board of directors monthly regarding academics, governance, and financials. This report is detailed earlier in the application. The board holds monthly meetings, maintains meeting minutes, and is required to comply with all applicable laws, rules, and regulations related to operating a charter school.

The board recognizes that our duty is to ensure the academic, operational, and financial success of this charter school. The board will do so using internal and external assessments and will adapt our approach based on our continuous review.

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.*

Our board has 2 women and 3 men that reflect the diversity of Perquimans and Pasquotank counties. The majority of the board are educational professionals ranging from elementary to college. The last two board members are well-connected community leaders that have are on a mission to serve and grow Perquimans and Pasquotank counties. Their expertise ranges from construction to politics, and they understand the collaborative effort that will be needed to run a successful, beloved charter school.

The school will ensure success by utilizing our strong connections in our community to gain traction, and then execute upon that interest with our internal educational expertise. The board will evaluate the school leader based upon their monthly and annual reports. This will examine academic growth, finances, compliance, parental feedback, and various other items deemed pertinent by the board.

Our board is committed to creating an Parent Advisory Council and Parent-Community Committee to provide multiple avenues for community members and parents to become involved and make school decisions. The board also has a city councilman who is well-versed recruiting and discussing various issues among diverse stakeholders.

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

The founding board members were predominantly recruited by Tony Riddick. His involvement in the community afforded him the opportunity to recruit exceptional board members ranging in professions. Tony approached each board member individually, expressing his desire to create school choice in the community. These board members understood the low grade proficiency scores and the singular schooling options available in Pasquotank and Perquimans counties. They all then met together at a restaurant to get to know one another and speak of their vision for school choice in northeastern North Carolina.

Process for recruiting new board members:

The Board will continuously seek prospective board members by various methods, including:

*Discussion during open public board meetings

*Active discussion of board duties and obligations with any interested party.

*The Board is committed to continually seek out qualified candidates who will add to the experience, passion, and diversity of the board.

*Mention at appropriate school events, orientations, and community events.

*As detailed in Article III - Board of Directors, Section 2 of the By-Laws of Elaine Riddick Charter School: A person needs to be at least eighteen (18) years old to be qualified as a Director. Any qualified person seeking to become a Director of the Elaine Riddick Charter School Board will apply including a resume and explanation of why he/she is seeking membership to the Board and undergo a criminal background check. When a vacancy or vacancies occur, either by death, resignations, and removal from office, end of term, tenure limit, and/or for any other reason, the remaining Elaine Riddick Charter School Board Members will review the applications submitted and elect the applicant(s) seeking to become a member of the Elaine Riddick Charter School Board of Directors. The sitting Board Members may conduct interviews with the perspective Board Candidates.

*Vacancies: As detailed in Article III - Board of Directors, Section 6 of the By-Laws of Elaine Riddick Charter School, "If a vacancy should occur in the Board of Directors by death, resignation, disqualification, or otherwise, the remaining Directors may continue to conduct the Corporation's business. The vacancy will be filled immediately." A Director who is chosen in this manner shall hold office for the unexpired portion of the term of the person whom the newly elected Director succeeds. After this period, they can seek to remain on the Board via the requirements outline for new board members in the By-Laws and mentioned previously.

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

The board of directors shall meet once each month on a day to be selected by the board. All board meetings are open to the public, except authorized closed sessions. The required number of meetings is set forth in the board by-laws. The board shall conduct a full, properly noticed meeting, with quorum present.

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 of directors recognizes the need to maintain a high-quality board with members that have the necessary skills to carry out the board's functions. The board has identified attractive skill-sets to seek out such as legal, accounting, finance, nonprofit governance, teaching, educational administration, marketing and community relations, business, and construction and building maintenance. Board members also need to understand Roberts Rules of Order and how to participate as board members in a public charter school that is subject to North Carolina Open Meetings Laws and the North Carolina Public Records Act.

Board Member Orientation

The board will regularly recruit potential new board members and replacement board members to assure the board maintains the threshold number of board members identified in the By-Laws. The board will also prepare individuals for participation on any formed Advisory Boards or committees. All potential board members will be required to participate in a new board member orientation prior to being formally nominated and considered to serve on the board of directors. The new board member orientation consists of a two, two (2) hour training sessions. The first session will include Roberts Rules of Order (modified), Board By-Laws, review of North Carolina Open Meetings Laws, and review of the North Carolina Public Records Act. The second session will review the North Carolina Charter School Act, Charter School Policies and Procedures of the North Carolina State Board of Education, the N.C. Accountability Program, Non-Profit Board of Director Ethics (including the Boards Conflicts of Interest Policy and Procedure), and Board Policy and Procedure. Once the four hours of training have been completed and the background check is completed, the potential board member will be eligible for nomination, interview, and vote to be accepted as a regular board members or advisory board (or committee) member. Completion of the four hours of training is required and must be completed prior to participation on any of the boards as a member.

Board Member Professional Development Program

After the "Board Member Orientation," each existing board member is required to participate in a minimum of ten (10) hours of professional development annually. Board members will make regular reports of their participation in professional development to the full board including an explanation and overview of the professional development experience. The board will conduct an annual retreat for professional development which includes a review of board North Carolina Open Meetings Laws and North Carolina Public Records Act compliance, Federal Education Right to Privacy Act requirements, Financial Compliance, and review of the Governance Compliance requirements.

The annual retreat, at minimum, will include federal program compliance for Title I, Title II, Title III, Title IV, and IDEA. All board members are required to participate in the annual retreat training. The board will send board representatives to the National Charter School Conference and State

Charter School Conferences to participate in external board training and obtain new information which will support the objectives of a high-quality charter school. The board will set professional development goals and participate in an annual self-evaluation. Board Members and Officers will be required to participate in specialized training related to correct board meeting minutes, review and use of data, formal board reports, policy development, and internal compliance programs.

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

The board adopted a code of ethics and conflict of interest policy on August 23, 2018. Any potential conflicts are required to be disclosed to the board of directors. Board members may not vote on any matter in which they have a stated conflict of interest. Currently, we are unaware of any conflicts of interest or existing relationships. If the board becomes aware of any such conflicts of interests, immediate action will be taken to resolve the conflict in accordance with the adopted conflict of interest policy.

Each board member shall make an annual formal conflict of interest declaration including the disclosure of any known or potential conflicts of interest. Such statements shall be maintained as part of the records of the Board of Directors and made available to the schools auditors.

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

Board decisions will be made through discussion to arrive at a mutually agreed upon decision. If not possible, a vote will be taken with majority ruling. When items are not time sensitive, time will be taken to compile research and discuss options at the next Board meeting.

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

The board shall be empowered to create advisory bodies. The board shall appoint a Parent Advisory Council whose primary function is to organize parent volunteers for the school. The Parent Advisory Council shall make recommendations to the schools Lead Administrator and shall meet with the Lead Administrator each month. The Parent Advisory Council will also have times throughout the year to present to the Board of Directors. The by-laws of the Parent Advisory Council shall be approved by the board of directors of the charter school. Members of the Parent Advisory Council shall be appointed by the board on recommendation of the School Administrator.

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

Parents will be given the Student Handbook at the beginning of each year that spells out the information on due process rights and the process for filing a grievance. In addition, if a student is suspended or at risk for expulsion, the parents will be informed in writing of their due process rights. Parents of students that are suspended (in school or out of school)

will be contacted by an Administrator. In most cases, conferences with parents will occur at the school, or home site if preferred by the parent. Parents can provide a written request to the Lead Administrator to appeal any suspension or expulsion. If the parent is still unsatisfied after meeting with the Lead Administrator, they may provide a written request for a grievance hearing to the Board as per the guidelines outlined in the student handbook.

Any employee who feels that they have been treated unjustly or unfairly, for any reason, has recourse to have their issue heard, per these procedures: Discuss the problem with the person or persons involved as soon as possible after the event has taken place.

If an agreement as to how the problem will be handled is not arrived at, the employee should file his/her grievance, in writing, with the Lead Administrator.

A conference will be held with the Lead Administrator, the aggrieved, and other involved parties. If a resolution is not reached, the aggrieved party has the option to continue with the grievance process. Such intent must be submitted in writing to the Lead Administrator within 10 days following the aforementioned grievance conference.

This request will be provided to the Board to seek a final resolution. After hearing the grievance, and with advice from legal counsel, the decision of the Board Grievance Committee is final.

*Note: In the event the issue is with the Lead Administrator, the aggrieved party may submit a written grievance to the board at the boards monthly meeting.

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.

Not Applicable

If the Charter School plans to contract for services with an educational management organization (EMO) or charter management organization (CMO), please specify the contact information below.

Name of the Company: Torchlight Shools
Address: 3296 Kittering Lane
Winston Salem NC 27105
Website: tlaedu.org
Phone Number: 919-538-8060
Contact Person: Don McQueen
Fax: 919-850-9961
Email: torchlight.director@gmail.com

- 1. Explain how the contract with the specified EMO or CMO will be in the best educational and financial interest of the charter school. Please include an executed copy of the management agreement as Appendix L of the specified EMO or CMO.*

TLS will provide a turnkey operation which will include, but is not to be limited, to the following:

*Recruitment of teachers, students, and staff

*Engage all new staff members in effective induction procedures and facilitate continued professional development through ongoing training.

*Advise in the facilitys design and furnishings of equipment for all students and those with special needs such as audiology devices, and tools required for vision/hearing screenings.

*Provide the experience for the planning, development, and oversight for EC student and programs.

*Conduct ongoing assessments, data collection, and analysis to refine and improve services to all students with the required emphasis for EC students.

*Review federal and state legislation related to special education.

*Apply for federal funds for our EC population in accordance with board mandates and applicable Federal and state laws.

*Provide accurate and timely data to the Department of Public Instruction EC division including but not limited to; CECAS management, annually maintained of effort (MOE) reporting, security all EC files in accordance with federal and state law.

*Provide financial investment to ensure a timely opening.

The school board understands and recognizes that it will review and approve all management company activity and hires. Torchlight Schools has articulated that they view this school as an investment into the NoDa community and will cover all over-expenditures during its first year to ensure our schools full program is in effect.

- 2. What other EMO/CMOs were pursued and why did the applicant select this particular one? Please include information regarding other management organization's fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.*

Yes. We were asked to look into other EMO & CMO's to compare services and experiences. We choose TAS because of the results they have achieved with the population we are choosing to serve.

- 3. Provide and discuss student performance, governance performance and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the targeted student population. Nationally, what is the highest and lowest performing school of the EMO/CMO? Why are these two schools so different in overall achievement?*

See appendix O

- 4. Describe how the governance structure will be affected; if at all, by the EMO/CMO and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO.*

We are very clear and have a complete understanding that the nonprofit board of directors holds the charter and are ultimately responsible for the achievement of all goals, objectives, and academic outcomes. This board will hold Torchlight Schools (TLS) accountable for helping us achieve these objectives. The fully executed service agreement attached to this application explicitly details the relationship between the Board of Directors and the management company. In that agreement, it is understood that TLS is a vendor supplying services and fulfilling the desires of the board. The board maintains full autonomy and control over all aspects of the school, and charges TLS with the execution and accomplishment of our goals and objectives.

Our board has obtained independent legal counsel experienced in such matters to maintain a continuum of continuity for this relationship. The Elaine Riddick Charter School Board will obtain an independent auditor to

evaluate financial outcomes and to modify policies and procedures when necessary. In addition, the board will seek independent third-party expert evaluation of our educational program if and when the need arises.

The board intends to conduct an annual review of outcomes that will include, but is not be limited to, academic performance, financial stability, and compliance.

5. *Provide a description of the relationship that will exist between the charter school employees and the Management Organization.*

TLS will hire, with Board approval, all non-teaching staff, vet all applicants for all positions, and be responsible for on-time payment of salaries and wages to all staff.

6. *Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO, and if necessary, terminate the contract without significant obstacles.*

The management company has adopted the charter school goals as its own. The contract between the EMO may be terminated without cause, and that process is addressed in Article II TERM & TERMINATION, Section B of the management agreement. The entirety of the contract could not be fit into the space provided. The contract is attached.

The board will determine the efficacy of TLS on an annual basis by reviewing and discussing:

*The goals laid out in our goals section

*Student growth through the MAP Assessment tool

*Class achievement through the MAP tool

*Monthly reports from the Lead Administrator, that was detailed previously

*Parent Feedback

7. *Is the facility provided by the EMO/CMO? Y*

- If yes, include as Appendix J a detail of the buyout formula for the board of directors to purchase the facility if a buyout formula or process exists.

8. *List the fund balance and surpluses for each school managed by the EMO/CMO over the last three years in North Carolina.*

9. *Provide as Appendix K the financial history and statements of the EMO/CMO over the last three years. Specifically, if contracting with an EMO, provide confirmation that the EMO is in good financial standing with either financial statements, bank letter, D & B report or credit rating.*

2015 FUND BALANCE - 744,892.00

2016 FUND BALANCE - 468,049.00

2017 FUND BALANCE - 257,418.00

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.

Elaine Riddick Charter School will recruit and hire for the following positions for the first year of operations:

Lead Administrator (1) [aka: School Administrator, Principal]-This position will serve as the chief administrator of the school and will report to the board of directors. This employee is responsible for the day-to-day operations of the charter school.

Assistant Administrator (1)-This position will serve at the pleasure of the Lead Administrator and shall be responsible for duties assigned by the Lead Administrator including oversight of federal program, technology management, facilities management, etc.

Core Content Teachers (6)- These positions are the regular classroom teachers.

ELL Teacher (1)- Includes one ELL teacher.

Exceptional Children Teachers (1)- Run and manage EC program.

Specialists (2)-These positions are designed to support core content teachers and provide instruction in Art and Spanish.

The school will contract bus drivers, custodians, lunch services, and various other support staff as denoted in the budget.

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

Recruitment

The board and management company will seek out teachers that have the aptitude to creatively differentiate instruction in an active-based learning environment. Education isn't a formula, and a teacher that can adapt is critical. The school will provide professional development and instructional infrastructure to help teachers realize their full potential as professional educators. We will offer teachers the opportunity to innovate and exercise their craft without traditional restrictions that can impede teacher and student success.

The Board will: 1) Create detailed job descriptions for each position. 2) Post job openings on the school website, social media, recruitment sites, local newspapers and other resources and collaborative community programs, to include local colleges and universities. 3) Participate in job fairs 4) Have school Board members and leaders share recruitment activities at

national conferences and other networking opportunities. 5) Examine recommendations from Management company for review.

Retention

Our school will use research-based best practices in the retention of high-performing teachers. These include but are not limited to: 1) Creating a culture of high expectations for teachers and students 2) Evaluating teachers based on performance and offering annual salary increases based on their evaluation 3) Providing teachers data-driven feedback through class MAP growth 4) Providing rewarding professional development opportunities for all teachers 5) Engaging teachers in decision making for school 6) An intentional focus on teacher retention by including it in school goals.

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

The Board:

*Oversees legal compliance with NCDPI and NC laws and statutes

*Drafts policies (with review by legal counsel)

*Makes recommendations to the Lead Administrator regarding grievances which have been brought to the Board per the grievance procedures

*Makes recommendations for hiring and firing per review of Lead Administrator slate

*Holds monthly Board meetings at which any staff member may be heard during the open comment period.

The Lead Administrator will serve as the liaison between the board and staff. The Lead Administrator will be a trusted advocate of the Board and will lead all staff members as their representative. There are typically no direct lines of communication between the staff and board. The exceptions are as follows.

The Staff

*May submit, in writing, suggestions about the policies of the school through the Lead Administrator.

*May address the Board at any open comment period at Board Meetings

*May address the Board in accordance with our grievance policy

Elaine Riddick Charter School aims to ensure that communication is free flowing, but in a formulated and structured manner. The Lead Administrator serves as the focal point of communication and is expected to keep the board and staffs best interest at the heart of all matters.

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

A job description outlining the duties and qualifications will be developed for each position authorized by the charter school board of directors. Positions will be properly advertised, utilizing online tools such as Indeed, Monster, and TeacherMatch. This job description will detail our education philosophy and the interview process will ensure staff member buy-in as a prerequisite for hiring.

The hiring procedures are as follows:

The Board, Lead Administrator, and management company will discuss and agree to the board procedures for both hiring and firing. Submitted resumes are reviewed by the administrative staff, the TLS management company, and the Board. The Lead Administrator will make final hiring recommendations to the Board in accordance with terms of the charter.

Panel interviews will be conducted with attention to specific responses regarding teaching diverse and socioeconomically disadvantaged populations. Candidates will be required to teach a sample lesson or provide video of instruction during the interview process. Complete reference checks will be done for each employee before hiring. The criminal background check policy shall follow the criminal background check policy of the Local Education Agency.

To dismiss school personnel:

*Every effort will be made to assist employees who are not performing adequately to improve their job performance. Dismissing a staff member can occur only after a progression of actions beginning with a warning, and in compliance with NC regulations.

*Creation of a performance coaching plan: the goal will always be to help the employee grow and succeed.

*The Lead Administrator will evaluate and report on the results of the created coaching plan. All procedures will be documented per NC statutes.

*Lastly, there will be an opportunity for the staff member in question to appeal to Grievance Committee of the Board (see Procedures for Employee Grievance or Termination below).

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

Lead Administrator: range 50,000-60,000 (Will increase as school grows)
Administrative Assistant: range- \$30,00-\$40,000

6 Classroom Teachers: range \$35,000-\$40,000 Exceptional Childrens Teacher: range \$37,000-\$40,000 EC Instructional Assistant: range \$22,000-\$24,000
Special Art: range \$27,000-\$32,000

Special Spanish Teacher: range \$32,000-\$35,000 Specialist: range \$30,000-\$35,000

Substitute Teachers: \$100/day

The school shall not participate in the N.C. Teacher Retirement System or the N.C. Teachers Health Plan. The school will offer an independent health plan and retirement benefits for all employees.

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

Any employee who feels that they have been treated unjustly or unfairly for any reason has recourse to have their issue heard, per these procedures: Discuss the problem with the person or persons involved as soon as possible after the event has taken place. If an agreement as to how the problem will be handled is not arrived at, the employee should file his/her grievance, in writing, with the Principal. A conference will be held with the Principal, the aggrieved and other parties.

If a resolution is not reached, the aggrieved party has the option to continue with the grievance process. Such intent must be submitted in writing to Lead Administrator within 10 days following the aforementioned grievance conference. If no resolution can be reached, the employee must submit to the Lead Administrator a written request to the Grievance Committee of the Board in order to seek a final resolution. This request must be submitted within ten days of receipt of the Principals decision. After hearing the grievance, and with advice from legal counsel, the decision of the Board Grievance Committee is final.

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

During our schools ramping up period, some positions will need to serve multiple purposes. Some of those positions are:

*Exceptional Childrens Teacher: Will also serve as the Exceptional Childrens Director during until more staff needs to be added, and as our school serves a smaller sized population. (State/LEA Funding)

*Admin Assistant: Will also serve as testing coordinator. Our administrator will help organize and accommodate all students during testing. (State/LEA Funding)

*Specialists: Serve as specialist teachers, but also as teaching assistants. The amount of time teaching specific subjects during the first year across all classrooms will not require all our Specialists time. During their downtime, specialists will provide breaks to teachers and assist in holding academic intervention sessions on a regular, rotating basis. (State/LEA Funding)

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.

Teachers will be hired in the first year who are able and qualified to complete compliance paperwork in conjunction with the management company, per agreement. An EC instructional Assistant will be added in year 3 to assist with instructional duties.

Elaine Riddick Charter School will develop and maintain relationships with at least one Psychologist, Speech Pathologist and Occupational Therapist within the community. These services will be contracted on an as-needed basis per IEP. Many of our service providers will be able to bill Medicaid in addition to Medicaid reimbursement, Elaine Riddick Charter School has allocated funds within the budget to meet these needs.

TLS has a broad reach and presence across the state that can help attract and recruit experienced, successful teachers.

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).*

The Lead Administrator will have a teaching and administrative license. Core Content Teachers will have at least a teacher certification. At least fifty percent (50%) of the teaching staff will be certified teachers, as required by state mandate. The EC and physical education Teachers will possess the appropriate teaching licenses. These will be the minimum standards for the positions listed above.

The Lead Administrator

*Hold a Bachelors Degree and 5 years of school administrative experience

*Oversees day-to-day operations

*Supervise all staff

*Serve as board liaison

Administrative Assistant will serve as a general office receptionist, manage the purchase of supplies for the office and classrooms, and assist the management company in the collection of financial, licensure, and other compliance paperwork.

Food Service Staff will oversee the breakfast and lunch order counts as well as delivery of food to classrooms.

Bus Drivers will safely transport our students to and from school.

Classrooms Teachers: Classroom Teachers will plan and execute rigorous and authentic learning experiences for their students, manage classroom

behavior, and nurture a positive, safe learning environment, make regular contact with families, analyze data to identify trends and gaps in learning, and adjust their instruction accordingly.

Specialists: Will have experience related directly to the specialty they are hired to teach. Our first year will recruit 2 specialists, for Art and Spanish. They will teach 30-60 minutes per day, per class, and provide teachers breaks and student intervention aid.

EC Teacher/Coordinator will work with the management company to coordinate, oversee and implement special education services for identified students; work with classroom Teachers to ensure students needs are met in the most appropriate environment.; provide pull-out or push-in services as required by a student IEP.

EC Instructional Assistant will help provide EC services to students. under the direction of the EC Teacher/Coordinator.

Substitute Teachers will cover and supervise classes when a classroom Teacher is absent. They will help supervise students that have been temporarily removed from the classroom.

Staff Evaluation and Professional Development

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

The schools Lead Administrator bears the primary responsibility for maintaining teacher licensure requirement and professional development information and records. This task may be delegated to the Administrative Assistant.

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.*

The Board of Directors has high expectation of staff performance in meeting the schools mission and obtaining its goals set for student performance. The Board is committed to supporting high quality teaching and a school culture which promotes academic rigor and academic success. The school has budgeted about \$10,000 annually for professional development. In addition, the school will seek Title IIA funding for recruiting, preparing, training, and developing its teachers. The Board will conduct an annual evaluation of the Lead Administrator which will include review of student performance, school discipline, parent relations, and compliance with governmental regulations. The Lead Administrator will be responsible for the periodic evaluation of all other staff. The Board will adopt a policy and procedure which provides that all staff participate in all professional development mandated by the school. Each teachers will be required to have a personal professional development plan which set forth specific goals and objectives

required to maintain (License Renewal Plan) or obtain a North Carolina Standard II Professional Teachers License. The school will also participate in the Beginning Teacher Licensure Support Program. Teachers in their first three years as a teacher will be subject to a Beginning Teacher Licensure Support Program Policy and Procedure which will include mentoring, regular evaluation, professional training, and restrictions on non-voluntary non-teaching related duty assignments. The schools staff evaluation program will including video review, analysis of data driven instruction, and evaluation of relationships with students, parents, and other staff. The school has committed resources in its budget to assure that the school maintain a percentage of currently licensed teachers above the threshold for charter schools as required by state law. The schools resources commitment is further designed to meet the goal of 100% highly qualified teachers and participation in state mandated testing as required by the No Child Left Behind Act, et seq. Student performance, based upon the schools testing and evaluation program and state accountability requirements, will be major factors in the schools staff evaluation program. The schools goal is to recruit, prepare, train, and retain highly qualified teachers and staff. The schools budget reflect an annual 3% cost of living increase as a financial incentive for staff retention. The school will also seek to maintain a high quality professional environment which attracts high quality teachers and incentivize staff retention. The schools mission and educational program is aggressive and requires a high quality staff. The school will also use a Professional Learning Community (PLC) model of teacher and staff interaction to assure that all staff are working together for the common goal of producing a high quality educational program which results in high student performance.

- 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 core elements of the schools professional development plan includes the summer intensive training for 2 weeks prior to the start of school (uniform), monthly internal training opportunities(individualized), and external professional development opportunities at outside conferences, workshops, and seminars. The school will also have online professional development for teachers and staff. The professional development plan is designed to establish the foundation for the schools culture, help teachers meet licensure requirements, and help teachers build a valuable toolkit of instructional skills which benefit their students. The professional development will assure teachers know how to implement data driven instruction, set progress goals, and differentiate instruction to meet the needs of all learners in their classes. Professional development will also help teachers and staff improve the quality of interactions with parents and the community.

- 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.*

PROFESSIONAL DEVELOPMENT

SCHEDULE

August

Pre-Services Training
Teach Like a Champion
Active Project Based Learning
Culturally Responsive Teaching
Data Driven Instruction
Testing and Assessment
Pacing Guides
School Etiquette and School Culture
Classroom Management
Parent Support

September

PLC-Data Driven Instruction
TBA

October

PLC-Data Driven Instruction
TBA

November

PLC-Data Driven Instruction
TBA

December

PLC-Data Driven Instruction
TBA

January

PLC-Data Driven Instruction
TBA

February

PLC-Data Driven Instruction
TBA

March

PLC-Data Driven Instruction
TBA

April

PLC-Data Driven Instruction
TBA

May

PLC-Testing and Test Environments

TBA

June

PLC-Annual Review, Discussion, and Evaluation

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.*

There are at total of 21 teacher work days built into the school calendar. Ten teacher work days occur before the start of school for the students. This core professional development and planning consists of a minimum of 50 hours of training related to school culture, school etiquette, testing and data, curriculum pacing, and other instruction related topics. There are 6 work days established during the school year which will include about 24 hours of professional development time. After the last day of school for students there are 5 teacher work day which include 20 hours of professional development. The post school training includes debriefing for the year to review what we learned and how we can improve while it is still fresh. The schools calendar is designed to illustrate 21 teacher 21 days and 94 hours of professional development.

Enrollment and Marketing:

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

1.Initial Application process (Jan - Feb 2019) - Communications to local media outlets (local newspapers and radio) regarding the start date of a new school in Perquimans County. Flyers will be distributed throughout local businesses regarding the process of a child applying to the school and contact person(s). The management company and the board will have a forum for parents and potential students to attend for information and questions regarding the school and the application process.

2.Selection Process (Mar. 2018) - All applications will be reviewed by the management company in accordance to NCGS 115-c.281.45 regulations and then submitted to the board for approval. A board meeting will be scheduled at the end of the month to review the management company recommendations which will open to the public.

3. Preliminary Planning Period (Apr. - May 2018) Our selections have been made then the management company will begin outreach to the parents on requirements and information needed for their child to attend the first day of school. The board will assist the management as needed to in this process.

4. Final Approval, Student Enrollment and Planning Period (June - July 2018

) Upon receipt of all information with the recommendation of the management group for student enrollment for 2019-2020 school year, the board will review and accept or deny the recommendation. The board will meet early enough that any corrections and/or additions can be made to ensure we have met our number of students to begin the school year. The board will work closely with management group and school administration like in a consultant capacity with classroom sizes, placing teachers with student pairing and grade levels.

5. First 20 Days of School (Aug. - mid Sept. 2019) - The board will have their first meeting during the school year to take a snapshot of the school from the management groups perspective on how parents and students view the school and ensure correct policy and procedures are being implemented by the management in accordance with board expectations and state statutes. This meeting will be open to the public.

6. First Semester (Dec. 2019) - The board will review the data supplied by the management company on the progress of the school to date. Key indicators that the board will look at i.e., student attendance, adaptability of curriculum, parents assessment of school and student attitude towards learning. The meeting will be open to the public.

7. Open Enrollment / Enrollment Period for the 2020 - 2021 school year (Jan. - May 2020) - The board will implement the same process as the 2019 - 2020 school year plan by adding an additional grade level. If the school losing returning students, this will give us the opportunity to recruit more students to replace those that did not return. Hopefully our third-grade students will keep matriculating at the school, if not we will include that grade level in the application process as well.

8. Finalizing Plan and Expansion for Year Two (June to July 2020) - The board will review and approve the performance of the management group and our desire to continue to use their services based upon the data receive about the students performance, fiscal responsibility and regulatory compliance. The facility we picked is adequate to accommodate the expansion to add 4th grade. We will work with school administration and the management group to

add addition staff to accommodate the expansion and approve the process when completed.

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.*

Upon approval of the Charter Application, the board will continue its parent and community engagement. All board of directors meetings will be open to the public and include a public comment period. The board will establish a Parent-Community Support Committee to work directly with the schools Lead Administrator. The board and school administration will communicate with parents and the community by posting information on the schools website, sending emails, and by written correspondence. The school will establish open enrollment dates and a lottery date. The school will hold a series of public forums during the open enrollment period in order to explain the schools mission and purpose and to engage the support of parents and the community. The school will establish a roster of students that are successful applicants for the schools initial opening year. The school will also establish a wait list for unsuccessful applicants after the schools lottery.

The schools Parent-Community Support Committee will be engaged to support the Leader Administrator and the Board by volunteer service in getting the school open including installation of the playground equipment, cleaning of the facility and setting up the furniture. Parents and community volunteers will assists with conducting open house and parent/community volunteers will receive training to support volunteer service and to qualify to serve of the schools boards and committees. Parents will receive training to act as volunteer tutors, engage in fundraising, support their students and participate in the life of the school.

All parents will be invited to participate in monthly Parent-Community Support Committee meetings. The monthly meetings will include training opportunities, on issues such as supporting our academic scholars, parenting, volunteer service, and many other topics of interest. The Parent-Community Support Committee may volunteer as bus monitors, greeters for morning and afternoon car rider lines, lunch and recess support, field trip chaperones, monthly Saturday clean-up of the school facilities and grounds, tutor assistance during academic enrichment activities after school or on Saturday enrichment events. The Parent-Community Support Committee will assist the facilitation of the schools carpool.

Parent and community involvement in the school will be an important part of the schools program. The schools culture will require parents to support the school at home by enforcing and facilitating homework and study time and encouraging students to do their best at all times. The school will conduct

regular events which involve family participation. The school will work to assure that students who may not have strong family support have other parent and community volunteers that will support their academic success.

PARENT INVOLVEMENT SCHEDULE

Parent Advisory Council Meetings- (Second Tuesday each month, time and location TBD)

Parent Workshops- (Monthly, time and location TBD)

Parent Volunteer Training Workshop
Parents as Tutors Workshop
Family Budgeting and Financial Workshop
Family Support of Academic Success
Personal Development Workshop
Child Discipline
Time Management Workshop
Reading at Home
Math at Home
Science at Home
Fundraising Workshop

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.*

Elaine Riddick Charter School board of directors will adopt an admissions policy which details the schools admissions process. Open enrollment will be scheduled for a minimum of 30 days sometime in January or February, depending on final approval date, in accordance with state statute. The lottery will take place in March.

We will run public service announcements in local news media and social media to announce the period of open enrollment and lottery prior to the first day of open enrollment. On the first day of open enrollment, an

admissions application will be available online and via printed copies. We will email a link to the admissions application to our developed email list, that we have been gathering through the application process. We will mail admissions application form by U.S. Postal Service to those on the list that do not use email. We will conduct a significant effort to get the word out about open enrollment. We will collect admissions application for the 30 days of open enrollment. If the number of applications exceed the number of seats available at any grade level, we will conduct a lottery for that grade level on the scheduled lottery date. Admissions applications received after the close of open enrollment will go to the secondary wait list in the order received. After the lottery is completed, those students that were not success in obtaining admission thru the lottery will be placed on a wait list. The wait list order will be based upon the drawing. The school will publish applicants assigned lottery number (no names) on the school website showing the applicant lottery number of student accepted by grade level and the ordered wait list. Parents and students do not have to be present to win the lottery. Immediately following the lottery, the school will send an official notice of acceptance for students accepted. We will also send a notice to students that were not accepted with waitlist instructions. Accepted students and parents will have 10 business days to contact the school and accept admission. If admission is not formally accepted within

10 business days the seat will be given to the next person on the waitlist. Admissions Acceptance Forms will be available on the date of the lottery. Once a student has been formally accepted, parents will be required to submit student registration information. The initial Admissions Application will only include the student's name, address, residency, grade level, date of birth, sibling information, and preferred contact information and method. The full registration packet will include records request authorizations and detailed information including health, immunizations, exceptional children and 504 statuses, and so forth.

The school will conduct a series of introductory events prior to the start of school. The school admission policy will also address withdrawals, re-enrollment, and transfers. Students that withdraw because of parent military service, employment, or education have an admission preference if they return during the two year period. Student that withdraw outside of the policy preference will be required to go through the lottery process over again. Students that transfer under the withdraw preference may return when a seat is available as a preference. The school will also recognize limited preferences for board members, teacher, and staff.

Weighted Lottery

Does your school plan to use a weighted lottery?

Yes:

No: x

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 Perquimans 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 720	LEA 000	LEA 000	LEA 720	LEA 000	LEA 000	LEA 720	LEA 000	LEA 000	LEA 720	LEA 000	LEA 000	LEA 720	LEA 000	LEA 000
Kindergarten	40	0	0	40	0	0	40	0	0	60	0	0	80	0	0
Grade 01	20	0	0	40	0	0	40	0	0	42	0	0	60	0	0
Grade 02	20	0	0	20	0	0	40	0	0	42	0	0	42	0	0
Grade 03	20	0	0	20	0	0	20	0	0	40	0	0	42	0	0
Grade 04	0	0	0	20	0	0	20	0	0	20	0	0	40	0	0
Grade 05	0	0	0	0	0	0	20	0	0	20	0	0	20	0	0
Grade 06	0	0	0	0	0	0	0	0	0	20	0	0	20	0	0
Grade 07	0	0	0	0	0	0	0	0	0	0	0	0	20	0	0
	100			140			180			244			324		

X

Section IV: Governance and Capacity Concerns and Additional Questions	Reviewer	Page Reference
- The school has uploaded the school calendar under Appendix D.	Sally Houston	Private Non-
Why are the attachments not the required documentation?	Nicole Charles	Private Non-
Where are the required documents indicating non-profit status?	Nicole Charles	Tax-Exempt S
Why is this section not certified?	Nicole Charles	Certify Gove
The proposed school team lacks the capacity to fully hold Torchlight accountable for measurable student outcomes. There are many questions and missing pieces to this section, such as the missing Appendices as well as executed CMO/EMO contract, complete financials, misalignment between sections pertaining to key areas like teacher student ratio, enrollment targets and lack of coherent mission description, lack of a comprehensive plan for evaluating and incentivizing teachers, lack of clarity around who teachers will actually work for, the issue of 3rd grade retention at Torchlight Academy. Primarily, is the lack of Bylaws, and resumes for Board members. The board does not have the required level of expertise needed to operationalize the school design.	Tracy Kelley	Certify Gove
Vital Appendices are missing. Projected enrollment has changed from Section 1. Only one LEA is mentioned although in Section 1 the team uses a 2nd LEA to determine need of the school. There are no by-laws, although they are mentioned in the narrative. Promotion/Retention information is vague. Board member information is missing. The marketing plan does not appear to be comprehensive to recruit and retain students.	Shannon Sellers	Certify Gove
Board is small. Three members have education experience-2 at the college level. Have they worked in public schools? It is not advisable to have an even-numbered board. What is the ultimate number of board members? Are there plans to add parent members (not the parent advisory council)?	Sherry Reeves	Governance a
- Is there a term limit for each board member? - How do you remove someone from the board if need be? What are your removal procedures? - Why does the board only undergo a self-evaluation? Do teachers have a space to name how they feel about support from the board? - How do teachers provide feedback to the Lead Administrator? - Appendix F&G are blank.	Sally Houston	Governance a
Who does the administrator work for, the board or the management company? In the organizational chart for administrator Torchlight is in ()? Where are the board members resumes, etc? Appendix F is blank. Where are the bylaws? Appendix G is missing? What items would be time sensitive that the board would not have time to discuss prior to a meeting? What is the turn around time for a grievance? Can all suspensions be appealed or suspensions over a certain amount of days? If there is a grievance with the lead administrator in the middle of the month and the next board meeting is not for 20 days, how will the appeal be handled in a timely manner?	Shannon Sellers	Governance a
Will the lead Administrator be an employee of the school or of Torchlight? To whom will they report to? How did the team come together, what is the Boards story? Who on the Board brought Torchlight to the team? How did that person first hear about Torchlight? Has the Board visited Torchlight Academy, or looked at its performance data? How will the Board evaluate Torchlight, what criteria or rubric will be used and does that evaluation criteria include student academic proficiency as well as growth? What process is in place to progress monitor the effectiveness of Torchlight (NWEA/MAP or EOG states assessment only) What are the specific roles and responsibilities of Torchlight as the CMO/EMO?	Tracy Kelley	Governance a
What is the criteria regarding the evaluation of the governing board, board members, lead administrator and proposed Management Organization?	Stephenie Clark	Governance a
Why has the applicant uploaded so many blank documents? How can a fair assessment be made with such little information?	Nicole Charles	Governance a

<p>Can the applicant clarify the tie breaker vote? Can the applicant clarify the EMO's role in governance?</p> <p>Given the focus on local business connections, does a national search for Lead Admin make sense? Has there been any interest from or direct recruitment for a local or within state Lead Admin?</p> <p>Is there a plan to add more legal and financial expertise to the board? It's not clear as the applicant did not attach board resumes?</p> <p>What is the plan to avoid conflicts of interest or remedy them when they occur beyond sharing them via the conflict of interest form?</p> <p>Do the faculty and staff have the opportunity to bring grievances before the board? The process is not clear.</p>		
<p>How did the relationship between Torchlight Schools and Elaine Riddick form? Explain the board's expectations of the CMO. Appendices are blank or wrong document. Is the facility being provided by Torchlight?</p>	Sherry Reeves	Proposed Man
<p>Why was Torchlight chosen? It is listed what they will do, but now how this company is in the best interest of the school? How does this company help you meet your mission? How will the board hold TLS accountable? Where is the executed management agreement? What roles will TLS play in your school? What data supports TLS' success in Exceptional Children to support your school's population?</p>	Shannon Sellers	Proposed Man
<p>Where are the corresponding appendices for this section including the executed contract? How was Torchlight selected to operate the school and what is the exact role in the day to day operations? What is the academic track record of TSL? What is NoDa and where is it in relation to the proposed site for this school? How will TSL improve student outcomes and foster the school's mission?</p> <p>Is there data to support that " choose TAS because of the results they have achieved with the population we are choosing to serve?"</p> <p>How will TSL be evaluated? Will parents provide input? What is the accountability structure and consequence of poor performance?</p>	Nicole Charles	Proposed Man
<p>Does EC refer to Exceptional Children? Where and what is NoDa community? Will torchlight be responsible for marketing? How will the Board monitor Torchlight progress toward meeting the responsibilities outlined here? Are their SMART goals attached to these responsibilities? How will the Board hold Torchlight accountable for meeting operational benchmarks related to recruitment, a timely opening? Will Torchlight through the leader be responsible for evaluating staff? Will teachers be employees of Torchlight or the school? What are the names of the other CMOs considered? What and how did you get the data used to make the decision to go with Torchlight? Did Torchlight provide you with the data from Torchlight Academy or did the Board independently look up Torchlight Academy's data via the NC State web site? The application does not include an executed CMO/EMO contract, why is that? Can you articulate a clearly defined set of roles and responsibilities assigned to Torchlight and distinguish those from the Boards responsibilities? Do you anticipate a large percentage of students with special needs like auditory devices? What about Torchlight Academy's exceptional children program is exemplary, in your view? What about federal and state legislation related to special education requires explicit review? What federal funds does the board anticipate having to mandate?</p>	Tracy Kelley	Proposed Man
<p>What is the rationale for contracting with the EMO and how will this prove to be in the best educational and financial interest of the charter school?</p>	Stephenie Clark	Proposed Man
<p>Clarify: "Torchlight Schools has articulated that they view this school as an</p>	Sally Houston	Proposed Man

<p>investment into the NoDa community and will cover all over-expenditures during its first year to ensure our schools full program is in effect." NoDa is about 5 hours away from Perquimans County. How does Torchlight view this school as an investment to the Perquimans community?</p>		
<p>Appendix I does not include the CMO/EMO contract.</p> <ul style="list-style-type: none"> - What sources are you using as "research-based best practices" for recruiting and retaining high-quality teachers? - How will you engage teachers in the decision making process at the school? - What feedback will teachers receive other than "data-driven feedback through MAP growth?" - What coaching will struggling teachers be offered? - What does "supervising all staff" entail for the lead administrator? Who is in charge of the professional development of staff? - What do you consider "regular contact with families?" 	<p>Sally Houston</p>	<p>Staffing Pla</p>
<p>Will your first year of enrollment require a full time ELL teacher? What are you planning for your teacher to student ratio to be the first year? What role is the management company playing in the hiring, firing, and retention of teachers? What do you mean by "Core teachers will have at least a techer certificate?" Do you mean license?</p> <p>There is contradiction in your requirements for teachers. You say in one sentence that at least 50% will be licensed and in another sentence that all teachers will be licensed. What is the actual requirement that you will go by?</p> <p>Do you believe the salary suggested will attract highly qualified candidates when you are not offering retirement?What will be the basis for salary increase based on teacher evaluations? Will this be written out clearly, so everyone knows the expectations for the salary increase?</p>	<p>Shannon Sellers</p>	<p>Staffing Pla</p>
<p>What will the student to teacher ratio be? What is the student teacher ration at Torchlight Academy? Is it still 49:1? The plan indicates that you will have 4 grades (k-3) which means 30 students in each grade, it it the expectation that each class will have 30 students in it? Or, is the plan to have 2 sections per grade level with each class hovering around 15 students? If the plan is to have 30 students per class than the year # of teachers needed would be 4, correct? If the plan is to have 2 sections for each grade with 15 students per class, then you will need 8 teachers year 1, correct? Why does the narrative call for 6 core content classes year 1? How does the staffing model described in the narrative align with the student enrollment projection table? Do you anticipate having enough ELL that the ELL teacher will serve as a classroom teacher? Please clarify what the expectations are for the Spanish and Arts teachers? Will they be providing specials so teachers have common planning time or will they be in classrooms to "support core content teachers". How will school leaders differentiate between the goal to retain 85% of teachers verses retaining 85% of highly effective teachers and decreasing the percentage of ineffective teachers? What is the rationale for increasing the Lead Administrators salary as the school grows, and why ? What are the research based practices that the school will use to evaluate and base retention decisions on? The Board will create the job description, but who will teachers be employed by-Torchlight?</p>	<p>Tracy Kelley</p>	<p>Staffing Pla</p>
<p>What does the applicant mean by "offer teachers the opportunity to innovate and exercise their craft without traditional restrictions that can impede teacher and student success" given the traditional evaluation tools proposed?</p> <p>What research based retention practices will be employed?</p> <p>Are the Administrative Assistant and Assistant Administrator the same thing or is one an Assistant Principal versus a Admin Assistant?</p> <p>Does this staffing level support the student teacher ration proposed and does it support the educational goals?</p>	<p>Nicole Charles</p>	<p>Staffing Pla</p>
<p>Applicant uses the terms "Assistant Administrator" and "Administrative Assistant" interchangeably. The two titles have different connotations. Will the school employ a second lead administrator or an administrative assistant in year 1 and beyond?</p>	<p>Stephenie Clark</p>	<p>Staffing Pla</p>

<p>What is the break down for class sections given that there will be 4 grades served and 6 core content teachers hired in year 1?</p> <p>Are there any hiring requirements that include a level of familiarity with Core Knowledge Sequence since that is a staple instructional program being used by the proposed charter school?</p> <p>What is the employee grievance process when the concern or issue is with the lead administrator?</p> <p>Will specialists have a protected planning period? The description for duties almost implies that they do not receive any sort of planning or break during the day.</p>		
<p>Is this an assistant to the administrator or an assistant administrator? Salary increases based on evaluations. Is this merit pay? Will Elaine Riddick participate in state pay scale? Why would the EC teacher work with the CMO to provide services? Aren't teachers hired by the board and under the board's/school administrator's supervision? Why would specialists supervise children who have been removed from the classroom? In addition to teaching electives such as Art, Spanish and STEAM will they also be behavior interventionists?</p>	Sherry Reeves	Staffing Pla
<p>Are the salaries competitive enough to meet the 100% HQ teacher rate?</p> <p>Is there a strategy for internal PD or is mostly external? Is there are comprehensive plan for coaching and mentoring?</p>	Nicole Charles	Staff Evalua
<p>\$10,000 dedicated to professional development is very low considering the "programs" teachers are expected to utilize.</p>	Sherry Reeves	Staff Evalua
<p>Will the administrative assistant be trained in the requirements for teacher licence and professional development? What type of support will be offered to beginning teachers? What type of professional development will you offer? How will it relate to your mission? Who will be providing the Professional Development? What evaluation instrument are you planning to use for teachers? Will PLC's have common planning to discuss data or will this be done after school?</p>	Shannon Sellers	Staff Evalua
<p>Were there any additional considerations for monthly PD topics beyond data driven instruction? How does the professional development offerings prepare teachers to be successful with the chosen target demographic of students?</p> <p>Will the lead administrator work with the administrative assistant to monitor and maintain licensing requirements?</p> <p>The responses allude a lot to out of school professional development offerings and online offerings. Has the applicant selected what programs they will be using for out of school professional development offerings?</p> <p>The August schedule does not address training for the Core Knowledge Sequence instructional program described in the education plan section.</p> <p>What is the reasoning behind the 5 teacher work days after school ends and how does this positively impacts student outcomes? Did the applicant take into consideration that staff members may not return, therefore the return on investment for those 5 professional development days may not yield the appropriate returns compare to if they were placed throughout the actual academic year?</p>	Stephenie Clark	Staff Evalua
<p>How will the school incentivize teacher retention beyond 3% COL increase? How will PLC be structured if there is 1 section per grade? Will there be content are PLCs? How will teacher schedules be set up to accommodate common planning time? How will individualized professional development decisions be made, based on what data? Will PD primarily be done in house or are there plans for external PD providers?</p>	Tracy Kelley	Staff Evalua
<p>How many open forums will you have to share information about your school? How often will you advertise in the media about your school? Will you be out and about in the community sharing information about the school or will the recruitment process be soley on advertisement?</p>	Shannon Sellers	Marketing PI

<p>How can you be certain you will have the recruitment you need to meet your projected numbers? What type of review of applications will the management company perform? What exactly is the board approving once applications come through and the management company has reviewed them?</p>		
<p>Is a two months marketing period enough to recruit proposed number of students? Can the applicant describe more of the marketing rather than the application/enrollment process?</p>	Nicole Charles	Marketing PI
<p>- Clarify: Please elaborate on your application review process in accordance to NCGS 115 C-281.45 regulations. What does this look like in action? - What scenarios would allow the board to deny a recommendation?</p>	Sally Houston	Marketing PI
<p>The process outlined in the applicant's response talk to the enrollment process, but not to the marketing process. What is the plan and timeline of the board to market and recruit students to apply for your charter school? This section is riddled with typos and does not correlate with general statute around student admissions and lottery procedures.</p>	Stephenie Clark	Marketing PI
<p>Some dates on the application refer to months that have already passed in 2018 (Marketing Plan #2-4).</p>	Sherry Reeves	Marketing PI
<p>The applicant mentions continuing its parent and community engagement. What work has already been done in these areas? Is there data to share learnings from the engagement thus far? How can working families engage with the school? How does the applicant to communicate with ALL parents , even those not engaged?</p>	Nicole Charles	Parent and C
<p>Who will facilitate the Parent Advisory Council Meetings? a board member? the lead administrator?</p>	Sherry Reeves	Parent and C
<p>How will the school and the CMO address barriers to participation and involvement by parents who cannot attend pre-scheduled meetings? How will the school mitigate the penalties imposed on students who do complete or turn in their homework in order to avoid disproportionality? What level of autonomy will parents have to set schedule and design parent meetings, groups engagement level, activities, calendar etc? Are their any CBO that have been identified as partners?</p>	Tracy Kelley	Parent and C
<p>Will there be multiple sessions for parents to attend on certain topics? Will parents have input on meeting days? Will they have any say so in what they would like to do for the school?</p>	Shannon Sellers	Parent and C
<p>How will the school ensure that it meets enrollment goals for the first year? 100 students is very close to the minimum required to operate a charter school in general statute. The applicant mentions recruiting students from the Pasquotank LEA area in other areas of the application, but they do not have the LEA listed nor a projected number of students they anticipate to attract from that LEA. Why do the numbers in this section of the application differ from those provided in the "Proposed Grades Served and Total Enrollment Table" in the first section of the application?</p>	Stephenie Clark	Projected St
<p>- Why are the enrollment targets listed here different from the enrollment targets listed under your "Total Enrollment Table?" (Earlier you listed the following: Year 1: 120 students, Year 2: 156, Year 3: 200, Year 4:220, Year 5: 250)</p>	Sally Houston	Projected St
<p>Why is your projected number for year 1 different here than what it is in Section 1? In section 1 of your application, you state that you will recruit students in Pouqoutank County, but you do not list it as LEA #2? Why is there a discrepancy within your application?</p>	Shannon Sellers	Projected St
<p>Why does the chart only reflect students from Perquimans County? In the narrative earlier, the board was also targeting Pasquotank County which actually has a greater student enrollment.</p>	Sherry Reeves	Projected St

Why are the enrollment targets here different than proposed in section one? How shall the budget be evaluated with varying numbers?	Nicole Charles	Projected St
Is Pasquotank considered a feeder LEA or not?		
Why are there discrepancies between the enrollment projection in Section 1 (120 students year 1) and Section 4 (100 students year 1). Why is Pouqoutank County not listed as LEA 2 as is described in Section 1 and 2?	Tracy Kelley	Projected St
If current area charter school is not reflective of county's population, then why would board not consider a weighted lottery to ensure they are reaching the students they are targeting?	Sherry Reeves	Weighted Lot

Reviewer	Score
Alex Quigley	
Alan Hawkes	
Bruce Friend	
Cheryl Turner	
Danielle Allen	
Steven Walker	
Ginger Cash	
Heather Soja	
Joe Maimone	
Lindalyn Kakadelis	Fail
Tracy Kelley	Fail
Lynn Kroeger	
Nicole Charles	Fail
Phyllis Gibbs	
Sally Houston	Fail
Shannon Sellers	Fail
Sherry Reeves	Fail
Stephenie Clark	Fail
Tammi Sutton	Fail

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.

In order to carry out the mission of the school assuring adequate transportation is vital. A significant percentage of our target students at-risk factors includes poverty. Elaine Riddick Charter School views assuring that no child is denied access to this school due to lack of transportation as an important goal. The school plans to meet its goal by two methods. First, the school will organize and manage a school car pool through www.carpoolworld.com. The school will coordinate efforts to facilitate shared private transportation, address supplemental insurance issues, and work with parent volunteers to assure that student get to and from school. Parent volunteers will greet car riders at pick-up drop-off daily. Second, the school will provide bus transportation for students. The school has also budgeted about \$8,000.00 for the purchase of 3-4 surplus buses. The school has budgeted \$35,000.00 for fuel cost, \$6,000.00 for maintenance, and \$20,000.00 for contracted drivers in year one. A total of about \$69,000.00 is budgeted to assure that no child is denied access to the school due to lack of transportation. The school reserved the right to use the total amount of budgeted funds to contract for transportation services. The school will provide mandatory training to any and all individuals that participate in our transportation program to facilitate a school culture that promotes academic success and mutual cooperation between students, staff, administration, and parents. The board will adopt a comprehensive transportation policy, procedure, and plan which will be published in a Parent-Student Handbook. The school will publish transportation policy, procedures, and plans on the schools website and in marketing materials to assure that during the enrollment and lottery process that parents and fully aware that transportation is available for all students that enroll in the school.

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.

Elaine Riddick Charter School recognizes that nutritious meals are vital to healthy children and their performance in school. Multiple studies conclude that students which receive adequate nutrition are more alert, better behaved, and perform higher in school. A significant percentage of our target students at-risk factors includes poverty. Therefore, to carry out the schools mission the school will participate in the National School Lunch Program. The school will provide breakfast, lunch, and where appropriate an after school snack. The school will apply to become a School Food Authority (SFA) and will initially contract for vended meals. The school will assure that all meals provided comply with the guidelines set forth under the National School Lunch Program and are appropriate as to nutrition quality

and serving amounts. The school has initially budgeted \$10,000.00 as working capital. The school facilities will have designated areas for students to eat. Meals will be catered or self-serve. The school will have adequate refrigeration and food storage on site. The school will including school lunch program information in its Parent-Student Handbook, on the schools website, and in published materials used in student enrollment and lottery. We will assure that parents are fully aware that nutritious meals will be available for students that enroll in the school. The school will also promote "Wellness" as part of its school lunch program. The school will use appropriate posters to promote "Wellness," proper nutrition, exercise, and teachers will use the N.C. Health Education and Physical Education Essential Standards as part of the schools instructional 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	\$3,000,000		\$1,220.00
Officers and Directors/Errors and Omissions	\$250,000		\$332.00
Property Insurance	\$500,000		\$725.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$1,000,000	\$2,000,000	\$3,057.00
Other	\$1,000,000		\$2,387.00
Total Cost			\$7,902.00

*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.

mfelton7

09/30/2018

(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.

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.

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.*

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
Failure to provide answers to the facilities questions is concerning and does not align with the information and assurances made in Section 1.	Tracy Kelley	Certify Oper
The lack of planning for facilities and transportation is concerning for the evaluator as families deserve to have a full understanding of what to expect.	Nicole Charles	Certify Oper
There is no information regarding facility and this contradicts Section 1. Where is the facility mentioned in Section 1? What is the contingency plan should this fall through?	Shannon Sellers	Certify Oper
How will you provide transportation when outlined as a related service in an IEP for a student with a disability?	Ginger Cash	Transportati
- Most surplus buses currently range from \$3k-4k. How will you purchase 4 buses at this rate if you've only allotted \$8k for buses?	Sally Houston	Transportati
This does not give details as to how the transportation to and from school will operate. It will be very difficult to purchase 3-4 buses with \$8000. Board is requesting to open school in 9 months. Details about every aspect are critical.	Sherry Reeves	Transportati
Is \$8,000 a realistic budget for 3-4 buses?	Nicole Charles	Transportati
Has the board began research and training on how to get the national school lunch program fully implemented? What will be the contingency plan if the school cannot fully implement the NSLP in the first year of operation? Has the board taken into consideration how being an accelerated applicant will affect their participation in the program for the first year of operation and whether it will be feasible to implement during that year given the time frame for application approval and opening?	Stephenie Clark	School Lunch
What measures will you take to ensure students with dietary restrictions have meals each day?	Sally Houston	School Lunch
School lunch program is very costly. Most schools lose money in this area every year. Plan does not demonstrate a firm understanding of how this works.	Sherry Reeves	School Lunch
While the school has identified a location, what is the current status of this facility and can the school confirm that they will have an executed lease? According to the planned projections for enrollment, the school will outgrow the 150 capacity of the school in year 2. What are the plans for the school to find a facility that can fit the maximum capacity of students intended to be enrolled when fully implementing grades K-8? The contingency plan does not include any estimated costs, timelines, whether the building can be upfit in time for operations August 2019, nor the maximum capacity of students that can be enrolled at the proposed location.	Stephenie Clark	Facility and
- No responses recorded	Sally Houston	Facility and
Is there NO information on facilities?	Nicole Charles	Facility and
This section is blank.	Sherry Reeves	Facility and
There is no information pertaining to facilities in this section? This is very concerning as it does not match the information provided in Section 1.	Shannon Sellers	Facility and

Reviewer	Score
Joe Maimone	
Tammi Sutton	Fail
Ginger Cash	
Steven Walker	
Danielle Allen	
Cheryl Turner	
Bruce Friend	
Alan Hawkes	
Alex Quigley	

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Lindalyn Kakadelis	Pass
Tracy Kelley	Pass
Lynn Kroeger	
Nicole Charles	Fail
Phyllis Gibbs	
Sally Houston	Fail
Shannon Sellers	Pass
Sherry Reeves	Pass
Stephenie Clark	Pass
Heather Soja	

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VI. FINANCIAL PLAN

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

Budget: Revenue Projections from each 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 #1720 - Perquimans County Schools

Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$7,109.02	100	\$710,902.00
Local Funds	\$1,640.00	100	\$164,000.00
Federal EC Funds	\$3,261.06	12	\$39,132.72
Totals			\$914,034.72

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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	\$710,902	\$1,161,184	\$1,511,613	\$1,964,830	\$2,545,422
-Local Per Pupil Funds	\$164,000	\$255,840	\$332,920	\$432,960	\$560,880
-Exceptional Children Federal Funds	\$39,133	\$42,511	\$55,336	\$71,933	\$93,189
-Other Funds*	\$32,670	\$0	\$0	\$0	\$0
-Working Capital*	\$50,000	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$996,705	\$1,459,535	\$1,899,869	\$2,469,723	\$3,199,491

***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.

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									
Administrative & Support Personnel:															
Lead Administrator	1	\$50,000	\$50,000	1	\$51,500	\$51,500	1	\$53,045	\$53,045	1	\$54,636	\$54,636	1	\$56,275	\$56,275
Assistant Administrator	1	\$40,000	\$40,000	1	\$41,200	\$41,200	1	\$42,436	\$42,436	1	\$43,709	\$43,709	1	\$45,020	\$45,020
A - Total Admin and Support:	2		\$90,000	2		\$92,700	2		\$95,481	2		\$98,345	2		\$101,295
Instructional Personnel:															
Core Content Teacher(s)	6	\$36,000	\$216,000	8	\$37,080	\$296,640	10	\$38,192	\$381,920	14	\$39,338	\$550,732	18	\$40,518	\$729,324
Exceptional Children Teacher(s)	1	\$38,000	\$38,000	1	\$39,140	\$39,140	1	\$40,314	\$40,314	2	\$41,524	\$83,048	2	\$42,769	\$85,538
ELL Teachers	1	\$37,000	\$37,000	1	\$38,110	\$38,110	1	\$39,253	\$39,253	2	\$40,431	\$80,862	2	\$41,644	\$83,288
Specialist (Instructors)	2	\$30,000	\$60,000	2	\$30,900	\$61,800	2	\$31,827	\$63,654	3	\$32,782	\$98,346	4	\$33,765	\$135,060
Substitute Teachers	1	\$18,500	\$18,500	1	\$19,055	\$19,055	1	\$19,627	\$19,627	2	\$20,215	\$40,430	2	\$20,822	\$41,644
B - Total Instructional Personnel:	11		\$369,500	13		\$454,745	15		\$544,768	23		\$853,418	28		\$1,074,854
A+B = C - Total Admin, Support and Instructional Personnel:	13		\$459,500	15		\$547,445	17		\$640,249	25		\$951,763	30		\$1,176,149
Administrative & Support Benefits															
Health Insurance	2	\$4,800	\$9,600	2	\$4,800	\$9,600	2	\$6,000	\$12,000	2	\$6,000	\$12,000	2	\$6,000	\$12,000

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Retirement Plan--Other	2	\$1,800	\$3,600	2	\$1,854	\$3,708	2	\$2,864	\$5,728	2	\$2,950	\$5,900	2	\$3,039	\$6,078
Social Security	2	\$3,150	\$6,300	2	\$3,245	\$6,490	2	\$3,342	\$6,684	2	\$3,442	\$6,884	2	\$3,545	\$7,090
Medicare	2	\$900	\$1,800	2	\$927	\$1,854	2	\$955	\$1,910	2	\$983	\$1,966	2	\$1,013	\$2,026
D - Total Admin and Support Benefits:			\$21,300			\$21,652			\$26,322			\$26,750			\$27,194
Instructional Personnel Benefits:															
Health Insurance	11	\$4,800	\$52,800	13	\$4,800	\$62,400	15	\$6,000	\$90,000	23	\$6,000	\$138,000	28	\$6,000	\$168,000
Retirement Plan--Other	11	\$1,344	\$14,784	13	\$1,399	\$18,187	15	\$2,179	\$32,685	23	\$2,226	\$51,198	28	\$2,303	\$64,484
Social Security	11	\$2,351	\$25,861	13	\$2,449	\$31,837	15	\$2,542	\$38,130	23	\$2,597	\$59,731	28	\$2,687	\$75,236
Medicare	11	\$672	\$7,392	13	\$700	\$9,100	15	\$726	\$10,890	23	\$742	\$17,066	28	\$768	\$21,504
E - Total Instructional Personnel Benefits:			\$100,837			\$121,524			\$171,705			\$265,995			\$329,224
D+E = F - Total Personnel Benefits			\$122,137			\$143,176			\$198,027			\$292,745			\$356,418
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	2		\$111,300	2		\$114,352	2		\$121,803	2		\$125,095	2		\$128,489
B+E = H - Total Instructional Personnel (Salary & Benefits)	11		\$470,337	13		\$576,269	15		\$716,473	23		\$1,119,413	28		\$1,404,078
G+H = J - TOTAL PERSONNEL	13		\$581,637	15		\$690,621	17		\$838,276	25		\$1,244,508	30		\$1,532,567

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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	\$2,000	\$2,000	\$2,500	\$2,500	\$2,500
	Paper	\$1,000	\$1,000	\$2,000	\$2,000	\$2,000
	Computers & Software	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
	Communications & Telephone	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800
	Copier leases	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400
Management Company	Contract Fees	\$0	\$0	\$0	\$0	\$0
Professional Contract	Legal Counsel	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
	Student Accounting	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Financial	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
	Other Professional	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000
Facilities	Facility Lease/Mortgage	\$72,000	\$72,000	\$72,000	\$108,000	\$168,000
	Maintenance	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Custodial Supplies	\$4,000	\$4,000	\$6,000	\$6,000	\$6,000
	Custodial Contract	\$18,000	\$18,000	\$22,000	\$22,000	\$22,000
	Insurance (pg19)	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000
	Other	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Utilities	Electric	\$36,000	\$36,000	\$36,000	\$36,000	\$36,000
	Gas	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
	Water/Sewer	\$12,000	\$12,000	\$18,000	\$24,000	\$24,000
	Trash	\$8,400	\$8,400	\$8,400	\$9,600	\$12,000
Transportation	Buses	\$8,000	\$3,000	\$3,000	\$12,000	\$12,000
	Gas	\$35,000	\$35,000	\$40,000	\$40,000	\$40,000
	Oil/Tires & Maintenance	\$6,000	\$6,000	\$8,000	\$8,000	\$8,000
Other	Marketing	\$20,000	\$10,000	\$10,000	\$10,000	\$10,000
	Child nutrition	\$10,000	\$10,000	\$15,000	\$15,000	\$15,000
	Travel	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
	Other	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Transportation	Contract	\$20,000	\$20,000	\$30,000	\$30,000	\$30,000
	K - TOTAL Administrative & Support Operations	\$324,600	\$309,600	\$345,100	\$397,300	\$459,700
	Instructional:					
Classroom Technology	Computers	\$10,000	\$2,000	\$2,000	\$2,000	\$2,000

If you have questions regarding the application process, please contact the Office of Charter Schools via email at danielle.allen@dpi.nc.gov.

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	Software	\$6,000	\$6,000	\$10,000	\$10,000	\$10,000
	Instructional Technology	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Other	\$1,000	\$1,000	\$1,000	\$2,000	\$2,000
Instructional Contract	Instructional Support	\$20,000	\$20,000	\$20,000	\$25,000	\$25,000
	Staff Development	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Books and Supplies	Instructional Materials	\$10,000	\$10,000	\$15,000	\$15,000	\$15,000
	Curriculum/Texts	\$5,000	\$5,000	\$5,000	\$10,000	\$10,000
	Copy Paper	\$5,000	\$5,000	\$5,000	\$8,000	\$8,000
	Testing Supplies	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
	Other	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Classroom Technology	Hardware	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
	L - TOTAL Instructional Operations	\$82,000	\$74,000	\$83,000	\$97,000	\$97,000
	K+L = M - TOTAL OPERATIONS	\$406,600	\$383,600	\$428,100	\$494,300	\$556,700

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	Year 1	Year 2	Year 3	Year 4	Year 5
J - TOTAL PERSONNEL	\$581,637	\$690,621	\$838,276	\$1,244,508	\$1,532,567
M - TOTAL OPERATIONS	\$406,600	\$383,600	\$428,100	\$494,300	\$556,700
J+ M =N TOTAL EXPENDITURES	\$988,237	\$1,074,221	\$1,266,376	\$1,738,808	\$2,089,267
Z - TOTAL REVENUE	\$996,705	\$1,459,535	\$1,899,869	\$2,469,723	\$3,199,491
Z - N = SURPLUS / (DEFICIT)	\$8,468	\$385,314	\$633,493	\$730,915	\$1,110,224

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.

Student enrollment goals were set based upon a review of U.S. Census data from the target area, public and private school enrollment data, review of student performance data, student discipline data, and direct feedback from residents of the target area. We estimate that the demand for a high quality educational choice is greater than our enrollment goals. Therefore, our enrollment goals were set with an abundance of caution. We considered start-up cost and the commitment of resources to get this school started. We believe there is a greater demand for this school than the enrollment goals we set based upon the above. A total of 75 students is the breakeven point and will meet the schools fixed cost.

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

The Board will establish contingency plan which includes various budget scenarios. Contingency plans will include scaling back the entire operation, line item budget reductions, forgoing non-critical expenditures, and other agreed upon options. The Board reserved the right to terminate the project if enrollment is not sufficient to support opening the school.

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

No.

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

The student to teacher ratio is 15 to 1.

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

The management contract with Torchlight Academy Schools, LLC includes the provision of student accounting, financial services, custodial services, and exceptional children support services. Selection of external contracts for

large purchases will be based upon the schools procurement policies and procedures. Competitive bidding will be used as required by law. The Board will adopt procurement policies and procedures which meet the requirement of G.S. 143-48 et seq., Federal Child Nutrition Program requirements, and other applicable laws.

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

We made a careful effort to assure the budget aligns with the schools mission, curricular offerings, transportation plans, and facility needs. This budget adequately provides for teacher coverage of the schools curriculum, assessment, and academic programs. The student to teacher ratio is 15 to 1. The budget provides adequate funding for facilities and transportation. The budget process involved a full discussion of the all operational elements of the school including the at-risk status of students.

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.*

The schools general fund balance is a minimum of 3% of annual revenue. The school will develop the general fund balance by frequent budget review, practice of austerity measures, and discipline spending.

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

The management company will up-fit the facility, including furnishings and refrigeration, and lease to the charter school under a triple net lease. The charter school is only responsible for the monthly lease payments which are budgeted. The school has investigated a leasing arrangement for a copier and provided for the same in its budget. The management company will provide \$50,000.00 for working capital to assure the schools cash flow needs are met.

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*

Furniture and Refrigeration will be provided through the management company. (Letter from the Management Company Attached).

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?

The Board will receive professional development and training in the five components of an effective internal control system including the control environment, risk assessment, control activities, information and communications, and monitoring. The Board will consult with an independent legal counsel, and a certified public accountant approved by the Local Government Commission. The Board will review publications from the N.C. State Treasurer, Local Government Commission, and the N.C. Department of Public Instruction related to internal controls. After a comprehensive review, the Board will develop and adopt an Internal Control Policy and Procedure which includes adequate requirements for segregation of duties, safeguarding of assets, and accurate and adequate recordkeeping. The Board will establish an internal monitoring and compliance program. The Board will further maintain adequate insurance coverage of the types and in the amounts that are reasonably necessary to protect the schools assets. The Board will regularly monitor the system it sets up and the system will be annually reviewed by an Independent Auditor/Certified Public Accountant as a part of the Single Audit requirements for public charter schools.

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

There are no known related party transactions at this time.

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

Darrell L. Keller, CPA
DLK
P.O. Box 1028
Kings Mtn., NC 28086
Telephone: (704) 739-0771
Fax: (704) 739-6122

Perquimans County does not have a school of choice. The neighboring county, Pasquotank County, also has no school of choice for grades K-5, and the charter school serving grades 6-12 is not representative of the areas population. They serve a predominantly affluent, White population in an area that is socioeconomically disadvantaged. Further detail can be found in Appendix A1: Evidence of Educational Need.

Schools in Pasquotank County are performing poorly with socioeconomically disadvantaged populations with four of seven elementary schools receiving a D or F and all middle schools receiving Ds or Fs. The middle school in Perquimans County isnt doing well either, having not achieved growth in two

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of the past three years. Socioeconomically disadvantaged students are struggling across northeastern North Carolina and there is currently no school of choice in the immediate area that our targeted population can attend.

Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
Questions regarding projected enrollment is contradictory throughout the application.	Shannon Sellers	Certify Fina
In Section 2 the application identifies Pasquotank County as another LEA where they would like to recruit students, why doesn't that County appear in this section? What enrollment projections were used to generate these figures-100 or 120?	Tracy Kelley	Budget Reven
Is there more clarity around which LEA are feeders? Two are mentioned as stated earlier but only one is referenced here? What are the accurate enrollment numbers?	Nicole Charles	Budget Reven
- In section 1, you projected an enrollment of 120 students. This notes 100 students in the projected LEA ADM. Which is accurate?	Sally Houston	Budget Reven
How does the information provided in this section align with Section I of the application?	Stephenie Clark	Budget Reven
The applicant in other sections has listed Pasquotank County as another LEA, but has left information pertaining to this county in the budget. The projected enrollment doesn't match the projected enrollment in Section 1 of the application.	Shannon Sellers	Budget Reven
Given the lack of information, varying enrollment numbers and missing appendices, how can budget projection be verified? There is no previous facilities or capital information, can the applicant share where the working capital and other funds are generated from?	Nicole Charles	Total Budget
- In section 1, you projected an enrollment of 120 students. This notes 100 students in the projected LEA ADM. Which is accurate? - No appendix M	Sally Houston	Total Budget
What are other funds (\$32,670) and working capital (\$50,000)? Appendix M is blank.	Sherry Reeves	Total Budget
There is a discrepancy in the projected enrollment. Where is the \$32,670 listed in other funds coming? Where is the Working Capital of \$50,000 coming? There is no Appendix M with this information.	Shannon Sellers	Total Budget
Repeat question: is position Asst. Administrator or Administrative Asst. Salaries are low. How handles health issues? counseling/attendance/social needs?	Sherry Reeves	Personnel Bu
- Will 1 EC and 1 ELL teacher be enough to meet student need in year 3 given you will have 80 more students enrolled by year 3? - How will you implement a student/teacher ratio of 15:1 with 6 content teachers and 120 students enrolled in Year 1?	Sally Houston	Personnel Bu
Is there a way to determine the student enrollment numbers to evaluate budget projections given the varying numbers in this application?	Nicole Charles	Personnel Bu
How did the team develop a budget for facilities lease or mortgage? Why are there no monies budgeted for the management company contract? What specifically will be done with the monies budgeted for other professional? Why does the lease in year 5 more than double the previous 4 years? How does child nutrition stay the same year 1 and year 2 with the addition of 40 more students?	Tracy Kelley	Operations B
What is the management company being paid? Why does your building lease increase in year three? Is \$1000 enough for paper in the office?	Shannon Sellers	Operations B
Where have you allotted money for contracting related services including psychological, speech, Occupational Therapy, Physical Therapy, etc?	Ginger Cash	Operations B
Does the \$0.00 represented for the management fee align with the signed contract and services to be provided by the contracted company? How are there no budget variations for electric, gas, and maintenance over the first five years of operations? How does the child nutrition budget stay the same for year 1 to year 2 and then again from year 3 - 5 when there is an increase in student enrollment each year?	Stephenie Clark	Operations B

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Were materials for the Core Knowledge Sequence instructional program considered when building out the budget line item of curriculum/texts?		
Assuming the student enrollment is between the two proposed numbers, can the applicant assume increased costs across the board?	Nicole Charles	Operations B
Is \$2000.00 in legal fee sufficient given the governance issues address earlier?		
Why \$0 in contract fees/management company? Will all revenues be turned over to CMO? Will there be a new facility in years 4/5? Lease goes up 50%.	Sherry Reeves	Operations B
- As student enrollment increases, the need for copy paper will likely increase as well. However, you have the same amount budgeted for copy paper for years 1-3. Will teachers have a copy limit as they prepare student materials? Will teachers be financially responsible for providing students with copies if they exceed a copy limit?	Sally Houston	Operations B
What is the cause of the misalignment between the 2 targeted LEAs?	Tracy Kelley	Total Expend
There is concern about the 2nd LEA being left out of the budget.	Shannon Sellers	Total Expend
Can the applicant provide additional information about enrollment projections to assist in determining the whether the expenditures are realistic?	Nicole Charles	Total Expend
Surplus in year 1 is dangerously low. One child can make the difference in a balanced budget.	Sherry Reeves	Total Expend
An \$8,000 buffer in year one is pretty alarming.	Stephenie Clark	Total Expend
Clarify: The instructional plan portion of this application states you will have 20 students per class. However, your budget narrative states the following: "The student to teacher ratio is 15 to 1." Which is accurate? - Clarify this statement: "The school has investigated a leasing arrangement for a copier and provided for the same it its budget." - Under the Budget Revenue section of your application, \$32,670 is a line item categorized as "other funds." However, in your Budget Narrative, you answered "no" to the following question: 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. Please clarify. - What are the line item budget reductions you imagine implementing if a contingency plan is necessary? What are the other "agreed upon options?"	Sally Houston	Budget Narra
Where did the ratio of 15:1 for core teachers come from? There is a discrepancy in the projected numbers throughout the application. The contingency plan is vague.	Shannon Sellers	Budget Narra
If not other sources are being proposed, where do the numbers quoted in other parts of this application come from? If the student:teacher ratio is 15:1, why are those numbers not reflected in the budget as more teachers are required? What facilities is the applicant referring to in this section? Is the contingency plan proposed realistic given the already bare budget?	Nicole Charles	Budget Narra
According to general statute 115C-218.1(b)(13), the number of students to be served shall be at least 80. Please explain the break even figure of 75 students as this is under the minimum required number of students. What are the specific examples of non-critical expenditures, line item budget reductions, and other agreed upon options the board will utilize in case the anticipated revenues are not received or lower than expected? The contracted services mentioned in the applicant's response do not align with the dollar amount provided in the projected budget. Explain the variation of the first year's surplus of \$8,00 0 and the narrative that states the general fund will be 3% of annual revenue, which would equate to \$29,901.	Stephenie Clark	Budget Narra

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How is student to teacher ratio 15:1. Are you including elective teachers, EC and EL? Will the board retain the fund balance? What will be the costs of upfitting the facility? Has the board agreed to the terms as provided by the CMO?	Sherry Reeves	Budget Narra
If the ratio of students to teachers is 15:1 then the number of core content teachers will go from 6 which is in the budget to 8, why is there a discrepancy? The contingency plan is vague, can you provide more details?	Tracy Kelley	Budget Narra
Is there more detail available about the internal control and audit protocols?	Nicole Charles	Financial Au

Reviewer	Score
Joe Maimone	
Heather Soja	
Ginger Cash	
Steven Walker	
Danielle Allen	
Cheryl Turner	
Bruce Friend	
Alan Hawkes	
Alex Quigley	
Lindalyn Kakadelis	Fail
Tammi Sutton	Fail
Stephenie Clark	Fail
Sherry Reeves	Fail
Shannon Sellers	Fail
Sally Houston	Fail
Phyllis Gibbs	
Nicole Charles	Fail
Lynn Kroeger	
Tracy Kelley	Fail

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).

mfelton7

Date: 10/01/2018

Applicant Signature:

The foregoing application is submitted on behalf of Elaine Riddick Charter School (*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: mfelton7

Board Position: Board Chair

Signature: _____

Date: 10/01/2018

Sworn to and subscribed before me this

_____ day of _____, 20____.

Notary Public

Official Seal

My commission expires: _____, 20____.

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.

<u>Initial Screening</u>

Mission, Purposes, and Goals	- stephenie_clark
Education Plan	- stephenie_clark
Governance and Capacity	- stephenie_clark
Operations	- stephenie_clark
Financial Plan	- stephenie_clark
OVERALL	<p>- stephenie_clark</p> <p>GER/TAS applications using same language. Appendix D: Applicant indicated group has 501(c)(3) status; no documentation to support this Appendix F, G, J, M, N, P: Blank document uploaded Appendix I: Uploaded educational need Appendix K: Not three years of audits/statements Facility section left blank - danielle_allen</p> <p>- danielle_allen</p>

External Evaluator

Mission, Purposes, and Goals	<p><u>Mission Statement</u> What is meant by "push students past their unconsciously set limits" as it pertains to kindergarten, 1st, 2nd, and 3rd grade students? The rationale for selecting the location and students body is muddled, can you clarify why the area needs another school serving k-5? It seems as though the area really needs better middle school options, would you consider starting with 6th grade? The description of the mission statement appears to define students by their weaknesses rather than their strengths, why is that? - kelleystacy1</p> <p><u>Mission Statement</u> What is meant by "push their students past their unconsciously set limits?" How do you determine these limits? - shannon9402</p> <p><u>Mission Statement</u> - Why do you think your students have "unconsciously set limits?" How will this resonate with the families of your community? - How will you determine if students are competing at a global level? Will you have access to international NWEA MAP data? - What do you mean by "unleash each students full natural potential?" - sallyhouston11</p> <p><u>Mission Statement</u> Can the applicant specify how it's existence will solve for the problem it has identified? If middle school is the issue, why not operate a middle school instead?</p> <p>What are examples of unconsciously set limits? Whose limits- the students or the teachers?</p>
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	<p>What is meant by full natural potential? - nacharles</p> <p><u>Mission Statement</u> Explain further what it means to unleash the "full natural potential" of each student.</p> <p>What does it look like for staff members to push students past their unconsciously set limits? - stephenie_clark</p> <p><u>Mission Statement</u> How can you evaluate the "full natural Potential?" describe - "unconsciously set limits?" - kakadelis1</p> <p><u>Mission Statement</u> Explain what is meant by full natural potential and unconsciously set limits. - sherryreeves</p> <p><u>Educational Need and Targeted Student Population</u> What not start a new middle school starting at 6th grade instead of k-3rd grade? The evidence provided showing need is muddled, can you please clarify the chart in Appendix A1? How does the target population align with the proposed credit mission? Can you explain and clarify what assertions you are making in this paragraph, "Due to the size of Perquimans County, our charter school would also seek to serve Pasquotank County, a total student population of over 6,000 students. There is currently one charter school in Pasquotank County serving grades 6-12. However, this school is averaging over 40% incoming student readiness, compared to the county average of just over 20%, and 22% economically disadvantaged, in a county that is over 50% economically disadvantaged. For whatever reason, this school is not bringing in a diverse student population. The White population in this school is over 70%, in a county where White students only comprise about 45% of the student base. How does the above paragraph comport with the assertion that elementary schools in Perquimans County do a good job at meeting the needs of their students in k-5? How else will the proposed school be different from the LEA's, besides incorporating TLC methods? - kellestracy1</p> <p><u>Educational Need and Targeted Student Population</u> Why not do a 6-8 school versus a K-8 school? The need for a choice middle school seems to out weigh the need for a K-8 based on your response. If your Charter is in Perquimans County how can you feel for certain that your school will attract students from Pasquotank County that has a different population from Perquimans? Will you be a STEAM school or only have some components? - shannon9402</p> <p><u>Educational Need and Targeted Student Population</u> - Clarify: In this section you note your target enrollment as 342 by year 5 but in the first section of this application, you note your target enrollment as 250. Which is accurate? - Which techniques from TLAC does the school plan on implementing? Who will model the implementation of these teaching techniques in TLAC outside of the TLAC videos? - How is TLAC different that the approaches used in surrounding schools?</p>
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	<p>- How will TLAC approaches be differentiated based on student tiers? For example, will all TLAC approaches be used with EC students?</p> <p>- If two teachers come from the same Alma Mater, how will you determine the name of the homeroom?</p> <p>- sallyhouston11</p> <p><u>Educational Need and Targeted Student Population</u> Is there data to support SACS success can be replicated in this part of NC?</p> <p>How does appendix A1 support the need? Is the applicant applying for a charter in the wrong LEA or is this decision facilities driven? - nacharles</p> <p><u>Educational Need and Targeted Student Population</u> The school is proposed to locate in Perquimans, but the applicant is leaning heavily on the number of students in the neighboring LEA (Pasquotank) for the projected enrollment numbers. If enrollment numbers are based on proposed LEA, the school would be seeking to attract close to 30% of Perquiman's enrollment numbers as of the 2017-18 school ADM data.</p> <p>Explain further how the data tables in Appendix A1 show an educational need in the proposed LEA. - stephenie_clark</p> <p><u>Educational Need and Targeted Student Population</u> Numerous programs - initiatives - concerned about fidelity of TLAC - Success Academy - etc. - kakadelis1</p> <p><u>Educational Need and Targeted Student Population</u> Application speaks to the need for a strong middle school program. Why did the board choose K-8? What is the proposed location? Will it attract more Pasquotank students? What will the total ADM impact be on Perquimans and Pasquotank counties? Have any board members visited a Success Academy Charter School to see these programs in action? - sherryreeves</p> <p><u>Purposes of Proposed Charter School</u> How, specifically, will student achievement be incorporated into teacher, principal, and board member evaluations? - kelleystacy1</p> <p><u>Purposes of Proposed Charter School</u> What type of professional development will be provided for teachers to gain strategies to differentiate their instruction based on data? What other data beside NEWA data will be used? - shannon9402</p> <p><u>Purposes of Proposed Charter School</u> How will Elaine Riddick Charter create opportunity for teachers? Although the applicant highlights the expectations for teachers, can the opportunities be explained in more detail?</p> <p>What is the "independently constructed support system" referenced and what data does it utilize? Are there specific goals and academic targets for students?</p>
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<p>What is the evidence for the claim that there's "historically low civic engagement displayed among impoverished, minority communities"? Has the applicant researched the many impressive contributions made by the many constituents from those same communities?</p> <p>Does TLS have an existing relationship with Success Academy or Uncommon and approval to use and support to implement with fidelity the desired courses of study? - nacharles</p> <p><u>Purposes of Proposed Charter School</u> monthly workshops to parents such as English language lessons, resume crafting, and professional development - does Torchlight do this now. - kakadelis1</p> <p><u>Purposes of Proposed Charter School</u> What new professional opportunities will be made available to teachers? NWEA is an assessment tool. Explain how it increases learning opportunities for all students. How does it improve student learning? - sherryreeves</p> <p><u>Goals for the Proposed Charter School</u> How will Board members learn of the proficiency levels of students in grades 3-8? - kellestracy1</p> <p><u>Goals for the Proposed Charter School</u> - Your mission emphasizes the importance of students competing at a global level, but your numeric goals use the state EOG to determine student success. How can you adjust your goals and/or your mission so they align? - sallyhouston11</p> <p><u>Goals for the Proposed Charter School</u> What are the specific and measurable goals for the school's governance in the first five years? While the board may receive a monthly principal's report with the outlined components, the board did not address what it looks like for the school to be working towards achieving its proposed mission. - stephenie_clark</p> <p><u>Goals for the Proposed Charter School</u> What is the "timely fashion" in which results will be shared and goals updated? Based on the Teach Like a Champion tenets, are there measures of success other than EOG, formalized data, and participation rates? Are there intrinsic measures valued? - nacharles</p> <p><u>Goals for the Proposed Charter School</u> Aren't greater than 50% of grades 3 & 4 students above 50% proficiency in LEA schools currently? 60% response rate is low. - sherryreeves</p> <p><u>Certify Mission, Plan, Goals</u> Torchlight Academy growth scores are good for Black and economically disadvantaged students despite their SPG grade of "C" they are able to demonstrate growth but not for students with disabilities, ELL or Hispanic student. Their achievement scores are flat for all subgroups. Consistently I am concerned by the grade level selection and how that aligns with the needs of the community. The area needs more high performing middle</p>

	<p>school seats, but because Torchlight is an expert at showing growth it is in Torchlight's best interest to be able to grow the capacity of the children starting at Kindergarten they can demonstrate effectiveness of their program. But if required to start at 6th grade they will have a harder lift, despite having said that the elementary schools do a good job. Torchlight should be pressed about their decision to put their desire to grow from kindergarten versus the immediate need of the community which to have more high quality middle school options. - kelleytracy1</p> <p><u>Certify Mission, Plan, Goals</u> I have concerns regarding student enrollment and the need for a K-8 school in this county. All data indicates the need for a middle school may exist, but not certain that elementary need is shown. - shannon9402</p>
<p>Education Plan</p>	<p><u>Instructional Program</u> - What do you mean by "blended curriculum?" - Clarify: What is unique about "active-based learning?" Please elaborate. - How will you blend state standards and the Core Knowledge Sequence? Will you write your own curriculum that incorporates both? How will you assess the mastery of state standards throughout the year? - How will teachers differentiate instruction while also being required to use the Core Knowledge Sequence? - What specific evidence are you referencing when you say "years of studies...validated active- based learning as an effective educational approach?" - sallyhouston11</p> <p><u>Instructional Program</u> How does the school plan on integrating all of these instructional programs (NCSCOS, core knowledge, STEAM activities, SACS active-based learning, and THINK literacy)with fidelity?</p> <p>Does the school plan to use any additional assessment strategies beyond NWEA Map testing?</p> <p>What data does the applicant have to show that the chosen instructional programs work for the targeted student population identified? - stephenie_clark</p> <p><u>Instructional Program</u> What is active-based learning and what components of SACS curriculum will be included in Elaine Riddick's instructional program?</p> <p>Are there any concerns about the the success of the suggested programs with a different population given that SACS and TLAC success data comes from large urban environments? Are there data informed plans to adjust for the target population in Northeastern NC?</p> <p>Does blended curriculum in this application refer to a combination of lecture style instruction and computer based instruction? Can the applicant clarify?</p> <p>What are the details of using blended curriculum as a classroom management tool? Is there additional PD associated with this instructional program? Are there any additional details the applicant can share about its curriculum and the plan to combine various models?</p>

	<p>How can the traditional proposed assessments measure the "in-class discussions, work groups, and various other activities where scholars are doing rather than passively listening"? Are there additional assessments proposed to evaluate the more innovative aspects of the curriculum?</p> <p>Given the "disadvantaged" population, is there data to support improved outcomes for the targeted students? - nacharles</p> <p><u>Instructional Program</u> Give details about Core Knowledge curriculum, Teach Like a Champion and active-based learning. Information provided lacks details. - sherryreeves</p> <p><u>Curriculum and Instructional Design</u> What specific math curriculum will you use and what intervention curriculum will you use? How will it differ or resemble the curriculum used at Torchlight Academy? Will it be created in house by staff? How will leaders ensure rigor and alignment with state standards? - kellelytracy1</p> <p><u>Curriculum and Instructional Design</u> Is NWEA the only data that you plan to use to measure student growth during the school year? How will this determine instruction based on your curriculum? When will teachers receive Professional Development throughout the year? - shannon9402</p> <p><u>Curriculum and Instructional Design</u> -- Clarify: You name that you will have 20 students per class. However, your budget narrative states the following: "The student to teacher ratio is 15 to 1." Which is accurate? - How does the NWEA assessment align with the NC standards? - Clarify: How many days are dedicated to NWEA assessment administration? Consider distinguishing this from EOG testing on your school calendar. - sallyhouston11</p> <p><u>Curriculum and Instructional Design</u> At what point will the school reach enough grades to financially support the team of content teachers for middle school rotation?</p> <p>Until that point, how does the school plan to recruit, hire, and compensate qualified middle school teachers to teach all core subject matters?</p> <p>What instructional strategies are teachers expected to master with regards to the implementation of the Core Knowledge Sequence? - stephenie_clark</p> <p><u>Curriculum and Instructional Design</u> How much time does the applicant anticipate is required before the teaching rotation can be implemented?</p> <p>The applicant mentions a STEAM curriculum which is not mentioned previously in the mission or goals. Can the applicants share the integration between STEAM, SACS curriculum, Common Core Standards, and TLAC 2.0?</p> <p>The applicant points to best practices literature. Can literature be shared to help the authorizer align the curricula?</p>
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	<p>The applicant frequently mentioned an active based model, assuming this is project based instruction, are the external resources to help students experience STEAM via "hands on" environments available? Has the applicant explored resources and local talent who have "historically been underrepresented across STEAM field?".</p> <p>- nacharles</p> <p><u>Curriculum and Instructional Design</u></p> <p>Will you find middle school teachers who are licensed to teach all core subjects in middle school?</p> <p>Will "specialists" be licensed?</p> <p>What is the STEAM curriculum?</p> <p>Please provide details about Success Academy Charter Schools' literacy program.</p> <p>Explain the active-learning methodology.</p> <p>Provide data to support that these programs are effective with at-risk students. - sherryreeves</p> <p><u>Special Programs and "At-Risk" Students</u></p> <p>English language learners and students with disabilities attending Torchlight Academy have not met growth or proficiency target at students with a disabilities SPG score was F, what lessons have you learned and how will you transfer those learning to the proposed new school to improve academic outcomes? - kellelytracy1</p> <p><u>Special Programs and "At-Risk" Students</u></p> <p>What type of issue would create DSS being called at Level 4 of the intervention plan?</p> <p>How will you determine if the difficulty in the educational environment is a result of home life?</p> <p>Will the courses on-line be in addition to the regular classroom setting or extra classes for the gifted student? If this is in addition to the regular course work, how is that differentiating the instruction?</p> <p>- shannon9402</p> <p><u>Special Programs and "At-Risk" Students</u></p> <p>- Who determines that a student is "having difficulty" at Level 1? What data will be used to determine if a student needs to move to a Level 2?</p> <p>- Your Personnel Budget shows you will only hire one ELL teacher in years 1,2, and 3. Will be possible for the ELL instructor to provide pull out services for all students in need? How will the school adjust it's budget if 1 teacher is not enough to meet the needs of the students?</p> <p>- sallyhouston11</p> <p><u>Special Programs and "At-Risk" Students</u></p> <p>Is it feasible to provide one-to-one support for Level III students? What is the target number of students the school anticipates to fall in the Level III category and what other support systems are provided beyond individual project assignment and tutoring?</p> <p>What other services and supports with the school provide to AIG students beyond online course work? - stephenie_clark</p> <p><u>Special Programs and "At-Risk" Students</u></p> <p>Is teacher discretion for tiering an individual or group decision?</p>
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<p>Is the one-to-one support for Level III students reflected in the budget?</p> <p>What may rise to the level of requiring DSS, Mental Health, or family counseling? Does the applicant have measures to ensure implicit bias does not factor into the decisions during tiering especially if teacher discretion is employed in the process?</p> <p>Is there data supporting TSL "excellent results" for ELL students?</p> <p>Will teachers be trained in the active-based learning approach for gifted students in addition to Khan and Coursera and how will these methods be evaluated? - nacharles</p> <p><u>Special Programs and "At-Risk" Students</u> How will you measure "adequate academic progress and grade level success" to determine what students need Level II supports? What is the timeline for students to receive Level II, Level III, and/or Level IV supports? Do they have to receive Level II supports before getting Level III supports before getting Level IV supports? If so, how will you respond if a teacher, staff, or parent suspects a disability prior to the student getting to Level III? - ginger_cash</p> <p><u>Special Programs and "At-Risk" Students</u> Is it feasible for the administrator to oversee the EL program (identifying, determining services, etc.)? No pull-out AIG services; no AIG-licensed teacher? What is the anticipated percentage of EC and EL students? - sherryreeves</p> <p><u>Exceptional Children – Identification and Records</u> How will you determine who needs a 504? This is not addressed. The IEP team doesn't vote to decide if a student needs an IEP. The decision is based on data from testing, student achievement, grades, medical diagnosis, etc. - shannon9402</p> <p><u>Exceptional Children – Identification and Records</u> Do teachers (or a team of teachers) need to collect any data before referring a student to the EC program? - sallyhouston11</p> <p><u>Exceptional Children – Identification and Records</u> What is the process for identifying a student who needs a 504 plan? Student eligibility for exceptional children services is not solely based on a teams decision, what assessments will be used to make this eligibility decision? - stephenie_clark</p> <p><u>Exceptional Children – Identification and Records</u> How are students with 504 plans identified and accommodated? - nacharles</p> <p><u>Exceptional Children – Identification and Records</u> After asking the parent and requesting records, what will be your process for reviewing records for compliance and implementing the IEP on day 1 of instruction? How will you document and respond to the referrals for evaluation being made by parents, teachers, and other school staff? What is your process for including the parent in the review of existing data, determining the need of evaluations, and informing them of the evaluations needed in order to obtain written consent to evaluate? - ginger_cash</p> <p><u>Exceptional Children – Identification and Records</u></p>

	<p>Applicant does not address the process for creating/maintaining 504s. Explain what is meant by "eligibility shall be determined by a majority vote of the IEP team." - sherryreeves</p> <p><u>Exceptional Children – Education Programming</u> Torchlight should be asked to explain low achievement levels of students with disabilities at Torchlight Academy and why those students are not showing similar growth compared to general population upon which this plan was built. - kellelytracy1</p> <p><u>Exceptional Children – Education Programming</u> - How will the EC teacher collaborate with content teachers? What instructional development, if any, will the EC teacher have when modifying and/or accommodating work?</p> <p>- Clarify: Will the lead EC teacher be responsible for holding the content teacher accountable or will an administrator ensure that IEPs are implemented with fidelity? This question is in response to the following statement: Review each student IEP monthly to assure that each student is receiving the required services, determine whether records are properly maintained, and review student progress.</p> <p>- Your Personnel Budget shows you plan on hiring 1 EC teacher in years 1, 2, and 3. Is it reasonable to assume you will only need one EC teacher for grade K-4 in year one and grades K-6 in year 3? - sallyhouston11</p> <p><u>Exceptional Children – Education Programming</u> Who, in addition to the guardian, will comprise the IEP team?</p> <p>Are contracted support staff (psychologist, therapists etc.) reflected in the budget?</p> <p>What's Torchlight's record with exceptional students?</p> <p>What tenets of TLAC and SACS curriculum will accommodate exceptional students?</p> <p>How will the IEP team and exceptional children's teacher work with the teachers? Are they the same?</p> <p>How is the exceptional children's teacher evaluated? - nacharles</p> <p><u>Exceptional Children – Education Programming</u> What is your process or procedure for determining need and providing the homebound setting if needed? - ginger_cash</p> <p><u>Exceptional Children – Education Programming</u> What are the staffing expectations for EC in the first 5 years? - sherryreeves</p> <p><u>Student Performance Standards</u> Will all students participate in pre-assessment or just those students with an IEP? What type of pre-assessment will be used? What will your guidelines be for promotion and retention other than reviewing MAP, classroom performance, etc. What exactly will you be looking for to decide promotion or retention? - shannon9402</p>
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<p><u>Student Performance Standards</u></p> <ul style="list-style-type: none">- Will students be able to make up late assignments?- Why is there a nine to ten point range for earning a grade A, B, C, and D and a 60 point range for an F? Why has the school decided on this particular grading scale? If a student is absent and misses a graded assessment, how will grades be accounted for in the grade book?- Will teachers use other reading data given that the Lexile level provided by MAP does not always account for text complexity? For example, some texts with very low Lexile levels are extremely complex. For example, The Sun Also Rises by Hemingway has a Lexile level of 610 while Diary of a Wimpy Kid has a Lexile level of 950.- Who will design exit tickets? How will you ensure the rigor of the exit ticket aligns with the rigor of the EOG?- If assessments need to be modified for EC students, will the content teacher or the EC teacher provide those modifications? <p>- Will students be able to make up late assignments? Why is there a nine to ten point range for earning a grade A, B, C, and D and a 60 point range for an F? Why has the school decided on this particular grading scale? If a student is absent and misses a graded assessment, how will grades be accounted for in the grade book?</p> <p>- Will teachers use other reading data given that the Lexile level provided by MAP does not always account for text complexity? For example, some texts with very low Lexile levels are extremely complex. For example, The Sun Also Rises by Hemingway has a Lexile level of 610 while Diary of a Wimpy Kid has a Lexile level of 950.</p> <p>- How will this data inform curriculum over time? - sallyhouston11</p> <p><u>Student Performance Standards</u></p> <p>What is the process for communicating possible retention decisions with families during the school year, beyond the student handbook outlining policies at the beginning of the school year?</p> <p>Are there any additional assessments to evaluate student performance beyond exit tickets and the MAP assessments? - stephenie_clark</p> <p><u>Student Performance Standards</u></p> <p>Will the grading scale be used for early grades (K-2)?</p> <p>Are there internal assessments to measure the success of the activity based instructional program?</p> <p>Is there benefit in grouping together students with varying levels of success? Does the applicant have data to support grouping of the same skill level given the proposed curricula?</p> <p>How do the proposed measures support the mission and goals?</p> <p>When are students and guardians informed of the potential retention? - nacharles</p> <p><u>Student Performance Standards</u></p> <p>Explain how an exit ticket measures instructional efficacy. What if half of the students "get it" and half don't?</p> <p>- sherryreeves</p> <p><u>Student Conduct and Discipline</u></p>

	<p>The conduct and discipline section does not align with the stated mission, why is that? The mission states that students will learn "in a high expectation environment", then why doesn't the school focus on creating and teaching the high expectations students will be held accountable for as "learned scholars" The theory of action described in this section is punitive instead of teaching, and modeling the behaviors, characteristics, beliefs, norms we expect them to see, why is that? What will be done to create a sense of community, establish common values, behavioral expectations, celebrations, create a common language and sense of belonging? - kelleystacy1</p> <p><u>Student Conduct and Discipline</u> What type of curriculum will be used for the etiquette lessons that will be taught? How will you ensure due process for students? the discipline plan is vague as to how expected student conduct will be explained and put into practice. - shannon9402</p> <p><u>Student Conduct and Discipline</u> - How does the school define "disrespect?" - Has the school considered offering a detention of some sorts between Level 1 and Level 2 offenses rather than jumping from a verbal reprimand to possible suspension? - Who handles counseling for Level 1 offenses? Clarify: How will you offer counseling to students if you have not allotted funds to hire a counselor according to your Personnel Budget? - What is the dollar total considered "mild damage to property?" - Will students be able to complete their graded work if suspended out of school? Why would fighting or theft cause a student to lose two weeks of direct instruction? What is the advantage of suspending a student for 10 days instead of 5 days? - Will parents/guardians be notified of Level 1 infractions? How will the school leverage family support to prevent the escalation of infractions? - Discipline is not synonymous with consequence. What proactive supports has your school considered taking to prevent misbehavior? How will the school leverage behavior plans to support Tier 2 and Tier 3 students? - sallyhouston11</p> <p><u>Student Conduct and Discipline</u> How will the student code of conduct address manifestation determination for students with disabilities?</p> <p>Are there any offenses that would fall between Level 1 and Level 2 that may not need to escalate to an in/out of school suspension?</p> <p>Procedures outlined do not address at what age a student can be expelled.</p> <p>What is the procedure for due process rights, including grievance procedures when a student is suspended or expelled? - stephenie_clark</p> <p><u>Student Conduct and Discipline</u> How will success of student conduct be measured?</p> <p>What recourses do parents have? Can appeals be made to the board?</p> <p>Is there a "school guidance curriculum"? What does it include?</p>
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	<p>Is the applicant familiar with manifestation determination hearings? Does the candidate intend to employ them?</p> <p>Are there any restorative protocols as recommended by the proposed curricula? - nacharles</p> <p><u>Certify Education Plan</u> Attention should be paid to the academic outcomes at Torchlight Academy especially with regard to students with disabilities, and English language learners and Hispanic sub groups. Its not clear what if any role leaders from Success Academy will play in the new school (or the existing school, for that matter) but it may be worth asking. Not clear if any staff from Torchlight Aademy will be brought on board as lead or mentor teachers. How will they scale the school. I would also like to have them articulate their model separate and appart from Success Academy and Teach like a Champion? - kellelytracy1</p> <p><u>Certify Education Plan</u> Concerns regarding the Intervention plan specifically Level 4. - shannon9402</p>
<p>Governance and Capacity</p>	<p><u>Private Non-Profit Corporation</u> - The school has uploaded the school calendar under Appendix D. - sallyhouston11</p> <p><u>Private Non-Profit Corporation</u> Why are the attachments not the required documentation? - nacharles</p> <p><u>Tax-Exempt Status 501 (c)(3)</u> Where are the required documents indicating non-profit status? - nacharles</p> <p><u>Certify Governance</u> The proposed school team lacks the capacity to fully hold Torchlight accountable for measurable student outcomes. There are many questions and missing pieces to this section, such as the missing Appendicies as well as executed CMO/EMO contract, complete financials, misalignment between sections pertaining to key areas like teacher student ratio, enrollment targets and lack of coherent mission description, lack of a comprehensive plan for evaluating and incentivizing teachers, lack of clarity around who teachers will actually work for, the issue of 3rd grade retention at Torchlight Academy. Primarily, is the lack of Bylaws, and resumes for Board members. The board does not have the required level of expertise needed to operationalize the school design. - kellelytracy1</p> <p><u>Certify Governance</u> Vital Appendices are missing. Projected enrollment has changed from Section 1. Only one LEA is mentioned although in Section 1 the team uses a 2nd LEA to determine need of the school. There are no by-laws, although they are mentioned in the narrative. Promotion/Retention information is vague. Board member information is missing. The marketing plan does not appear to be comprehensive to recruit and retain students. - shannon9402</p> <p><u>Certify Governance</u> Why is this section not certified? - nacharles</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Will the lead Administrator be an employee of the school or of Torchlight? To whom will they report to? How did the team come together, what is the Boards story? Who on the Board brought Torchlight to the team? How did that person first hear about Torchlight?</p>

<p>Has the Board visited Torchlight Academy, or looked at its performance data? How will the Board evaluate Torchlight, what criteria or rubric will be used and does that evaluation criteria include student academic proficiency as well as growth? What process is in place to progress monitor the effectiveness of Torchlight (NWEA/MAP or EOG states assessment only) What are the specific roles and responsibilities of Torchlight as the CMO/EMO? - kelleltracy1</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Who does the administrator work for, the board or the management company? In the organizational chart for adminsitator Torchlight is in ()? Where are the board members resumes, etc? Appendix F is blank. Where are the bylaws? Appendix G is missing? What items would be time sensitive that the board would not have time to discuss prior to a meeting? What is the turn around time for a grievance? Can all suspensions be appealed or suspensions over a certain amount of days? If there is a grievance with the lead administrator in the middle of the month and the next board meeting is not for 20 days, how will the appeal be handled in a timely manner? - shannon9402</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> - Is there a term limit for each board member? - How do you remove someone from the board if need be? What are your removal procedures? - Why does the board only undergo a self-evaluation? Do teachers have a space to name how they feel about support from the board? - How do teachers provide feedback to the Lead Administrator? - Appendix F&G are blank. - sallyhouston11</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> What is the criteria regarding the evaluation of the governing board, board members, lead administrator and proposed Management Organization? - stephenie_clark</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Why has the applicant uploaded so many blank documents? How can a fair assessment be made with such little information?</p> <p>Can the applicant clarify the tie breaker vote? Can the applicant clarify the EMO's role in governance?</p> <p>Given the focus on local business connections, does a national search for Lead Admin make sense? Has there been any interest from or direct recruitment for a local or within state Lead Admin?</p> <p>Is there a plan to add more legal and financial expertise to the board? It's not clear as the applicant did not attach board resumes?</p> <p>What is the plan to avoid conflicts of interest or remedy them when they occur beyond sharing them via the conflict of interest form?</p> <p>Do the faculty and staff have the opportunity to bring grievances before the board? The process is not clear. - nacharles</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u></p>
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Board is small. Three members have education experience-2 at the college level. Have they worked in public schools?
It is not advisable to have an even-numbered board.
What is the ultimate number of board members? Are there plans to add parent members (not the parent advisory council)? - sherryreeves

Proposed Management Organization (EMO/CMO)

Does EC refer to Exceptional Children? Where and what is NoDa community? Will torchlight be responsible for marketing? How will the Board monitor Torchlight progress toward meeting the responsibilities outlined here? Are their SMART goals attached to these responsibilities? How will the Board hold Torchlight accountable for meeting operational benchmarks related to recruitment, a timely opening? Will Torchlight through the leader be responsible for evaluating staff? Will teachers be employees of Torchlight or the school? What are the names of the other CMOs considered? What and how did you get the data used to make the decision to go with Torchlight? Did Torchlight provide you with the data from Torchlight Academy or did the Board independently look up Torchlight Academy's data via the NC State web site? The application does not include an executed CMO/EMO contract, why is that? Can you articulate a clearly defined set of roles and responsibilities assigned to Torchlight and distinguish those from the Boards responsibilities? Do you anticipate a large percentage of students with special needs like auditory devices? What about Torchlight Academy's exceptional children program is exemplary, in your view? What about federal and state legislation related to special education requires explicit review? What federal funds does the board anticipate having to mandate? - kellestracy1

Proposed Management Organization (EMO/CMO)

Why was Torchlight chosen? It is listed what they will do, but now how this company is in the best interest of the school? How does this company help you meet your mission? How will the board hold TLS accountable?
Where is the executed management agreement?
What roles will TLS play in your school?
What data supports TLS' success in Exceptional Children to support your school's population?
- shannon9402

Proposed Management Organization (EMO/CMO)

Clarify: "Torchlight Schools has articulated that they view this school as an investment into the NoDa community and will cover all over-expenditures during its first year to ensure our schools full program is in effect." NoDa is about 5 hours away from Perquimans County. How does Torchlight view this school as an investment to the Perquimans community?

Appendix I does not include the CMO/EMO contract. - sallyhouston11

Proposed Management Organization (EMO/CMO)

What is the rationale for contracting with the EMO and how will this prove to be in the best educational and financial interest of the charter school?

- stephenie_clark

Proposed Management Organization (EMO/CMO)

Where are the corresponding appendices for this section including the executed contract? How was Torchlight selected to operate the school and what is the exact role in the day to

<p>day operations? What is the academic track record of TSL? What is NoDa and where is it in relation to the proposed site for this school? How will TSL improve student outcomes and foster the school's mission?</p> <p>Is there data to support that " choose TAS because of the results they have achieved with the population we are choosing to serve?"</p> <p>How will TSL be evaluated? Will parents provide input? What is the accountability structure and consequence of poor performance? - nacharles</p> <p><u>Proposed Management Organization (EMO/CMO)</u> How did the relationship between Torchlight Schools and Elaine Riddick form? Explain the board's expectations of the CMO. Appendices are blank or wrong document. Is the facility being provided by Torchlight? - sherryreeves</p> <p><u>Staffing Plans, Hiring, and Management</u> What will the student to teacher ratio be? What is the student teacher ration at Torchlight Academy? Is it still 49:1? The plan indicates that you will have 4 grades (k-3) which means 30 students in each grade, it it the expectation that each class will have 30 students in it? Or, is the plan to have 2 sections per grade level with each class hovering around 15 students? If the plan is to have 30 students per class than the year # of teachers needed would be 4, correct? If the plan is to have 2 sections for each grade with 15 students per class, then you will need 8 teachers year 1, correct? Why does the narrative call for 6 core content classes year 1? How does the staffing model described in the narrative align with the student enrollment projection table? Do you anticipate having enough ELL that the ELL teacher will serve as a classroom teacher? Please clarify what the expectations are for the Spanish and Arts teachers? Will they be providing specials so teachers have common planning time or will they be in classrooms to "support core content teachers". How will school leaders differentiate between the goal to retain 85% of teachers verses retaining 85% of highly effective teachers and decreasing the percentage of ineffective teachers? What is the rationale for increasing the Lead Administrators salary as the school grows, and why ? What are the research based practices that the school will use to evaluate and base retention decisions on? The Board will create the job description, but who will teachers be employed by-Torchlight? - kellelytracy1</p> <p><u>Staffing Plans, Hiring, and Management</u> Will your first year of enrollment require a full time ELL teacher? What are you planning for your teacher to student ratio to be the first year? What role is the management company playing in the hiring, firing, and retention of teachers? What do you mean by "Core teachers will have at least a techer certificate?" Do you mean license? There is contradiction in your requirements for teachers. You say in one sentence that at least 50% will be licensed and in another sentence that all teachers will be licensed. What is the actual requirement that you will go by? Do you believe the salary suggested will attract highly qualified candidates when you are not offering retirement?What will be the basis for salary increase based on teacher evaluations? Will this be written out clearly, so everyone knows the expectations for the salary increase?</p> <p>- shannon9402</p> <p><u>Staffing Plans, Hiring, and Management</u></p>

- What sources are you using as "research-based best practices" for recruiting and retaining high-quality teachers?
- How will you engage teachers in the decision making process at the school?
- What feedback will teachers receive other than "data-driven feedback through MAP growth?"
- What coaching will struggling teachers be offered?
- What does "supervising all staff" entail for the lead administrator? Who is in charge of the professional development of staff?
- What do you consider "regular contact with families?" - sallyhouston11

Staffing Plans, Hiring, and Management

Applicant uses the terms "Assistant Administrator" and "Administrative Assistant" interchangeably. The two titles have different connotations. Will the school employ a second lead administrator or an administrative assistant in year 1 and beyond?

What is the break down for class sections given that there will be 4 grades served and 6 core content teachers hired in year 1?

Are there any hiring requirements that include a level of familiarity with Core Knowledge Sequence since that is a staple instructional program being used by the proposed charter school?

What is the employee grievance process when the concern or issue is with the lead administrator?

Will specialists have a protected planning period? The description for duties almost implies that they do not receive any sort of planning or break during the day. - stephenie_clark

Staffing Plans, Hiring, and Management

What does the applicant mean by "offer teachers the opportunity to innovate and exercise their craft without traditional restrictions that can impede teacher and student success" given the traditional evaluation tools proposed?

What research based retention practices will be employed?

Are the Administrative Assistant and Assistant Administrator the same thing or is one an Assistant Principal versus a Admin Assistant?

Does this staffing level support the student teacher ration proposed and does it support the educational goals? - nacharles

Staffing Plans, Hiring, and Management

Is this an assistant to the administrator or an assistant administrator?

Salary increases based on evaluations. Is this merit pay? Will Elaine Riddick participate in state pay scale?

Why would the EC teacher work with the CMO to provide services? Aren't teachers hired by the board and under the board's/school administrator's supervision?

Why would specialists supervise children who have been removed from the classroom? In addition to teaching electives such as Art, Spanish and STEAM will they also be behavior interventionists? - sherryreeves

Staff Evaluation and Professional Development

	<p>How will the school incentivize teacher retention beyond 3% COL increase? How will PLC be structured if there is 1 section per grade? Will there be content are PLCs? How will teacher schedules be set up to accommodate common planning time? How will individualized professional development decisions be made, based on what data? Will PD primarily be done in house or are there plans for external PD providers? - kelleystacy1</p> <p><u>Staff Evaluation and Professional Development</u> Will the administrative assistant be trained in the requirements for teacher licence and professional development? What type of support will be offered to beginning teachers? What type of professional development will you offer? How will it relate to your mission? Who will be providing the Professional Development? What evaluation instrument are you planning to use for teachers? Will PLC's have common planning to discuss data or will this be done after school? - shannon9402</p> <p><u>Staff Evaluation and Professional Development</u> Were there any additional considerations for monthly PD topics beyond data driven instruction? How does the professional development offerings prepare teachers to be successful with the chosen target demographic of students?</p> <p>Will the lead administrator work with the administrative assistant to monitor and maintain licensing requirements?</p> <p>The responses allude a lot to out of school professional development offerings and online offerings. Has the applicant selected what programs they will be using for out of school professional development offerings?</p> <p>The August schedule does not address training for the Core Knowledge Sequence instructional program described in the education plan section.</p> <p>What is the reasoning behind the 5 teacher work days after school ends and how does this positively impacts student outcomes? Did the applicant take into consideration that staff members may not return, therefore the return on investment for those 5 professional development days may not yield the appropriate returns compare to if they were placed throughout the actual academic year? - stephenie_clark</p> <p><u>Staff Evaluation and Professional Development</u> Are the salaries competitive enough to meet the 100% HQ teacher rate?</p> <p>Is there a strategy for internal PD or is mostly external? Is there are comprehensive plan for coaching and mentoring? - nacharles</p> <p><u>Staff Evaluation and Professional Development</u> \$10,000 dedicated to professional development is very low considering the "programs" teachers are expected to utilize. - sherryreeves</p> <p><u>Marketing Plan</u> How many open forums will you have to share information about your school? How often will you advertise in the media about your school? Will you be out and about in the community sharing information about the school or will</p>
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	<p>the recruitment process be solely on advertisement? How can you be certain you will have the recruitment you need to meet your projected numbers? What type of review of applications will the management company perform? What exactly is the board approving once applications come through and the management company has reviewed them? - shannon9402</p> <p><u>Marketing Plan</u> - Clarify: Please elaborate on your application review process in accordance to NCGS 115 C-281.45 regulations. What does this look like in action? - What scenarios would allow the board to deny a recommendation? - sallyhouston11</p> <p><u>Marketing Plan</u> The process outlined in the applicant's response talks to the enrollment process, but not to the marketing process.</p> <p>What is the plan and timeline of the board to market and recruit students to apply for your charter school?</p> <p>This section is riddled with typos and does not correlate with general statute around student admissions and lottery procedures. - stephenie_clark</p> <p><u>Marketing Plan</u> Is a two-month marketing period enough to recruit the proposed number of students?</p> <p>Can the applicant describe more of the marketing rather than the application/enrollment process? - nacharles</p> <p><u>Marketing Plan</u> Some dates on the application refer to months that have already passed in 2018 (Marketing Plan #2-4). - sherryreeves</p> <p><u>Parent and Community Involvement</u> How will the school and the CMO address barriers to participation and involvement by parents who cannot attend pre-scheduled meetings? How will the school mitigate the penalties imposed on students who do not complete or turn in their homework in order to avoid disproportionality? What level of autonomy will parents have to set schedule and design parent meetings, group engagement level, activities, calendar, etc? Are there any CBOs that have been identified as partners? - kelleystacy1</p> <p><u>Parent and Community Involvement</u> Will there be multiple sessions for parents to attend on certain topics? Will parents have input on meeting days? Will they have any say in what they would like to do for the school? - shannon9402</p> <p><u>Parent and Community Involvement</u> The applicant mentions continuing its parent and community engagement. What work has already been done in these areas? Is there data to share learnings from the engagement thus far?</p> <p>How can working families engage with the school? How does the applicant communicate with ALL parents, even those not engaged? - nacharles</p> <p><u>Parent and Community Involvement</u></p>
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	<p>Who will facilitate the Parent Advisory Council Meetings? a board member? the lead administrator? - sherryreeves</p> <p><u>Projected Student Enrollment (Table)</u> Why are there discrepancies between the enrollment projection in Section 1 (120 students year 1) and Section 4 (100 students year 1). Why is Pouqoutank County not listed as LEA 2 as is described in Section 1 and 2? - kelleytracy1</p> <p><u>Projected Student Enrollment (Table)</u> Why is your projected number for year 1 different here than what it is in Section 1? In section 1 of your application, you state that you will recruit students in Pouqoutank County, but you do not list it as LEA #2? Why is there a discrepancy within your application? - shannon9402</p> <p><u>Projected Student Enrollment (Table)</u> - Why are the enrollment targets listed here different from the enrollment targets listed under your "Total Enrollment Table?" (Earlier you listed the following: Year 1: 120 students, Year 2: 156, Year 3: 200, Year 4:220, Year 5: 250) - sallyhouston11</p> <p><u>Projected Student Enrollment (Table)</u> How will the school ensure that it meets enrollment goals for the first year? 100 students is very close to the minimum required to operate a charter school in general statute.</p> <p>The applicant mentions recruiting students from the Pasquotank LEA area in other areas of the application, but they do not have the LEA listed nor a projected number of students they anticipate to attract from that LEA.</p> <p>Why do the numbers in this section of the application differ from those provided in the "Proposed Grades Served and Total Enrollment Table" in the first section of the application? - stephenie_clark</p> <p><u>Projected Student Enrollment (Table)</u> Why are the enrollment targets here different than proposed in section one? How shall the budget be evaluated with varying numbers?</p> <p>Is Pasquotank considered a feeder LEA or not? - nacharles</p> <p><u>Projected Student Enrollment (Table)</u> Why does the chart only reflect students from Perquimans County? In the narrative earlier, the board was also targeting Pasquotank County which actually has a greater student enrollment. - sherryreeves</p> <p><u>Weighted Lottery</u> If current area charter school is not reflective of county's population, then why would board not consider a weighted lottery to ensure they are reaching the students they are targeting? - sherryreeves</p>
<p>Operations</p>	<p><u>Certify Operations</u> Failure to provide answers to the facilities questions is concerning and does not align with the information and assurances made in Section 1. - kelleytracy1</p> <p><u>Certify Operations</u> There is no information regarding facility and this contradicts Section 1. Where is the facility mentioned in Section 1? What is the contingency plan should this fall through? -</p>

	<p>shannon9402</p> <p><u>Certify Operations</u> The lack of planning for facilities and transportation is concerning for the evaluator as families deserve to have a full understanding of what to expect. - nacharles</p> <p><u>Transportation Plan</u> - Most surplus buses currently range from \$3k-4k. How will you purchase 4 buses at this rate if you've only allotted \$8k for buses? - sallyhouston11</p> <p><u>Transportation Plan</u> How will you provide transportation when outlined as a related service in an IEP for a student with a disability? - ginger_cash</p> <p><u>Transportation Plan</u> Is \$8,000 a realistic budget for 3-4 buses? - nacharles</p> <p><u>Transportation Plan</u> This does not give details as to how the transportation to and from school will operate. It will be very difficult to purchase 3-4 buses with \$8000. Board is requesting to open school in 9 months. Details about every aspect are critical. - sherryreeves</p> <p><u>School Lunch Plan</u> What measures will you take to ensure students with dietary restrictions have meals each day?</p> <p>- sallyhouston11</p> <p><u>School Lunch Plan</u> Has the board began research and training on how to get the national school lunch program fully implemented?</p> <p>What will be the contingency plan if the school cannot fully implement the NSLP in the first year of operation? Has the board taken into consideration how being an accelerated applicant will affect their participation in the program for the first year of operation and whether it will be feasible to implement during that year given the time frame for application approval and opening? - stephenie_clark</p> <p><u>School Lunch Plan</u> School lunch program is very costly. Most schools lose money in this area every year. Plan does not demonstrate a firm understanding of how this works. - sherryreeves</p> <p><u>Facility and Facility Contingency Plan</u> There is no information pertaining to facilities in this section? This is very concerning as it does not match the information provided in Section 1. - shannon9402</p> <p><u>Facility and Facility Contingency Plan</u> - No responses recorded - sallyhouston11</p> <p><u>Facility and Facility Contingency Plan</u> While the school has identified a location, what is the current status of this facility and can the school confirm that they will have an executed lease?</p>
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	<p>According to the planned projections for enrollment, the school will outgrow the 150 capacity of the school in year 2. What are the plans for the school to find a facility that can fit the maximum capacity of students intended to be enrolled when fully implementing grades K-8?</p> <p>The contingency plan does not include any estimated costs, timelines, whether the building can be upfit in time for operations August 2019, nor the maximum capacity of students that can be enrolled at the proposed location. - stephenie_clark</p> <p><u>Facility and Facility Contingency Plan</u> Is there NO information on facilities? - nacharles</p> <p><u>Facility and Facility Contingency Plan</u> This section is blank. - sherryreeves</p>
<p>Financial Plan</p>	<p><u>Certify Finance</u> Questions regarding projected enrollment is contradictory throughout the application. - shannon9402</p> <p><u>Budget Revenue Projections from Each LEA (Table)</u> In Section 2 the application identifies Pasquotank County as another LEA where they would like to recruit students, why doesn't that County appear in this section? What enrollment projections were used to generate these figures-100 or 120? - kellelytracy1</p> <p><u>Budget Revenue Projections from Each LEA (Table)</u> The applicant in other sections has listed Pasquotank County as another LEA, but has left information pertaining to this county in the budget. The projected enrollment doesn't match the projected enrollment in Section 1 of the application. - shannon9402</p> <p><u>Budget Revenue Projections from Each LEA (Table)</u> - In section 1, you projected an enrollment of 120 students. This notes 100 students in the projected LEA ADM. Which is accurate? - sallyhouston11</p> <p><u>Budget Revenue Projections from Each LEA (Table)</u> How does the information provided in this section align with Section I of the application? - stephenie_clark</p> <p><u>Budget Revenue Projections from Each LEA (Table)</u> Is there more clarity around which LEA are feeders? Two are mentioned as stated earlier but only one is referenced here?</p> <p>What are the accurate enrollment numbers? - nacharles</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> There is a discrepancy in the projected enrollment. Where is the \$32,670 listed in other funds coming? Where is the Working Capital of \$50,000 coming? There is no Appendix M with this information. - shannon9402</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> - In section 1, you projected an enrollment of 120 students. This notes 100 students in the projected LEA ADM. Which is accurate? - No appendix M - sallyhouston11</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Given the lack of information, varying enrollment numbers and missing appendices, how</p>

	<p>can budget projection be verified?</p> <p>There is no previous facilities or capital information, can the applicant share where the working capital and other funds are generated from? - nacharles</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> What are other funds (\$32,670) and working capital (\$50,000)? Appendix M is blank. - sherryreeves</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> - Will 1 EC and 1 ELL teacher be enough to meet student need in year 3 given you will have 80 more students enrolled by year 3? - How will you implement a student/teacher ratio of 15:1 with 6 content teachers and 120 students enrolled in Year 1? - sallyhouston11</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Is there a way to determine the student enrollment numbers to evaluate budget projections given the varying numbers in this application? - nacharles</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Repeat question: is position Asst. Administrator or Administrative Asst. Salaries are low. How handles health issues? counseling/attendance/social needs? - sherryreeves</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> How did the team develop a budget for facilities lease or mortgage? Why are there no monies budgeted for the management company contract? What specifically will be done with the monies budgeted for other professional? Why does the lease in year 5 more than double the previous 4 years? How does child nutrition stay the same year 1 and year 2 with the addition of 40 more students? - kellestracy1</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> What is the management company being paid? Why does your building lease increase in year three? Is \$1000 enough for paper in the office? - shannon9402</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> - As student enrollment increases, the need for copy paper will likely increase as well. However, you have the same amount budgeted for copy paper for years 1-3. Will teachers have a copy limit as they prepare student materials? Will teachers be financially responsible for providing students with copies if they exceed a copy limit? - sallyhouston11</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Does the \$0.00 represented for the management fee align with the signed contract and services to be provided by the contracted company?</p> <p>How are there no budget variations for electric, gas, and maintenance over the first five years of operations?</p> <p>How does the child nutrition budget stay the same for year 1 to year 2 and then again from year 3 - 5 when there is an increase in student enrollment each year?</p> <p>Were materials for the Core Knowledge Sequence instructional program considered when</p>
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<p>building out the budget line item of curriculum/texts? - stephenie_clark</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Where have you allotted money for contracting related services including psychological, speech, Occupational Therapy, Physical Therapy, etc? - ginger_cash</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Assuming the student enrollment is between the two proposed numbers, can the applicant assume increased costs across the board?</p> <p>Is \$2000.00 in legal fee sufficient given the governance issues address earlier? - nacharles</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Why \$0 in contract fees/management company? Will all revenues be turned over to CMO? Will there be a new facility in years 4/5? Lease goes up 50%. - sherryreeves</p> <p><u>Total Expenditure Projections (Table)</u> What is the cause of the misalignment between the 2 targeted LEAs? - kellestracy1</p> <p><u>Total Expenditure Projections (Table)</u> There is concern about the 2nd LEA being left out of the budget. - shannon9402</p> <p><u>Total Expenditure Projections (Table)</u> An \$8,000 buffer in year one is pretty alarming. - stephenie_clark</p> <p><u>Total Expenditure Projections (Table)</u> Can the applicant provide additional information about enrollment projections to assist in determining the whether the expenditures are realistic? - nacharles</p> <p><u>Total Expenditure Projections (Table)</u> Surplus in year 1 is dangerously low. One child can make the difference in a balanced budget. - sherryreeves</p> <p><u>Budget Narrative</u> If the ratio of students to teachers is 15:1 then the number of core content teachers will go from 6 which is in the budget to 8, why is there a discrepancy? The contingency plan is vague, can you provide more details? - kellestracy1</p> <p><u>Budget Narrative</u> Where did the ratio of 15:1 for core teachers come from? There is a discrepancy in the projected numbers throughout the application. The contingency plan is vague. - shannon9402</p> <p><u>Budget Narrative</u> Clarify: The instructional plan portion of this application states you will have 20 students per class. However, your budget narrative states the following: "The student to teacher ratio is 15 to 1." Which is accurate? - Clarify this statement: "The school has investigated a leasing arrangement for a copier and provided for the same in its budget." - Under the Budget Revenue section of your application, \$32,670 is a line item categorized as "other funds." However, in your Budget Narrative, you answered "no" to the following question: 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</p>

	<p>and amount. Be sure that the appropriate assurances documentation is provided in the appendices. Please clarify. - What are the line item budget reductions you imagine implementing if a contingency plan is necessary? What are the other "agreed upon options?" - sallyhouston11</p> <p><u>Budget Narrative</u> According to general statute 115C-218.1(b)(13), the number of students to be served shall be at least 80. Please explain the break even figure of 75 students as this is under the minimum required number of students.</p> <p>What are the specific examples of non-critical expenditures, line item budget reductions, and other agreed upon options the board will utilize in case the anticipated revenues are not received or lower than expected?</p> <p>The contracted services mentioned in the applicant's response do not align with the dollar amount provided in the projected budget.</p> <p>Explain the variation of the first year's surplus of \$8,000 and the narrative that states the general fund will be 3% of annual revenue, which would equate to \$29,901. - stephenie_clark</p> <p><u>Budget Narrative</u> If not other sources are being proposed, where do the numbers quoted in other parts of this application come from?</p> <p>If the student:teacher ratio is 15:1, why are those numbers not reflected in the budget as more teachers are required?</p> <p>What facilities is the applicant referring to in this section?</p> <p>Is the contingency plan proposed realistic given the already bare budget? - nacharles</p> <p><u>Budget Narrative</u> How is student to teacher ratio 15:1. Are you including elective teachers, EC and EL? Will the board retain the fund balance? What will be the costs of upfitting the facility? Has the board agreed to the terms as provided by the CMO? - sherryreeves</p> <p><u>Financial Audits</u> Is there more detail available about the internal control and audit protocols? - nacharles</p>
<p>OVERALL</p>	<p><u>Cover Page</u> How and on what basis was Torchlight selected as your CMO? Has the team researched Torchlights track record of success within the state and in other states? What specific services will Torchlight provide with regard to site selection? - kellelytracy1</p> <p><u>Cover Page</u> What types of assistance will Torchlight provide once the charter is approved? How was TorchLight Schools chosen? - shannon9402</p> <p><u>Cover Page</u> Can the applicant share more about the Torchlight selection process?</p>

<p>Are the qualifications outlined elsewhere in this application?</p> <p>What will the role of TLS be once the school is opened? What the motivation of TLS to participate? Will they be paid at a later point? - nacharles</p> <p><u>Cover Page</u> How many schools are currently managed by Torchlight Schools? Is adding 4 new schools (all accelerated requests) in the same year feasible? Did the four boards who are seeking to use Torchlight Schools as their CMO form independently and then contact Torchlight for assistance? What was the selection process for choosing the CMO? - sherryreeves</p> <p><u>Acceleration</u> What specifically is the issue with the facility? While the you make a reasonable case for accelerated planning year, your argument for k-8 charter school is less compelling. Why did the team decide to do a k-8 rather than a 6-8 middle school? Why isn't the current 6-8 charter school in Pasquotank representative of the community? What specifically is the purpose of sharing the information in Appendix A2? - kellelytracy1</p> <p><u>Acceleration</u> What are the minor renovations that need to be done to the facility? Why are you choosing to open a k-8 school versus a K-5 or a 6-8? - shannon9402</p> <p><u>Acceleration</u> It appears that the comparison LEAs are performing well with some students but not others. How is the applicant proposing to get around attracting only well performing students and not targeting exclusively low performing students? Is there a weighted lottery that's not indicated on this application? If not, how is the need addressed? - nacharles</p> <p><u>Acceleration</u> Appendix A2 does not demonstrate evidence of a secured facility.</p> <p>Expound further how the data table provided in Appendix A1: Evidence of Educational Need shows there is an exceptional need for a charter in the proposed location beyond the fact that there is no school of choice in Perquimans County. - stephenie_clark</p> <p><u>Acceleration</u> Has the leadership of school been participating in OCS meetings for opening of Charter Schools? - kakadelis1</p> <p><u>Acceleration</u> What type of facility has been identified? Appendix details building layout and square footage only. No pending contract, lease, etc. Student population seems to be low in Perquimans County. Has an impact statement been submitted? Data given on Appendix 1 is in line with state data. - sherryreeves</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Unless the school team and CMO are experienced, the proposed enrollment projection is ambitious especially since 2nd and 3rd grades are not natural transition grades-have you considered possible challenges to meeting enrollment targets? - kellelytracy1</p> <p><u>Grade Levels Served and Total Student Enrollment:</u></p>

	<p>Is 120 students realistic with the chosen grade levels? - shannon9402</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Note: This enrollment table conflicts with the "Budget Revenue" section of this proposal where revenue is based on the enrollment of 100 students. - sallyhouston11</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Why is the projected enrollment different each year and how will this impact class size and student retention? - nacharles</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Does county student population support projected enrollment. How was grade span selected? - sherryreeves</p> <p><u>Certify Application</u> The evidence of need is incomplete. - kelleytracy1</p> <p><u>Certify Application</u> There is no evidence to support the need for a K-8 school. the projected enrollment seems ambitious based on evidence of need. - shannon9402</p> <p><u>Certify Application</u> Fail rating is based on acceleration request. - sherryreeves</p> <p><u>Certify Application</u> I have the same concerns as the other Torchlight Schools. - tammisutton1974</p>
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Charter School Advisory Board Subcommittee	
Mission, Purposes, and Goals	
Education Plan	
Governance and Capacity	
Operations	
Financial Plan	
OVERALL	

<u>Overall Summary</u>

<p>Initial Screening</p>	<p>The Office of Charter Schools deemed this application incomplete on October 5, 2018. The following is needed for application evaluation:</p> <p>Appendix D: Applicant indicated group has 501(c)(3) status; no documentation to support this Appendix F, G, J, M, N, P: Blank document uploaded Appendix I: Uploaded educational need Appendix K: Did not submit three years of audits/statements Facility section left blank</p> <p>Applicant responded to the incomplete information request by the October 12, 2018 deadline.</p>
<p>Application Review</p>	<p>* Dr. Allen stated the school is proposed to locate in Perquimans County. Dr. Allen gave a brief introduction of the schools proposed enrollment and grade levels. There is a LEA impact statement and there is not a due diligence report for this applicant. Dr. Allen reviewed the pass/fail ratings for this applicant. She stated the applicant is requesting acceleration and is not a repeat applicant and is receiving third party assistance from Torchlight Academy Schools. They intend to partner with Torchlight. She stated the application was deemed complete on October 12, 2018.</p> <p>* Mr. Thomas Riddick introduced himself as a member of the board. He explained various programs for students that he has implemented within the county at his own expense. Mr. Riddick explained the qualifications of fellow board members. He stated they are negotiating options with several facilities. He explained how he became interested in starting a charter school and why the board chose to partner with Torchlight. He expressed how the traditional public schools are failing students.</p> <p>* Mr. Quigley stated that the Mr. Riddick is very compelling, but the application failed many sections. Mr. Quigley recommends that out of the Torchlight applicants, he feels this one would be the best to bring forward because the need is there. He continued that this would be the first charter school in the area. Ms. Kakadelis was in agreement with Mr. Quigley. Mr. Quigley stated this is a unique situation because of the location. He continued to explain that is why he would recommend going forward despite the issues with the failing sections. He stated it will still be hard to overcome those issues going forward. He stated the application itself is really important because board members may come and go, but the application is what stays to be implemented.</p> <p>* Ms. Reeves asked about the board chair. Mr. Riddick stated the she was unable to come with the changed schedule. Ms. Reeves asked if she would be available should they move forward because she really needs to hear from the board given the fact this application is identical to three others. Mr. Riddick stated yes the board will be available and he understands her concerns. Ms. Reeves also stated she needs some more information about the budget.</p> <p>* Mr. Quigley asked for the board member resumes. Dr. Allen explained that it was a blank document at first but has been submitted as a correction.</p> <p>* Ms. Sutton expressed her same concerns, but she isnt opposed to moving them forward. LK committee motion to forward applicant to full interview. SR second. Passed unanimously.</p>

	<p>LK full CSAB motion to forward applicant to full interview. SR second. Passed unanimously.</p>
<p>Application Interview</p>	<p>Dr. Allen gave an overview of the schools proposed location (Perquimans County) and grades/enrollment numbers. Dr. Allen stated there is a LEA impact statement and no due diligence for this applicant. Dr. Allen reviewed the pass/fail ratings. She stated this is an acceleration applicant. The applicant received assistance from Torchlight Academy Schools and intend to partner with this group. Regarding RTO participation, the school had two individuals registered in October but neither attended. The school had one individual registered in November but did not attend. Dr. Allen continued that in December, two individuals attended for about one-hour total.</p> <p>* Mr. Tony Riddick introduced the school and spoke about the schools proposed location. Ms. Mary Phelps, Board Chair, introduced herself. Fellow board members introduced themselves.</p> <p>* Ms. Turner asked for clarity about the application discrepancies regarding grade levels and enrollment numbers. Mr. Riddick spoke about interest from multiple counties and that may have contributed to confusion. Another board member stated there was a mistake listing 100 students, when there should be 120 students.</p> <p>* Mr. Walker asked about RTO participation and its requirements for acceleration. Mr. Walker asked why there has been registration, but no participation. Dr. Kebbler Williams, RTO Consultant with OCS, spoke about the sign-in records of the RTO planning sessions. Mr. Riddick stated he had a representative from Durham attend one session. Mr. Walker pointed out there have been multiple RTO planning sessions.</p> <p>Mr. Friend asked about the facility and its requirement for acceleration. Mr. Riddick stated they have several options for facilities. He spoke about a contingent lease agreement and a former library that is under negotiation. He spoke about his office being available as well. Ms. Kakadelis asked if there was a certificate of occupancy for educational use. Mr. Riddick stated no, but he could get one. Mr. Riddick stated the facility will not slow down the charter school process. Mr. Walker spoke about the facility requirements for acceleration.</p> <p>* Ms. Turner asked about the need for the school. She stated it appears there is a greater need for middle school, but the school is starting at elementary. The Board Chair spoke about the elementary school being a foundation for middle school.</p> <p>Mr. Walker asked about doing both Common Core and Core Knowledge programs. The Board Chair stated they would not focus on one program, but differentiated instruction based on the needs of the student. Ms. Kakadelis asked if anyone has visited a Success Academy. The board replied no, but the board has researched the success of the schools. Ms. Kakadelis asked if any Success Academy operates in a rural area. The Board Chair stated they are successful with similar students. Ms. Kakadelis stated she is not aware of the model being used in rural areas. The Board Chair stated that economically disadvantaged students in both areas go hand in hand.</p> <p>* Ms. Turner asked if they are replicating Torchlight. Mr. McQueen, from Torchlight, stated this is not a replication. He continued that he believes that they will use strategies and techniques from their success.</p> <p>Ms. Reeves asked about the partnership with Torchlight. Mr. McQueen replied Torchlight has superb staff that will help keep consistency among schools. Mr. Friend asked about the financial arrangement between the board and Torchlight because there is no expenditure for the management company in the budget. Mr. Walker spoke about the agreement stating the management company will receive surplus after expenses. Ms. Reeves asked what fund balance the school will keep. Mr. McQueen stated three percent. PG asked if the salaries will be competitive. The Board Chair stated they will focus on beginning teachers and retired teachers. SR stated she is concerned that the school will not</p>

	<p>attract a lead administrator at 50k. * LK stated she is struggling with acceleration.</p>
OVERALL	<p>Motion: Elaine Riddick Charter not move forward in Ready to Open in acceleration. Motion: Lindalyn Kakadelis Second: Sherry Reeves Vote: Unanimous pass. * Mr. Walker discussed strengths of the board and the application. Mr. Hawkes stated the need is there, but the board must understand the importance of attending RTO sessions. Mr. Friend echoed the need to attend RTO sessions. Mr. Hawkes asked the board to reconsider the teacher and administrator salaries. Ms. Reeves stated the board may want to reconsider using all beginning teachers for the school. * Ms. Kakadelis stated she is supporting the school because of the strength of the board and the strength of the management company. Motion: Elaine Riddick Charter move forward in Ready to Open on a regular timeline. Motion: Phyllis Gibbs Second: Lindalyn Kakadelis Vote: Unanimous Pass</p>