



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:

Deanna Townsend-Smith
Joe Maimone
Eric Sanchez
Helen Nance
Mike McLaughlin
Paige Hirsch
Marie Massengill
Sherry Reeves
Mary Carmichael
Tammi Sutton
Kevin Piacenza

Date of Review:

10/28/2014



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Lake Academy

Public charter schools opening the fall of 2016

Due by 5:00 pm, September 26, 2014

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

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

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

APPLICATION DUE DATE/TIME

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

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

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

APPLICATION SPECIFICATIONS

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

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

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Lake Academy - Lake Academy's mission is to cultivate a community that engages and inspires each child to reach their unique potential and achieve their leadership aspirations.

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

No:

Yes:

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

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

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

<i>Financial History YR2011</i>	<i>Financial History YR2012</i>	<i>Financial History YR2013</i>
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Is this application being submitted as a replication of a current charter school model?

No:

Yes:

What is the name of the nonprofit organization that governs this charter school? Lake Academy, Inc.

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2016 Month September

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (5

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K,01,02,03,04,05,06	700
Second Year	K,01,02,03,04,05,06,07	800
Third Year	K,01,02,03,04,05,06,07,08	900
Fourth Year	K,01,02,03,04,05,06,07,08	900
Fifth Year	K,01,02,03,04,05,06,07,08	900

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

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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.

lakeacademy

Signature

lakeacademy

Printed Name

Dr. Kenneth Benton, Chair

Title

09/26/2014

Date

Section I: Application Contact Information Concerns and Additional Questions	<u>Reviewer</u>	<u>Page Reference</u>
<u>700 students in year one in a mostly rural LEA seems very ambitious.</u>	<u>Kevin Piacenza</u>	<u>Grade Levels</u>
<u>Enrollment projections are extremely ambitious.</u>	<u>Mary Carmichael</u>	<u>Grade Levels</u>
<u>Enrollment targets seem exceedingly high, especially consider that many of the grades in year one are not natural transition points for students.</u>	<u>Paige Hirsch</u>	<u>Grade Levels</u>
<u>The enrollment numbers over the 5 years are unrealistic. Most schools that have opened recently fail to meet projected enrollment figures significantly lower than the numbers projected here. Not meeting enrollment impacts the educational program and other areas within a school.</u>	<u>Deanna Townsend-Smith</u>	<u>Grade Levels</u>

<u>Reviewer</u>	<u>Score</u>
<u>Deanna Townsend-Smith</u>	<u>Pass</u>
<u>Joe Maimone</u>	
<u>Eric Sanchez</u>	
<u>Helen Nance</u>	
<u>Mike McLaughlin</u>	
<u>Paige Hirsch</u>	<u>Fail</u>
<u>Marie Massengill</u>	
<u>Sherry Reeves</u>	
<u>Mary Carmichael</u>	<u>Pass</u>
<u>Tammi Sutton</u>	
<u>Kevin Piacenza</u>	<u>Pass</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:

Lake Academy's mission is to cultivate a community that engages and inspires each child to reach their unique potential and achieve their leadership aspirations.

Clearly describe the mission of the proposed charter school:

- * Discover the talents and strengths of each child for their daily benefit, full emotional development, and life-long use;
- * Teach children, parents and teachers how to unleash their full potential;

- * Inspire children, parents and teachers to help others develop their talents and strengths through strengths discovery and academic scholarship;
- * Engage children, parents and teachers in a leadership and scholarship environment to encourage their involvement in school and community;

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.*

Lake believes that each child has individual strengths and that leadership is not unique to one group of people, nations, religion, gender or race. Leadership is in knowing ones strengths and developing them into talents and skills so as to contribute to ones community. Because of this Lake will serve all the racial and ethnic composition in the area it is located. The following is a breakdown of the projected school demographic.

White - 78%

Black - 13%

Hispanic - 5%

Asian - 2%

Other - 2%

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

The 2013-1014 ADM for Iredell County Public Schools in grades K - 8 was reported to be 14,425 students. Using this membership number, Lake Academy

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will establish a first year enrollment of 700 students in grades K - 6 and increase to 900 students K - 8 by year three which represents 6% of the total LEA ADM. In order to offer the full program of the curriculum the school should be at full capacity in the third year.

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

The need for the Lake Academy approach to the gifts and talents of each student is foundational to all transformational strengths-based leadership education. It is based on its unique mission, vision and strategy in developing students, parents, teachers and administrators to their full potential, above and beyond immediate and necessary roles in academic success.

In the surrounding Iredell County schools, while there is an academic emphasis for select students identified as gifted students according to North Carolina state law for K-12 (AIG) students, there are no schools which are based on dedicated, proven research that all students have gifts and talents that can be systematically developed as researched and established by both The Gallup Organization and Dr. Stephen R. Covey. The Lake Academy approach to the gifts and talents of each student is foundational to all transformational strengths-based leadership education.

While the initial programs offered by the School will have most of the best educational practices of comparable existing schools, we will add a unique foundational focus on talent, character, emotional and leadership development within The Gallup Path as pioneered by Dr. Donald O. Clifton, founder of The Gallup Organization and strengths based founder - Soar With Your Strengths (Clifton & Nelson, 1996); Now Discover Your Strengths (Buckingham, Clifton, 2001); The Gallup Path (Clifton, 2002), Building Engaged Schools (The Gallup Organization: Gordon & Crabtree, 2006) and Dr. Stephen R. Covey author of The 7 Habits of Highly Effective People (Covey 1989); The Leader in Me (Covey 2008).

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.*

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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.*

1. Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.

Lake Academy will create new professional opportunities for teachers by helping them identify their strengths, via the Gallup Path and giving them the leadership tools by Covey so that they can set the culture in their classrooms and school. Each teacher will be given strengths assessments and professional seminars so that they can not only understand their strengths but those of the students they teach.

Teachers will be required to follow the core curriculum; however, they will be encouraged to present that curriculum in a variety of ways through differentiated instruction. Six instructional strategies will be utilized throughout all subject areas: integrative units, small group activities, project-based learning, classroom workshop, authentic experience, and reflective assessment. All units of study will be built around these foundations of successful instruction.

Students will be active, engaged participants at Lake Academy. There will be more experiential learning, more student choice, more goal setting, and more collaboration. Using higher thinking skills, curriculum mapping, and a variety of instructional methods, units of study will be designed around the needs of the students.

Professional strategies at Lake Academy will include the following:

- * Three hour collaborative planning sessions with other Teachers each week
- * Extensive professional development such as Strengths Based Gallup Seminars
- * Curriculum Mapping
- * Building curriculum plans based on the needs of the students

Goals for the Proposed Charter School:

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

Goal 1. Lake Academy will measurably increase the level of engagement of all students each school year.

Objective 1A. Gallup has shown that higher engagement leads to better academic performance. To raise engagement, teachers will embrace and enrich each student, applying differentiated learning techniques. Each year, Lake Academy will use Gallup's Student Engagement Survey, SE10 at the start of the school year to obtain a baseline of engagement. At the end of the year, students will take the SE10 again. School-wide, engagement shall increase at least 5% during the school year based on the SE10 results.

Goal 2. Lake Academy will establish a culture of leadership for its students

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across all grade levels.

Objective 2A: Each year, 100% of educators at Lake Academy will receive training in Coveys 8 Habits of Highly Effective People and Coveys Leader in Me.

Objective 2B: By the end of each school year, every student will be able to apply 80% of Stephen Covey's 8 Habits of Highly Effective People in their lives.

Goal 3. Students at Lake Academy will reach academic excellence of the North Carolina required curriculum.

Objective 3A: At the end of each year, at least 90% of students will score 90% or higher on the Core Knowledge assessments.

Objective 3B: At the end of each year, Lake Academy students will be in the upper quartile (Level III/Level IV) of all North Carolina Schools in all categories on the North Carolina End of Grade (EOG) achievement assessments.

Goal 4. Students at Lake Academy will be participating and contributing members of the community.

Objective 4A. The number of students participating in school, community, and civic activities will increase each year, as will the number of service activities overall for the school. Students will maintain Service Portfolios, which will be reviewed annually.

Goal 5. Lake Academy will increase each student's ability to successfully accomplish Leadership Opportunities at school and in the Community.

Objective 5A. The number of students successfully completing leadership activities will increase each year, as will the overall number of leadership activities performed each year.

In order to ensure the mission of the school is achieved in both leadership and academic scholarship, Balance Scorecard will be used to monitor the performance of Lake Academy. This scorecard will be reviewed quarterly to ensure that the school is true to its purposes. According to the Balance Scorecard website, "The Balanced Scorecard is a strategic planning and management system that is used extensively in business and industry, government, and nonprofit organizations worldwide to align business activities to the vision and strategy of the organization, improve internal and external communications, and monitor organization performance against strategic goals. It was originated by Drs. Robert Kaplan (Harvard Business School) and David Norton as a performance measurement framework that added strategic non-financial performance measures to traditional financial metrics to give managers and executives a more 'balanced' view of organizational performance."

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

To facilitate the alignment of responsibility and accountability to enhance academic success and financial efficiency, Lake Academy will develop a School Improvement Plan (SIP). The SIP is intended to be the primary tool used by school personnel and its stakeholders to review data, set goals, create an action plan and monitor progress vis a vis the mission of the school. The SIP will be a "living document"; continually updated, refined and used to guide the schools work throughout the year. The SIP will

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include: current school status, expected improvement, goals, and action plan for improvement, and will be developed in a coordinated, integrated manner. Additionally, the plan will include a professional development plan and budget to support goals. Financial controls, including an annual audit and regular Board review of financial statements, will be employed to safeguard finances and promote financial efficiency.

Upon accessing data from the States Accountability Reports, the school will measure its own progress in meeting the needs of its student population. The SIP will be used as a method of accountability. This plan will detail specific Annual Measureable Objectives (AMOs) and respective strategies to achieve academic success, and ensure fiscal efficiency (including discussion by various stakeholders to make budget projections and conduct evaluation of all programming efforts, through the SIP document planning process). As a means for aligning responsibility for students academic success to financial efficiency, the academic programs which are utilized at the Academy will be reevaluated, after an appropriate implementation timeframe, and prior to any contract renewals, the schools administration will discuss with the governing board their findings as to whether or not there exists a positive yield of student achievement for the respective investment.

Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
Although it is understandable, the mission does not seem compelling or clearly communicates the academic focus of the school.	Kevin Piacenza	Mission Stat
Mission statement needs to focus on the student not the community.	Mary Carmichael	Mission Stat
The description of appreciating each student's unique gifts and talents raises questions about how such individualized attention will be provided given the large size of the school. Focusing on individual student strengths seems common in many school settings and not a truly unique concept.	Paige Hirsch	Mission Stat
The mission statement is difficult to understand. While additional explanation is provided in the application about the mission statement it does not provide a clear understanding of the mission.	Deanna Townsend-Smith	Mission Stat
Is target population gifted and talented students? This is not clear. Are there currently other charter schools operating in the target LEA? If so, what is their status related to enrollment and instructional models? 700 students in year one seems very ambitious given absence of any large city or concentrated population in the county. Does "surrounding Iredell County schools" mean throughout the county or specifically near or along Lake Norman?	Kevin Piacenza	Educational
Survey of prospective families only captures 70 responses. There is a big jump to go from 70 non-school specific responses to 700 students.	Mary Carmichael	Educational
The applicant group sent out a survey to 181 parents and only 71 responded.	Deanna Townsend-Smith	Educational
The survey demonstrating need does not seem entirely reliable; several of the questions are leading. It's unclear where the demand for this school came from or what student population it was designed to serve (vs. the school being established because of the founders' desire to establish a school featuring this philosophy and not out of student need). There is no discussion of alignment of target population with school mission.	Paige Hirsch	Educational
Nothing in the description highlights new professional opportunities, aside from identifying specific tools used to identify staff strengths. The other items seem commonplace components at many schools. Nowhere is the way in which the program will improve student outcomes described.	Paige Hirsch	Purposes of
The purpose identified is manageable; however, it is unclear on how the purpose chosen will improve student outcomes.	Deanna Townsend-Smith	Purposes of
Although the stated purposes seem to reflect the mission, student outcomes are not adequately detailed. "More experiential learning, more student choice, more..., compared to what? In what context?"	Kevin Piacenza	Purposes of
Academic goals lack specific benchmarks. What is existing student performance data in target area? Also, goals do not include percentages of students "in upper quartile". Are 100% expected to perform Level III or IV? Are stated goals for first year or every year? Is "engagement" a quantifiable performance indicator? How are Core Knowledge assessments related to the curriculum?	Kevin Piacenza	Goals for th
Many of the goals are not measurable, do not have targets, or are not time-bound. Further, some focus on inputs vs. outputs. Having a SIP doesn't explain how the Board will monitor the progress of the school.	Paige Hirsch	Goals for th
Need more detail on the proposed balanced scorecard.	Mary Carmichael	Goals for th
The applicant has failed to identify any goals to measure success in the following areas: operations, finance, and governance. While the balanced scorecard is a good tool to measure success - how will this tool be used if there are no baseline goals established?	Deanna Townsend-Smith	Goals for th

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Reviewer	Score
Deanna Townsend-Smith	Fail
Joe Maimone	
Eric Sanchez	
Helen Nance	
Mike McLaughlin	
Paige Hirsch	Fail
Marie Massengill	
Sherry Reeves	
Mary Carmichael	Fail
Tammi Sutton	
Kevin Piacenza	Fail

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.

NOTE: THIS SECTION IS A ROUGH ADAPTATION OF BEST PRACTICES AT A.B. COMBS ELEMENTARY, THUNDERBIRD PREPARATORY ACADEMY AND WAYNE PREPARATORY ACADEMY

All students at Lake Academy will have the opportunity to experience core academic subjects through a variety of instructional methods. The variety of methods and approaches will meet many different learning styles and academic strengths, increasing the chances for student success. The Academic Director will work with teachers on a variety of instructional strategies to make their planning and teaching times more productive. Curriculum mapping will allow teachers to group goals from the Standard Course of Study in ways to maximize the available class time and to minimize goals learned in isolation.

Lake Academy will proactively achieve its mission and vision by using a clear, collaborative and success oriented process which establishes and promotes the best culture for whole child development based on the School Success Pyramid (See Appendix U). The School Success Pyramid represents a synthesis of the research, principles and processes of Dr. Donald Clifton and Dr. Stephen Covey. LAKE will be driven by its culture of collaborative responsibility with parents for the enduring life success of all of its students, above and beyond their immediate and necessary academic success.

Specific strategies will be used to fulfill the School Success Pyramid (See Appendix U) based on the School House Strategic Process (See Appendix U). The School House Strategic Process is built on the guiding principles of the Gallup Path and the Covey 7 Habits as measured and assessed via Balanced Scorecard. The School House Strategic Process represents a synthesis of the research, principles and processes of Dr. Donald Clifton, Dr. Stephen Covey and Muriel Summers. As described by Dr. Covey and Muriel Summers, the school house model is a "visual blueprint", or strategy for teaching. While the Gallup Path, Covey 7 Habits and Balance Scorecard within the School House Strategic Process are a constant foundation for the School, the door and windows represent current leading practices which are flexible as further research and other proven best practices evolve in the field of education.

Lake Academy will actively provide an ongoing assessment and evaluation of its goals at the student, class and school levels as listed above via utilization of: 1) the Northwest Evaluation Associates (NWEA) Measures of Academic Progress (MAP) at least three times per academic year, 2) the Iowa Basic Test where possible, and 3) all assessment and testing required by the

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North Carolina State Board of Education under the North Carolina Testing Program. All performance assessments and evaluations of students and the school shall be correlated within the globally recognized Balance Scorecard (See Appendix U) benchmarking process. Balance Scorecard is a strategic planning and management system used to align organizational activities to the vision and strategy of the organization, improve internal and external communications, and monitor organizational performance against strategic goals.

Lake Academy will be the first public school in the Iredell County community which actively focuses on and fully utilizes proven, measurable talent development education for the development of the whole child helping meet the needs of the targeted student population. The combination of the proven, measurable aspects of talent development via The Gallup Organization and the proven, qualitative character and leadership principles of Covey will provide a unique whole child education process above and beyond what the North Carolina Standard Course of Study requires.

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.

Our educational program is focused on maximizing student achievement. Class sizes start at approximately 19 students in kindergarten and grow to approximately 25 students in the upper grades. Lake has provided Teacher Assistants for every Kindergarten class, two Teacher Assistants to be shared among the four first grade classrooms. One Teacher Assistant will float between the four second grade classrooms.

A significant influence in the Lake educational model is based on the consistently strong success of Muriel Summers and her staff at A. B. Combs Elementary in Raleigh, N.C. in applying the Covey 7 Habits. By recognizing that each student possesses unique gifts and talents, and building on students' strengths rather than their weaknesses, Muriel and the other faculty guide students at A.B. Combs to continually achieve high levels of academic performance year after year. "Factual knowledge alone is thus no longer the great differentiator between those who succeed and those who do not. Instead the individuals who are emerging as the new winners - the new thrivers of the twenty-first century are those who possess above average creativity, strong analytical skills, a knack for foresight, and, surprise, good people skills. If we are putting all of our efforts on the almighty test scores alone, I am quite afraid that we are going to create a generation of children who know how to do nothing well but take a test well. " (Muriel Summers, Principal A. B. Combs Elementary, *The Leader in Me* (Covey, 2008))

Lake Academy's learning environment will include: 1) use of inquiry-based teaching approaches, 2) small learning community environment (small school size), 3) smaller class size, 4) extended time for teacher planning and professional development, 5) Response-to-Intervention (RTI), 6) daily morning class connection time to integrate social and emotional learning with academic learning, 7) frequent physical education 8) adequate time for recess, 9) opportunities for parental involvement and 10) integration into

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the curriculum of multi-age approaches toward learning.

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.*

Since leaders are not unique to one industry or subject, a curriculum with breadth and depth is needed. Core Knowledge was selected because it does both of these. It is unique in that it provides sequential knowledge year over year so that knowledge can build upon prior knowledge. The Sequence represents an effort to describe and state the specific core of shared knowledge that all children should learn in U.S. schools, and that speakers and writers assume their audience knows. Moreover, because the Sequence offers a coherent plan that builds year by year, it helps prevent the many repetitions and gaps in instruction that often result from vague curricular guidelines. The Core Knowledge Sequence is not meant to outline the whole of a schools curriculum, but rather to provide a coherently organized plan for content and skills instruction, while remaining flexible enough to not exclude locally determined or other required content and skills.

Lake Academys definition of leadership is unique in that all students have strengths and should be developed. Our target student population is not limited to one group but desires a diversity of students. The Core Knowledge Sequence is a detailed outline of specific content and skills to be taught in language arts, history, geography, mathematics, science, and the fine arts. As the core of a schools curriculum, it is intended to provide a coherent, content specific foundation of learning, while allowing flexibility to meet local needs.

Lake Academy will follow the North Carolina's Standard Course of Study and the Common Core State Standards and the Essential Standards. Required federal programs will also be implemented. All state mandated testing will be given. Rubrics and other alternative assessment measures will be utilized in performance-based accountability systems. Such rubrics will evaluate a broad view of student learning, as opposed to rule-based grading policies.

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.*

Lake will expect teachers to master curriculum plans, referred to as MAPs, that align with grade specific content and the common core state standards. Mapping strategies are based on those of the Core Knowledge philosophies including content specific, coherent, cumulative, and context-rich lessons that help students remember, add-to, and challenge existing knowledge for a more comprehensive education. In addition teachers will be expected to

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master six instructional strategies for subject areas: integrative units, small group activities, project-based learning, classroom workshop, authentic experience, and reflective assessment. In addition Lake will provide instructional support by having special instructors to help children learn with reading comprehension.

These instructional research based strategies along with the Core Knowledge curriculum will result in increased academic achievement for the targeted student population even more effectively because the Sequence builds upon prior knowledge. This method of teaching has been shown to increase student success and increase cognitive abilities. The Core Knowledge sequence states, "If you have a rich base of background knowledge, it's easier to learn more. And it's much harder to read with comprehension, solve problems and think critically if you don't." In addition, "The Sequence is not a list of facts, events, and dates to be memorized. It is a guide to content from grade to grade, designed to encourage steady academic growth and progress as children construct their knowledge and develop literacy and critical thinking skills year after year." <http://www.coreknowledge.org/sequence>

Core Knowledge through cognitive science findings helps create a link between reading comprehension and background knowledge. Core Knowledge is based on the presumption that, "Students will comprehend, evaluate, and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others, using prior knowledge to extend reading ability and comprehension." Core Knowledge Sequence.

According to University of Virginia cognitive scientist Daniel T. Willingham. "Most of us think about reading in a way that is fundamentally incorrect. We think of it as transferable, meaning that once you acquire the ability to read, you can read anything. But being able to decode letter strings fluently is only half of reading. In order to understand what you're reading, you need to know something about the subject matter. And that doesn't just mean that you need to know the vocabulary; you need to have the right knowledge of the world," he says.

"General reading comprehension ability is much more than comprehension strategies," wrote Core Knowledge founder E.D. Hirsch, Jr. in his 2006 book *The Knowledge Deficit*; "it requires a definite range of general knowledge." The following is from Hirsch.

A grasp of Core Knowledge is necessary in order to understand better what is being read. Reading is often compared to as a "two-lock box". In order to open a lock the first key is decoding. The second key is language, which requires general knowledge that helps give greater meaning and context to what is read.

Traditional language arts instruction has typically paid little attention to listening and speaking. This failure to focus on the development of oral language in language arts instruction is a serious oversight. The ability to read and write written language, is highly correlated with students oral language proficiency, and the ability to understand a text read aloud is a prerequisite for making sense of the same text in printed form. It is essential that children build listening and speaking competency while also developing reading and writing skills.

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.

The Academy's primary goal at the elementary level is to produce middle school-ready students, equipped with solid literary and mathematical skills as well as history, geography and science knowledge based on the mastery of subject content. Improving graduation rates, reducing dropout rates and increasing the rate at which graduates choose to enroll in higher education all rest on the foundation of effective schooling long before those children walk through the doors of the high school program. The opportunity to be challenged, supported and systematically guided toward graduation is part of the unique mission of this Academy and the key rationale for proposing an integrated K-8 educational opportunity.

The purpose in education is to develop conceptual knowledge, techniques, procedures, and algorithmic problem solving using Verbal/Linguistic and Logical/Mathematical intelligences. The learner requires scaffolding to develop schema and adopt knowledge from both people and the environment. The educators' role is pedagogical in that the instructor must develop conceptual knowledge by managing the content of learning activities. This theory relates to early stages of learning where the learner solves well defined problems through a series of three stages. These stages, referred to as the Trivium when applied to classical education, are described below.

The Trivium, or "three roads," speaks to the structure of every subject and discipline. The Trivium model describes three stages; grammar, logic, and rhetoric, which follow the developmental growth of children from their ability to memorize information to giving a name to everything in their world to becoming argumentative, looking at the big picture, and expressing thoughts and opinions. "Grammar," the first stage, is defined as the foundation of a subject or the collection of its parts and the mechanics of how they work. In the past, elementary schools were referred to as "grammar" schools; they provided students a foundation in the "basics." The rationale for the grammar stage is there must be an understanding of the facts before students can move to the next stage. During the grammar stage, specific literacy skills such as explicit phonics, grammar, and rules of spelling are intensively taught. Science is based on an understanding of key concepts as well as learning to use the scientific method as a grammar for scientific thinking.

The second stage, "logic," is characterized as the understanding of the parts, their relationship to each other, and the organization of the parts into the whole. In subsequent years, students revisit the data they have learned and begin to develop analytical skills by connecting themes, ideas and causes. Students at this age want to look at the big picture; they want to know "why?" As they continue to learn facts, they have the intellectual capacity to question those facts. The primary pedagogical style in this stage is logic or dialectic. In this method of instruction, answers are arrived at by the exchange of logical arguments. There is a focus on higher-level thinking and communication skills. This method takes students to the highest of thinking examination of pertinent primary source documents. During this stage, and in the next stage known as "rhetoric," students read great works in the American tradition to better learn about and understand the great ideas, texts and events of Western Civilization.

The last stage, "rhetoric," is the ability to apply the foundational knowledge and logical understanding of a subject, and to creatively solve problems and express opinions. Students learn to read with sophistication and judgment, to attend to details, and to track nuances in both style and argument. They learn to take their time and work carefully and conscientiously. By doing so, students develop habits of mind that are an

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essential life skill. They are prepared to analyze arguments, present new ideas, and express their ideas.

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 calendar is designed to give students and teachers not only sufficient time learning how to be a leader but also time to spend away from their studies for greater reflection. It is believed that great leaders need to have balance in their lives by experiencing more than just what is in the classroom so extended summer and winter breaks are scheduled. Some holidays were selected to commemorate and help students recognize a few of the great leaders in the world.

In addition, based on the Gallup Path engaged schools begin with engaged teachers. The calendar allows for sufficient time for not only the training of teachers, but also allowing enough work days and holidays to accommodate for Coveys 7th Habit of sharpening the saw.

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.*

Lake Academy will utilize a Response to Intervention (RTI) approach to address learning and behavioral problems. We will provide high quality instruction and intervention matched to student need, monitor progress frequently to make decisions about change in instruction or goals, and apply child response data to important educational decisions, such as need for remediation. See Appendix U for more details.

2. *Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:*
 - a) *Methods for identifying ELL students.*
 - b) *Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ELL students.*
 - c) *Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.*

1) Methods for identifying ELL students.

In the first year of operation, students will be screened by a trained educator, via a Dynamic Indicators of Basic Early Literacy Skills (DIBELS) measure for both reading and literacy as a snapshot to determine surface discrepancies of fundamental content skills. The DIBELS are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading

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skills. The measures were developed to assess student development of phonological awareness, alphabetic understanding, and fluency with the code. The DIBELS measure will continue to be administered at the end of each nine week period to only students identified as needing monitoring via the Response to Intervention (RTI) model.

(After the first year of operation DIBELS will be applied to K-3 students and other approaches will be used for assessing the individual needs of older students.)

2) Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.

Our holistic approach to helping ELL students involves implementing ELL curricula that includes an emphasis on high-level or higher order thinking and the mental processes of application, analysis, synthesis, and order evaluation. ELLs need these skills to pass high stakes tests, compete in a high-stakes global job market and initiate social change.

Strategies that may be put in place to assist the ELL students are:

- * Provide English language learners access to English speaking peers
- * Ensure teachers do not force production of English before students are ready
- * Utilize various sources of literature to inspire learning and literacy
- * Respect the students primary language and culture
- * Ensure that teachers utilize a variety of student-centered methodologies with English language learners
- * Encourage the use of content-based sheltered English methodologies in the classroom
- * Utilize a balanced approach to literacy instruction

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

While Lake Academy acknowledges it is important to keep realistic timelines in mind when considering how long ELL support may be needed, we believe there is evidence that the process can be accelerated to some degree if adequate support is provided and innovative methodologies are used. Additional resources may be allotted to ELL students. Student progress is monitored by the Intervention and Advancement Team, IAT. Evaluations and skill level will be considered and discussed by IAT at regularly scheduled meetings instead of biweekly and monthly meetings and appropriate action will be determined.

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.*

1) Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.

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Lake Academy recognizes that gifted students have special educational needs and hence, require specialized programming that goes beyond that ordinarily provided by regular classroom/school programs. In response to the needs of gifted students, the School will establish and maintain a school culture that values, promotes and recognizes excellence; stimulates students to pursue higher level goals and aspirations; provides learning activities at an appropriate level and pace; provides a variety of learning activities that supplement or extend requirements of the curriculum; and fosters on-going professional development to enable school staff to enhance their ability to meet the needs of gifted students.

Lake Academy may employ a number of different administrative and organizational strategies in the delivery of its program for gifted students. These strategies include cross-grade or multi-age grouping, course and/or grade advancement, independent study, and seminars and tutorials.

2) Plans for monitoring and evaluating the progress and success of intellectually gifted students.

Intellectually gifted students will be monitored and evaluated throughout the year and advancement may continue throughout the school year depending on the students response to the intervention. A system of graphing concrete data for visual analysis will be provided by the classroom teacher to the parent and stakeholders involved in the interests of educating the individual learner. Curriculum may be further altered to match the skills and learning of the intellectually gifted students.

Exceptional Children

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

Identification and Records

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

1) Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.

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All students identified as qualifying for services under IDEA or 504 will be referred by the parent or teacher to the Academic Director. A team composed of the students teachers, parent/guardians, student, and Academic Director (IEP / 504 Team) will convene to discuss the educational program designed to meet the individual students needs. Methods of evaluation of current skill levels may include prior test results, grades, portfolio assessments, standardized tests, observations and teacher recommendations. These possible variances in performance are not limited to academic area, but may include social or emotional factors. Corrective action plans, including intervention by the school staff will be developed in cooperation with the parents.

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.

Lake Academy will implement comprehensive K-8 universal screening measures to be determined during the continued planning phase. We will use the NWEA Measures of Academic Progress (MAP) tool. The assessment program will include benchmark assessments (3 times per year) as well as progress monitoring assessments (conducted either weekly or every 3 weeks, depending on student risk level). The school will gather formative assessment data and the faculty will collaborate to make data-based instructional decisions via the Intervention Advancement Team, IAT that meets bi-weekly or monthly.

This data will be a secondary source of information displaying the progress of the individual student receiving research based interventions from the IAT. The IAT will include, at a minimum, parents, the regular classroom teachers, the Managing Director or the Academic Director, and a representative special education teacher.

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

First we will determine all students who have been identified with disabilities and who have 504 Accommodation plans. Parents will be asked to sign a release form which will permit Lake Academy staff to request confidential and academic records from the student's school of transfer.

b) Record Confidentiality (on site)

All student files are considered confidential. Student records, including IEPs, intervention methods, evaluations, etc. will be maintained in the main office of LAKE (including filed hard copies and digital copies maintained through secured computers) and only be available to members of the IEP team as identified on IEP forms and others as specified only under the Family Education Rights and Privacy Act.

c) Record Compliance (on site)

The records of students identified as eligible for services through IDEA or 504 will follow federal mandates. These records become a part of the students permanent file that is maintained in a highly secure and fire proof area. A record including date, time, name of person and reason, will be maintained of all persons who access individual student records. All records will be maintained as required under the Family Education Rights and Privacy Act (FERPA).

Exceptional Children's Education Programming

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

1) Describe the educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities.

As prescribed by Federal and associated State laws, an Individual Educational Plan (IEP) will be developed for each special education student. IDEA requires that students by the age of 14 be provided with an annual meeting for the purpose of discussing possible transition services. The school shall invite the parent and a student of any age with a disability to attend the IEP meeting if the purpose of the IEP meeting will be the consideration of transition services. This may include discussion concerning what the student wants for his or her future, what needs or challenges are perceived as barriers to reaching student goals, and what accommodations and supports will aid the students efforts. Annual goals, short term objectives, statement of interagency responsibilities, statement of participation in state and district-wide tests and a list of special education and related services to be provided will be a part of the IEP. The IEP / 504 Team for the student will determine if services outside the school are required for a student.

Students at Lake Academy with active Individualized Education Plans (IEPs) will automatically be assigned to Tier 2 and Tier 3 interventions.

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).

If such services are deemed appropriate, the IEP / 504 Team and the school administration will make arrangements for additional, supportive services to be secured. Some of these possible services to be secured may include speech, assistive technology, transition services, mental health, and vocational rehabilitation.

3) Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.

The school will have appropriately trained and licensed teachers to adhere to Federal and State guidelines to make sure all of the IEP services are implemented. It will also participate in the needed compliance reporting and maintenance of data systems. LAKE will have a director for exceptional children that will oversee a team of IEP staff or specialists. The IEP staff will coordinate with stakeholders e.g. parents, students, teachers, administrators regarding exceptional children and ensuring requirements are communicated and met.

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Exceptional children teachers have the immediate responsibility for servicing students needs in class, while still coordinating with the regular teacher to help facilitate exceptional children in activities, lessons and instruction.

Each IEP Team will include a parent, special education teacher, a classroom education teacher, an appropriate representative from the LEA and a qualified person that can analyze evaluations and to determine eligibility. Placement decisions will be reviewed annually.

Parents may examine all records of their children regarding the rights of the students and parents according to Federal and State Law. Parents can request a copy of the evaluation report and other documents used to determine eligibility and assessments.

4) Describe the proposed plan for providing related services.

IEP mandated services will be obtained by Lake Academy through qualified local providers and such mainstream services will be paid for (if any required) by Lake Academy. Assistive technology and transition services will be met in accordance with federally mandated laws, Section 504, IDEA, and ADA. Staff Development training will occur, if needed, to assist the student in using his/her assistive technology devices.

Student Performance Standards

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

1. Describe the student performance standards for the school as a whole.

Based on the best approximation of the academic profile that we anticipate will attend Lake, we estimate that our prospective student body will be in the top quartile according to North Carolina Standard Course of Study among all other North Carolina schools.

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.

In addition to State and Federal mandated tests, Lake will measure enduring student success through a synthesis of data via: 1) the Gallup Student Poll, 2) the Gallup Student StrengthsFinder Assessment, and 3) the Measures of Academic Progress (MAP) by Northwest Evaluation Associates. This data will contribute to the Balanced Scorecard to identify gaps and be able to adapt

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curriculum to opportunities. See Appendix U for greater details.

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.

The following is adapted from the student handbooks of Thunderbird Preparatory Academy and Wayne Preparatory Academy.

Kindergarten students are required to have a grade of "Outstanding" or "Satisfactory" for the minimum requirements in language arts and mathematics established by the North Carolina Essential Standards for Kindergarten.

For grades one to five students need to receive a passing grade, "D" or higher in Science, Math, Language Arts/English, History and Geography. Students not meeting passing levels in Language Arts/English after third grade will be retained. Students not meeting passing levels in Mathematics after fifth grade will be retained. Credit recovery options will be provided for students not meeting requirements in fifth grade mathematics.

For grades six to eight, students need to receive a passing grade, "D" or higher in Science, Math, Language Arts/English, History and Geography. Students not meeting passing levels in Language Arts/English and Mathematics after eighth grade will be retained. Credit recovery options will be provided for students not meeting requirements in sixth grade mathematics.

Students will be issued progress reports and report cards at least four times a year. Progress reports will be issued at the mid-point of each grading period. Their purpose is to update parents and students on the student's progress through the grading period. Report cards will be issued at the end of each grading period, providing a summation of the student's work for that grading period. School communication folders will also be sent home weekly. Parents will also have access to the Parent Portal through Powerschool.

4. Provide the public charter schools 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.

This question is not applicable as Lake will be for students K-8.

Student Conduct:

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

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

Be sure to include:

- 1. Practices the school will use to promote effective discipline.*
- 2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of*

students.

3. *An explanation of how the school will take into account the rights of students with disabilities in regards to these actions that may or must lead to suspension and expulsion.*
4. *Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.*

Good leaders are created through respect for self and others. To help all students develop respect and strong leadership abilities, Lake Academy will require good manners, appreciation for property, honesty, punctuality, reliability, and responsibility from all students, staff, parents, and community participants. We fully expect the focus on ethics and decision-making to lead to an environment where good character is important to all. Lakes intention is to praise rather than to reprimand whenever possible. Nonetheless, if redirection is necessary due to disruptions to others learning experiences, offense guidelines will be enforced.

In the event that a student needs specific guidelines, certain offenses are stated below which would include, but are not limited to, these suggestions. Lake Academy has adopted a description of violations defined as Class I, II, or, III offenses as specifically detailed within the Student Parent Handbook. SEE Appendix D. Students who exhibit any Class I offenses may receive a 1 day in-school suspension. A Class II violation will result in temporary suspension from Lake for up to 5 days. To re-enter the school, the student must show evidence that indicates that he or she is now focused on academic, motivational, and behavioral aspects of his or her life.

Day-to-day application of the discipline code will be the responsibility of the classroom teacher, the Grade Leader, and the Managing Director. Student disciplinary issues, which may be the result of an existing student condition, will be evaluated on a case-by-case basis. A procedure for appeal will be available for consideration by the Managing Director and the Lake Board. All Class III offenses will be automatically appealed.

Section III: Education Plan Concerns and Additional Questions		
<p>Why include a "rough adaptation" without explanation of whether the supporting conditions exist to support adapting this program at a new school?</p> <p>Description of instructional program is extremely vague-petitions states the school will use a "variety of methods" but does not explain them.</p> <p>How do identified assessments align with the instructional program?</p> <p>No description of how this program will lead to increased student performance.</p>	Paige Hirsch	Instructiona
<p>In the earlier part of the application student performance would be gauged using Core Knowledge assessments. In this section of the application MAP and the Iowa Basic Skills assessments are mentioned with no indication on how these assessments will align and impact the instructional program.</p>	Deanna Townsend-Smith	Instructiona
<p>Is Core Knowledge the basis of assessment or MAP and Iowa? How are those assessments related and connected to School House Strategic Process? How does the proposed instructional model improve results with target population? Does Combs Elementary resemble target population?</p>	Kevin Piacenza	Instructiona
<p>Alignment between assessment and instructional program not clear.</p> <p>No clear evidence included regarding the proposed approach leading to improved student performance for the school's targeted population.</p>	Mary Carmichael	Instructiona
<p>Appendix B is just a core knowledge sample. Not clear if this is fully aligned to current NC standards.</p> <p>Traditional calendar proposed.</p>	Mary Carmichael	Curriculum a
<p>How will the school accomplish following Core Knowledge and the NCSCOS?</p> <p>The proposed school has a variety of curriculum and programs that will be used - it is not clear how all these items fit together to align and produce results in students? How will the school accomplish the proposed program with fidelity especially with starting with K - 6 in the first year?</p> <p>The sample scope and sequence is a direct cut and paste from Core Knowledge with no mention of other curriculum mentioned in the application. How will Core Knowledge be tailored to meet this school's specific and unique needs?</p> <p>The academic calendar does not denote if the school will follow 180 days or 1,025 hours.</p>	Deanna Townsend-Smith	Curriculum a
<p>The petition states that the model will feature a "small school size" but the enrollment targets do not align with this statement.</p> <p>Why Core Knowledge and not Common Core? Core Knowledge does not seem to align with the statement above that factual knowledge alone is insufficient in our current reality. Further, how does Core Knowledge as primary curriculum align with the "inquiry-based" teaching identified in the petition?</p> <p>Had the petitioners analyzed student data of the target population, would they still suggest extended vacations for students? What about "summer slide" and similar loss of skill during other long breaks?</p>	Paige Hirsch	Curriculum a
<p>Appendix B appears to be cut from the Core Knowledge Curriculum. How will this be interfaced with NCSCOS? How will school day be implemented?</p>	Kevin Piacenza	Curriculum a
<p>A clear plan is not detailed in the application on how at-risk students not performing at the appropriate level will receive assistance. While RTI is mentioned here there is not a clear description even with the provided Appendix U to outline what this will look like in practice at the proposed school?</p> <p>With the identification of ELL students there is no mention of the Home Language</p>	Deanna Townsend-Smith	Special Prog

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<p>Survey. There seems to be a lack of understanding on the rules and regulations guiding ELL practices.</p> <p>There is no clear plan to address the needs of gifted students outside of mentioning that the student performance will be monitored and the curriculum "may" be altered. What is the specific plan to address the needs of these students?</p>		
<p>The plan for academically gifted students needs further work as it is confusing as to who is doing what and why... Is the teacher providing "the system or the visual analysis" to the parents and stakeholders?</p>	Mary Carmichael	Special Prog
<p>Why no home language survey to identify ELs? Not sure, but I don't think DIBELS is an appropriate tool for identifying ELs.</p> <p>Description of programming for ELs is weak; lists strategies that "may" be put in place but does not provide a coherent and comprehensive plan for educating these students.</p> <p>Description of meeting the needs of gifted students lacks detail.</p>	Paige Hirsch	Special Prog
<p>Concerning that there is no language as to how the school will respond to parent referrals.</p>	Marie Massengill	Exceptional
<p>Concerns about identification process.</p>	Mary Carmichael	Exceptional
<p>The proposed applicant does not demonstrate a clear understanding of state and federal requirements for 504 plans</p>	Deanna Townsend-Smith	Exceptional
<p>A clear model for the EC program is not presented. How are gifted students accommodated? Is the school approach pull out or full inclusion. A full range of services is not described</p>	Kevin Piacenza	Exceptional
<p>LEAs are not typically a part of IEP evaluation teams at charter schools. It is unclear how the proposed school will offer a full range of exceptional children's services.</p> <p>The applicant will place any student with an IEP in Tier 2 & 3 RTI interventions, what if this does not meet the student's needs?</p>	Deanna Townsend-Smith	Exceptional
<p>Not all IEPs may warrant a Tier 2 or 3 assignment.</p>	Mary Carmichael	Exceptional
<p>"As prescribed by Federal and associated State laws, an Individual Educational Plan (IEP)" The P stands for program.</p> <p>"IDEA requires that students by the age of 14 be provided with an annual meeting for the purpose of discussing possible transition services" Not quite right - IDEA requires that a post-secondary transition plan be developed as a part of the IEP for students aged 16 or older - it is NC Policies that stipulated that this process start for students aged 14 and over - they are correct that the student must be invited to participate in the development of this portions of the IEP.</p> <p>"Students at Lake Academy with active Individualized Education Plans (IEPs) will automatically be assigned to Tier 2 and Tier 3 interventions." Do not understand this - would this be in addition to the specially designed instruction or are they thinking that interventions are the specially designed instruction?</p> <p>"LAKE will have a director for exceptional children..." The person in this position would be considered an EC Coordinator, unless this person has the licensure as EC Director/Administrator by NCDPI.</p> <p>"IEP mandated services will be obtained by Lake Academy through qualified local providers and such mainstream services will be paid for (if any required) by Lake Academy." Not sure what this means - local providers - contracted or what? - mainstream services - what is mainstream services?</p>	Marie Massengill	Exceptional
<p>No description of full continuum of services.</p> <p>Unclear how students will be served; will model be push-in? Pull-out? During core academics or at other times?</p>	Paige Hirsch	Exceptional

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One student performance standard-to be in the top quartile (how many students?)-is insufficient.	Paige Hirsch	Student Perf
Why does promotion/graduation question not apply to 8th graders exiting the school? No SMART goals provided.	Mary Carmichael	Student Perf
The applicant failed to expound upon the educational goal set in the goals section of the application. Once again, there is not a clear understanding of the assessments the school plans to use as not all referenced in the application in earlier sections are included in this section of the application. When explaining exit standards for students the applicant replied with N/A and does not answer the question.	Deanna Townsend-Smith	Student Perf
The description of student performance standards indicates an expectation for the achievement level of students expected to attend, but it does not include specific, measurable, time specific standards. What data or evidence is being used to predict that most of the 700 students applying year one will be "in the top quartile..."? What provisions will be made for EC students related to stated retention policy, "D or higher in..."?	Kevin Piacenza	Student Perf
The applicant fails to fully explain conduct offenses as required; however, refers one to Appendix D. The offenses outlined in the handbook fails to give detail about what happens at each level. There is no provision provided in the conduct policy for EC students.	Deanna Townsend-Smith	Student Cond
Why do petitioners "We fully expect the focus on ethics and decision-making to lead to an environment where good character is important to all." given that many schools focus on ethics and decision-making, but many students do not buy in to such beliefs. This seems incredibly naive. Handbook is inadequate; does not describe sound policies for student discipline.	Paige Hirsch	Student Cond
Concerned that there is no reference to how Students with Disabilities will be disciplined. This area is critical. With regards to the requirement of "good manner" in this section and in the draft of the student handbook - it is highly suggested that the vague term of "good manners" be defined. Without a clear understanding of the expectations and definition problems will more than likely arise with students who may have issues with appropriate social skills. I can also see this as problematic with all students as w/out clear parameters of what "good manners" are this could become an are of contention with parents. Suggest that individuals hired as principal/administrator and EC Coordinator are well versed in the Federal Regulations and NC Policies/laws for discipline of students with disabilities.	Marie Massengill	Student Cond
There are inconsistencies between the handbook and the narrative on the Class I, II, and III offenses and the related suspensions. For class I the narrative states in school suspension and the handbook states out of school.	Mary Carmichael	Student Cond
Some of the conduct that will result in automatic expulsion seem legally questionable and need review.	Kevin Piacenza	Student Cond

Reviewer	Score
Deanna Townsend-Smith	Fail
Joe Maimone	
Eric Sanchez	
Helen Nance	
Mike McLaughlin	
Paige Hirsch	Fail
Marie Massengill	
Sherry Reeves	
Mary Carmichael	Fail
Tammi Sutton	

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Kevin Piacenza	Fail
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IV. GOVERNANCE and CAPACITY

(No more than ten total pages in this section)

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

Governance:

Private Nonprofit Corporation:

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

Name of Private Nonprofit: Lake Academy, Inc.

Mailing Address: Lake Academy

City/State/Zip: Mooresville NC 28117

Street Address: 478 Williamson Rd.

Phone: 704-662-8577

Fax:

Name of registered agent and address: Robert O'Connell

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:

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

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

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

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Shannon Thompson	Member	WATAUGA	CEO		
Colonel Jimmy Hull	Vice-Chair	WAYNE	Retired		
Dr. Kenneth Benton	Chair	WAYNE	Retired		
Dr. Kathlee n Thomas	Secretary	Out of State	Retired		

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 Lake Board functions, duties, roles and responsibilities are tied to three (3) primary roles: a) Policy Formulation, b) Decision Making and c) Oversight/Evaluation.

The following three roles a,b,c are reflected into five areas

1. Mission

- a) Formulate policies regarding development, review, and approval of mission, operating plans, and budgets.
- b) Approve mission and any changes. Approve the annual operating plan and the supporting operating and capital budgets.
- c) Appraise performance and appropriateness of any management corrective action taken. Ensure compliance with board policies.

2. Leadership

- a) Define Managing Director accountabilities and how performance will be appraised.
- b) Select Managing Director and determine compensation and annual increases.
- c) Appraise and audit operations to ensure compliance with board policies

3. Conduct of Operations

- a) Formulate policies regarding personnel, facilities, maintenance, safety, financial controls, and other legal requirements.
- b) Approve all policies formulated by management that involve legal, regulatory and external issues.
- c) Appraise and audit operations to ensure compliance with board policies.

4. Financial Stability

- a) Formulate policies regarding financial reporting and controls, control of reporting of contributions and donations, and financial auditing.
- b) Select independent auditor, review and approve audit report. Approve financial investments and financial choices.
- c) Monitor and appraise revenues, expenditures and cash position. Ensure compliance with board financial policies.

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5. Board Organization and Development

- a) Formulate policies regarding board member selection and expectations, board member orientation, board development, board committee assignments, board planning and performance evaluation.
- b) Approve by-laws and amendments. Select board members. Elect board officers. Approve committee appointments, board work-plan and annual board budget.
- c) Develop a board information system to provide the information needed to carry out the board's oversight role. Appraise board performance.

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.*

Lake will be governed by a 5 member founding Board of Directors and move to a 7 member operating Board comprised of engaged advocates for the School Mission with diverse academic, leadership and business development backgrounds. When the board is at seven (7) members it will need to have at least two (2) members that live in Iredell county. The Board of Directors will be assisted by an educational consultant in establishing and maintaining an on-going development of the knowledge and skills of the Board of Directors necessary to best fill their respective roles and responsibilities to the School. The Managing Director (who is the Head of School and principal) will be responsible for the education, evaluation and business affairs of the school as specifically delegated by the Board of Directors within the policies and procedures established by the Board of Directors, including hiring, student oversight, teacher development and volunteer coordination. The specific duties of the Board of Directors and the Managing Director are provided in the Lake By-Laws. The primary key to the success of the Lake Board is their focus on their three primary roles, policy formulation, decision making and oversight. The board will use the Gallup Path to evaluate the Managing Director of the school.

The Lake Board is accountable to the State of North Carolina and to the enduring success of its students and should primarily identify with students rather than the School management or staff. All Lake Board members are expected to put the welfare of Lake and its Mission, Vision and Strategy ahead of their personal benefit or convenience.

As the School enrollment grows, the Managing Director and Academic Director roles will be supported by a Student Director and Curriculum Coach respectively. These roles together balance out the entire delivery of the School Mission so that the school can benefit from:

- 1) More ideas from more collaborative sources.
- 2) More involved and satisfied teachers/leaders in the School strategy and tactics.
- 3) Avoidance of over reliance on singular personalities and/or a detached, fragmented organization.
- 4) Functional staff engagement where the School leaders have to be more visionary and teach others what they are proposing rather than the typical top down vertical organization structure.
- 5) Flat organizations where people work best in organizations where people are the key resources.

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The board will work with several committees which will be made up of key stakeholders, like teachers and parents. This will help the board gain feedback of the effectiveness of the school and its accomplishing its mission. The School Operating Structure illustrated in Appendix U provides a much higher reliance on collaboration and leadership by Lake staff than a more traditional administrator intensive operating structure.

Balance Scorecard will be used to monitor the performance of Lake in accordance with its mission and objectives. This scorecard will be reviewed quarterly to ensure that the school is true to its purposes. In addition MAPS and Iowa Basic will be used to monitor academic performance. These core metrics will be made available not only to the board but administrators to ensure all are working towards the same end and success of the school.

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?*

Lake Board members have been self-selecting based on their mutual interests, common community organizations and mutual references by common colleagues. In addition they support a desire to develop leadership education.

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

Based on the Lake By-Laws, the Lake Board will generally meet monthly unless special circumstances require more frequent meetings.

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

The Lake Board anticipates utilizing Board On Track system for board training and governance as well as managing overall Board/Administration interaction/protocol. Lake Board training and development topics shown below shall be covered at least one per month and shall be completed within each fiscal year. All topics below shall be covered every fiscal year. Board participation in The Board on Track is a mandatory Board obligation.

1. Review of Key Board Roles (Oversight, Accountability, Metrics, Evaluation)
2. Review/Evaluate Specific Success Drivers (Mission, Vision, Strategic Goals)
3. Recruitment, Orientation and Retention of Board Members
4. Public/NGO Financial Understanding for Board Members
5. Evaluating Managing Director/School Administration
6. Creating Successful Annual Board Retreats
7. Fund and School Partner Development
8. Running Effective Board Meetings/Board Meeting Protocol
9. Board Self-Assessment/Evaluation Criteria
10. Review/Evaluate Special Education Overview, Plans and Success Measures
11. Review Board Committees (Work, Structure and Board Oversight)
12. Measure and Review Ongoing School Constituent Satisfaction
13. Developing Key Board Operating Processes (Board on Track Orientation)
14. Review Legal Roles/Responsibilities of Board Members, By-Laws Policies
15. Review Hiring, Training, Professional Development, Employment Law

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 Lake Board shall adhere to the Board Code of Conduct and Conflict of Interest Policies. Any Board member that violates these policies will be removed from the Board where the overall Board is required under the By-Laws to remove any offending Board member. All Lake Board Members shall be required to submit a Board Member Compliance Letter affirming their individual compliance with the Code of Conduct and Conflict of Interest Policies prior to their becoming a Board Member as well as each year thereafter.

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

Two primary decision making concepts that the Lake board will utilize are summarized below by Eugene Smoley, Jr.

The decision making process that the Lake Board will use in developing School policies will follow the following principles (Smoley, Jr., Effective School Boards, 1999):

A. The Board will access and use relevant information. Relevant information comes from many sources, including School staff and the community. The Board will vet information to ensure it is accurate and balanced and use the information as an efficient guide for action. To be relevant, the information should also address Board concerns such as resolving immediate crises and strengthening longer-term educational results.

B. The Board will discuss issues deliberately. This step ensures that Board discussions are systematic, objective and open and that Board members consider the information in context and give the time necessary to avoid forcing decisions prematurely. It also includes Board members being coached to put aside personal differences and hidden agendas and consider the merits of a particular situation or issue without prejudice. It presumes Board members are honest and forthright in their exchange of viewpoints.

C. The Board considers alternative actions. This practice shows that the Board has discussed different points of view, has heard from all sides and assessed the positive and negative consequences of various choices.

D. The Board works toward consensus. This step requires Board members try to find areas of commonality, tolerate differences and recognize the need for compromise in reaching agreement.

The Lake Board decision making process will be founded in best practice collaborative decision processes based on having clear Objectives, Actions, Risks and Resources. Each Lake Board decision will be based within an effective decision making framework similar to the OARR Checklist.

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 Lake Operating Committee functions as the day-to-day collaborative body between the Lake Board and the Lake Administration. The Operating Committee facilitates the leadership development of School administrators, School staff, prospective board members and School students where practical. The Operating Committee is the primary venue where actual leadership talents,

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skills and knowledge is refined by each respective adult contributor in the School and otherwise modeled for School students.

The Lake administrative structure will consist of the Managing Director and Academic Director and include instructional support staff to comprise the School Leadership Team. The School Leadership Team will work in collaboration with a group of parents and community members that comprise the Operating Committee. The Operating Committee, as approved by the Lake Board, will be comprised of parents and community members that complement with the day-to-day roles of the School Leadership Team and not supplant the role of the School Leadership Team in leading the School day-to-day. The Operating Committee will collegially and constructively assist the Managing Director and his School Leadership Team, under the direction of the Lake Board Vice-Chair and the Managing Director in fulfilling the Mission, Vision and Strategy of Lake. The collaborative efforts of the School Leadership Team and the Operating Committee will be regularly facilitated each month via the monthly Operating Committee meeting to further develop and enhance the School learning environment and curriculum to further stimulate and motivate all Lake students and teachers to reach excellence. The School Leadership Team will take the lead role in all Operating Committee functions required by the Lake Charter and/or state law where all non-School Leadership Team members on the Operating Committee shall function in supporting roles wherever deemed appropriate by the Managing Director and the Lake Board Vice-Chair. The combined Operating Committee and School Leadership Teams topics of focus will include the following areas:

- * curriculum development
- * selection and organization of materials
- * implementation of research-based instructional strategies
- * horizontal and vertical articulation of curriculum and instruction
- * data analysis for student and school improvement
- * staff development
- * mentoring, coaching of teaching staff
- * media services coordination
- * special education services coordination
- * parental involvement
- * technology integration
- * service learning
- * character education
- * guidance services for students
- * testing coordinator
- * student assessment coordination
- * scheduling

The Operating Committee concepts variously adapted from Thunderbird Preparatory Academy and Wayne Preparatory Academy.

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

Lake Academy will work with parents in offering solutions that are win-win. The following is Lake Academy's approach to resolving disputes with parents and the school.

Parental involvement, particularly parent volunteers, are key to the success of small learning communities like Lake Academy. Parents are needed in order to have engaged schools. This includes their input which may lead to disputes.

At Lake Academy, disputes will have three tiers of escalation. First,

evidence has shown that disputes are best solved by those that created them. For example, if a conflict is between a parent and teacher, they should resolve the dispute at this first level. If this first layer of conflict resolution is not successful it will then escalate to second level, which is taking the matter to the managing director. If the dispute cannot be resolved with the managing director, the parent can then escalate the dispute to the third and final level which is with the Appeals Committee. The Appeals Committee is commissioned by and responsible to the Lake Governing Board. It has the responsibility of holding a hearing when requested by the parent(s) or guardian(s) of a student with a grievance with the school. Each hearing will be recorded to assure a proper record is maintained. The following procedure will be undertaken by the Appeals Committee

1. Assemble a review committee of at least three members of the Board and appoint one as "Chair".
2. Call meeting to order, (ask everyone to turn off cell phones, pagers, etc.)
3. Advise attendees that the hearing is being recorded.
4. The Chair states the date and time of hearing.
5. Confirm that no committee member has a conflict of interest.
6. Ask everyone to introduce himself/herself by name and role, beginning with the Chair.
7. Managing Director (or designee) explains reason for dispute.
8. Student/Parent explains the reason for dispute.
9. Student/Parent calls witnesses, if desired.
10. Managing Director (or designee) can respond if necessary.
11. Committee members ask clarifying questions.
12. The committee reviews the facts and makes a ruling. Committee decisions are final.

The Appeals Committee will be comprised of a minimum of three members of the Board, headed by the Chair of the Governance Committee. The Appeals Committee must have a minimum of three members present during each hearing. If the Chair of the Governance Committee is unable to attend, the substitute Chair of the Appeals Committee must be a current Board member.

Parental Notification

Students and parents will receive a Student Handbook at the beginning of the year. Parents/guardians and students will sign a form acknowledging receipt of the book and understanding of and consent to the discipline code in it. Expectations, as well as student rights and responsibilities, including the right to appeal, will be discussed during student orientation and in advisory seminars at the beginning of the school year.

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

Include in the Appendices:

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

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(Appendix I)

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

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

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

X Not Applicable

Private School Conversions: complete ONLY if the proposed charter is a private school conversion. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

X Not Applicable

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

X Not Applicable

Projected Staff:

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

Managing Director - 1

Academic Director - 1

Finance Officer - 1

Clerical - 2

Food Service Staff - 1

Office Manager - 1

Maintenance - 1.5

Core Teachers - 29

Specialty Teachers - 7

Exceptional Children Teachers - 5

Teacher Assistants - 7

Media Specialists - 1

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

NOTE: ADAPTED FROM BEST PRACTICES OF THUNDERBIRD PREPARATORY ACADEMY AND WAYNE PREPARATORY ACADEMY

The Lake Board will utilize Principal and Teacher Insight by Gallup for recruiting and retaining high-performing teachers. High teacher professional development is a primary driver of the Lake academic success model. The Gallup Path is the research based sequence of identifying, developing and reinforcing the talents (strengths) of all individuals within in an organization. The Gallup Path is primarily sequenced as follows:

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Strength Identification (Teachers and Administrators)
Best Fit (Teachers and Administrators)
Great Administrators
Engaged Teachers
Engaged Students
Sustainable Teacher/Student Growth
Measurable Outcomes
Value to the Community

The ultimate core outcome of any successful, enduring organization is the active engagement of all its constituents, particularly its staff. Active engagement is the core objective of all Gallup talent development processes. Lake will actively seek to practically apply all Gallup engagement processes within its professional development of all Lake administrators, teachers and other staff.

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

All charter school employees will be hired by the Lake Managing Director under the direct approval/oversight of the Lake Board as required by North Carolina law. All charter school employees will generally be at-will employees except where certain core administrators shall be retained under an employment agreement.

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

Recruitment and hiring of professional personnel will transpire on the basis of qualifications and merit. The Lake Board will establish an effective recruitment program designed to attract, secure, and maintain the highest qualified persons for all positions at Lake.

Lake will be an equal opportunity employer. The Lake Board will have the ultimate responsibility in assuring that all recruiting, selection, training, and other employment decisions will occur on the basis of individual merit and without discrimination because of race, religion, color, creed, disability, sex, age, or national origin in accordance with applicable state and federal laws. All Lake job announcements and advertisements may also include where applicable such information as job title, major job responsibilities, location of the school, how to apply for the position, minimum qualifications, and deadline for receiving applications.

Each Lake job applicant will provide an application form, North Carolina teaching credential, and three professional references. The Lake Board will ensure that background checks and other investigations required by law are conducted prior to any hiring decision. The Lake Board also reserves the right to conduct background checks on all employees or any individuals that have any contact with Lake students.

Lake will be a drug free workplace. Lake will require pre-employment drug testing of all employees and maintains the right to perform random drug tests according to laws and policy to be set forth by the Lake Board. Applications of candidates meeting all local, state, and federal guidelines for public school employment will be given to the Managing Director. All hiring interviews will be initially conducted by the Managing Director in

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order to provide recommendations for hiring to the Lake Board. The Lake board will have final say in all hiring.

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

Lake anticipates employment salary ranges of \$30,000 to \$50,000 for teachers, \$30,000 to \$40,000 for staff and \$50,000 to \$90,000 for administrators. Lake will initially offer health insurance only as employee benefits with life insurance, 403(b) retirement plans, and disability insurance offered as employee funded benefits under group policies where practical. School matching will be offered as the school becomes more financially established similar to other new charter school employment offerings.

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

Staff Grievances

Lake expects to have certain reasonable policies and rules for the conduct of school employees. Lake will generally retain its staff on an at-will basis. Lake will have certain minimum rules that should not be violated under any circumstances. Violation of these minimum rules will lead to discipline, up to and including immediate termination. Examples of these rules include but are not limited to:

- * substance abuse
- * insubordination
- * consistent poor performance
- * theft
- * threats and weapons in the workplace
- * harassment
- * absenteeism and tardiness
- * misuse of property
- * fraud, dishonesty and false statements
- * violation and/or lack of enforcement of school rules
- * breaching confidentiality

This list is not all-inclusive, and there may be other circumstances for which employees may be disciplined, up to and including immediate termination. Lake retains the discretion at all times to immediately terminate an employee or to decide what level or type of discipline is warranted, if any. Employees of Lake are at-will employees and can be terminated at any time, without resorting to any type of discipline. Lake does not have to use any of the following steps of discipline, and does not have to use them in any particular order, but retains the discretion at all times to determine the nature and severity of discipline and/or termination.

In the event it becomes necessary to discipline an employee, the following steps of discipline may occur at the discretion of the Managing Director and/or Lake Board:

1. Verbal warning.
2. Written warning.
3. Final warning and/or probation.
4. Termination.

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

The Lake Board is unaware of any dual responsibility positions within Lake.

8. Describe the plans to have qualified staffing adequate for the anticipated special needs

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population, means for providing qualified staffing for ELL and gifted students.

i. Lake will comply with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act. Lake will staff needed certified EC teachers to facilitate the needs of students deemed in need of IEP assistance either via student transfer with an existing IEP or through the RTI process. These teachers will assist in the development, planning, and screening of EC students or prospective EC students. All students identified as qualifying for services under IDEA or 504 will be referred by the parent or teacher to either the Managing Director or Academic Director. A team composed of the students teachers, parent/guardians, student, and Managing Director or Academic Director (IEP / 504 Team) will convene to discuss the educational program designed to meet the individual students needs.

In addition, Lake will provide ELL and gifted students with adequate staffing respectively based on federal and state mandates.

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

Classroom and elective teachers need valid North Carolina teaching credentials, teachers for all special education students shall have all appropriate North Carolina exceptional children credentials, teachers for gifted students shall have all gifted student credentials.

Staff Evaluation and Professional Development

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

The Managing Director and Academic Director both need to be involved with teacher licensure to ensure checks and balances. Professional development oversight will also include the Managing Director and Academic Director.

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

Lake shall actively comply with all requirements for highly qualified teachers as provided in The No Child Left Behind Act of 2001 (NCLB). Lake Academy will emphasize the importance of teacher quality and their development as a crucial factor in improving student achievement. We understand that NCLB requires that we ensure that public elementary school teachers are highly qualified to teach the basic elementary school curricula, and that middle school teachers are highly qualified to teach each core academic subject teaching assignment. The core academic subjects are defined as the following: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, history, geography, and fine arts. Lake will evaluate teachers by regular classroom visitations. Master Teachers will be paired with newer teachers to help in mentoring and guidance.

Recruitment and hiring of professional personnel will transpire on the basis of qualifications and merit. Lake will establish an effective recruitment program designed to attract, secure, and maintain the highest qualified persons for all positions at Lake Academy. Lake will be an equal opportunity employer. Its responsibility will include recruiting,

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selection, training, and other employment decisions on the basis of individual merit and without discrimination because of race, religion, color, creed, disability, sex, age, or national origin in accordance with applicable state and federal laws. Individuals designated by the Lake Board will analyze each required job prior to initiating the recruitment process in order to determine which recruitment strategies will be the most effective for the specific job vacancy.

- 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 components of professional development are extensive strength based Gallup seminars to identify teachers strengths. These trainings will be conducted both internally and externally by experts.

The Gallup Student Poll supplies teachers, administrators, and school leaders with an accurate, useful, and holistic picture of their students and the outcomes they desire. Research by The Gallup Organization that shows that hope, engagement, and well-being are positioned as actionable targets and indicators of success, with links to grades, achievement scores, retention, and future employment.

The Gallup Student StrengthsFinder Assessment is based on the premise that individual student success is the core of any great school. The Gallup strengths-based approach to student development helps educators, leaders, adults, and students understand the unique talents of every child. Rooted in the science of Positive Psychology, strengths-based student development begins with the assumption that every child is talented in his or her own special way. The Gallup Path enables students to develop these natural patterns of thought, feeling, and behavior - their talents - through the StrengthsExplorer and StrengthsQuest tools. Students are given a report of their top themes of talent along with action items to help build their talents into true strengths.

Measures of Academic Progress (MAP) is a state-aligned computerized adaptive assessment program that will provide Lake teachers and parents the information needed to improve teaching and learning. Lake teachers will use the growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement. With the ability to test students up to three times a year, Lake MAP test results will enable the teachers to make student-focused, data-driven decisions.

There will also be ongoing three hour collaborative planning sessions usually on Mondays with other Teachers each week.

- 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.*

The core components of professional development are extensive strength based Gallup seminars to identify teachers strengths. These trainings will be conducted both internally and externally by experts.

The Gallup Student Poll supplies teachers, administrators, and school leaders with an accurate, useful, and holistic picture of their students and the outcomes they desire. Research by The Gallup Organization that shows that hope, engagement, and well-being are positioned as actionable targets

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and indicators of success, with links to grades, achievement scores, retention, and future employment.

The Gallup Student StrengthsFinder Assessment is based on the premise that individual student success is the core of any great school. The Gallup strengths-based approach to student development helps educators, leaders, adults, and students understand the unique talents of every child. Rooted in the science of Positive Psychology, strengths-based student development begins with the assumption that every child is talented in his or her own special way. The Gallup Path enables students to develop these natural patterns of thought, feeling, and behavior - their talents - through the StrengthsExplorer and StrengthsQuest tools. Students are given a report of their top themes of talent along with action items to help build their talents into true strengths.

Measures of Academic Progress (MAP) is a state-aligned computerized adaptive assessment program that will provide Lake teachers and parents the information needed to improve teaching and learning. Lake teachers will use the growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement. With the ability to test students up to three times a year, Lake MAP test results will enable the teachers to make student-focused, data-driven decisions.

There will also be ongoing three hour collaborative planning sessions usually on Mondays with other Teachers each week.

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.

Teachers will receive Professional Development at the beginning of the year for at least three days for all teachers. In addition they will receive 2 to 3 Hours every week to collaborate with colleagues regarding Gallup, Coveys Leadership Skills and Core Knowledge. The Gallup Paths research indicates that school engagement begins with teachers. In order to accomplish the mission of having an engagement, significant time and money will be allocated to teacher development.

Enrollment and Marketing:

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

Marketing Plan

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

Lake already has a marketing plan in place to target the demographic it will reside. This marketing plan includes several components that will reach the largest audience possible for the amount of resources it has. This strategy includes to eventually start a Facebook and Website as well as use Newspaper Advertisements, Radio, Public Community Meetings, Charter Approval Events

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and Word of Mouth referrals. Most of our marketing expense will be used in social media since more and more parents are turning to digital devices for gathering their information.

Parent and Community Involvement

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

1. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.

Parent, community, and educator involvement will be an essential component of the school. As the influence of the home directly impacts the students well-being and academic motivation, Lake will strive to facilitate, encourage and compliment a high standard of volunteer parental involvement. Lake will plan explicit fundamental strategies to actively engage families, community members, and educators from the onset of conditional charter by the North Carolina State Board of Education including:

1. Lake will continue to recruit interested students via its website, Facebook presence and public advertisements. All parents of interested students will receive periodic mailings to keep all informed of the progress of Lake through its lottery process, administrator/teacher hiring process and facility announcements.

2. Lake will sponsor various public "charter approval" events that celebrates the approval milestone. Charter approval events may include an outdoor ice cream social, community gatherings, prominent speaker appearance, or any other low cost, high contact events that raise the profile of Lake.

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.

Lake will plan explicit fundamental strategies to actively engage families, community members, and educators. The Lake Board will develop in concert with its Administrators overall parental support guidelines, which will include the following:

1. All parents will be essential participants in the growth, accountability, and overall success of their children and will therefore be strongly encouraged to contribute volunteer hours along with staff and community members during both regular operational hours as well as special events.

2. Constructive parental concerns and recommendations will be encouraged for the improvement of Lake.

3. Mandatory parent-teacher conferences will include students and will occur on a regular basis. Teachers will be flexible to allow conferences to be held at times and dates convenient for parents. Parents will receive an accurate picture of their child's progress and have a constructive venue to regularly provide their context and input for the overall success of their child. Together, parents, teachers, and students will establish learning

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goals that help the student achieve at the highest levels. Collaborative goal setting will develop a true partnership and sense of ownership for success.

Admissions Policy

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

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

1. Tentative dates for application period; enrollment deadlines and procedures.

Lake will begin advertising for student enrollment application on October 15, 2014 and each October 15 thereafter. The enrollment deadline for Lake will be February 15, 2015 and each February thereafter. All enrollment applications may be submitted either paper application (blank forms will be made available at Iredell County public facilities) or by website electronic enrollment. All student enrollment applications will be received and processed by the Managing Director of Lake. Media advertisements and public announcements will clearly state how or where applications are available and the deadline for receipt of completed applications.

2. Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.

If the number of applicants exceeds the capacity of a program, class, grade level or building, a lottery process will be used to determine enrollment. The lottery will be held no later than March prior to the beginning of the school year.

- * The names of each applicant will be placed on an index card.
- * The individual index card will be placed in a box.
- * All index cards placed in the box will be shuffled.
- * An individual with no professional or business relationship to Lake Academy will randomly select index cards from the box.
- * The name of the student will be announced and assigned a lottery number. This number will be recorded on the index card and the application. This information will also be recorded on a ledger.
- * This process will continue until all index cards have been drawn and recorded.
- * The names drawn in lottery number order equaling the enrollment openings will be placed on the class roster.
- * The remaining names will be placed on a waiting list in their lottery order number.
- * The above lottery process will be repeated for all grade levels.
- * Class rosters for each grade level will not be finalized until the lottery

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process for K thru 8 grades is complete.

If feasible, after the first year of operations, the lottery will be conducted via an audit able, statistically valid computer program.

Lake will give priority enrollment to as permitted by North Carolina state law and recent legislation changes in House Bill 250 . An enrollment spreadsheet will organize all students and siblings assuring a transparent and documented enrollment process to ensure fair and legal entrance to Lake.

3. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.

Lake will maintain a student wait list for all students not immediately chosen in the lottery process above. Such wait list shall be maintained for the duration of the Lake school year based on Lake admission policies.

If a student chooses to withdraw from the school, a parent/guardian will be asked to fill out a withdrawal form stating the effective date and school where students records should be sent. If a school name is provided, Lake will transfer the students records, otherwise Lake will wait until a request for records is received. Any transfers into Lake shall be subject to Lake enrollment policies, enrollment application process, lottery and North Carolina law governing inbound transfer students.

4. Explanation of the purpose of any pre-admission activities (if any) for students or parents.

Lake will hold orientation meetings for all prospective Lake parents and students so as to establish clear expectations and objectives within the Lake charter.

5. Clear policies and procedures for student withdrawals and transfers.

Any transfers into Lake or withdrawals shall be subject to Lake enrollment policies, enrollment application process, lottery and North Carolina law governing inbound transfer students.

PROJECTED ENROLLMENT

2016-17 through 2020-2021

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Iredell-Statesville Schools

LEA #2

LEA #3

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

	2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
	LEA 490	LEA 000	LEA 000	LEA 490	LEA 000	LEA 000	LEA 490	LEA 000	LEA 000	LEA 490	LEA 000	LEA 000	LEA 490	LEA 000	LEA 000
Kindergarten	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Grade 01	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Grade 02	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Grade 03	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Grade 04	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Grade 05	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Grade 06	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Grade 07	0	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Grade 08	0	0	0	0	0	0	100	0	0	100	0	0	100	0	0
	700			800			900			900			900		

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

Transportation Plan:

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

Lake will not provide school bus transportation to or from school unless a critical mass of at least 50 students without transportation alternatives are identified. Lake will actively advertise to parents in the enrollment process that Lake will facilitate transportation for students not otherwise able to attend Lake. Families will provide their own carpool transportation. Lake will provide a carpool assistance committee, helping parents arrange carpools to ease transportation needs. Extenuating circumstances preventing carpool transportation will be presented to the Board of Directors. The Lake proposed budget includes contingency funds to assure student transportation arrangements are possible in extraordinary situations as approved by the Board of Directors and according to the North Carolina state law.

Transportation shall not be an obstacle to any child attending this 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.

The Lake lunch program will be created and operated under the auspices of the Lake Operating Committee staffed by parent volunteers. There is no cafeteria, so all students will need to bring a healthy lunch (snack where appropriate) from home. Lunch at Lake will be eaten "parochial school style" in the classrooms. Parent volunteers will watch the classes during their 30 minutes of lunch and 30 minutes of recess immediately following lunch. Students in grade levels K-2 will also have a morning snack break. Lunch will also be offered every full school day at the school by school approved outside vendors and must be pre-ordered via parent/teacher orders. Outside lunch vendors will be identified, screened and managed by a designated member of the Operating Committee. Students in economic need will have a lunch provided by the School by the same outside vendor lunch order process described above.

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

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

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

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Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$2,000,000		\$5,190.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$5,000.00
Property Insurance	\$500,000		\$3,191.00
Motor Vehicle Liability	\$1,000,000		\$852.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$1,000.00
Other	\$500,000		\$23,840.00
Total Cost			\$39,073.00

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

Health and Safety Requirements:

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

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

lakeacademy 09/23/2014

(Board Chair Signature)

(Date)

Facility:

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

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

Lake expects to open, if approved, in temporary facilities by leasing an existing building until it can acquire a permanent facility, either an existing building or if financially possible depending on acquiring costs, develop land. The initial size of the school, and a survey of the real estate market in the county suggests that unused commercial space will be available for the size of the school through the first two to three years of operation. We have retained the services of real estate agents, legal counsel, and architects to assist in identifying, evaluating, and developing proposed modifications to target properties in accordance with our target market, the needs of the students, building code requirements, and financial

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efficiencies.

We have been targeting leasing facilities as well as looking at buildings to buy based on size and location. Immediately after our charter application is approved we will move forward to lease a temporary facility and eventually purchase a permanent site.

The Lake Board has established a Preliminary Building Timeline to assure it has fully identified all key facility planning and acquisition milestones. The Preliminary Building Timeline outlined below provides a fairly concise outline of facility planning typically used by commercial organizations in their facility acquisition process. Each step will include the entire Lake Board in an oversight role where at least two Board members will serve in lead facility acquisition roles for the benefit of the entire board.

July 2015

Facility Financing Options
Land/Lease Due Diligence
Land/Lease Contract
Land Purchase

September 2015

Land/Use Plan Design
Building Design

October 2015

Building Permitting
Site Prep

January 2016

Construction Commencement

July 2016

Certificate of Occupancy

August 2016

School Opening

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

The budget assumes a \$25/sq. ft. cost for the proposed facility based on recent known educational lease rate activity in the area. The assumed rate also provides some cushion to allow for the possible development of the permanent facility option.

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.*

We intend to identify several proposed properties that will meet our initial needs and pursue a multi-track approach to facilities. Delays in acquisition, zoning, and modifications are common in these sorts of

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projects. Therefore, having several under study is the best approach to obtaining suitable facilities in time for opening.

The Lake Board will develop various facility possibilities that are mutually exclusive wherever possible. The Lake Board anticipates three viable options that can be fully developed based on preliminary due-diligence already completed by the Lake Board. Each of these have different price points with one being the least expensive to three being the most expensive. In order for three to be solvent, it would take the right purchase price for the right piece of land.

1. The initial plan is to acquire a temporary facility to lease
2. The second plan is to purchase or lease/purchase a permanent facility
3. The third plan is to Purchase and develop a permanent facility on land.

We anticipate needing approximately 30,000 square feet of lease space for year one and two. For year three we anticipate needing approximately 44,000 square feet for K-8 in Lake's permanent facility. Both the temporary facility and eventual permanent facility will be in compliance with applicable building codes, health and safety laws, and with the requirements of the Americans with Disabilities Act (ADA). Before the start of School operations, the Board will provide all necessary information to the Office of Charter Schools, including a Certificate of Occupancy for Educational Use.

If a permanent site is not acquired, it will not be a hindrance to the education of Lake Academy students. The Lake Board does not anticipate that any school programs will be affected in the event a permanent facility is not secured.

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
Is this a realistic plan for a rural school?	Paige Hirsch	Transportati
Although the section states, "transportation shall not be an obstacle to any child attending this school", at the same time it states, "Lake will not provide school bus transportation to or from school unless a critical mass of at least 50 students without transportation alternatives are identified". How does this meet the standard that no child is denied access to school due to lack of transportation? Clarification is needed.	Kevin Piacenza	Transportati
Contradictory information.	Mary Carmichael	Transportati
What about students to cannot bring lunch? How does this plan ensure they receive a healthy meal and are not also subjected to the stigma of receiving free lunch? What if the school can't recruit sufficient parent volunteers?	Paige Hirsch	School Lunch
Confusing-petition states there is no cafeteria so students bring their own lunch, but it also says that lunch will be offered by outside vendors.		
The quote in the appendix is different from the amounts listed in the budget and in this portion of the application.	Deanna Townsend-Smith	Civil Liabil
Cost seems high?	Kevin Piacenza	Civil Liabil
Description lacks detail about how the facility will be appropriate and adequate.	Paige Hirsch	Facility and
No contingency plan included.		
Does the \$25/sq ft figure include possible "fit up" costs for the temporary facility. The figure seems high given the proposed location of Iredell County.	Kevin Piacenza	Facility and

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Reviewer	Score
Deanna Townsend-Smith	Pass
Joe Maimone	
Eric Sanchez	
Helen Nance	
Mike McLaughlin	
Paige Hirsch	Fail
Marie Massengill	
Sherry Reeves	
Mary Carmichael	Pass
Tammi Sutton	
Kevin Piacenza	Pass

VI. FINANCIAL PLAN

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

Budget: Revenue Projections from each LEA 2016-17

**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 #1490 - Iredell-Statesville Schools

Revenue	2014-2015 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2016-2017
State Funds	\$4,481.68	700	\$3,137,176.00
Local Funds	\$1,378.00	700	\$964,600.00
Federal EC Funds	\$3,768.11	70	\$263,767.70
Totals			\$4,365,543.70

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

INCOME: REVENUE PROJECTIONS	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
-State ADM Funds	\$3,137,176	\$3,585,344	\$4,033,512	\$4,033,512	\$4,033,512
-Local Per Pupil Funds	\$964,600	\$1,102,400	\$1,240,200	\$1,240,200	\$1,240,200
-Exceptional Children & Federal Funds	\$263,768	\$301,449	\$339,130	\$339,130	\$339,130
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$4,365,544	\$4,989,193	\$5,612,842	\$5,612,842	\$5,612,842

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

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

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

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

BUDGET EXPENDITURE PROJECTIONS Personnel	2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Lead Administrator	1	\$75,000	\$75,000	1	\$75,000	\$75,000	1	\$75,000	\$75,000	1	\$75,000	\$75,000	1	\$75,000	\$75,000
Assistant Administrator	1	\$50,000	\$50,000	2	\$50,000	\$100,000	2	\$50,000	\$100,000	2	\$50,000	\$100,000	2	\$50,000	\$100,000
Finance Officer	1	\$60,000	\$60,000	1	\$60,000	\$60,000	1	\$60,000	\$60,000	1	\$60,000	\$60,000	1	\$60,000	\$60,000
Clerical	2	\$21,000	\$42,000	2	\$21,000	\$42,000	2	\$21,000	\$42,000	2	\$21,000	\$42,000	2	\$21,000	\$42,000
Food Service Staff	1	\$15,000	\$15,000	1	\$15,000	\$15,000	1	\$20,000	\$20,000	1	\$20,000	\$20,000	1	\$20,000	\$20,000
Custodians	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Transportation Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Guidance	0	\$0	\$0	1	\$38,000	\$38,000	2	\$38,000	\$76,000	2	\$38,000	\$76,000	2	\$38,000	\$76,000
Office Mgr	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000
Maintenance	1.5	\$35,000	\$52,500	2	\$35,000	\$70,000	2	\$35,000	\$70,000	2	\$35,000	\$70,000	2	\$35,000	\$70,000
A - Total Admin and Support:	8.5		\$334,500	11		\$440,000	12		\$483,000	12		\$483,000	12		\$483,000
Instructional Personnel:															
Core Content Teacher(s)	29	\$35,000	\$1,015,000	33	\$35,000	\$1,155,000	37	\$35,000	\$1,295,000	37	\$35,000	\$1,295,000	37	\$35,000	\$1,295,000
Electives/Specialty Teacher(s)	7	\$34,000	\$238,000	8	\$34,000	\$272,000	8	\$34,000	\$272,000	8	\$34,000	\$272,000	8	\$34,000	\$272,000
Exceptional Children Teacher(s)	5	\$38,000	\$190,000	6	\$38,000	\$228,000	7	\$38,000	\$266,000	7	\$38,000	\$266,000	7	\$38,000	\$266,000

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Instructional Support	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Teacher Assistants	7	\$19,000	\$133,000	7	\$19,000	\$133,000	7	\$19,000	\$133,000	7	\$19,000	\$133,000	7	\$19,000	\$133,000
Media Specialist	1	\$30,000	\$30,000	2	\$35,000	\$70,000	2	\$35,000	\$70,000	2	\$35,000	\$70,000	2	\$35,000	\$70,000
B - Total Instructional Personnel:	49		\$1,606,000	56		\$1,858,000	61		\$2,036,000	61		\$2,036,000	61		\$2,036,000
A+B = C - Total Admin, Support and Instructional Personnel:	57.5		\$1,940,500	67		\$2,298,000	73		\$2,519,000	73		\$2,519,000	73		\$2,519,000
Administrative & Support Benefits															
Health Insurance	7	\$4,000	\$28,000	10	\$4,000	\$40,000	12	\$4,000	\$48,000	12	\$4,000	\$48,000	12	\$4,000	\$48,000
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	1	\$4,850	\$4,850	1	\$6,380	\$6,380	1	\$7,004	\$7,004	1	\$7,004	\$7,004	1	\$7,004	\$7,004
Social Security	1	\$20,739	\$20,739	1	\$27,280	\$27,280	1	\$29,946	\$29,946	1	\$29,946	\$29,946	1	\$29,946	\$29,946
Other Payroll Burden	1	\$6,690	\$6,690	1	\$8,800	\$8,800	1	\$9,660	\$9,660	1	\$9,660	\$9,660	1	\$9,660	\$9,660
D - Total Admin and Support Benefits:	10		\$60,279	13		\$82,460	15		\$94,610	15		\$94,610	15		\$94,610
Instructional Personnel Benefits:															
Health Insurance	49	\$4,000	\$196,000	56	\$4,000	\$224,000	61	\$4,000	\$244,000	61	\$4,000	\$244,000	61	\$4,000	\$244,000
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Social Security	1	\$99,572	\$99,572	1	\$115,196	\$115,196	1	\$126,232	\$126,232	1	\$126,232	\$126,232	1	\$126,232	\$126,232
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	1	\$23,287	\$23,287	1	\$26,941	\$26,941	1	\$29,522	\$29,522	1	\$29,522	\$29,522	1	\$29,522	\$29,522
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0

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Other Payroll Burden	1	\$32,120	\$32,120	1	\$37,160	\$37,160	1	\$40,720	\$40,720	1	\$40,720	\$40,720	1	\$40,720	\$40,720
E - Total Instructional Personnel Benefits:	52		\$350,979	59		\$403,297	64		\$440,474	64		\$440,474	64		\$440,474
D+E = F - Total Personnel Benefits	62		\$411,258	72		\$485,757	79		\$535,084	79		\$535,084	79		\$535,084
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	18.5		\$394,779	24		\$522,460	27		\$577,610	27		\$577,610	27		\$577,610
B+E = H - Total Instructional Personnel (Salary & Benefits)	101		\$1,956,979	115		\$2,261,297	125		\$2,476,474	125		\$2,476,474	125		\$2,476,474
G+H = J - TOTAL PERSONNEL	119.5		\$2,351,758	139		\$2,783,757	152		\$3,054,084	152		\$3,054,084	152		\$3,054,084

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

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
	Administrative & Support:					
Office:	Office Supplies	\$22,000	\$26,000	\$30,000	\$30,000	\$30,000
	Paper	\$15,000	\$17,000	\$19,000	\$19,000	\$19,000
	Computers & Software	\$22,000	\$22,000	\$22,000	\$22,000	\$22,000
	Communications & Telephone	\$6,400	\$7,000	\$7,750	\$7,750	\$7,750
	Copier leases	\$14,400	\$18,400	\$22,400	\$22,400	\$22,400
Management Company	Contract Fees	\$0	\$0	\$0	\$0	\$0
Professional Contract	Legal Counsel	\$12,000	\$15,000	\$25,000	\$25,000	\$25,000
	Student Accounting	\$60,000	\$65,000	\$70,000	\$70,000	\$70,000
	Financial	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
	Other Professional	\$70,000	\$75,000	\$80,000	\$80,000	\$80,000
Facilities	Facility Lease/Mortgage	\$775,000	\$850,000	\$1,000,000	\$1,000,000	\$1,000,000
	Maintenance	\$32,000	\$35,000	\$38,000	\$38,000	\$38,000
	Custodial Supplies	\$38,000	\$42,000	\$46,000	\$46,000	\$46,000
	Custodial Contract	\$50,000	\$55,000	\$60,000	\$60,000	\$60,000
	Insurance (pg19)	\$39,073	\$42,250	\$45,500	\$45,500	\$45,500
	Other	\$8,000	\$9,000	\$10,000	\$10,000	\$10,000
Utilities	Electric	\$31,000	\$35,500	\$42,000	\$42,000	\$42,000
	Gas	\$18,000	\$19,500	\$21,250	\$21,250	\$21,250
	Water/Sewer	\$10,000	\$11,000	\$12,000	\$12,000	\$12,000
	Trash	\$5,000	\$5,500	\$6,000	\$6,000	\$6,000
Transportation	Buses	\$10,000	\$12,000	\$15,000	\$15,000	\$15,000
	Gas	\$0	\$0	\$0	\$0	\$0
	Oil/Tires & Maintenance	\$0	\$0	\$0	\$0	\$0
Other	Marketing	\$12,000	\$12,000	\$7,500	\$7,500	\$7,500
	Child nutrition	\$75,600	\$86,400	\$97,200	\$97,200	\$97,200
	Travel	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
	Other	\$18,000	\$21,000	\$24,000	\$24,000	\$24,000
	K - TOTAL Administrative & Support Operations	\$1,364,473	\$1,502,550	\$1,721,600	\$1,721,600	\$1,721,600
	Instructional:					
Classroom Technology	Computers	\$45,000	\$45,000	\$45,000	\$25,000	\$25,000
	Software	\$18,000	\$22,000	\$25,000	\$25,000	\$25,000

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	Instructional Technology	\$18,000	\$19,000	\$20,000	\$20,000	\$20,000
	Other	\$12,000	\$13,500	\$15,000	\$15,000	\$15,000
Instructional Contract	Instructional Support	\$78,000	\$82,000	\$85,000	\$85,000	\$85,000
	Staff Development	\$97,000	\$112,000	\$124,000	\$124,000	\$124,000
Books and Supplies	Instructional Materials	\$29,000	\$35,500	\$42,000	\$42,000	\$42,000
	Curriculum/Texts	\$85,000	\$38,000	\$42,000	\$42,000	\$42,000
	Copy Paper	\$16,000	\$20,000	\$24,000	\$24,000	\$24,000
	Testing Supplies	\$33,500	\$39,000	\$45,000	\$45,000	\$45,000
	Other	\$0	\$0	\$0	\$0	\$0
Classroom Technology	Computers	\$0	\$0	\$0	\$0	\$0
	L - TOTAL Instructional Operations	\$431,500	\$426,000	\$467,000	\$447,000	\$447,000
	K+L = M - TOTAL OPERATIONS	\$1,795,973	\$1,928,550	\$2,188,600	\$2,168,600	\$2,168,600

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Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
J - TOTAL PERSONNEL	\$2,351,758	\$2,783,757	\$3,054,084	\$3,054,084	\$3,054,084
M - TOTAL OPERATIONS	\$1,795,973	\$1,928,550	\$2,188,600	\$2,168,600	\$2,168,600
J+ M =N TOTAL EXPENDITURES	\$4,147,731	\$4,712,307	\$5,242,684	\$5,222,684	\$5,222,684
Z - TOTAL REVENUE	\$4,365,544	\$4,989,193	\$5,612,842	\$5,612,842	\$5,612,842
Z - N = SURPLUS / (DEFICIT)	\$217,813	\$276,886	\$370,158	\$390,158	\$390,158

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.

Lake performed a cost benefit analysis using a Static Break-even, market analysis and financial sustainability. As outlined below, Lakes Static Break-Even Analysis shows that Lake can operate a charter school with 428 students. Through demographic, market analysis and survey data presented earlier in this application Lake has recognized a need for a charter school far greater than the 428 students necessary to operate on a break-even basis. While the market analysis supports a demand greater than the year one initial 700 proposed student enrollment capacity, the school enrollment was based on the optimal community size to implement its mission versus implementation cost and school financial sustainability.

The Static Break-Even Analysis calculated below would be a starting point for any "right sizing" of the overall Lake operations in the event of any extraordinary negative enrollment variances. Any viable "right sizing" analysis is always based more on real time Dynamic Break-Even calculations which take into consideration real revenue components tied to specific costs (actual classroom enrollment relative to teaching staff needed to viably serve those students at that enrollment level).

Annual Revenues Required for Static Break-Even on a Cash Flow Basis:

Total Fixed Expenses	1,655,963	BE Revenues	
Contribution Margin	62%	= 2,670,908	= 428 Students

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

Lake has established an Operating Surplus (Contingency Reserve) of 5% to 7% in it's 5 year budget to provide a buffer for minor fluctuations in revenue. Revenue shortfalls approaching the Reserve, including any negative enrollment variances will trigger a formal written operational and financial impact analysis by the Lake Board. Any resulting right sizing decisions made in the overall best interest of the school will be based on objective, constructive financial analysis including a Dynamic Break-even analysis without any bias for Lake personnel, student or Board personal preferences. Such corrective adjustments associated with enrollment shortfalls may include but not limited to offsetting reductions in staffing, compensation, supply and technology expenditures. In addition, the Board may also seek to

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revise lease escalators to provide additional ramp-up in lease rates that coincide with increases in student enrollment from grade additions in subsequent years.

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

Lake will seek to obtain federal grant monies, however the budget contained herein does not contemplate any additional funds outside of the state and county allotments provided to Lake.

Lake's only credit need is in the form of a lease or purchase of its school facilities. Any other Lake funding needs will be driven by absolute school need versus want so as to assure the best economic outcome for Lake.

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

K 10:1; 1st 16:1; 2nd 25:1; 3rd+ 25:1

- 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 Board of Directors of Lake will explore and implement the best options for managing the business affairs of Lake. At a minimum, the Lake Board will implement best practice accounting, purchasing, payroll and audit policies and procedures (collectively "Business Affairs") as lead by the Board Treasurer and the outside advice of the prospective Lake auditor until they formally become the auditor of Lake. Such best practice Business Affairs will have specific metrics as developed within a Balanced Scorecard process/format that represent the key Business Affairs operations as regularly reported to the Lake Board in its monthly board meetings. All subsequent development and implementation of Lake Business Affairs policies and procedures will be carried out by the onsite Financial Officer of Lake retained by the Lake Board. The Lake Board reserves the right to further research and explore all options for fulfilling Lake Business Affairs on a best long term value basis. Instructional support will be determined based on actual enrollment and best available resources to meet student needs. All options, selection criteria and selection processes will be done on a fully documented, comparative basis so as to assure best outcomes for Lake. All Lake financial and related Business Affairs activities will be done via the NC mandated ISIS financial system.

In accordance with North Carolina General Statutes, Lake will adhere to reporting requirements established by the State Board of Education in the Uniform Education Reporting System by reporting at least annually to the State Board of Education via the Department of Public Instruction.

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

Lake budget criteria includes: 1) classroom sizes comparable to Iredell County LEA, 2) master/apprentice teacher staffing model where proven teachers can excel professionally through extensive professional development and achievement, 3) efficient use of technology/curriculum resources, and 4) budget surplus or contingency always approximates 5-8% annually. The budget surplus serves as a contingency for negative variances in enrollment.

Lake Academics mission is to cultivate a community that engages and inspires

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each child to reach their unique potential and achieve their leadership aspirations. The Leadership emphasis requires a strong institutional focus of high efficiency, collaborative teaching. The limited financial resources available to Lake, compared to the surrounding traditional LEAs, creates the very impetus for Leadership to be well thought and efficiently delivered. This is reflected in Lake's classroom teacher staffing at start-up which will follow a master/apprentice model, with experienced teachers taking grade leader roles and coaching less experienced and/or new teachers to help them reach their unique leadership potential. The key activity of any school is its teaching process as driven by classroom teachers, specialized teachers and school administrators. School personnel as the primary school expenditure approximates 61% of all Lake expenditures. Lake will also rely on parent volunteers who pass background checks to supplement the office personnel on an as needed basis as well as lunch and recess monitoring. The Text and Technology as well as Support Costs (All fixed costs necessary to facilitating the teaching process) are complimentary expenditures that facilitate the teacher driven process yet can rarely supplant the actual classroom teacher experience.

Lake will not provide bus transportation but will facilitate a parent lead carpool assistance committee to ease transportation needs and provide transportation for students not otherwise able to attend Lake. However, the Lake proposed budget includes contingency funds to assure student transportation arrangements are possible in extraordinary circumstances and assure that transportation is not an impediment to entry.

Lake's budgeted facilities will reflect Lake's mission of developing unique leadership potential through the traditional academia classrooms as well as through the arts and athletics in a safe learning environment.

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.

Lake's proposed budget provides for an annual 5-7% Operating Surplus available to fund the General Contingency Fund . It is anticipated that 80% of the surplus of each year's operations will be rolled over into the General Contingency Fund. Any school expenditures that necessitate utilizing the current year's surplus will be justified via a formal written operational and financial impact analysis as outlined above. Any expenditure that necessitate utilizing the General Contingency Fund will be justified via a formal written capital budget proposal.

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

The Lake Board has structured the budget for Lake to be able to fundamentally function on a "classic boot-strap basis" similar to any other well planned start-up enterprise. Any funding needs will be driven by absolute school need versus want to assure the best economic outcome for Lake. With the exception of a multi-year lease/facility financing Lake does not anticipate or need significant external financial resources prior to or after its commencement in August 2016.

Lake's proposed budget reflects Lake's intent of opening in an existing temporary facility of approximately 30,000 square feet of leased space until it can otherwise acquire a permanent facility by year three. In an effort to manage facility costs, Lake will seek to obtain a multi-year lease with a

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landlord which will provide lease escalators to reflect the increase in student enrollment and associated funding. Facility contingency plans as contemplated in the Facility Section of the application must also comply and operate within the proposed budget.

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*

The proposed Lake budget assumes that all of the school's assets will be acquired/purchased with state and county allotted funds. To maximize these resources, Lake will utilize surplus and reseller vendors to obtain office and classroom furniture. The Lake Board reserves the right to further research and explore all options of fulfilling/supplementing its asset requirements, however the budget does not contemplate any outside sources for any assets on which the school's core operation depends.

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 of Directors of Lake will explore and implement the best options for managing the business affairs of Lake. At a minimum, the Lake Board will implement best practice accounting, purchasing, payroll and audit policies and procedures (collectively "Business Affairs") as lead by the Board Treasurer and the outside advice of the prospective Lake auditor until they formally become the auditor of Lake. Such best practice Business Affairs will have specific metrics as developed within a Balanced Scorecard process/format that represent the key Business Affairs operations as regularly reported to the Lake Board in its monthly board meetings. All subsequent development and implementation of Lake Business Affairs policies and procedures will be carried out by the onsite Financial Officer of Lake retained by the Lake Board. The Lake Board reserves the right to further research and explore all options for fulfilling Lake Business Affairs on a best long term value basis. All Business Affairs options, selection criteria and selection processes will be done on a fully documented, comparative basis so as to assure best outcomes for Lake. All Lake financial and related Business Affairs activities will be done via the NC mandated ISIS financial system.

In accordance with North Carolina General Statutes, Lake will adhere to reporting requirements established by the State Board of Education in the Uniform Education Reporting System by reporting at least annually to the State Board of Education via the Department of Public Instruction.

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

Lake Board is unaware of any 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.

We have identified two firms in our research. 1. Rives and Associates out of Raleigh, NC. 2. Potter and Company out of Concord, NC.

Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
There are no projected increases in salary for admin staff or teachers for the first five years of operation. This demonstrates either a lack of understanding of staff retention or creating realistic budget projections. They do not foresee any increases in health insurance for 5 years either. No funds are allocated to any kind of retirement.	Mary Carmichael	Personnel Bu
No salary increases over time.	Deanna Townsend-Smith	Personnel Bu
Why are teacher and instructional staff salaries so low with no increases budgeted in years 2-5? Will any experienced teachers be hired? Will any pay increases occur? Also, health insurance expenditures per staff seems low @ 4K. Will employees share benefits costs?	Kevin Piacenza	Personnel Bu
No clear description of the systems and processes to be used to ensure financial fidelity. Does the student-teacher ratio align with the total number of teachers hired?	Paige Hirsch	Budget Narra
The personnel budget (@\$35k for teacher) does not adequately support the narrative's statement related to supporting the mission, etc.: "master/apprentice teacher staffing model where proven teachers can excel professionally through extensive professional development and achievement."	Kevin Piacenza	Budget Narra
The systems and processes to maintain school fiscal fidelity lacks specificity.	Deanna Townsend-Smith	Budget Narra
The school is making significant commitments on a facility. If student enrollment targets are not met the stated contingency plans may not be enough.	Mary Carmichael	Budget Narra
The application does not describe the procedures and methods for conducting an independent audit.	Mary Carmichael	Financial Au
At the time of petitioning, petitions should already have established procedures and methods. Stating, "e Board of Directors of Lake will explore and implement the best options for managing the business affairs of Lake." does not provide the chartering authority with any detail to analyze to determine if this section meets applicable standards.	Paige Hirsch	Financial Au

Reviewer	Score
Deanna Townsend-Smith	Fail
Joe Maimone	
Eric Sanchez	
Helen Nance	
Mike McLaughlin	
Paige Hirsch	Fail
Marie Massengill	
Sherry Reeves	
Mary Carmichael	Fail
Tammi Sutton	
Kevin Piacenza	Pass

VII AGREEMENT PAGE

Application Fee:

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

**Application Note: The applicant must mail the check or credit card form along with a letter indicating the name of the proposed charter school, contact information, and the enclosed payment amount to be received before or on the due date of September 26, 2014 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

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

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

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

lakeacademy

Date: 09/26/2014

Applicant Signature:

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

Print/Type Name: lakeacademy

Board Position: Dr. Kenneth Benton, Chair

Signature: _____

Date: 09/26/2014

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

Notary Public Official Seal

My commission expires: _____, 20____.

OVERALL ASSESSMENT

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

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

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

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

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	- dtsmith840
Education Plan	- dtsmith840
Governance and Capacity	Does not have to have Appendix E at this time. There are no board meeting minutes included. - dtsmith840
Operations	- dtsmith840
Financial Plan	- dtsmith840
OVERALL	- dtsmith840 - dtsmith840 - dtsmith840

External Evaluator

Mission, Purposes, and Goals	<p><u>Mission Statement</u> The description of appreciating each student's unique gifts and talents raises questions about how such individualized attention will be provided given the large size of the school.</p> <p>Focusing on individual student strengths seems common in many school settings and not a truly unique concept. - paigeabramsonhirsch</p> <p><u>Mission Statement</u> The mission statement is difficult to understand. While additional explanation is provided in the application about the mission statement it does not provide a clear understanding of the mission. - dtsmith840</p> <p><u>Mission Statement</u> Mission statement needs to focus on the student not the community. - maryvcarmichael</p> <p><u>Mission Statement</u> Although it is understandable, the mission does not seem compelling or clearly communicates the academic focus of the school. - kpiacenza</p> <p><u>Educational Need and Targeted Student Population</u> The survey demonstrating need does not seem entirely reliable; several of the questions are leading. It's unclear where the demand for this school came from or what student population it was designed to serve (vs. the school being established because of the founders' desire to establish a school featuring this philosophy and not out of student need).</p> <p>There is no discussion of alignment of target population with school mission. - paigeabramsonhirsch</p> <p><u>Educational Need and Targeted Student Population</u></p>
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	<p>The applicant group sent out a survey to 181 parents and only 71 responded. - dtsmith840</p> <p><u>Educational Need and Targeted Student Population</u> Survey of prospective families only captures 70 responses. There is a big jump to go from 70 non-school specific responses to 700 students. - maryvcarmichael</p> <p><u>Educational Need and Targeted Student Population</u> Is target population gifted and talented students? This is not clear. Are there currently other charter schools operating in the target LEA? If so, what is their status related to enrollment and instructional models? 700 students in year one seems very ambitious given absence of any large city or concentrated population in the county. Does "surrounding Iredell County schools" mean throughout the county or specifically near or along Lake Norman? - kpiacenza</p> <p><u>Purposes of Proposed Charter School</u> Nothing in the description highlights new professional opportunities, aside from identifying specific tools used to identify staff strengths. The other items seem commonplace components at many schools. Nowhere is the way in which the program will improve student outcomes described. - paigeabramsonhirsch</p> <p><u>Purposes of Proposed Charter School</u> The purpose identified is manageable; however, it is unclear on how the purpose chosen will improve student outcomes. - dtsmith840</p> <p><u>Purposes of Proposed Charter School</u> Although the stated purposes seem to reflect the mission, student outcomes are not adequately detailed. "More experiential learning, more student choice, more..., compared to what? In what context? - kpiacenza</p> <p><u>Goals for the Proposed Charter School</u> Many of the goals are not measurable, do not have targets, or are not time-bound. Further, some focus on inputs vs. outputs.</p> <p>Having a SIP doesn't explain how the Board will monitor the progress of the school. - paigeabramsonhirsch</p> <p><u>Goals for the Proposed Charter School</u> The applicant has failed to identify any goals to measure success in the following areas: operations, finance, and governance. While the balanced scorecard is a good tool to measure success - how will this tool be used if there are no baseline goals established? - dtsmith840</p> <p><u>Goals for the Proposed Charter School</u> Need more detail on the proposed balanced scorecard. - maryvcarmichael</p> <p><u>Goals for the Proposed Charter School</u> Academic goals lack specific benchmarks. What is existing student performance data in target area? Also, goals do not include percentages of students "in upper quartile". Are 100% expected to perform Level III or IV? Are stated goals for first year or every year? Is "engagement" a quantifiable performance indicator? How are Core Knowledge assessments related to the curriculum? - kpiacenza</p>
<p>Education Plan</p>	<p><u>Instructional Program</u> Why include a "rough adaptation" without explanation of whether the supporting</p>

	<p>conditions exist to support adapting this program at a new school?</p> <p>Description of instructional program is extremely vague-petitions states the school will use a "variety of methods" but does not explain them.</p> <p>How do identified assessments align with the instructional program?</p> <p>No description of how this program will lead to increased student performance. - paigeabramsonhirsch</p> <p><u>Instructional Program</u> In the earlier part of the application student performance would be gauged using Core Knowledge assessments. In this section of the application MAP and the Iowa Basic Skills assessments are mentioned with no indication on how these assessments will align and impact the instructional program. - dtsmith840</p> <p><u>Instructional Program</u> Alignment between assessment and instructional program not clear.</p> <p>No clear evidence included regarding the proposed approach leading to improved student performance for the school's targeted population. - maryvcarmichael</p> <p><u>Instructional Program</u> Is Core Knowledge the basis of assessment or MAP and Iowa? How are those assessments related and connected to School House Strategic Process? How does the proposed instructional model improve results with target population? Does Combs Elementary resemble target population? - kpiacenza</p> <p><u>Curriculum and Instructional Design</u> The petition states that the model will feature a "small school size" but the enrollment targets do not align with this statement.</p> <p>Why Core Knowledge and not Common Core? Core Knowledge does not seem to align with the statement above that factual knowledge alone is insufficient in our current reality. Further, how does Core Knowledge as primary curriculum align with the "inquiry-based" teaching identified in the petition?</p> <p>Had the petitioners analyzed student data of the target population, would they still suggest extended vacations for students? What about "summer slide" and similar loss of skill during other long breaks? - paigeabramsonhirsch</p> <p><u>Curriculum and Instructional Design</u> How will the school accomplish following Core Knowledge and the NCSCOS?</p> <p>The proposed school has a variety of curriculum and programs that will be used - it is not clear how all these items fit together to align and produce results in students? How will the school accomplish the proposed program with fidelity especially with starting with K - 6 in the first year?</p> <p>The sample scope and sequence is a direct cut and paste from Core Knowledge with no mention of other curriculum mentioned in the application. How will Core Knowledge be tailored to meet this school's specific and unique needs?</p>
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	<p>The academic calendar does not denote if the school will follow 180 days or 1,025 hours. - dtsmith840</p> <p><u>Curriculum and Instructional Design</u> Appendix B is just a core knowledge sample. Not clear if this is fully aligned to current NC standards.</p> <p>Traditional calendar proposed. - maryvcarmichael</p> <p><u>Curriculum and Instructional Design</u> Appendix B appears to be cut from the Core Knowledge Curriculum. How will this be interfaced with NCSCOS? How will school day be implemented? - kpiacenza</p> <p><u>Special Programs and "At-Risk" Students</u> Why no home language survey to identify ELs? Not sure, but I don't think DIBELS is an appropriate tool for identifying ELs.</p> <p>Description of programming for ELs is weak; lists strategies that "may" be put in place but does not provide a coherent and comprehensive plan for educating these students.</p> <p>Description of meeting the needs of gifted students lacks detail. - paigeabramsonhirsch</p> <p><u>Special Programs and "At-Risk" Students</u> A clear plan is not detailed in the application on how at-risk students not performing at the appropriate level will receive assistance. While RTI is mentioned here there is not a clear description even with the provided Appendix U to outline what this will look like in practice at the proposed school?</p> <p>With the identification of ELL students there is no mention of the Home Language Survey. There seems to be a lack of understanding on the rules and regulations guiding ELL practices.</p> <p>There is no clear plan to address the needs of gifted students outside of mentioning that the student performance will be monitored and the curriculum "may" be altered. What is the specific plan to address the needs of these students? - dtsmith840</p> <p><u>Special Programs and "At-Risk" Students</u></p> <p>The plan for academically gifted students needs further work as it is confusing as to who is doing what and why... Is the teacher providing "the system or the visual analysis" to the parents and stakeholders? - maryvcarmichael</p> <p><u>Exceptional Children – Identification and Records</u> Concerning that there is no language as to how the school will respond to parent referrals. - marie_massengill</p> <p><u>Exceptional Children – Identification and Records</u> The proposed applicant does not demonstrate a clear understanding of state and federal requirements for 504 plans - dtsmith840</p> <p><u>Exceptional Children – Identification and Records</u> Concerns about identification process. - maryvcarmichael</p>
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<p><u>Exceptional Children – Education Programming</u> No description of full continuum of services.</p> <p>Unclear how students will be served; will model be push-in? Pull-out? During core academics or at other times? - paigeabramsonhirsch</p> <p><u>Exceptional Children – Education Programming</u> "As prescribed by Federal and associated State laws, an Individual Educational Plan (IEP)" The P stands for program.</p> <p>"IDEA requires that students by the age of 14 be provided with an annual meeting for the purpose of discussing possible transition services" Not quite right - IDEA requires that a post-secondary transition plan be developed as a part of the IEP for students aged 16 or older - it is NC Policies that stipulated that this process start for students aged 14 and over - they are correct that the student must be invited to participate in the development of this portions of the IEP.</p> <p>"Students at Lake Academy with active Individualized Education Plans (IEPs) will automatically be assigned to Tier 2 and Tier 3 interventions." Do not understand this - would this be in addition to the specially designed instruction or are they thinking that interventions are the specially designed instruction?</p> <p>"LAKE will have a director for exceptional children..." The person in this position would be considered an EC Coordinator, unless this person has the licensure as EC Director/Administrator by NCDPI.</p> <p>"IEP mandated services will be obtained by Lake Academy through qualified local providers and such mainstream services will be paid for (if any required) by Lake Academy." Not sure what this means - local providers - contracted or what? - mainstream services - what is mainstream services?</p> <p>- marie_massengill</p> <p><u>Exceptional Children – Education Programming</u> LEAs are not typically a part of IEP evaluation teams at charter schools. It is unclear how the proposed school will offer a full range of exceptional children's services.</p> <p>The applicant will pace any student with an IEP in Tuer 2 & 3 RTI interventions, what if this does not meet the student's needs? - dtsmith840</p> <p><u>Exceptional Children – Education Programming</u> Not all IEPs may warrant a Tier 2 or 3 assignment. - maryvcarmichael</p> <p><u>Exceptional Children – Education Programming</u> A clear model for the EC program is not presented. How are gifted students accommodated? Is the school approach pull out or full inclusion. A full range of services is not described - kpiacenza</p> <p><u>Student Performance Standards</u> One student performance standard-to be in the top quartile (how many students?)-is insufficient.</p>
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	<p>Why does promotion/graduation question not apply to 8th graders exiting the school? - paigeabramsonhirsch</p> <p><u>Student Performance Standards</u> The applicant failed to expound upon the educational goal set in the goals section of the application.</p> <p>Once again, there is not a clear understanding of the assessments the school plans to use as not all referenced in the application in earlier sections are included in this section of the application.</p> <p>When explaining exit standards for students the applicant replied with N/A and does not answer the question. - dtsmith840</p> <p><u>Student Performance Standards</u> No SMART goals provided.</p> <p>- maryvcarmichael</p> <p><u>Student Performance Standards</u> The description of student performance standards indicates an expectation for the achievement level of students expected to attend, but it does not include specific, measurable, time specific standards. What data or evidence is being used to predict that most of the 700 students applying year one will be "in the top quartile..."? What provisions will be made for EC students related to stated retention policy, "D or higher in..."? - kpiacenza</p> <p><u>Student Conduct and Discipline</u> Why do petitioners "We fully expect the focus on ethics and decision-making to lead to an environment where good character is important to all." given that many schools focus on ethics and decision-making, but many students do not buy in to such beliefs. This seems incredibly naive.</p> <p>Handbook is inadequate; does not describe sound policies for student discipline. - paigeabramsonhirsch</p> <p><u>Student Conduct and Discipline</u> Concerned that there is no reference to how Students with Disabilities will be disciplined. This area is critical. With regards to the requirement of "good manner" in this section and in the draft of the student handbook - it is highly suggested that the vague term of "good manners" be defined. Without a clear understanding of the expectations and definition problems will more than likely arise with students who may have issues with appropriate social skills. I can also see this as problematic with all students as w/out clear parameters of what "good manners" are this could become an are of contention with parents. Suggest that individuals hired as principal/administrator and EC Coordinator are well versed in the Federal Regulations and NC Policies/laws for discipline of students with disabilities. - marie_massengill</p> <p><u>Student Conduct and Discipline</u> The applicant fails to fully explain conduct offenses as required; however, refers one to Appendix D. The offenses outlined in the handbook fails to give detail about what happens at each level. There is no provision provided in the conduct policy for EC</p>
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	<p>students. - dtsmith840</p> <p><u>Student Conduct and Discipline</u> There are inconsistencies between the handbook and the narrative on the Class I, II, and III offenses and the related suspensions. For class I the narrative states in school suspension and the handbook states out of school. - maryvcarmichael</p> <p><u>Student Conduct and Discipline</u> Some of the conduct that will result in automatic expulsion seem legally questionable and need review. - kpiacenza</p>
<p>Governance and Capacity</p>	<p><u>Private Non-Profit Corporation</u> No federal tax ID? - paigeabramsonhirsch</p> <p><u>Tax-Exempt Status 501 (c)(3)</u> Applicant will have 24 months after approval to obtain. - dtsmith840</p> <p><u>Tax-Exempt Status 501 (c)(3)</u> NA - maryvcarmichael</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Who is the "Advisory Board"?</p> <p>Board members seem woefully unprepared to successfully implement this program; one even admitted to having never had "access to the program" while others give generic answers not specific to this school.</p> <p>No description of evaluation process to be used. - paigeabramsonhirsch</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Clarification documents needed - actual background check information needs to be sent in for additional evaluation.</p> <p>Not all board members have a clear understanding of the educational program to be implemented at the school.</p> <p>The conflict of interest policy does not include a clause on familial relationships and what should happen in such instances.</p> <p>Much of the information required here is outlined in the bylaws; however, the applicant failed to clearly outline the information in the application.</p> <p>- dtsmith840</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Narrative states the Operating Committee is a board created committee. While this committee is based on work at other schools - one of which just opened this year - it potentially creates an organizational structure that is confusing to the school leadership and who they answer to. There seems to be a lot of room being created for issues with student information being shared or human resource management issues disclosed. - maryvcarmichael</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Given the stated goal of monthly meetings and the need for a board to know and</p>

<p>understand the local community, why is there only one BOD member who resides in Iredell County on the current board? - kpiacenza</p> <p><u>Proposed Management Organization (EMO/CMO)</u> Not partnering with an EMO/CMO. - dtsmith840</p> <p><u>Staffing Plans, Hiring, and Management</u> There is no "strategy for recruiting and retaining high-performing teachers" contained in this section. Listing a Gallup path used to identify strengths of individual in the organization does not provide information about hiring. - paigeabramsonhirsch</p> <p><u>Staffing Plans, Hiring, and Management</u> There is limited information on how they will recruit teachers - just discuss the screening tool and other processes in the Gallup sequence. Does not state who will initially be in charge of hiring or where they will advertise. - maryvcarmichael</p> <p><u>Staffing Plans, Hiring, and Management</u> Salary ranges? - kpiacenza</p> <p><u>Staff Evaluation and Professional Development</u> What is a "master teacher"? How will you define this so that you can identify master teachers to pair with newer teachers? Is the assumption that the master teachers have a certain number of years experience that qualifies them as masters?</p> <p>Petition states, "The core components of professional development are extensive strength based Gallup seminars to identify teachers strengths. These trainings will be conducted both internally and externally by experts." How is this a core component of PD and as such, related to increasing student achievement? - paigeabramsonhirsch</p> <p><u>Staff Evaluation and Professional Development</u> Although the section includes a description of staff attributes, it lacks any detail related to staff evaluation. What is the process for evaluation, who is responsible, what instrument will be used, how will teachers be trained on the process, are all unanswered questions. - kpiacenza</p> <p><u>Marketing Plan</u> What is meant by the statement, "to target the demographic it will reside"? The specific target is not clear in the application. - kpiacenza</p> <p><u>Marketing Plan</u> Petition states that it "has a plan in place" but does not provide or describe this plan. - paigeabramsonhirsch</p> <p><u>Marketing Plan</u> The proposed school does not provide a detailed plan to meet the targeted enrollment number of 700 in the first year. More specifics should be provided to determine if this section aligns to the proposed budget. - dtsmith840</p> <p><u>Parent and Community Involvement</u> Nearly all information in this section is incredibly vague.</p> <p>Is it clear that assuming a high degree of "volunteer parent involvement" is realistic with the target population? - paigeabramsonhirsch</p> <p><u>Admissions Policy</u></p>

	<p>What will the time frame be for decisions by parents contacted for admission following a withdrawal? - kpiacenza</p> <p><u>Projected Student Enrollment (Table)</u> This is a very ambitious enrollment plan with 700 students in year one. - kpiacenza</p> <p><u>Projected Student Enrollment (Table)</u> As previously stated, enrollment targets seem very high. - paigeabramsonhirsch</p> <p><u>Projected Student Enrollment (Table)</u> The table is complete but the enrollment projections are not realistic. - dtsmith840</p>
Operations	<p><u>Transportation Plan</u> Although the section states, "transportation shall not be an obstacle to any child attending this school", at the same time it states, "Lake will not provide school bus transportation to or from school unless a critical mass of at least 50 students without transportation alternatives are identified". How does this meet the standard that no child is denied access to school due to lack of transportation? Clarification is needed. - kpiacenza</p> <p><u>Transportation Plan</u> Is this a realistic plan for a rural school? - paigeabramsonhirsch</p> <p><u>Transportation Plan</u> Contradictory information. - maryvcarmichael</p> <p><u>School Lunch Plan</u> What about students to cannot bring lunch? How does this plan ensure they receive a healthy meal and are not also subjected to the stigma of receiving free lunch? What if the school can't recruit sufficient parent volunteers?</p> <p>Confusing-petition states there is no cafeteria so students bring their own lunch, but it also says that lunch will be offered by outside vendors. - paigeabramsonhirsch</p> <p><u>Civil Liability and Insurance</u> The quote in the appendix is different from the amounts listed in the budget and in this portion of the application. - dtsmith840</p> <p><u>Civil Liability and Insurance</u> Cost seems high? - kpiacenza</p> <p><u>Facility and Facility Contingency Plan</u> Does the \$25/sq ft figure include possible "fit up" costs for the temporary facility. The figure seems high given the proposed location of Iredell County. - kpiacenza</p> <p><u>Facility and Facility Contingency Plan</u> Description lacks detail about how the facility will be appropriate and adequate.</p> <p>No contingency plan included. - paigeabramsonhirsch</p>
Financial Plan	<p><u>Personnel Budget: Expenditures 2017-2021 (Table)</u> There are no projected increases in salary for admin staff or teachers for the first five years of operation. This demonstrates either a lack of understanding of staff retention or creating realistic budget projections. They do not foresee any increases in health insurance for 5 years either. No funds are allocated to any kind of retirement. - maryvcarmichael</p> <p><u>Personnel Budget: Expenditures 2017-2021 (Table)</u></p>

	<p>No salary increases over time. - dtsmith840</p> <p><u>Personnel Budget: Expenditures 2017-2021 (Table)</u> Why are teacher and instructional staff salaries so low with no increases budgeted in years 2-5? Will any experienced teachers be hired? Will any pay increases occur? Also, health insurance expenditures per staff seems low @ 4K. Will employees share benefits costs? - kpiacenza</p> <p><u>Budget Narrative</u> No clear description of the systems and processes to be used to ensure financial fidelity.</p> <p>Does the student-teacher ratio align with the total number of teachers hired? - paigeabramsonhirsch</p> <p><u>Budget Narrative</u> The school is making significant commitments on a facility. If student enrollment targets are not met the stated contingency plans may not be enough. - maryvcarmichael</p> <p><u>Budget Narrative</u> The systems and processes to maintain school fiscal fidelity lacks specificity. - dtsmith840</p> <p><u>Budget Narrative</u> The personnel budget (@\$35k for teacher) does not adequately support the narrative's statement related to supporting the mission, etc.: "master/apprentice teacher staffing model where proven teachers can excel professionally through extensive professional development and achievement." - kpiacenza</p> <p><u>Financial Audits</u> At the time of petitioning, petitions should already have established procedures and methods. Stating, "e Board of Directors of Lake will explore and implement the best options for managing the business affairs of Lake." does not provide the chartering authority with any detail to analyze to determine if this section meets applicable standards. - paigeabramsonhirsch</p> <p><u>Financial Audits</u> The application does not describe the procedures and methods for conducting an independent audit. - maryvcarmichael</p>
<p>OVERALL</p>	<p><u>Grade Levels Served and Total Student Enrollment:</u> Enrollment targets seem exceedingly high, especially consider that many of the grades in year one are not natural transition points for students. - paigeabramsonhirsch</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Enrollment projections are extremely ambitious. - maryvcarmichael</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> The enrollment numbers over the 5 years are unrealistic. Most schools that have opened recently fail to meet projected enrollment figures significantly lower than the numbers projected here. Not meeting enrollment impacts the educational program and other areas within a school. - dtsmith840</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> 700 students in year one in a mostly rural LEA seems very ambitious. - kpiacenza</p> <p><u>Appendices</u></p>

	Appendix U is referenced several times in the narrative. It is mostly copied and pasted information and graphics from other sources. It is not original material furthering their narrative. - maryvcarmichael
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Charter School Advisory Board Subcommittee	
Mission, Purposes, and Goals	
Education Plan	
Governance and Capacity	
Operations	
Financial Plan	
OVERALL	

Overall Summary	
Initial Screening	OCS deems this application complete.
10/28/2014	The CSAB voted unanimously to deem this application complete on November 14, 2014.
Application Review	On January 12, 2015 the CSAB subcommittee voted to deny this application to the interview. The subcommittee vote was 6 to 0. The full CSAB vote was 10 to 0. Concerns outlined consisted of the following: Too many failures and projected enrollment. Clarification letter did not make anything clear. There wasn't going to be any transportation offered even though they plan on 700 students. There was not a representative present from the school. Mr. Maimone made a recommendation not to move them forward.
Application Interview	
OVERALL	