

### Application Preliminary Evaluation Packet

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

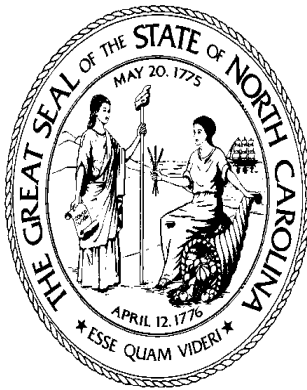
- § Pass: The response demonstrates an understanding of key issues and the ability to start a charter school successfully although minimal clarification may be needed in places. It addresses the topic with clear, specific and accurate information that reflects thorough preparation. The application meets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

#### Subcommittee Members:

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

Sherry Reeves  
Stephenie Clark  
Jay Whalen

**Date of Review:**



## NORTH CAROLINA CHARTER SCHOOL APPLICATION

# Lighthouse Charter Academy

**Public charter schools opening the fall of 2020**

**Due by 5:00 pm, October 1, 2018**

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

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

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

**APPLICATION DUE DATE/TIME**

**October 1, 2018**      A complete *online* application package, in the Office of Charter Schools **by 5:00 pm EST.**

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

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

**APPLICATION SPECIFICATIONS**

Applicants can submit applications prior to the deadline October 1, 2018 at 5:00 pm EST. **All applications must be submitted using the online portal** and applicants are to use the following specifications:

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

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**I. APPLICATION CONTACT INFORMATION**

Name of proposed charter school: Lighthouse Charter Academy

X

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

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

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

Provide the name of the person who will serve as the primary contact for this Application. The primary contact should serve as the contact for follow-up, interviews, and notices regarding this Application.

Name of contact person: *Adam Ezell*

Title/Relationship to to nonprofitMunicipality: *Consultant*

Mailing address: P.O. Box 19191  
Raleigh NC 27619

Primary telephone: 919-622-4099 Alternative telephone: 919-434-0339

E-Mail address: adam@englishenterprisesus.com

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

County: GREENE

LEA: 400-Greene County Schools

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

No:

Yes: X

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

List the fee provided to the third party person or group. 0

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

Facilitation of planning, board participation, research, and technical writing. Torchlight Academy Schools, LLC will provide ongoing support and assistance to the school and will serve at its contract management company.  
*Is this application a Conversion from a traditional public school or private school?*

No:

Yes:

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

No:

Yes:

### *Acceleration*

Yes:

No:

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

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

Many of the board members have engaged in partnership opportunities with the local community. The Lighthouse Board of Directors has worked to put in place wrap-around services upon school opening for fractions of the cost. These partnerships and progress will play a critical role in the opening of our school, and waiting a year will stall those talks and potentially dissuade continued involvement of our community partners.

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

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

In a discussion forum in Greene County, North Carolina, residents identified the need for school choice in Greene County. Currently no Charter Schools exist in Greene County. Many residents have expressed the dire concern that their children are ill-prepared in Greene County Schools to compete in the global economy. Therefore, parents and the local community organized and propose Lighthouse Charter Academy as a school choice for parents and students in Greene County and the surrounding areas.

All of Greene Countys traditional public schools student populations are identified as high poverty with greater than 90% of students eligible for free or reduced price lunch through the National School Lunch Program. The Institute for Public Policy & Economic Development (2016) associates high poverty with poor school performance. About 69% of Greene County students are minorities, including 36% Black and 33% Hispanic. Data trends show a widening student achievement gap between White and Black students and White and Hispanic students as students move from elementary thru middle school in Greene County. For example, at West Green Elementary School a 21.3 point

achievement gap in 2015 grew to a 40.2 point achievement gap at Greene Central Middle School in 2017. At Greene Central Middle School the achievement gap between White and Black students was 23.6 points in 2015, 31.0 points in 2016, and 40.2 points in 2017. A similar gap trend exists for Hispanic students.

Gay (1990), in her groundbreaking work entitled "Culturally Responsive Teaching," notes that culturally monolithic educational programs tend to alienate minority students, and many teachers and school systems struggle with addressing this factor in educational engagement. This critical factor is often the causal linchpin that distinguishes between high performing schools and low performing schools. Gay notes that disproportionate discipline problems with minority students is a tell-tale sign of a culturally monolithic educational program. In 2017, Greene County Public Schools had 366 out of school suspensions with 254 Black students suspended or 69% of all students suspended which is nearly double their percentage in the student population. Greene County students lost over 900 school days due to suspensions. There is a strong correlation between out of school suspension and poor student performance.

The achievement gap data, high suspension rates, and the existence of a culturally monolithic teaching program provide strong evidence of the need for school choice in Greene County. Similar trends exist in Pitt and Lenoir Counties. The proposed Lighthouse Charter Academy will serve students in Greene and the surrounding counties of Pitt and Lenoir. The issue that is of greatest concern to parents in the discussion forum is improving the life chances of their students by providing a school choice. Lighthouse Charter Academy will seek to enroll a diverse student population and embrace diversity and multicultural education.

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

Yes:

No:

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

Yes:

No:

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

The facility identified is located at 1438 Hwy 258, Snow Hill, NC 28580. The facility has 10 classroom spaces, a gym, a full service kitchen, administrative office space, and has a current certificate of occupancy. The facility meets the school's needs in terms of technology, space, heating, lighting, and ventilation. The facility has more than adequate parking spaces, and does not have a turn lane issue. The facility has space for a playground and expansion in the future with modular classrooms. The facility is not currently for sale or lease and is being used from time to time by a church. The owner is committed to making the space available for



the Charter School. Upon approval of the Charter Application the school will execute a Triple Net Lease. The lease cost is within the Charter Schools budget.

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

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

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

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

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

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

Yes:

No:

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

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

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

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

**Grade Levels Served and Total Student Enrollment:**

Projected School Opening: Year 2019 Month August

Will this school operate on a year round schedule?

No: X

Yes:

Proposed Grade Levels Served and Total Student Enrollment (5

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
Year 1	K,01,02,03,04	120
Year 2	K,01,02,03,04,05	156
Year 3	K,01,02,03,04,05,06	203
Year 4	K,01,02,03,04,05,06,07	264
Year 5	K,01,02,03,04,05,06,07,08	342

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

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

kevansheppard  
Signature

Board Chair \_\_\_\_\_  
Title

kevansheppard \_\_\_\_\_  
Printed Name

10/01/2018 \_\_\_\_\_  
Date

<b>Section I: Application Contact Information Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
<u>Does Torchlight Academy Schools, LLC intend to be the CMO?</u> <u>How many schools does Torchlight currently manage? How many new applications are they supporting?</u>	<u>Sherry Reeves</u>	<u>Cover Page</u>
<u>Who is Adam Ezell? Is he associated with Lighthouse Charter Academy directly or Torchlight or a consultant or the Administrative Assistant for North Davidson Academy?</u>  <u>If Torchlight is using Success Academy's and Uncommon's curriculum and using its own model as a guide for Lighthouse, should this be a replication?</u>	<u>Nicole Charles</u>	<u>Cover Page</u>
<u>Is there a facility agreement attached?</u> <u>Is there a survey of parents supporting the school? In the acceleration evidences a chart is provided that shows current proficiency of Greene County students.</u> <u>Narrative states that the facility is not currently for sale or lease.</u>	<u>Sherry Reeves</u>	<u>Acceleration</u>
<u>What specific potential partnership opportunities are at jeopardy if denied acceleration? A similar reason was put forth in the Elaine Riddick Academy application, since the building is not currently up for lease or purchase what is the risk by waiting; especially since the owner is committed to making the space available. The case made for why the community needs more school options is compelling, but what the community does not need is a school that is not fully developed and lacking the capacity to mitigate the challenges and close the widening achievement gap in Greene County, do you agree?</u>	<u>Tracy Kelley</u>	<u>Acceleration</u>
<u>Why would partners be "potentially dissuaded" by waiting? If these partners are committed to the students and families, wouldn't careful planning strengthen the relationship? Might there be opportunity to engage additional partners by waiting a year?</u>  <u>Is there empirical data rather than a narrative to support the LEA averages and low performing schools claims?</u>  <u>How does the access to choice support the need for acceleration?</u> <u>Is the applicant open to taking the full planning given the target population and the need to provide a very strong school?</u>  <u>If the suggested location is only being used sporadically, why is there a rush for acceleration?</u>	<u>Nicole Charles</u>	<u>Acceleration</u>
<u>Why would the facility not be available if the applicant was not accelerated?</u>	<u>Jay Whalen</u>	<u>Acceleration</u>
<u>The Torchlight applications are all the same. What evidence do we have that they can open all of the schools or that the Board was actively involved in the applications since they are duplicates?</u>	<u>Tammi Sutton</u>	<u>Acceleration</u>
<u>The enrollment seems low for a K-8. Is this sustainable?</u>	<u>Jay Whalen</u>	<u>Grade Levels</u>
<u>The proposed grade levels is ambitious, would you consider revising the plan and starting with K-1 and growing a grade? What was the rational for starting with K-4th grade? What is the average class size, 24? Can you explain how the school plans to increase student population by 36 kindergarten student in year 2? To make that work the school will need to go from 1 kindergarten section in year 1 to 2 kindergarten sections in year 2; with each kindergarten section having 15-16 students in them, is that correct? If not 2 kindergarten sections in year 2, is the plan to have 1 kindergarten section with 36 students in a class? Is there a cushion built in for back-filling? It seems as though your year 2 projections are over subscribed by about 10 students to make the growth even, is this correct?</u>	<u>Tracy Kelley</u>	<u>Grade Levels</u>
<u>Has the applicant surveyed the area to support projected enrollment of 120 in the first year and 342 in year five? Is there market research to support the enrollment or is the applicant merely using boiler plate enrollment numbers?</u>	<u>Nicole Charles</u>	<u>Grade Levels</u>

<u>What is the facilities plan for enrollment numbers in year 2-4 given that the proposed facility only has 10 classrooms?</u>		
<u>Could the applicant start with fewer grades and grow? Does the applicant build in budget alternatives for smaller enrollment numbers?</u>		
<u>Is the projected enrollment of 120 realistic? Why did you choose grade levels K-4 rather than a K-2?</u>	<u>Shannon Sellers</u>	<u>Grade Levels</u>
<u>What is the basis for beginning with proposed grade levels?</u> <u>How many classes per grade are anticipated?</u> <u>How many years will the proposed facility be sufficient?</u>	<u>Sherry Reeves</u>	<u>Grade Levels</u>
<u>The section is not certified as original.</u>	<u>Jay Whalen</u>	<u>Certify Appl</u>
<u>The projected enrollment seems unrealistic for year 1 based on population of the county.</u>	<u>Shannon Sellers</u>	<u>Certify Appl</u>
<u>The rationale for acceleration that uses facility as an excuse is not compelling, but there does seem to be a real and urgent need on Greene County with regard to the achievement gap and the LEAs suspension rates are out of control. The projected enrollment is lopsided, somewhat and given Torchlights Academy's struggles with having very high teacher student ratios, I'd press the team for clarity on this issue. A similar projected enrollment issue arose with the other Torchlight application--Elain Riddick.</u>	<u>Tracy Kelley</u>	<u>Certify Appl</u>

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

Lighthouse Charter Academy will provide students a high-quality education in a safe environment with strong parental partnership. Each student will achieve academic excellence through a structured and engaging curriculum.

*Clearly describe the mission of the proposed charter school:*

Our school would provide students an academically rigorous curriculum where the expectations are for all students to achieve at the highest level. Lighthouse Charter will prioritize the engagement of parents at the school and stress the importance of an holistic approach to child development.

### **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.*

Greene County is a relatively small county in eastern North Carolina, southwest of Greenville. The school system student population for grades K-8 is just over 2,000. 28% are White, 37% Black, 34% Hispanic, and approximately 70% economically disadvantaged. Because of the small student population in this county, Lighthouse Charter expects to pull from the surrounding counties of Pitt, Lenoir, and Wayne, to a lesser extent.

The need for exceptional schools of choice

The schools serving these students are falling below state grade proficiency averages by a significant margin. In addition, the schools run a Spanish Immersion learning environment. With no schools of choice in the area, a more traditional learning environment would provide parents in this area a schooling option most other areas in the state are afforded.

Target Rationale:

This area was selected for multiple reasons. Firstly, members of the board recognized the significant academic achievement gap persisting in the area and were driven to provide a solution to students specifically for the impoverished families in the area. School advisory board members have run

programs for this segment of the population for years, and will be integral in reaching out to these families. The board has sought out and found a high-performing and local management company that suits this population.

Torchlight Schools was identified as this partnering management company because of their excellent results in even greater economically disadvantaged and diverse populations in the State of North Carolina. Torchlight's flagship school, Torchlight Academy, serves over 95% economically disadvantaged students and achieved the highest growth among all 167 existing charter schools in the 2016 school year.

Torchlight Schools also has a history of keeping students in school. As seen in Appendix A1, Torchlight has had 0 suspensions with a student population exceeding 500 students. With multiple schools in this area averaging over 50 short-term suspensions for every 100 students, a school that keeps students in school could provide parents relief. For economically disadvantaged families, the costs are more severe when a parent may have to stay home from work while their child is suspended. Torchlight Schools makes it a priority to prevent that, and has provided support for their at-risk population to keep them in school.

Our school demographic will closely mirror surrounding schools, and we will strive to build from Greene County outward. Our low ADM is reflective of our approach to slowly build our roots in the Greene County community, but the quantity of low performing schools and lack of school choice in surrounding counties is expected to drive school interest. We will provide all students an opportunity to receive a quality, safe, and holistically-minded education.

- 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 in grades 9-12).*

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

The total projected enrollment of Lighthouse Charter Academy is approximately 6% of the average daily membership of the Greene County LEA at each grade level. However, with Pitt and Lenoir Counties totaling over a combined 40,000 students, and because of the high proportion of schools scoring as D or F and not meeting growth, we expect to serve a sizable number of students outside of Greene County.

The immediately surrounding K-8 schools in Greene County serve an approximate total of 2,000 students, as calculated in Appendix A1.

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

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

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

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

Lighthouse Charter Academics culture will promote academic excellence. A school uniform will assist in setting a culture of high expectations. In addition, we will have each classroom named after each teachers Alma Mater

and each grade level referenced by the year they are projected to graduate college, like Success Academy Charter Schools.

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

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

*The Six Legislative Purposes of a Charter School are:*

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

The Six Legislative Purposes of a Charter School are:

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

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

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

Hold schools accountable for meeting measurable student achievement results.

The entirety of the schools program, ranging from MAP assessments to our independently constructed support system, necessitates data. Tracking academic progress of each individual student, our adherence to the North



Carolina Accountability system, and most of the schools overarching charter goals are dependent upon measurable student achievement data. We envision a school managed by exceptional leaders that understand and apply data in daily decision-making.

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

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

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

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

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

Improving student learning.

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

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

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

Our data-driven model will quickly identify and provide support to students of all levels. Utilizing the NWEA MAP assessment, we can quickly identify

students abilities and skill gaps. In addition to the NWEA MAP assessment, o

### **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.*

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

Academic Goals:

General:

Attendance- Average attendance of 95%

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

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

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

Grade Proficiency Objectives

Year 1: 50% of students in 3rd and 4th grade will receive at least a 3 on the Math and ELA EOG or 5% greater than the district composite for each academic subgroup

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

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

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

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

ELL Proficiency

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

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

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

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

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

TRC/Dibels:

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

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

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

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

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

NWEA MAP:

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

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

Metrics:

EOG Scores

NWEA MAP Scores

NC DPI School Report Cards

Financial Goals:

Year 1: Positive balance of 1.5%

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

Metrics:

Monthly financial report to our Board based on review by finance committee

Independent audit contracted by our Board in addition to management

Organization audit

Operational and Culture Goals

Family satisfaction of 90% with a 60% response rate

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

100% of parents volunteer at school

90% teacher satisfaction and retention rate

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

Metrics:

Family satisfaction surveys conducted in December/May Family attendance records for meetings, activities, etc. Staff surveys in October, December, March and June (NC Teacher Working Survey)

Staff attendance

County health inspection

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

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

The Lead Administrators Report shall include:

School Academic Performance

MAP Growth Assessment

Beginning, Mid-Year, End

Budget Progress Report

List of Items Requested by DPI and Submission Status

Parent Volunteer Services

Student Transportation Utilization

School Lunch Program Participation Percentage  
Summation and Minutes of Parent Advisory Council Monthly Meeting  
Report of Culturally Relevant Lesson Planning and Adaptations

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

<b>Section II: Mission and Purposes Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
The mission statement is a vague. What does it look like when the school is achieving its mission?	Jay Whalen	Mission Stat
How will you ensure parental partnership to meet your mission?	Shannon Sellers	Mission Stat
How does the applicant define "holistic approach" and how the mission unique?  Does the applicant have more detail about how to engage its target population in academic rigor? What supports are in place?  What are the plans for parental partnership and is the term inclusive enough considering the target population which may include kinship, foster or other unique family structures?	Nicole Charles	Mission Stat
Mission statement lacks detail. Why not state that Lighthouse will provide an academically rigorous curriculum in the mission itself?	Sherry Reeves	Mission Stat
Application states " LC expects to pull from the surrounding counties of Pill, Lenoir and Wayne - BUT you do not have any students from these counties under your projections of revenue.	Lindalyn Kakadelis	Mission Stat
Is the need and support is in Greene County, why does the applicant propose to pull from three additional LEAs?  How does the applicant suggest targeting specific populations if its pulling from various counties? Is this addressed in recruitment?  With projected enrollment comprising 6% of the LEA's ADM, are there potential issues with transportation, partnership etc. that should be mentioned?  Is there data to support the projected enrollment (parent surveys etc)?  How will the applicant merge the two curricula?  How does a uniform contribute to a positive school culture?  How will the educational plan differ from the LEA and which LEA?	Nicole Charles	Educational
More clarity if needed around the targeted student population and the specific community need. The applicant states some demographics of Torchlight Academy. How many ED and minority students will this school serve? Why is this school uniquely positioned to serve this community? More data needed about the current student results in surround schools.	Jay Whalen	Educational
Evidence of educational need is a chart displaying proficiency levels at each school. It clearly demonstrates that Greene County schools need improvement. However, there is no parental survey to show support for a charter school in the area. Why has this not been done? Narrative that explains how charter's ed plan will differ from LEA's is exactly like RISE Academy application.	Sherry Reeves	Educational
How will you ensure the 30% increase in enrollment each year? What methods from Teach Like a Champion will be used? Did you visit a Success Academy to see what the day to day looks like and strategies that would best fit your potential students?	Shannon Sellers	Educational
Please clarify what is meant by this section of the application" In addition, the schools run a Spanish Immersion learning environment. With no schools of choice in the area, a more traditional learning environment would provide parents in this area a schooling option most other areas in the state are afforded. What aspect of the Torchlight program is the reason for the low suspension rate? Does Torchlight Academy have an in-school suspension room? What enrollment	Tracy Kelley	Educational

<p>challenges does the team expect to encounter especially since 2nd, 3rd, and 4th grades are not traditional transition points? The enrollment projection of adding 30% each year is ambitious and will mean that number of sections per grade will double each year starting with kindergarten. What specific aspects of Success Academy schools program will be adopted? Has the team visited a Success Academy school? What specific strategies discussed in Teach like a Champion were most appealing to the Board?</p>		
<p>How does differentiated instructional requirements offer new professional opportunities for teachers?</p> <p>As admirable as data driven practices is, how does this promote teacher growth?</p> <p>Can the applicant clarify how the school will make adjustments if the growth and academic targets are not met?</p> <p>Who is ultimately responsible for student achievement? Is the board, the Lead Admin, teachers?</p> <p>Since the instructional model does not appear exceptionally unique, can the applicant share more detail around the focus on "civic engagement and social responsibility"?</p> <p>What data suggest "historically low civic engagement displayed among impoverished, minority communities"? Could the applicant share how this perception appears in all of its application no matter the location as this statement is devoid of fact, is disparaging, and does not acknowledge the history of North Carolina and the role of systemic racism in education?</p> <p>Given its mission of parental partnership and academic rigor, where are the links between the mission and the school's purposes?</p>	Nicole Charles	Purposes of
<p>Goals seem to focus on NWEA data.</p>	Sherry Reeves	Purposes of
<p>What other data will you used to show student achievement other than NWEA? Your mission doesn't address civic engagement and social responsibility as you state in your narrative. What types of civic engagement will students participate?</p>	Shannon Sellers	Purposes of
<p>What specific steps will you take to increase parent and student opportunities?</p> <p>When addressing providing students and parents with expanded choices, the applicant states a mission driven focus around civic engagement and social responsibility, but this was not in the described mission in the application.</p>	Jay Whalen	Purposes of
<p>What specific strategies will Torchlight bring to help school meet it mission to have a school with "strong parental partnerships"?</p>	Tracy Kelley	Purposes of
<p>The attendance and grade proficiency goals are ambitious. Does the applicant have the student/family supports in place for success?</p> <p>What are the measures for the proposed goals like preparing civic minded leaders and parental partnership?</p> <p>Is volunteering the only way parents are partners? What is a "timely fashion" for goals reporting?</p> <p>What opportunities are there for working parents (especially those with multiple jobs given the target population) to volunteer at the school given the 100% target?</p> <p>What is the process for parent concerns other than the parent advisory group and the mid-year formal opportunity?</p> <p>What is the role of the board in the governance and goal setting and meeting?</p>	Nicole Charles	Goals for th

What strategies will be used to enable the school to meet its goal of 100% parent volunteers? Given the eager partnership organizations mentioned in section 1, how will the school measure partnership effectiveness? The goal to have 60% response rate does not align with the volunteer goal or the mission statement goal, why is that? How will Parent Advisory goals be set and monitored? How does allowing parent advisory council to submit concerns and questions only twice a year act to further the schools mission? How will the Board assess, and monitor its own effectiveness without clear goals in place? How will the teacher retention goal of 90% ensure that the ratio the number of highly effective teachers is higher than the number of ineffective teachers retained?	Tracy Kelley	Goals for th
These goals are the same for all 4 schools to be operated by Torchlight and GER. Every application looks the same	Lindalyn Kakadelis	Goals for th
A goal of 100% parent volunteers is lofty. How will you ensure that you reach this goal? If you are expecting 100% of parents to volunteer isn't the goal of 60% parental response low for a survey? With parental partnership being a vital part of your mission the 60% parent survey participation does not align. Why is the parent advisory council only asked to present at 2 board meetings. Based on your mission, it would appear you would want their input at more meetings.	Shannon Sellers	Goals for th
How is the applicant defining "peer group" schools?  Each goal has an absolute target OR greater than 5% of the district composite. If the district schools are performing so poorly, how is just 5% above an acceptable goal? What if the district average decreases?  Is having 100% of parents volunteer a feasible goal?  What is the process for adjusting/revising goals?	Jay Whalen	Goals for th
The goals do not align with the stated mission in several key areas especially in the area of parental engagement which is the cornerstone of the schools mission. The purposes do not mention parent engagement and the parent advisory description is under-developed. The parent advisory council will only be invited to comment or question twice per year. The Board should clarify what it knows about why and how Torchlight keeps suspension rates so low; does Torchlight have an in-school suspension room, for example and what specific aspects of Torchlights program are attributed to this low suspension rate? How does Torchlight monitor and assess the effectiveness of its school culture and climate, because there were no goals highlighting that this is something the proposed school will do.	Tracy Kelley	Certify Miss
the parental partnership piece of the mission is not aligned with the goals of the school.	Shannon Sellers	Certify Miss
The applicant uses reproduced sections and should not certify ANY sections of this application. The lack of individualized analysis is concerning as it appears that the applicant or the CMO does not actually know anything about the Greene County population nor are any of the sections specifically tied to the proposed mission.	Nicole Charles	Certify Miss
Applicant certified that this subsection was entirely original yet there are large portions that are verbatim to Rise Academy's application.	Sherry Reeves	Certify Miss

Reviewer	Score
Joe Maimone	
Jay Whalen	Fail
Heather Soja	
Ginger Cash	
Steven Walker	
Danielle Allen	
Cheryl Turner	
Bruce Friend	

Alan Hawkes	
Alex Quigley	
Lindalyn Kakadelis	Fail
Tammi Sutton	Fail
Stephenie Clark	
Sherry Reeves	Fail
Shannon Sellers	Pass
Sally Houston	Pass
Phyllis Gibbs	
Nicole Charles	Fail
Lynn Kroeger	
Mark Hausner	
Tracy Kelley	Pass



### III. EDUCATION PLAN

(No more than ten total pages in this section)

**NOTE:** *All sections of the Education Plan should align with all other sections of this application. The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Provide precise and clear explanations. Lack of response to any question or proper documentation will deem the application incomplete.*

#### **Instructional Program:**

Provide a detailed description of the overall instructional program of the proposed charter school, including major instructional methods, assessment strategies, and explain how this instructional program and model meet the needs of the targeted student population.

Overview:

Lighthouse Charter Academy's overall instructional program will be based upon the North Carolina Standard Course of Study (current version), including the North Carolina Essential Standards and Common Core State Standards as tested by the State. The school will abide by the North Carolina Accountability Model. The school will adhere to these standards and ensure vertical and horizontal alignment across grade levels and among grades through utilization of the Core Knowledge Sequence, infused with STEAM activities. Layered over this structured framework, Lighthouse Charter Academy will incorporate components of Success Academy Charter Schools (SACS) active-based learning and THINK literacy program and Teach Like A Champion (TLAC) 2.0 techniques in an academically demanding, civically focused, high expectation environment. Both TLAC and SACS active-learning approach have been extremely successful among socioeconomically disadvantaged populations. Greene County is approximately 70% economically disadvantaged and predominantly comprised of minority students, as illustrated in Appendix A1.

#### **Assessment Strategies & Utilization**

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

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

In addition to data-driven differentiated instruction, identified gaps will also be addressed during regular academic intervention sessions where students can be strategically grouped with similar skill gaps for more effective and targeted lessons.

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

**Foundational Framework:**

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

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

**Active-Based Learning:**

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

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

**Curriculum and Instructional Design:**

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

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

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

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

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

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

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

Below are various activities we will incorporate into each classroom:

#### English Language Arts

**Read Aloud:** Teachers read aloud to our scholars, books and texts that are expected to be above their grade level. Through open classroom discussions, our scholars will need to think critically and be able to articulate different meanings and interpretations.

**Guided Reading:** In small groups of 6-8, scholars read books aloud together that are slightly harder than grade level with oversight and coaching by the teacher. This method engages scholars and produces a literacy toolkit whereby scholars may begin to grapple with more challenging texts independently.

**Shared Text:** In Grades 2-4, each class reads a short text or book together, as discussed in Read Aloud. Scholars then spend time, over the course of several days, in a whole class setting conversing and writing about the meaning of the text with teacher oversight and guidance.

#### Math

**Mini-lessons:** Scholars group together and are asked to quickly solve problems and discuss how they came to each solution.

**Math Workshop:** Introduces new concepts and content while building upon basic fundamentals of math. Scholars will work collaboratively to solve problems and learn from one another in a whole class setting.

**Number Stories:** Scholars work independently to solve unfamiliar problems utilizing undiscussed concepts based upon the scenario set by the teacher. Scholars must think creatively and critically to come up with w

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.*

Lighthouse Charter Academics curriculum is based upon the Common Core State Standards and North Carolina Essential Standards. The North Carolina Accountability Model measures academic progress using the North Carolina Standard Course of Study, which is designed based upon the Common Core State Standards.

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

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

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

Overview:

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

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

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

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

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

**K-2 Teachers:**

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

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

**3-5 Teachers:**

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

**6-8 Teachers:**

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

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

Lighthouse Charter Academys instructional plan is built upon the North Carolina Standard Course of Study that defines what students should know at each grade level. The Core Knowledge Sequence curriculum ensures students are progressing along a planned course schedule that builds upon itself. Lighthouse Charter Academy will participate in Read-to-Achieve and the North Carolina Accountability Model, including taking BOG and EOG tests. The NWEA MAP assessment provides teachers and the instructional leadership team a progress profile of individual students as they transition and

matriculate through the school. The MAP assessment can predict, with ~85% accuracy, whether a student is projected to pass the North Carolina EOG. This tool's projection and assistance in identifying skill gaps will empower our teachers to make data-driven decisions to more effectively and effectively grow each student.

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

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

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

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

### **Special Programs and "At-Risk" Students**

1. *Describe the methods and clear systems of prevention and intervention teachers will utilize to provide assistance to students that are not performing at expected levels: ensuring continued progress and academic student growth.*

Lighthouse Charter Academy will use an independently constructed support system to facilitate prevention and intervention by teachers in a defined and measured system. Students will be placed into these tiers through teacher discretion and validated through MAP assessments and regular formative assessments.

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

Level II students have trouble keeping up with assignments, not turning

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

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

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

2. *Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:*

- a) *Methods for identifying ELL students.*
- b) *Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ELL students.*
- c) *Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.*

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

Method for identifying ELL students:

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

Service categories will include extensive services, supportive services, and

transitional services.

"Extensive Services" may include some or all of the following:  
Collaboratively modified content by the classroom teacher and English language assistance.

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

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

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

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

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

C. The school administration will ensure proper record-keeping in compliance with federal Title III. The school may apply for Title III support and other ELL state support. The school will develop a comprehensive policy, procedure, and program for services to ELL students. ELL students will be assessed annually, at minimum, to determine if they no longer need ELL services.

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

Identification of students

Determination of levels of services needed Implementation of the service program

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

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

3. *Explain how the school will identify and meet the needs of intellectually gifted students, including the following:*

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

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

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

This online material will be comprised of free courses from Coursera and Khan Academy. Coursera is partnered with a multitude of universities, museums, and trusts to provide a diverse learning library ranging across all



subjects. Khan Academy offers a well-organized structure of material that has gained national recognition for its numerous courses. Gifted students who excel in any specific area will be given computers during pull-out/intervention sessions or during class while others work on different material. Excelling students may also participate in pull-out sessions with struggling students in a teacher/leadership role.

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

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

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

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

### **Exceptional Children**

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

### **Identification and Records**

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

*c) Record Compliance (on site)*

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

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

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

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

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

**Exceptional Children's Education Programming**

- 1. Describe the educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities.*
- 2. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).*

3. *Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.*
4. *Describe the proposed plan for providing related services.*

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

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

The lead exceptional childrens teacher will:

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

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

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

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

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

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

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

### **Student Performance Standards**

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

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

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

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

MAP Skills will be administered intermittently between scheduled MAP Growth assessments to provide teachers insights on specific student skill gaps. MAP Skills builds upon the MAP Growth assessment and presents teachers an easy to use dashboard that presents teachers the specific areas in which students struggle and excel. This type of information can then assist teachers in grouping at-risk students with similar skill gaps during academic intervention sessions for more efficient and effective learning time.

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

Exceptional students will have the same grading system as regular education students, except that teachers will implement the students IEP, including any test accommodations or alternative assessments. Communication with parents is essential to the operation of a successful school. At the start

of each school year, the school shall publish a parent/student handbook which will provide parents with guidance on student performance standards, promotion and retention policies and procedures, and provide information on student assessments. A pre-assessment will take place during the first two weeks of each school year. Subsequently, benchmark assessments will be conducted at the end of each marking period.

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

**Student Conduct:**

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

*Be sure to include:*

- 1. Practices the school will use to promote effective discipline.*
- 2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.*
- 3. An explanation of how the school will take into account the rights of students with disabilities in regards to these actions that may or must lead to suspension and expulsion.*
- 4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.*

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

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

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

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

offenses may result in a verbal reprimand or counseling.

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

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

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

The facility identified is located at 1438 Hwy 258, Snow Hill, NC 28580. The facility has 10 classroom spaces, a gym, a full service kitchen, administrative office space, and has a current certificate of occupancy. The facility meets the school's needs in terms of technology, space, heating, lighting, and ventilation. The facility has more than adequate parking spaces, and does not have a turn lane issue. The facility has space for a playground and expansion in the future with modular classrooms. The facility is not currently for sale or lease and is being used from time to time by a church. The owner is committed to making the space available for the Charter School. Upon approval of the Charter Application the school will execute a Triple Net Lease. The lease cost is within the Charter Schools budget.

<b>Section III: Education Plan Concerns and Additional Questions</b>		
What evidence is there that active based learning will be an effective instructional strategy for the targeted student population, especially if students are reading below grade level or otherwise working below grade level? How will staff ensure instruction is sufficiently rigorous and aligned with state standards?	Tracy Kelley	Instructiona
Can the applicant demonstrate how TLAC, Common Core, and SACS curricula will be tied together at Lighthouse?  Can the applicant demonstrate how these will work in conjunction and toward improving student achievement?  Although activity based learning is not addressed in the mission, it's a nice addition. Can the applicant demonstrate how these are embedded in the various instructional models and how these will be measured?  Is there data to support that the curricula from large urban areas will support families in North Carolina?  Given that partnerships were cited in the reason for acceleration, why are no partners identified in this section? Are the partners not associated with any of the instructional models given the mission to be civic minded?	Nicole Charles	Instructiona
How will teachers be coached and developed on active-based learning?  How are you monitoring the 80 minute threshold for direct instruction throughout the day? How are you preparing teachers and students for this?  How exactly is data translated from test data into actionable instructional methods. What formative assessments are taking place? Who is doing the data collection and analysis? How are teachers trained to do this?	Jay Whalen	Instructiona
What does active-based learning look like in the classroom? Will 80 minutes of direct instruction cover all the core subjects each day?	Sherry Reeves	Instructiona
- Will teachers use other reading data given that the Lexile level provided by MAP does not always account for text complexity? For example, some texts with very low Lexile levels are extremely complex. For example, The Sun Also Rises by Hemingway has a Lexile level of 610 while Diary of a Wimpy Kid has a Lexile level of 950. - What specific evidence are you referencing when you say "years of studies...validated active- based learning as an effective educational approach?"	Sally Houston	Instructiona
Will you use other assessments besides NWEA Map to drive student instruction?	Shannon Sellers	Instructiona
Is there a cost for the Success Academy online resources?  The staffing plan for grades 6-8 is unclear. Applicant states that 6-8 classes rotate between a team of teachers until the school is financially viable? What exactly is the staffing and instructional plan for grades 6-8?  What does active-based learning look like? Who is doing the coaching of teachers?  What is the remediation/intervention plan for students? What is the basis for retaining students?  How is this curriculum and instructional program tailored to the targeted student population?	Jay Whalen	Curriculum a
Why has Success Academy Charter Schools been selected as the model? Is Torchlight associated with these schools? What is multiple teachers have the same Alma Mater? Is STEAM a focus of the curriculum? It is mentioned occasionally but was not a part of the mission.	Sherry Reeves	Curriculum a

What professional development will be put in place to ensure that teachers are utilizing the most effective strategies for the grade levels?		
<p>In what ways will teachers foster culturally sensitive learning? Is there training associated with that?</p> <p>With 20 students in a class, when and how will intimate classroom discussions occur?</p> <p>Why is STEAM not mentioned in other parts of the application?</p> <p>What is the class size for grades 6-8?</p> <p>Does the applicant suggest one teacher teach all subjects in certain grades? Will this extensive skills requirement be reflected in the salaries? Is this model developmentally appropriate?</p> <p>The curriculum is overly generic. Given the various instructional models, can the applicant provide more details?</p> <p>Given the diverse target population, is there any opportunity for culturally representative and relevant curricula?</p> <p>Why does the calendar not include more explicit training time for teachers for the varying models and the referenced cultural sensitivity? Is the assumption that all teachers will come prepared for these techniques?</p>	Nicole Charles	Curriculum a
<p>- Clarify: "Primary teachers are expected to master learning strategies that help students learn how to get along with each other and cooperate on past performance." What do you mean by "cooperate on past performance?"</p> <p>- Please finish the final sentence describing your approach to number stories.</p> <p>- Consider how you will name homerooms if teachers have the same Alma Mater. For example, you may have numerous teachers that graduated from UNC.</p> <p>- Clarify: You name that you will have 20 students per class. However, your budget narrative states the following: "The student to teacher ratio is 15 to 1." Which is accurate?</p>	Sally Houston	Curriculum a
Where is the time set aside in the regular day for students to "gather to hold intimate class discussions and interaction?"	Shannon Sellers	Curriculum a
Please explain how and when students will gather to hold the intimate class discussions described? How will these gatherings be structured and what metric will leaders use to measure and monitor the effectiveness of this practice?	Tracy Kelley	Curriculum a
<p>Who is the school's primary instructional leader who will be responsible for coordinating the support system? How will this person manage this process and their additional responsibilities?</p> <p>Who are the staff members responsible for the one-to-one support and small group instruction/tutoring?</p> <p>When do interventions take place throughout the day? How are they incorporated into the daily schedule?</p> <p>How will the school administrator also sufficiently oversee the EL programming? Who are the additional "specific support staff" providing EL services?</p> <p>What is the monitoring plan for the EL program? How are students assessed regularly? When are specific services delivered throughout the day? How are gen ed teachers trained on WIDA standards and other EL techniques?</p>	Jay Whalen	Special Prog
<p>For students in Level 4, how will you determine when to contact DSS or mental health? Is this based on academics or will there be other criteria?</p> <p>Will you have students tested by a psychologist to determine eligibility for Academically Gifted?</p> <p>These on-line courses for gifted students, will this replace a current class or be in addition?</p>	Shannon Sellers	Special Prog



What criteria and data will you use to "push students up to a higher grade?" Will parents have any involvement in this decision?		
How will you measure "adequate academic progress and grade level success" to determine what students need Level II supports? What is the timeline for students to receive Level II, Level III, and/or Level IV supports? Do they have to receive Level II supports before getting Level III supports before getting Level IV supports? If so, how will you respond if a teacher, staff, or parent suspects a disability prior to the student getting to Level III?	Ginger Cash	Special Prog
How will Torchlight leverage lessons learned about meeting the academic needs of students with disabilities at Torchlight Academy?	Tracy Kelley	Special Prog
What does the applicant mean by independently constructed support system?  How is this system different than the tiering systems employed by LEAs?  What does "difficulty" mean in this context? Is this up to teacher discretion or data informed?  Is teacher discretion for tiering an individual or group decision?  Is the one-on-one support for Level III students reflected in the budget?  What may rise to the level of requiring DSS, mental health, or family counseling?  Does the applicant have measures to ensure implicit bias does not factor into the decision during tiering especially if teacher discretion is employed?  Is there data supporting Torchlight's "excellent results" for ELL students?  Will teachers be trained in the active based learning approach for gifted students in addition to Khan and Coursera programs? How will these methods be evaluated?	Nicole Charles	Special Prog
- Who determines that a student is "having difficulty" at Level 1? What data will be used to determine if a student needs to move to a Level 2? - Your Personnel Budget shows you will only hire one ELL teacher in years 1,2, and 3. Will be possible for the ELL instructor to provide pull out services for all students in need? How will the school adjust its budget if 1 teacher is not enough to meet the needs of the students?	Sally Houston	Special Prog
Will MAP and EOG scores be the criteria for identifying AIG students? Will these students receive any pull out instruction from an AIG certified teacher?	Sherry Reeves	Special Prog
Will MTSS be utilized to identify students for EC services or will this rely solely on teacher/parent request for testing?	Sherry Reeves	Exceptional
- What data does a teacher need to collect, if any, before referring a student to the EC program?	Sally Houston	Exceptional
After asking the parent and requesting records, what will be your process for reviewing records for compliance and implementing the IEP on day 1 of instruction? How will you document and respond to the referrals for evaluation being made by parents, teachers, and other school staff? What is your process for including the parent in the review of existing data, determining the need of evaluations, and informing them of the evaluations needed in order to obtain written consent to evaluate?	Ginger Cash	Exceptional
What happens after parents receive the request for information?  How are students with first time 504 plans identified and accommodated?  Who, in addition to the guardian, comprises the IEP team?  Is a majority vote a sound method in determining eligibility for services for something as important as IEP status?	Nicole Charles	Exceptional
What data will teachers need to collect to refer a student to the EC Program? Eligibility is determined by vote. The team decides as a group based on data whether or not a student qualifies for EC based on the need for specialized instruction.	Shannon Sellers	Exceptional

What is your plan for 504 identification and plans?		
How will you ensure timely identification and provision of services if you cannot get EC records from previous schools? How does the RTI process work in conjunction with the IEP referral process?  More detail on identification of students is needed outside of asking parents and staff referrals.	Jay Whalen	Exceptional
What are the accommodations for homebound students?  Does the exceptional children's teacher also coordinate with the classroom teachers?  Is the exceptional children's teacher responsible for meeting academic targets?  Is there one exceptional children's teacher to accommodate the entire student population?  How is the school's mission of parental partnership included in this exceptional children's ed programming?  Are the skills required for the exceptional teachers included in the staff budget?  How is the exceptional children's teacher evaluated?	Nicole Charles	Exceptional
- Clarify: Will the lead EC teacher be responsible for holding the content teacher accountable or will an administrator ensure that IEPs are implemented with fidelity? This question is in response to the following statement: Review each student IEP monthly to assure that each student is receiving the required services, determine whether records are properly maintained, and review student progress.  - Your Personnel Budget shows you plan on hiring 1 EC teacher in years 1, 2, and 3. Is it reasonable to assume you will only need one EC teacher for grade K-4 in year one and grades K-6 in year 3?	Sally Houston	Exceptional
Who is actually providing EC support services to students?  How have you planned financially for the possibility of the self-contained classroom mentioned?  How are EC students monitored and assessed to track progress and what is the procedure for existing students who sustain sufficient progress?  What is the plan to hire sufficient EC certified staff? Will there be enough staff to ensure push-in and pull-out services are adequately provided to all EC students each day?	Jay Whalen	Exceptional
What is your process or procedure for determining need and providing the homebound setting if needed?	Ginger Cash	Exceptional
How will teachers receive feedback on their lesson plans? What structures will be put in place to ensure assessment data will, in fact, drive instruction, guide re teaching, evaluate curriculum effectiveness?	Tracy Kelley	Student Perf
Outside of exit tickets, what additional formative assessments are used throughout the school year to track student progress?  Outside of EOGs, what summative assessment are used throughout the year to track student mastery?  What additional academic performance standards has the school set besides the grade scale? What is the process to set, monitor, and/or revise performance standards?  What is the specific process for promoting students who are not proficient on the EOG? What is the protocol and standards for promotion and retention?	Jay Whalen	Student Perf

How is assessment data tracked, analyzed, and used for instructional decision-making? - Who will be responsible for writing formative and summative assessments that align with MAP when addressing student skill gaps? - Does the school curriculum align with the MAP curriculum and the North Carolina State Standards? - Will test results inform curriculum changes for the upcoming year? - How will student data inform staff professional development?	Sally Houston	Student Perf
Is there a narrative grading system for K-2 students?  What are the data points requiring retention?  Are there internal assessments to measure the success of the activity based programming, STEAM programming, civic mindedness, etc. referenced in the instructional model?  Is there a benefit in grouping together students with varying levels of success given that they can learn from one another especially given that intimate discussions are a tenet referenced earlier?  Does the applicant have a data to support grouping of the same skill level to serve the proposed populations and utilizing the instructional models proposed?	Nicole Charles	Student Perf
What type of etiquette curriculum will be used? If it is not a written curriculum how will you ensure that each teacher is teaching the same thing? How will you include parental support into the Student Conduct in order to help meet your mission?	Shannon Sellers	Student Cond
Can the applicant provide more detail and clear description of offenses as "minor offenses" is overly vague?  How is implicit bias addressed as these student code appears very subjective?  Are there any restorative methods used as recommended by TLAC SACS?  What recourse do families have? Can families appeal to the board or the principal?  Is the applicant families with manifestation determination hearings? Does the applicant intend to employ them?  Is etiquette meant to be synonymous with positive school culture?	Nicole Charles	Student Cond
What are the specific positive expectations that that will drive the student code of conduct? How will they be taught, communicated, and sustained in an age appropriate way? How will the code of conduct and culture and climate incorporate parents in order to achieve the school mission for strong parental partnerships?	Tracy Kelley	Student Cond
There is not a clear definition of what constitutes a level 1 or 2 offense. What are the specific consequences for these infractions?  Who manages in school suspension? What is the process for determining an ISS or OSS infraction?  How is the school promoting positive behavior?  Is there an appeal process for discipline infractions?  How are manifestation determination meetings handled for students with disabilities.  The discipline policy overall is insufficient and not clear.	Jay Whalen	Student Cond
- How does the school define "disrespect?" - Has the school considered offering a detention of some sorts between Level 1 and Level 2 offenses rather than jumping from a verbal reprimand to possible suspension? - Who handles counseling for Level 1 offenses? Clarify: How will you offer counseling to students if you have not allotted funds to hire a counselor according to your Personnel Budget? - Discipline is not synonymous with consequence. What proactive	Sally Houston	Student Cond

supports has your school considered taking to prevent misbehavior? How will the school leverage behavior plans to support Tier 2 and Tier 3 students?		
Again this section is certified as entirely original but has portions exactly like other submitted applications.	Sherry Reeves	Certify Educ
- This is subsection is not entirely original	Sally Houston	Certify Educ
Section is reproduced and should not be certified.	Nicole Charles	Certify Educ
Does the applicant understand 504 since it was not mentioned in detail in the section?	Shannon Sellers	Certify Educ

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

#### **IV. GOVERNANCE and CAPACITY**

(No more than ten total pages in this section)

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

##### **Governance:**

##### **School Governing Body:**

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

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

*Name of Private NonprofitMunicipality:* Lighthouse Charter Academy

*Mailing Address:* PO Box 19191 Raleigh NC 27619

*City/State/Zip:* Raleigh NC 27610

*Street Address:* 105 Star Street Raleigh, NC 27610

*Phone:* 252-560-5650

*Fax:* 919-850-9961

*Name of registered agent and address:* Torchlight Academy Schools LLC.  
105 Star Street Raleigh, NC 27610

##### ***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 D)  
 No

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

##### **Governance and Organizational Structure of Private Non-Profit Organization:**

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

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

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

Board Member Name	Board Title	County/State of Residence	Current Occupation	Past or Present Professional Licenses(s) Held	Has any disciplinary action been taken against any of these professional licenses?
Kevan Sheppard	Chair	LENOIR	Social Work	n/a	N
Hope Darden	Secretary	LENOIR	Assistant District Attorney	n/a	N
Latisha Scott	Treasurer	PITT	Financial Services	n/a	N
Ayanna "Mickie" Whitfield	Member	PITT	Nurse	Nursing	N
Dorian Edwards	Member	LENOIR	Health care	Teaching	N

**Please provide the following in this location of the APPLICATION:**

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

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

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

The Lead Administrator, on behalf of the management company, reports to the

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

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

- 2. Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.*

With the five member board we have the capacity to manage the school at the highest level. We have used our by-laws to provide us with proper policy procedural guidance. We have a board that is made up of local and regional members which allows us to understand the specific needs of the community. We have a diverse range of professional who understand finance, law, community engagement, education, and general social work. This conglomeration of experiences will produce a board capable of tackling many issues facing a predominantly impoverished community with a variety of needs.

The board will evaluate the success of the school leader based on the report previously mentioned in the application that utilizes smart goals to measure academics, finances, governance, and parental feedback.

Parents have been and will continue to be engaged through our board's already significant community involvement. Parents have been at the forefront of bringing educational choice to Greene County and their determination has been inspiring. We will provide parents opportunities to apply for board positions, create advisory councils, and volunteer regularly. Parents will meet with the Lead Administrator once a month and have time throughout the year to present directly to the board of directors.

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

The founding board members were recruited by several methods:

Outreach by one pivotal board member, Kevan Sheppard, who sought to find members with various skill sets including Education, Technology, experience in working with K-12 and Higher Education institutions, local community involvement/expertise, and curricular knowledge.

A specific intent to select a diverse board that would be representative and sensitive to the needs of the local community.

A range of experiences that would be beneficial in overseeing a charter school.

Identifying those who have a genuine passion in creating a charter school in this community as a way of giving back to the community.

Process for recruiting new board members:

The Board will continuously seek prospective board members by various

methods, including:

Discussion during open public board meetings

Active discussion of board duties and obligations with any interested party. The Board is committed to continually seek out qualified candidates who will add to the experience, passion, and diversity of the board.

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

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

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

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

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

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

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

#### Board Member Orientation

The board will regularly recruit potential new board members and replacement board members to assure the board maintains the threshold number of board



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

#### Board Member Professional Development Program

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

The annual retreat, at minimum, will include federal program compliance for Title I, Title II, Title III, Title IV, and IDEA. All board members are required to participate in the annual retreat training. The board will send board representatives to the National Charter School Conference and State Charter School Conferences to participate in external board training and obtain new information which will support the objectives of a high-quality charter school. The board will set professional development goals and participate in an annual self-evaluation. Board Members and Officers will be required to participate in specialized training related to correct board meeting minutes, review and use of data, formal board reports, policy development, and internal compliance programs.

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

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

conflict in accordance with the adopted conflict of interest policy.

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

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

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

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

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

The board maintains the authority to create standing and select committees, and will do so when appropriate.

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

Parents will be given the Student Handbook at the beginning of each year that spells out the information on due process rights and the process for filing a grievance. In addition, if a student is suspended or at risk for expulsion, the parents will be informed in writing of their due process rights. Parents of students that are suspended (in school or out of school) will be contacted by an Administrator. In most cases, conferences with parents will occur at the school, or home site if preferred by the parent. Parents can provide a written request to the Lead Administrator to appeal any suspension or expulsion. If the parent is still unsatisfied after meeting with the Lead Administrator, they may provide a written request for a grievance hearing to the Board as per the guidelines outlined in the student handbook.

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

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

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

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

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

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

**Include in the Appendices:**

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

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

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

**Not Applicable**

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

Name of the Company: Torchlight Schools LLC  
Address: PO Box 19191  
Raleigh NC 27610  
Website: <http://tlaedu.org/>  
Phone Number: 919-538-8060  
Contact Person: Don McQueen  
Fax: 9198509961  
Email: [torchlight.director@gmail.com](mailto:torchlight.director@gmail.com)

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

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

Recruitment of teachers, students, and staff

Engage all new staff members in effective induction procedures

and

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

facilitate continued professional development through ongoing training. Advise in the facility's design and furnishings of equipment for all students and those with special needs such as audiology devices, and tools required for vision/hearing screenings.

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

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

Review federal and state legislation related to special education.

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

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

Provide financial investment to ensure a timely opening.

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

2. *What other EMO/CMOs were pursued and why did the applicant select this particular one?*

*Please include information regarding other management organization's fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.*

At the suggestion of the management team at Torchlight Academy Schools LLC (TAS) we investigated Charter Schools USA and National Heritage Association. Both companies operate schools in North Carolina. We found TAS schools operated as effectively as these schools and sometimes more so with the at-risk population we serve.

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

The schools managed by TLS have a long history of success with building, managing, and maintaining charter schools in North Carolina. The four schools they manage have a combined history of more than 50 years. TLS has demonstrated a consistent track record of student achievement, facilities management, financial stability, and compliance with all state federal, state and local ordinances. Their track record was easily accessible through the department of public instruction website, some of which has already been mentioned early in this application. Their entire academic, governance, and financial profiles can be found in Appendix A1.

All three of their schools produce academic grade proficiency averages surpassing district and state averages in the academic sub-groups of Black, Hispanic, economically disadvantaged, and ELL. The target population is predominantly composed of these subgroups. The achievement level between all three of the existing schools are comparable and provided in Appendix A1.

### Torchlight Academy

Don McQueen, a managing partner of TLS, took over a failing charter school in 2002 with less than 14 students. Mr. McQueen re-branded the school, grew its student population, and it is now in its 16th year of operation. Torchlight Academy serves over a 90% at-risk population, a large Spanish-speaking student body, and transports nearly 80% of its approximately 500 students. Torchlight has demonstrated a resiliency and ability to respond to adversity and achieved the highest growth score among of all charter schools in the state of North Carolina in 2016.

Torchlight Schools most recently launched a school in East Spencer, successfully completing the accelerated RTO process and learning the types of resources necessary to be successful.

Both schools are comparable in their achievement, and the consistency is something we expect to see at Lighthouse Charter Academy. Each of their schools has met or exceeded academic growth over the least two years, and five times over the last six combined markings.

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

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

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

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

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

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

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

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

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

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

The goals laid out in our goals section

Student growth through the MAP Assessment tool

Class achievement through the MAP tool

Monthly reports from the Lead Administrator, that was detailed previously

Parent Feedback

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

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

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

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

2015 Fund Balance \$744,892

2016 Fund Balance \$468,049

2017 Fund Balance \$257,418

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

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

**X Not Applicable**

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

**X Not Applicable**

**Projected Staff:**

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

Lighthouse Charter Academy will recruit and hire for the following positions for the first year of operations:

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

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

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

ELL Teacher (1)- Includes one ELL teacher.

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

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

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

### **Staffing Plans, Hiring, and Management**

Include the following information for the proposed charter school:

#### Recruitment

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

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

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

#### Retention

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

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

The Board:

Oversees legal compliance with NCDPI and NC laws and statutes

Drafts policies (with review by legal counsel)

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

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

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

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

The Staff

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

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

May address the Board in accordance with our grievance policy

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

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

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

The hiring procedures are as follows:

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

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

To dismiss school personnel:

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



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

The Lead Administrator will evaluate and report on the results of the created coaching plan. All procedures will be documented per NC statutes. Lastly, there will be an opportunity for the staff member in question to appeal to Grievance Committee of the Board (see Procedures for Employee Grievance or Termination below).

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

Lead Administrator: range 50,000-60,000 (Will increase as school grows)

Administrative Assistant: range- \$30,00-\$40,000

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

Special Art: range \$27,000-\$32,000

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

Substitute Teachers: \$100/day

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

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

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

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

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

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

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

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

Specialists: Serve as specialist teachers, but also as teaching assistants. The amount of time teaching specific subjects during the first year across all classrooms will not require all our Specialists time. During their

downtime, specialists will provide breaks to teachers and assist in holding academic intervention sessions on a regular, rotating basis. (State/LEA Funding)

*8. Describe the plans to have qualified staffing adequate for the anticipated special needs population, means for providing qualified staffing for ELL and gifted students.*

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

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

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

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

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

The Lead Administrator

Hold a Bachelors Degree and 5 years of school administrative experience  
Oversees day-to-day operations  
Supervise all staff  
Serve as board liaison

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

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

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

Classrooms Teachers: Classroom Teachers will plan and execute rigorous and authentic learning experiences for their students, manage classroom behavior, and nurture a positive, safe learning environment, make regular contact with families, analyze data to identify trends and gaps in learning, and adjust their instruction accordingly.

Specialists: Will have experience related directly to the specialty they are hired to teach. Our first year will recruit 2 specialists, for Art and

Spanish. They will teach 30-60 minutes per day, per class, and provide teachers breaks and student intervention aid.

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

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

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

### **Staff Evaluation and Professional Development**

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

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

- 2. Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission and educational program. Plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state law and the Every Child Succeeds Act. Be sure this overview matches with the projected staff and funding of the proposed budget section.*

The Board of Directors has high expectation of staff performance in meeting the schools mission and obtaining its goals set for student performance. The Board is committed to supporting high quality teaching and a school culture which promotes academic rigor and academic success. The school has budgeted about \$10,000 annually for professional development. In addition, the school will seek Title IIA funding for recruiting, preparing, training, and developing its teachers. The Board will conduct an annual evaluation of the Lead Administrator which will include review of student performance, school discipline, parent relations, and compliance with governmental regulations. The Lead Administrator will be responsible for the periodic evaluation of all other staff. The Board will adopt a policy and procedure which provides that all staff participate in all professional development mandated by the school. Each teachers will be required to have a personal professional development plan which set forth specific goals and objectives required to maintain (License Renewal Plan) or obtain a North Carolina Standard II Professional Teachers License. The school will also participate in the Beginning Teacher Licensure Support Program. Teachers in their first three years as a teacher will be subject to a Beginning Teacher Licensure Support Program Policy and Procedure which will include mentoring, regular evaluation, professional training, and restrictions on non-voluntary non-teaching related duty assignments. The schools staff evaluation program will including video review, analysis of data driven instruction, and evaluation of relationships with students, parents, and other staff. The school has committed resources in its budget to assure that the school maintain a percentage of currently licensed teachers above the threshold for

charter schools as required by state law. The schools resources commitment is further designed to meet the goal of 100% highly qualified teachers and participation in state mandated testing as required by the No Child Left Behind Act, et seq. Student performance, based upon the schools testing and evaluation program and state accountability requirements, will be major factors in the schools staff evaluation program. The schools goal is to recruit, prepare, train, and retain highly qualified teachers and staff. The schools budget reflect an annual 3% cost of living increase as a financial incentive for staff retention. The school will also seek to maintain a high quality professional environment which attracts high quality teachers and incentivize staff retention. The schools mission and educational program is aggressive and requires a high quality staff. The school will also use a Professional Learning Community (PLC) model of teacher and staff interaction to assure that all staff are working together for the common goal of producing a high quality educational program which results in high student performance.

3. *Describe the core components of professional development plan and how these components will support effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.*

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

4. *Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.*

#### PROFESSIONAL DEVELOPMENT

#### SCHEDULE

##### August

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

September

PLC-Data Driven Instruction  
TBA

October

PLC-Data Driven Instruction  
TBA

November

PLC-Data Driven Instruction  
TBA

December

PLC-Data Driven Instruction  
TBA

January

PLC-Data Driven Instruction  
TBA

February

PLC-Data Driven Instruction  
TBA

March

PLC-Data Driven Instruction  
TBA

April

PLC-Data Driven Instruction  
TBA

May

PLC-Testing and Test Environments  
TBA

June

PLC-Annual Review, Discussion, and Evaluation

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

There are at total of 21 teacher work days built into the school calendar.

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

### **Enrollment and Marketing:**

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

### **Marketing Plan**

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

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

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

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

Final Approval, Student Enrollment and Planning Period (June - July 2018)  
) Upon receipt of all information with the recommendation of the management group for student enrollment for 2019-2020 school year, the board will review and accept or deny the recommendation. The board will meet early enough that any corrections and/or additions can be made to ensure we have met our number of students to begin the school year. The board will work closely with management group and school administration like in a consultant capacity with classroom sizes, placing teachers with student pairing and

grade levels.

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

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

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

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

## **Parent and Community Involvement**

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

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

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

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

Parent and community involvement in the school will be an important part of the schools program. The schools culture will require parents to support the school at home by enforcing and facilitating homework and study time and encouraging students to do their best at all times. The school will conduct regular events which involve family participation. The school will work to assure that students who may not have strong family support have other parent and community volunteers that will support their academic success.

#### LIGHTHOUSE CHARTER ACADEMY

#### PARENT INVOLVEMENT SCHEDULE

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

Parent Workshops- (Monthly, time and location TBD)

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

### **Admissions Policy**

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



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

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

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

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

admissions application will be available online and via printed copies. We will email a link to the admissions application to our developed email list, that we have been gathering through the application process. We will mail admissions application form by U.S. Postal Service to those on the list that do not use email. We will conduct a significant effort to get the word out about open enrollment. We will collect admissions application for the 30 days of open enrollment. If the number of applications exceed the number of seats available at any grade level, we will conduct a lottery for that grade level on the scheduled lottery date. Admissions applications received after the close of open enrollment will go to the secondary wait list in the order received. After the lottery is completed, those students that were not success in obtaining admission thru the lottery will be placed on a wait list. The wait list order will be based upon the drawing. The school will publish applicants assigned lottery number (no names) on the school website showing the applicant lottery number of student accepted by grade level and the ordered wait list. Parents and students do not have to be present to win the lottery. Immediately following the lottery, the school will send an official notice of acceptance for students accepted. We will also send a notice to students that were not accepted with waitlist instructions. Accepted students and parents will have 10 business days to contact the school and accept admission. If admission is not formally accepted within 10 business days the seat will be given to the next person on the waitlist. Admissions Acceptance Forms will be available on the date of the lottery. Once a student has been formally accepted, parents will be required to submit student registration information. The initial Admissions Application will only include the students name, address, residency, grade level, date of birth, sibling information, and preferred contact information and method. The full registration packet will include records request authorizations and detailed information including health, immunizations, exceptional children and 504 statuses, and so forth.

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

### **Weighted Lottery**

*Does your school plan to use a weighted lottery?*

Yes:

No:

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

- 1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.*
- 2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones, unless the charter school is operated by a municipality OR the charter school was converted from a traditional public school. Municipal charter schools may give enrollment priority to domiciliaries of the municipality in which the school is located (G.S. 115C-218.45(f)(7)), and charter schools that were converted from traditional public schools shall give admission preference to students who reside within the former attendance area of the school (G.S. 115C-218.45(c)).*
- 3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically and legally sound practices, protocol and research.*

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

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

**PROJECTED ENROLLMENT**

**Year 1 through Year 5**

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Greene County Schools

LEA #2

LEA #3

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

	Year 1			Year 2			Year 3			Year 4			Year 5		
	LEA 400	LEA 000	LEA 000	LEA 400	LEA 000	LEA 000	LEA 400	LEA 000	LEA 000	LEA 400	LEA 000	LEA 000	LEA 400	LEA 000	LEA 000
Kindergarten	40	0	0	40	0	0	40	0	0	60	0	0	80	0	0
Grade 01	20	0	0	40	0	0	40	0	0	42	0	0	60	0	0
Grade 02	20	0	0	20	0	0	40	0	0	42	0	0	42	0	0
Grade 03	20	0	0	20	0	0	20	0	0	40	0	0	42	0	0
Grade 04	20	0	0	20	0	0	20	0	0	20	0	0	40	0	0
Grade 05	0	0	0	16	0	0	20	0	0	20	0	0	20	0	0
Grade 06	0	0	0	0	0	0	23	0	0	20	0	0	20	0	0
Grade 07	0	0	0	0	0	0	0	0	0	20	0	0	20	0	0
Grade 08	0	0	0	0	0	0	0	0	0	0	0	0	18	0	0
	120			156			203			264			342		

X

<b>Section IV: Governance and Capacity Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
- no files attached	Sally Houston	Private Non-
- no files attached	Sally Houston	Tax-Exempt S
N/A	Nicole Charles	Tax-Exempt S
Applicant does not have 501(c)(3) but is applying for acceleration. What steps have been taken to ensure you have this by day 1 of operations?	Jay Whalen	Tax-Exempt S
The governance and management structure between the board, CMO, and leadership is unclear.	Jay Whalen	Certify Gove
Projected enrollment based on one LEA seems unrealistic. Questions regarding why the management company would have to review applications prior to presenting to the board exist.	Shannon Sellers	Certify Gove
Board is small and has no educators or residents of Greene County.	Sherry Reeves	Governance a
<p>There is not a clear delineation of responsibilities for the board. Specifically, what is the responsibility of the board vs. the management company?</p> <p>There does not seem to be an education experience/expertise on the board. How will you recruit to ensure you have adequate education expertise? Also, additional school operations, community engagement, marketing expertise is missing and more financial and legal expertise would be valuable.</p> <p>How is the board managing and evaluating the CMO and the lead administrator?</p> <p>No specific recruitment strategies for board members are listed except talking about it at board meetings. What else will you do?</p>	Jay Whalen	Governance a
<ul style="list-style-type: none"> <li>- Is there a term limit for each board member?</li> <li>- How do you remove someone from the board if need be? What are your removal procedures?</li> <li>- Why does the board only undergo a self-evaluation? Do teachers have a space to name how they feel about support from the board? (Disregard this question: explanation provided under "staffing plans, management, and hiring")</li> <li>- How does the evaluation of the lead administrator vary from the rest of the board? How do teachers provide feedback to the people that manage them daily? Will the board look at trends in teacher feedback to address leadership gaps/areas of improvement to make the school even stronger?</li> <li>- File of proposed by-laws is blank</li> </ul>	Sally Houston	Governance a
<p>Given the acceleration needs identified earlier including the specific need in Greene County, why are none of the board members from Greene County?</p> <p>Since parents have to apply for board positions, did the current board also apply and how was the board selected?</p> <p>Under what circumstances would the board grow to an even number? How precisely will board tie votes be resolved?</p> <p>What happens if the EMO does not yield success for students given that the EMO own the 501(c)3?</p> <p>Who does the staff report to for day-to-day needs: the board, the EMO? Is there a member from the EMO on the board?</p> <p>Why the Article of Incorporation not fully executed?</p> <p>Is there a plan to recruit board members with more educational experience or from the affected LEA?</p> <p>What is the plan to avoid conflicts of interest or remedy them when they occur beyond</p>	Nicole Charles	Governance a

<p>sharing them via the conflict of interest form?</p> <p>Do the faculty and staff have the opportunity to bring grievances before the board? The process is not clear.</p> <p>Can the board share the adopted ethic policy?</p> <p>Where are the by-laws to explain term limits, length of board terms, selection, replacement, and dismissal procedures? Are the roles for the board, lead admin, and CMO/EMO spelled out more clearly?</p>		
<p>Where are your by-laws?</p> <p>Will there be a parent on the board to further support the mission of the school?</p> <p>What are the term limits for the board?</p> <p>IF your school mission includes parents, shouldn't the parents be able to present to the board at any meeting not specified meetings?</p> <p>If a grievance is with the lead administrator, will there be a committee with board members that could hear the grievance, if not a grievance could be on the table for almost a month with no resolution and no one to hear the grievance based on your current policy.</p>	Shannon Sellers	Governance a
<p>In what other ways will parent voice be incorporated into the school design, or operations? What assurances will be in place to ensure there is a permanent space open for a parent to serve on the board in order to ensure the board is living up to the schools explicitly stated mission to have strong parental partnerships? What specific CBO have board members reached out to and how will partnership decisions be made as to what organizations will be brought into the school? What are the circumstances that lead Mr Shepard to want to have a charter school in the Greene County community?</p>	Tracy Kelley	Governance a
<p>It is unclear exactly what the board, CMO and school leader will separately be responsible for.</p> <p>Why/how is this CMO better with at-risk students?</p> <p>The contract states that all revenues are paid to the CMO as the fee, which then the CMO pays expenditures for the school. How is the CMO paying its employees? What of those revenues are kept as CMO operating costs. How can the board separate from the CMO if unhappy and recoup revenues? It is unclear exactly how the money flows and what controls are in place.</p> <p>The school administrator is listed in the CMO contract as an employee of Torchlight. Who is managing and evaluating the school leader? The board or the CMO?</p>	Jay Whalen	Proposed Man
<p>What is the NODa community?</p> <p>How will TLS interact/include parent involvement in order to help reach Lighthouse's mission?</p>	Shannon Sellers	Proposed Man
<p>What is meant by the NoDa community? What other CMO/EMO were considered before deciding on Torchlight? Did the Board contact any Torchlight Academy Board members? Besides the CMOs suggested by Torchlight, what other CMOs did the team consider? Did Board members visit the Torchlight Academy, talk with teachers/staff, parents? What parent engagement goals will be put in place to hold Torchlight, as the CMO, accountable toward meeting the stated schools' mission? Has a contract or MOU between the Board and Torchlight been drafted and or executed?</p>	Tracy Kelley	Proposed Man
<p>Where is the executed contract for Lighthouse?</p> <p>Could the applicant clarify the confusion between schools as NoDa, Lighthouse, TAS are all referenced in this portion?</p> <p>How and what data points was Torchlight selected that indicate how they will succeed in Greene County?</p> <p>Is Torchlight assessing any fees?</p> <p>How does length of operation tie to student success given that many schools have long</p>	Nicole Charles	Proposed Man

<p>histories but not great student outcomes?</p> <p>How specifically will "this board will hold Torchlight Schools (TLS) accountable for helping achieve objectives"?</p> <p>Who will provide the facility?</p> <p>Has the contract been executed?</p> <p>Can the Lighthouse contract be canceled without cause or "with just cause" as stated in the contract between TSL and TAS?</p> <p>What is the CMO responsible versus the school's board? Could the applicant explain since neither the contract nor the board by-laws are included?</p>		
<p>What process did the board undergo in order to select the CMO? What was the deciding factor in selecting Torchlight?</p> <p>How many schools does Torchlight currently manage?</p> <p>What is the NoDa community that is referenced here?</p> <p>If all revenues are signed over to TLS and TLS does not provide a facility, who is responsible for a facility lease and payment?</p> <p>Why does this application contain Alpha Academy of Laurinburg's receipt for application fee?</p> <p>Appendix N is blank.</p>	Sherry Reeves	Proposed Man
<p>Is Lighthouse recruiting and hiring or the CMO?</p> <p>Are Assistant Admin and the Administrative Assistant the same? Is the position equal to an Assistant Principal or a Admin Assistant?</p> <p>What are the "traditional restrictions that can impeded teacher and student success"?</p> <p>What research based retention practices will be employed to keep high quality teachers?</p> <p>Does this staffing level support the student teacher ratio proposed and does it support the educational goals?</p> <p>Is there enough talent in the area to support the school's need? Is there data around the teacher pipeline?</p> <p>Why are only 50% certified teachers?</p>	Nicole Charles	Staffing Pla
<p>What is the expected EC population? Will one teacher be able to teach and manage the EC program?</p> <p>Salaries are low especially considering the school will not participate in state retirement or health plans.</p> <p>Will "specialists" be certified teachers of art and Spanish? Why then would they be considered as assistants too?</p> <p>Physical education teacher is not listed in projected staff but is mentioned in narrative.</p> <p>Is school seeking licensed teachers in all areas?</p> <p>Will there be an assistant administrator in year 1 or an administrative assistant or both?</p> <p>Is it a good idea to have a substitute teacher supervise students who have been removed from a class?</p>	Sherry Reeves	Staffing Pla
<p>If you require teachers to have a teaching certificate, then why would only 50% of your staff be certified as teachers?</p> <p>The first listing of employees states and Assistant Administrator, later on you refer to I believe this position as An Administrative Assistant? Is this a different position or the same position? If it is to serve as an Assistant Administrator, how will you find a qualified candidate with a starting salary lower than that of a teacher? When this role will be expected to do administrator duties and other duties?</p> <p>Will the health plan and retirement plan be comparable to the State plans? If not, will this hurt in recruitment?</p>	Shannon Sellers	Staffing Pla

<p>What is the exact function of the specialists? Are they teaching math and Spanish full time, or are they providing support and interventions? Will the Spanish teacher be certified? The exact plan for specialists needs more detail.</p> <p>How are annual salary increases based one valuation determined?</p> <p>The applicant is not participating in NC retirement or health plans. What competitive benefits package are you offering?</p> <p>How is 1 EC and 1 EL teacher sufficient?</p>	Jay Whalen	Staffing Pla
<p>What evaluation tool will be used to assess teacher effectiveness and how will student achievement data be used to measure teachers and staff effectiveness?</p>	Tracy Kelley	Staffing Pla
<p>Given the variety of curricula proposed, is \$10,000 for PD enough to teach all teachers or is the expectation that teachers come experienced with the curricula?</p> <p>Is there a solid plan for internal PD or is mostly external? Is there a comprehensive plan for coaching and mentoring along with the appropriate resource allocation?</p>	Nicole Charles	Staff Evalua
<p>What is the purpose of the PLC's?</p> <p>What evaluation instrument will you use to evaluate teachers? How often will teachers be evaluated?</p> <p>Who will mentor beginning teachers?</p> <p>How is the parent piece of your mission reflected in your PD and teacher evaluation?</p>	Shannon Sellers	Staff Evalua
<p>Who will provide staff training on Teach Like a Champion, Active Project Based Learning, and culturally responsive teaching?</p>	Sherry Reeves	Staff Evalua
<p>What purpose will PLCs serve?</p>	Tracy Kelley	Staff Evalua
<p>Why would the CMO be responsible for recommending student enrollment for the year?</p> <p>Application and enrollment process is very vague. Details are needed. Will there be an annual lottery? When will this be held?</p>	Sherry Reeves	Marketing Pl
<p>Are you only marketing Greene County? What about neighboring counties like Pitt?</p> <p>How many parent forums are you planning? Will these be in various places around the county?</p> <p>Are you advertising on social media?</p> <p>What is the management company looking for when it reviews all applications? What questions will be on the application that the management company will review prior to taking to the board?</p>	Shannon Sellers	Marketing Pl
<p>What is the CMO reviewing and recommending to the board around applications? What does it mean that the board will "review, accept, or deny the recommendation"?</p> <p>What is the plan to hold a lottery if the number of applications exceeds the number of open seats?</p> <p>What is the plan and goal to retain students year over year?</p>	Jay Whalen	Marketing Pl
<p>What is reason the CMO reviews applications?</p> <p>What is the process for ensuring that there a no barriers to entry in accordance with charter law?</p> <p>Will there be a lottery?</p> <p>Has there been any market analysis to determine whether there is enough of a market for the proposed student enrollment? Will the suggested marketing suffice?</p> <p>Will ads target Greene County or the other three proposed counties as well?</p>	Nicole Charles	Marketing Pl
<p>what is the reason why Torchlight will review student applications? What specifically will they be looking for during this review process? How will the recruitment plan include the other counties besides Greene county? Does the school intend to comport</p>	Tracy Kelley	Marketing Pl

with the state law and hold a lottery if more application than seats are submitted? What specific information will parents be required to provide?		
Will the school accommodate schedules that work for parents and find ways to engage all proposed students including the Latinx community?	Nicole Charles	Parent and C
What would deem an unsuccessful applicant? How are you attracting community volunteers? Do you already have some? How can you monitor and ensure that parents are meeting the "required" support of the school at home?	Shannon Sellers	Parent and C
How will the school avoid penalizing students whose parents are not able or willing to help them with homework? What are the specific community organizations that are being considered as partners and why? What communication strategies will be used to ensure the school can meet its 100% parent volunteer goal mentioned in previous sections and how will these strategies be different from those the LEA has in place?	Tracy Kelley	Parent and C
How will you ensure you have sufficient parent volunteers?	Jay Whalen	Parent and C
How will you ensure transportation is not a barrier for parents to participate?		
Can application be submitted online or only in person?	Jay Whalen	Admissions P
Is there a maximum number of board members' children that will be admitted?	Sherry Reeves	Admissions P
The CMO applicant review is not addressed in this section. Why is this a part of the enrollment process?	Nicole Charles	Admissions P
Is there sibling preference?		
In section 2 other counties are mentioned bu those counties are not part of the list of LEAs, why is that? Without targeting students from the other counties, the school will impact 6% of LEAs student population, correct? What do board remembers believe the impact on the LEA will be? In year 1 the school proposes to have 20 4th graders but in year 2 it proposes just 16, why is that? In the following year, year 3, it projects that there will be 23 6th graders, what accounts for the fluctuations if all students remain?	Tracy Kelley	Projected St
Will the school recruit from other local counties? Why are there fluctuations in the enrollment? Isn't targeted class size 20?	Sherry Reeves	Projected St
In section 2 of the application you state that you will draw students from Pitt, Lenoir, and Wayne Counties, but they aren't listed here, why? Your projected enrollment seems unrealistic when based on one LEA.	Shannon Sellers	Projected St
- How will transient families who may not have consistent access to email and/or home address be able to apply?	Sally Houston	Weighted Lot
n/a	Nicole Charles	Weighted Lot

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



Tammi Sutton	Fail
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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.*

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

### **School Lunch Plan:**

*Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal.*

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

and serving amounts. The school has initially budgeted \$10,000.00 as working capital. The school facilities will have designated areas for students to eat. Meals will be catered or self-serve. The school will have adequate refrigeration and food storage on site. The school will including school lunch program information in its Parent-Student Handbook, on the schools website, and in published materials used in student enrollment and lottery. We will assure that parents are fully aware that nutritious meals will be available for students that enroll in the school. The school will also promote "Wellness" as part of its school lunch program. The school will use appropriate posters to promote "Wellness," proper nutrition, exercise, and teachers will use the N.C. Health Education and Physical Education Essential Standards as part of the schools instructional program.

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

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

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

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$3,000,000		\$1,220.00
Officers and Directors/Errors and Omissions	\$250,000		\$332.00
Property Insurance	\$500,000		\$725.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$1,000,000	\$2,000,000	\$3,057.00
Other	\$1,000,000		\$2,387.00
Total Cost			\$7,902.00

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

**Health and Safety Requirements:**

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

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

kevansheppard 10/01/2018

(Board Chair Signature)

(Date)

**Facility:**

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

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

Torchlight Academy Schools, LLC and the Board of Directors of Lighthouse Charter Academy have determined that the school facility must comply with the provisions of G.S. 115C-218., if the school is located in a facility affiliated with a church or sectarian organization. The school will have a separate entrance and there will be no religious artifacts, symbols, iconography, or materials on display in the charter schools entrance, classrooms, or hallways. Care will be taken to assure the facility has adequate heating, air-conditioning, and lighting. The facility will have Internet access and infrastructure to accommodate the schools technology needs, child nutrition program, regular classroom space, and exceptional childrens program. The facility will be handicap accessible. The Charter School will occupy the facility under a Triple Net Lease which shall include desk and chairs and other furnishing, and a commercial refrigerator. The management company will assure the facility is completed and ready to occupy with a valid Education Certificate of Occupancy on or about August 1, 2019.

Torchlight Academy Schools, LLC and the Board of Directors for Lighthouse Charter Academy have a commitment for a 6,000 SF facility located at 1438 Hwy 258, Snow Hill, NC 28580. The facility is owned by Sheppard Ministries, Inc. and is situated on a 5 acre tract of land. The facility meets the requirements for a school and has 10 classroom spaces, a gymnasium, kitchen, and administrative office space. The school will lease the space for approximately \$8.00 per SF. The cost is in the mid-range of other available commercial or flex space facilities with a SF price range of \$4.95 to \$13.00. The facility is ready to occupy, has more than adequate parking, has no turn lane issues, and has space for future growth and expansion including modular classroom space. Greene County is a sparsely populated area with limited facilities available for lease. Our research indicates the cost is reasonable and the location is already set up for occupancy and be immediately occupied.

*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 school will lease the space for approximately \$8.00 per SF. The cost is in the mid-range of other available commercial or flex space facilities in the area with a SF price range of \$4.95 to \$13.00.

**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.*

Lighthouse Charter Academy facility contingency plan tracks two scenarios. First, if the facility for some unforeseeable reason becomes unavailable for fast track occupancy, the Board and Torchlight Academy Schools, LLC has identified another facility the school could lease and occupy on a non fast track basis. The facility will require more work and cost but the management company is committed to facilitating this start-up. Second, if the delay is short-term and temporary, the school can temporarily occupy a local church fellowship hall for a period of up to ten days. Either negative scenario would result in a delay of our use of technology resources and could result in delay of our pre-testing during the first three days of school. It could also result impair students playground activities, physical education, and impact child nutrition services. We believe that negative scenarios can easily be overcome and staff and students core business of engaging the school curriculum will not be impaired.

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<b>Section V: Operations Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
Is \$8000.00 a realistic budget for 3-4 buses? has the applicant conducted market research for busing?  Is there a transportation plan for IEPs?	Nicole Charles	Transportati
How specifically will the carpool work for students who need transportation? What additional insurance coverage is necessary? How has that been budgeted?  Transportation plan relies on a lot of parent volunteers? How will you ensure enough volunteer support for this? What is the plan if volunteers are not available?  Is \$8,000 enough to purchase 4 surplus buses? Have you budgeted enough maintenance costs of those buses are purchase?  Applicant states that "adequate transportation is vital" for "a significant portion of our target students". How does this plan ensure transportation will not be a barrier to any student?  How have you budgeted for special ED transportation if outlined in a student's IEP?	Jay Whalen	Transportati
- According to the North Carolina School Bus Surplus System, most surplus buses currently range from \$3k-4k. How will you purchase 4 buses at this rate if you've only allotted \$8k for buses?	Sally Houston	Transportati
How will you provide transportation when outlined as a related service in an IEP for a student with a disability?	Ginger Cash	Transportati
Is bus pricing reasonable?	Sherry Reeves	Transportati
- What measures will you take to ensure students with dietary restrictions have meals each day?	Sally Houston	School Lunch
What steps have you taken to ensure you will be an SFA and have the NSLP established on day 1?  Are there any specific updates needed to the food service area of the school?  Who will serve meals daily to students? Is this a contracted costs? Is \$10,000 enough for for the lunch program budget since NSLP works as a reimbursement?  What is the process to collect and store FRL forms from families?	Jay Whalen	School Lunch
What is ?expected free and reduced lunch percentage	Sherry Reeves	School Lunch
If the school plans to buy buses, why is the non-owned auto insurance only coverage suggested?	Nicole Charles	Civil Liabil
Is a 6,000 sq ft facility with 10 classrooms sufficient for the student population and to implement the academic program?  Is the school or CMO responsible for all costs under the triple net lease? Is there an agreement in place for this financing plan?  The application states the facility is ready to occupy but also states it "will require more work and costs? What is the status of the facility and what must be done to ensure it is ready for students on day 1? What is the estimated cost for this?  What is the plan to ensure code compliance for all portions of the facility?  How does the school's geographic location affect student enrollment or transportation needs?	Jay Whalen	Facility and
Is there any space to accommodate other activities appropriate for children that have been proven to increase academic success? Are the F,F, &E (fixtures, furnishings, and equipment) included and if so,appropriate for school aged children?	Nicole Charles	Facility and

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<p>What is the facilities plan after year 2 when 10 classrooms are not enough?</p> <p>If facility timing is an issue, might the applicant benefit from a planning year to secure a location that can accommodate the proposed 342 and prevent having to move students after year two?</p> <p>Is the contingency plan educationally sound?</p>		
<p>A 6,000 SF facility seems small? How long will it be useful for the projected enrollment?</p>	Sherry Reeves	Facility and

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

## VI. FINANCIAL PLAN

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

### Budget: Revenue Projections from each Year 1

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

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

**State Funds:** Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1<sup>st</sup> 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 #1400 - Greene County Schools

Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$6,964.56	120	\$835,747.20
Local Funds	\$874.92	120	\$104,990.40
Federal EC Funds	\$4,464.16	12	\$53,569.92
<b>Totals</b>			\$994,307.52



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**Total Budget: Revenue Projections Year 1 through Year 5**

<b>INCOME: REVENUE PROJECTIONS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>-State ADM Funds</b>	\$835,747	\$1,157,898	\$1,507,553	\$1,959,176	\$2,538,125
<b>-Local Per Pupil Funds</b>	\$104,990	\$136,488	\$177,609	\$230,979	\$299,223
<b>-Exceptional Children Federal Funds</b>	\$53,570	\$38,832	\$50,555	\$65,705	\$85,120
<b>-Other Funds*</b>	\$0	\$0	\$0	\$0	\$0
<b>-Working Capital*</b>	\$50,000	\$0	\$0	\$0	\$0
<b>Z - TOTAL REVENUE</b>	\$1,044,308	\$1,333,218	\$1,735,717	\$2,255,860	\$2,922,468

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

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

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**Personnel Budget: Expenditure Projections Year 1 through Year 5**

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

BUDGET EXPENDITURE PROJECTIONS Personnel	Year 1			Year 2			Year 3			Year 4			Year 5		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Lead Administrator	1	\$50,000	\$50,000	1	\$51,500	\$51,500	1	\$53,045	\$53,045	1	\$54,636	\$54,636	1	\$56,275	\$56,275
Assistant Administrator	1	\$40,000	\$40,000	1	\$41,200	\$41,200	1	\$42,436	\$42,436	1	\$43,709	\$43,709	1	\$45,020	\$45,020
A - Total Admin and Support:	2		\$90,000	2		\$92,700	2		\$95,481	2		\$98,345	2		\$101,295
Instructional Personnel:															
Core Content Teacher(s)	6	\$36,000	\$216,000	8	\$37,080	\$296,640	10	\$38,192	\$381,920	14	\$39,338	\$550,732	18	\$40,518	\$729,324
Exceptional Children Teacher(s)	1	\$38,000	\$38,000	1	\$39,140	\$39,140	1	\$40,314	\$40,314	2	\$41,524	\$83,048	2	\$42,769	\$85,538
ELL Teachers	1	\$37,000	\$37,000	1	\$38,110	\$38,110	1	\$39,253	\$39,253	2	\$40,431	\$80,862	2	\$41,644	\$83,288
Specialist (Instructors)	2	\$30,000	\$60,000	2	\$30,900	\$61,800	2	\$31,827	\$63,654	3	\$32,782	\$98,346	4	\$33,765	\$135,060
Substitute Teachers	1	\$18,500	\$18,500	1	\$19,055	\$19,055	1	\$19,627	\$19,627	2	\$20,216	\$40,432	2	\$20,822	\$41,644
B - Total Instructional Personnel:	11		\$369,500	13		\$454,745	15		\$544,768	23		\$853,420	28		\$1,074,854
A+B = C - Total Admin, Support and Instructional Personnel:	13		\$459,500	15		\$547,445	17		\$640,249	25		\$951,765	30		\$1,176,149
Administrative & Support Benefits															
Health Insurance	2	\$4,800	\$9,600	2	\$4,800	\$9,600	2	\$6,000	\$12,000	2	\$6,000	\$12,000	2	\$6,000	\$12,000

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Retirement Plan--Other	2	\$1,800	\$3,600	2	\$2,000	\$4,000	2	\$3,300	\$6,600	2	\$3,300	\$6,600	2	\$3,300	\$6,600
Medicare	2	\$900	\$1,800	2	\$1,000	\$2,000	2	\$1,100	\$2,200	2	\$1,100	\$2,200	2	\$1,100	\$2,200
Social Security	2	\$3,150	\$6,300	2	\$3,500	\$7,000	2	\$3,850	\$7,700	2	\$3,850	\$7,700	2	\$3,850	\$7,700
D - Total Admin and Support Benefits:			\$21,300			\$22,600			\$28,500			\$28,500			\$28,500
Instructional Personnel Benefits:															
Health Insurance	11	\$4,800	\$52,800	13	\$4,800	\$62,400	15	\$6,000	\$90,000	23	\$6,000	\$138,000	28	\$6,000	\$168,000
Retirement Plan--Other	11	\$1,800	\$19,800	13	\$2,000	\$26,000	15	\$3,300	\$49,500	23	\$3,300	\$75,900	28	\$3,300	\$92,400
Social Security	11	\$3,150	\$34,650	13	\$3,500	\$45,500	15	\$3,850	\$57,750	23	\$3,850	\$88,550	28	\$3,850	\$107,800
Medicare	11	\$900	\$9,900	13	\$1,000	\$13,000	15	\$1,100	\$16,500	23	\$1,100	\$25,300	28	\$1,100	\$30,800
E - Total Instructional Personnel Benefits:			\$117,150			\$146,900			\$213,750			\$327,750			\$399,000
D+E = F - Total Personnel Benefits			\$138,450			\$169,500			\$242,250			\$356,250			\$427,500
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	2		\$111,300	2		\$115,300	2		\$123,981	2		\$126,845	2		\$129,795
B+E = H - Total Instructional Personnel (Salary & Benefits)	11		\$486,650	13		\$601,645	15		\$758,518	23		\$1,181,170	28		\$1,473,854
G+H = J - TOTAL PERSONNEL	13		\$597,950	15		\$716,945	17		\$882,499	25		\$1,308,015	30		\$1,603,649

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**Operations Budget: Expenditure Projections**  
**Year 1 through Year 5**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
	Administrative & Support:					
Office:	Office Supplies	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
	Paper	\$1,000	\$1,000	\$2,000	\$2,000	\$2,000
	Computers & Software	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
	Communications & Telephone	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800
	Copier leases	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400
Management Company	Contract Fees	\$0	\$0	\$0	\$0	\$0
Professional Contract	Legal Counsel	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
	Student Accounting	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Financial	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
	Other Professional	\$28,000	\$28,000	\$28,000	\$30,000	\$32,000
Facilities	Facility Lease/Mortgage	\$72,000	\$72,000	\$72,000	\$108,000	\$168,000
	Maintenance	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Custodial Supplies	\$4,000	\$4,000	\$6,000	\$6,000	\$6,000
	Custodial Contract	\$18,000	\$18,000	\$22,000	\$22,000	\$22,000
	Insurance (pg19)	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000
	Other	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Utilities	Electric	\$36,000	\$36,000	\$36,000	\$48,000	\$60,000
	Gas	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
	Water/Sewer	\$12,000	\$12,000	\$18,000	\$24,000	\$24,000
	Trash	\$8,400	\$8,400	\$8,400	\$9,600	\$12,000
Transportation	Buses	\$8,000	\$3,000	\$3,000	\$12,000	\$12,000
	Gas	\$35,000	\$35,000	\$40,000	\$40,000	\$40,000
	Oil/Tires & Maintenance	\$6,000	\$6,000	\$8,000	\$8,000	\$8,000
Other	Marketing	\$20,000	\$10,000	\$10,000	\$10,000	\$10,000
	Child nutrition	\$10,000	\$10,000	\$15,000	\$15,000	\$15,000
	Travel	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
	Other	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
	Telephone	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400
	Internet	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400
Transportation	Contract Services	\$20,000	\$20,000	\$30,000	\$30,000	\$30,000
	<b>K - TOTAL Administrative &amp;</b>	<b>\$349,400</b>	<b>\$334,400</b>	<b>\$369,400</b>	<b>\$435,600</b>	<b>\$512,000</b>

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	Support Operations					
	Instructional:					
Classroom Technology	Computers	\$10,000	\$2,000	\$2,000	\$10,000	\$10,000
	Instructional Technology	\$6,000	\$6,000	\$10,000	\$10,000	\$10,000
	Other	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Instructional Contract	Instructional Support	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Staff Development	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Books and Supplies	Instructional Materials	\$10,000	\$10,000	\$10,000	\$15,000	\$15,000
	Curriculum/Texts	\$5,000	\$5,000	\$5,000	\$10,000	\$10,000
	Copy Paper	\$5,000	\$5,000	\$5,000	\$8,000	\$8,000
	Testing Supplies	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
	Other	\$1,000	\$1,000	\$1,000	\$2,000	\$2,000
	L - TOTAL Instructional Operations	\$59,000	\$51,000	\$55,000	\$77,000	\$77,000
	K+L = M - TOTAL OPERATIONS	\$408,400	\$385,400	\$424,400	\$512,600	\$589,000

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**Overall Budget:**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
J - TOTAL PERSONNEL	\$597,950	\$716,945	\$882,499	\$1,308,015	\$1,603,649
M - TOTAL OPERATIONS	\$408,400	\$385,400	\$424,400	\$512,600	\$589,000
J+ M =N TOTAL EXPENDITURES	\$1,006,350	\$1,102,345	\$1,306,899	\$1,820,615	\$2,192,649
Z - TOTAL REVENUE	\$1,044,308	\$1,333,218	\$1,735,717	\$2,255,860	\$2,922,468
Z - N = SURPLUS / (DEFICIT)	\$37,958	\$230,873	\$428,818	\$435,245	\$729,819

**Budget Narrative:** (No more than one and a half pages)

Please include additional information that showcases all assumptions for your budgetary calculations.

1. *How was the student enrollment number projected?*

*Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.*

*Provide the break-even point of student enrollment.*

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

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

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

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

No.

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

The student to teacher ratio is 15 to 1.

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

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

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

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

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

4. *What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.*

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

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

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

7. *Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends*

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

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

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

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

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

There are no known related party transactions at this time.

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

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

In a discussion forum in Greene County, North Carolina, residents identified the need for school choice in Greene County. Currently no Charter Schools exist in Greene County. Many residents have expressed the dire concern that their children are ill-prepared in Greene County Schools to compete in the global economy. Therefore, parents and the local community organized and propose Lighthouse Charter Academy as a school choice for parents and students in Greene County and the surrounding areas.

All of Greene Countys traditional public schools student populations are identified as high poverty with greater than 90% of students eligible for free or reduced price lunch through the National School Lunch Program. The Institute for Public Policy & Economic Development (2016) associates high



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poverty with poor school performance. About 69% of Greene County students are minorities, including 36% Black and 33% Hispanic. Data trends show a widening student achievement gap between White and Black students and White and Hispanic students as students move from elementary thru middle school in Greene County. For example, at West Green Elementary School a 21.3 point achievement gap in 2015 grew to a 40.2 point achievement gap at Greene Central Middle School in 2017. At Greene Central Middle School the achievement gap between White and Black students was 23.6 points in 2015, 31.0 points in 2016, and 40.2 points in 2017. A similar gap trend exists for Hispanic students.

Gay (1990), in her groundbreaking work entitled "Culturally Responsive Teaching," notes that culturally monolithic educational programs tend to alienate minority students, and many teachers and school systems struggle with addressing this factor in educational engagement. This critical factor is often the causal linchpin that distinguishes between high performing schools and low performing schools. Gay notes that disproportionate discipline problems with minority students is a tell-tale sign of a culturally monolithic educational program. In 2017, Greene County Public Schools had 366 out of school suspensions with 254 Black students suspended or 69% of all students suspended which is nearly double their percentage in the student population. Greene County students lost over 900 school days due to suspensions. There is a strong correlation between out of school suspension and poor student performance.

The achievement gap data, high suspension rates, and the existence of a culturally monolithic teaching program provide strong evidence of the need for school choice in Greene County. Similar trends exists in Pitt and Lenior Counties. The proposed Lighthouse Charter Academy will serve students in Greene and the surrounding counties of Pitt and Lenior. The issue that is of greatest concern to parents in the discussion forum is improving the life chances of their students by providing a school choice. Lighthouse Charter Academy will seek to enroll a diverse student population and embrace diversity and multicultural education.

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<b>Section VI: Financial Plan Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
Torchlight has all the power and control, there are little if any processes, systems, or procedures in place to allow the board to monitor Torchlight spending and the capacity of the Board is such that effective internal controls and checks are warranted. Mr Keller, may not possess the requisite independence given his relationship with Torchlight? The personnel budget was built on 6 teachers when in reality according to the narrative, there are going to be 10 teachers. There are significant discrepancies and missing pieces of information, such as executed contract showing the management fee to be charged by Torchlight, missing LEAs --Pitts and Lenoir counties. Unspecified budget line items and lack of clarity around utilities cost and transportation costs.	Tracy Kelley	Certify Fina
There are discrepancies throughout this portion. Student/teacher ratio. Only uses one LEA when in section 2 it is stated that students will be drawn from 3 other counties.	Shannon Sellers	Certify Fina
How did the school come to the estimate of 10% for EC?	Jay Whalen	Budget Reven
IDEA funds are based on prior year enrollments, so the school will not receive the ~\$50k funding in year 1. What is the plan to cover these costs?		
- IRS Form 990 is blank	Sally Houston	Budget Reven
Why was Pitt and Lenoir Counties not included in the revenue calculations, they were mentioned in section 2 as being another community nearby with under achievement schools with families that will likely be drawn to the proposed school?	Tracy Kelley	Budget Reven
In SEction 2, the applicant list 3 other LEA's that it will draw students. Why is only 1 LEA listed here?	Shannon Sellers	Budget Reven
Where is the Form 990?	Nicole Charles	Budget Reven
Is projected 12 EC target accurate and data informed? What is the EC rate for LEA 400?		
Appendix M outlining capital funds is blank. Where are those funds coming from and where are the assurances?	Jay Whalen	Total Budget
Why do the EC funds not grow proportionately as enrollment grows? How are you estimating the total EC population?		
What is the source of the working capital? Appendix M is blank.	Sherry Reeves	Total Budget
- Appendix M is blank - Why do you expect EC Federal Funds to decline if you're increasing enrollment during Year 2 and Year 3?	Sally Houston	Total Budget
Where is the \$50,000 of working capital coming from? The EMO/CMO? If there is working capital, why is appendix m not attached?	Nicole Charles	Total Budget
Why is EC funding decreased with increased overall enrollment in years 2 &3?		
How if at all will Torchlight's management fee be tied to school revenue and what is that percentage? How and what revenue assurances or working capital assurances will be made available?	Tracy Kelley	Total Budget
Appendix M is missing to show the Working Capital. Discrepancy exist with the LEA's mentioned in Section 2 to suggest that projected enrollment will all come from one LEA>	Shannon Sellers	Total Budget
Concerned about low salaries and the school's ability to attract high quality experienced teachers.	Sherry Reeves	Personnel Bu
Based on the educational plan outlined earlier and the level of expertise required to implement the combined curricula, are there concerns about the salaries for core teachers?	Nicole Charles	Personnel Bu
Given the amount of responsibility for the Lead Admin, is \$50,000 a realistic salary for the target area?		

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Any concerns about only having one ELL and EC teacher for the first three years?		
- Your Personnel Budget shows you plan on hiring 1 EC teacher and 1 ELL teacher in years 1, 2, and 3. Is it reasonable to assume you will only need one EC teacher for grade K-4 in year one and grades K-6 in year 3? - With only 6 content teachers, how will you maintain a 15:1 student teacher ratio as noted in your budget summary?	Sally Houston	Personnel Bu
Are your salaries going to ensure that you can competitively recruit the best teachers?  How are the projected staff members sufficient to cover all classes as well as interventions?  How is only 1 EC teacher sufficient to provide services to all students through year 3? Is that the lead ED administrator? That position was not listed as providing direct services in the application.	Jay Whalen	Personnel Bu
The budgeted amount for office supplies seems low to start a school in year 1. What other professional contract fees are you referring to for \$28,000? What is the Management Company's fee?	Shannon Sellers	Operations B
Where have you allotted money for contracting related services including psychological, speech, Occupational Therapy, Physical Therapy, etc?	Ginger Cash	Operations B
Is CMO providing student and financial accounting services? (Doesn't contract state that CMO will receive all funds?) Transportation costs are too low for operating 4 buses. Concerned about child nutrition figures. Classroom technology costs don't match enrollment projections.	Sherry Reeves	Operations B
Are the budgets based on any market research?  Why are the contract fees not included here but mentioned in other sections of the application?  Can the applicant provide more detail about the lack of increase (Professional contracts), varying increased (i.e transportation), or no increases in parts of the application (gas,IT)?  How does the applicant plan to implement the ed plan from earlier sections with this overly conservative budget?	Nicole Charles	Operations B
What are the Other Professional contract services listed?  There is no cost listed for management company. What is Torchlight's fee as the CMO?  How is \$10,000 sufficient for student computers? How many will that amount purchase?  The budgeted costs for transportation are very low. How will that be sufficient for to purchase and maintain buses? Is \$20k sufficient for 4 drivers if you need 4 buses?  The cost of the annual audit is not budgeted.	Jay Whalen	Operations B
What will the management fee for Torchlight? What is included in the "other professional" line item for 28k? What does the "Financial" line item include and what is the rationale for the 20k per year expense? Since the proposed facility is a shared space with the church how did the team arrive at the utilities costs listed? Will the school contract services for transportation or use the buses purchased for 8k, are these lease cost? If so, what is the transportation cost showing 20k?	Tracy Kelley	Operations B
What is the contingency plan for not meeting enrollment targets especially given the existing near deficit in year 1 despite a conservative operations budget?	Nicole Charles	Total Expend
Without the year 1 EC funds which the school won't receive, they will run deficit.	Jay Whalen	Total Expend
- While you list a student-teacher ratio of 15:1 here, under instructional program you noted 20 students per class. Which is accurate?	Sally Houston	Budget Narra

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- Clarify this statement: "The school has investigated a leasing arrangement for a copier and provided for the same in its budget." - What are the line item budget reductions you imagine implementing if a contingency plan is necessary? What are the other "agreed upon options?"		
Clarify how many sections per grade level, please? A 15:1 ratio with 5 grades k-4 requires 10 teachers at least but the personnel budget was built with 6 teachers and 2 specials, why is that? Describe the internal checks that will be put in place given that Torchlight is in charge of student accounting, financial services, and the "independent" auditor is selected by Torchlight? Will the Board hire its own independent auditor? What internal financial controls will be in place	Tracy Kelley	Budget Narra
What is the cost for Torchlight providing student accounting, financial, custodial, and ES support services? What exactly are the EC support services being provided?  What is the cost to up-fit and furnish the facility? Does that cost need to be reimbursed?  What are the specific cuts that would be made as a contingency? The description is vague.  More detail is needed to outline specific budget items and how it is sufficient to support the academic plan, like how the technology and classroom supply costs will be sufficient.	Jay Whalen	Budget Narra
Earlier in the application you stated that there would be 20 students in each class? Where does the 15:1 ratio come? Will the board not have its own auditor?	Shannon Sellers	Budget Narra
Given the applicant's assertion that there is demand for high quality educational choices, do the budget projections make sense?  Are the details for the board created contingency plan?  Which operations will need to be scaled back given the already lean budget? Which are considered "non critical" expenditures?  Why is the CMO providing \$50,000 for capital budget? Is there a fee in return?  Based on the proposed budget, how can the applicant maintain a 15:1 student ratio? Why was 20 per class referenced earlier? How does 15:1 work in the proposed space?  What is the cost of FF&E?	Nicole Charles	Budget Narra
Breakeven is less than mandated minimum enrollment.	Sherry Reeves	Budget Narra
If the plan for internal controls includes consulting legal services, why are there \$2000 in the budget? Will these be provided pro-bono? Has anyone agreed to provide these services?  Has the board done any work on the procedures for internal control that can be shared?	Nicole Charles	Financial Au
The internal controls are not clearly defined. The applicant just says they WILL develop policies and monitor, but there are not specifics.	Jay Whalen	Financial Au
Who on the Board will serve as the CFO? So that internal controls can be in place immediately, rather than wait for professional development to be had? Is there a prior relationship between Mr Keller and Torchlight? If so, what is that relationship and how long as it been in existence?	Tracy Kelley	Financial Au

Reviewer	Score
Joe Maimone	
Jay Whalen	Fail
Heather Soja	
Ginger Cash	

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

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**VII AGREEMENT PAGE**

**Application Fee:**

*Pursuant to § 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the October 1, 2018 5:00 pm EST deadline. Payments will be accepted in the form of a certified check. Cash is not accepted.*

*\*Application Note: The applicant must mail the certified check along with a letter indicating the name of the proposed charter school, contact information and the enclosed payment amount to be received before or on the due date of October 1, 2018 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

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

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

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

Date: 10/01/2018

**Applicant Signature:**

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

Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: kevansheppard

Board Position: Board Chair

Signature: \_\_\_\_\_

Date: 10/01/2018

Sworn to and subscribed before me this

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\_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
Notary Public

\_\_\_\_\_  
Official Seal

My commission expires: \_\_\_\_\_, 20\_\_\_\_.

## OVERALL ASSESSMENT

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

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

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

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

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

<u>CSAB Votes</u>	
No	Yes

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

### Initial Screening



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<b>Mission, Purposes, and Goals</b>	- danielle_allen
<b>Education Plan</b>	- danielle_allen
<b>Governance and Capacity</b>	- danielle_allen
<b>Operations</b>	- danielle_allen
<b>Financial Plan</b>	- danielle_allen
<b>OVERALL</b>	- danielle_allen - danielle_allen - danielle_allen

### **External Evaluator**

<b>Mission, Purposes, and Goals</b>	<p><u>Mission Statement</u> How will you ensure parental partnership to meet your mission? - shannon9402</p> <p><u>Mission Statement</u> How does the applicant define "holistic approach" and how the mission unique?  Does the applicant have more detail about how to engage its target population in academic rigor? What supports are in place?  What are the plans for parental partnership and is the term inclusive enough considering the target population which may include kinship, foster or other unique family structures? - nacharles</p> <p><u>Mission Statement</u> Mission statement lacks detail. Why not state that Lighthouse will provide an academically rigorous curriculum in the mission itself? - sherryreeves</p> <p><u>Mission Statement</u> The mission statement is a vague. What does it look like when the school is achieving its mission? - jay_whalen</p> <p><u>Mission Statement</u> Application states " LC expects to pull from the surrounding counties of Pill, Lenoir and Wayne - BUT you do not have any students from these counties under your projections of revenue. - kakadelis1</p> <p><u>Educational Need and Targeted Student Population</u> How will you ensure the 30% increase in enrollment each year? What methods from Teach Like a Champion will be used? Did you visit a Success Academy to see what the day to day looks like and strategies that would best fit your potential students? -</p>
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	<p>shannon9402</p> <p><u>Educational Need and Targeted Student Population</u> Please clarify what is meant by this section of the application" In addition, the schools run a Spanish Immersion learning environment. With no schools of choice in the area, a more traditional learning environment would provide parents in this area a schooling option most other areas in the state are afforded. What aspect of the Torchlight program is the reason for the low suspension rate? Does Torchlight Academy have an in-school suspension room? What enrollment challenges does the team expect to encounter especially since 2nd, 3rd, and 4th grades are not traditional transition points? The enrollment projection of adding 30% each year is ambitious and will mean that number of sections per grade will double each year starting with kindergarten. What specific aspects of Success Academy schools program will be adopted? Has the team visited a Success Academy school? What specific strategies discussed in Teach like a Champion were most appealing to the Board? - kellelytracy1</p> <p><u>Educational Need and Targeted Student Population</u> Is the need and support is in Greene County, why does the applicant propose to pull from three additional LEAs?  How does the applicant suggest targeting specific populations if its pulling from various counties? Is this addressed in recruitment?  With projected enrollment comprising 6% of the LEA's ADM, are there potential issues with transportation, partnership etc. that should be mentioned?  Is there data to support the projected enrollment (parent surveys etc)?  How will the applicant merge the two curricula?  How does a uniform contribute to a positive school culture?  How will the educational plan differ from the LEA and which LEA? - nacharles</p> <p><u>Educational Need and Targeted Student Population</u> Evidence of educational need is a chart displaying proficiency levels at each school. It clearly demonstrates that Greene County schools need improvement. However, there is no parental survey to show support for a charter school in the area. Why has this not been done? Narrative that explains how charter's ed plan will differ from LEA's is exactly like RISE Academy application. - sherryreeves</p> <p><u>Educational Need and Targeted Student Population</u> More clarity if needed around the targeted student population and the specific community need. The applicant states some demographics of Torchlight Academy. How many ED and minority students will this school serve? Why is this school uniquely positioned to serve this community? More data needed about the current student results in surround schools. - jay_whalen</p> <p><u>Purposes of Proposed Charter School</u> What other data will you used to show student achievement other than NWEA? Your mission doesn't address civic engagement and social responsibility as you state in</p>
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	<p>your narrative. What types of civic engagement will students participate? - shannon9402</p> <p><u>Purposes of Proposed Charter School</u> What specific strategies will Torchlight bring to help school meet its mission to have a school with "strong parental partnerships"? - kellestracy1</p> <p><u>Purposes of Proposed Charter School</u> How does differentiated instructional requirements offer new professional opportunities for teachers?</p> <p>As admirable as data driven practices is, how does this promote teacher growth?</p> <p>Can the applicant clarify how the school will make adjustments if the growth and academic targets are not met?</p> <p>Who is ultimately responsible for student achievement? Is the board, the Lead Admin, teachers?</p> <p>Since the instructional model does not appear exceptionally unique, can the applicant share more detail around the focus on "civic engagement and social responsibility"?</p> <p>What data suggest "historically low civic engagement displayed among impoverished, minority communities"? Could the applicant share how this perception appears in all of its application no matter the location as this statement is devoid of fact, is disparaging, and does not acknowledge the history of North Carolina and the role of systemic racism in education?</p> <p>Given its mission of parental partnership and academic rigor, where are the links between the mission and the school's purposes? - nacharles</p> <p><u>Purposes of Proposed Charter School</u> Goals seem to focus on NWEA data. - sherryreeves</p> <p><u>Purposes of Proposed Charter School</u> What specific steps will you take to increase parent and student opportunities?</p> <p>When addressing providing students and parents with expanded choices, the applicant states a mission driven focus around civic engagement and social responsibility, but this was not in the described mission in the application. - jay_whalen</p> <p><u>Goals for the Proposed Charter School</u> A goal of 100% parent volunteers is lofty. How will you ensure that you reach this goal? If you are expecting 100% of parents to volunteer isn't the goal of 60% parental response low for a survey? With parental partnership being a vital part of your mission the 60% parent survey participation does not align. Why is the parent advisory council only asked to present at 2 board meetings. Based on your mission, it would appear you would want their input at more meetings. - shannon9402</p> <p><u>Goals for the Proposed Charter School</u> What strategies will be used to enable the school to meet its goal of 100% parent volunteers? Given the eager partnership organizations mentioned in section 1, how will the school measure partnership effectiveness? The goal to have 60% response rate does</p>
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	<p>not align with the volunteer goal or the mission statement goal, why is that? How will Parent Advisory goals be set and monitored? How does allowing parent advisory council to submit concerns and questions only twice a year act to further the schools mission? How will the Board assess, and monitor its own effectiveness without clear goals in place? How will the teacher retention goal of 90% ensure that the ratio the number of highly effective teachers is higher than the number of ineffective teachers retained? - kellestracy1</p> <p><u>Goals for the Proposed Charter School</u> The attendance and grade proficiency goals are ambitious. Does the applicant have the student/family supports in place for success?</p> <p>What are the measures for the proposed goals like preparing civic minded leaders and parental partnership?</p> <p>Is volunteering the only way parents are partners? What is a "timely fashion" for goals reporting?</p> <p>What opportunities are there for working parents (especially those with multiple jobs given the target population) to volunteer at the school given the 100% target?</p> <p>What is the process for parent concerns other than the parent advisory group and the mid-year formal opportunity?</p> <p>What is the role of the board in the governance and goal setting and meeting? - nacharles</p> <p><u>Goals for the Proposed Charter School</u> These goals are the same for all 4 schools to be operated by Torchlight and GER. Every application looks the same - kakadelis1</p> <p><u>Goals for the Proposed Charter School</u> How is the applicant defining "peer group" schools?</p> <p>Each goal has an absolute target OR greater than 5% of the district composite. If the district schools are performing so poorly, how is just 5% above an acceptable goal? What if the district average decreases?</p> <p>Is having 100% of parents volunteer a feasible goal?</p> <p>What is the process for adjusting/revising goals? - jay_whalen</p> <p><u>Certify Mission, Plan, Goals</u> the parental partnership piece of the mission is not aligned with the goals of the school. - shannon9402</p> <p><u>Certify Mission, Plan, Goals</u> The goals do not align with the stated mission in several key areas especially in the area of parental engagement which is the cornerstone of the schools mission. The purposes do not mention parent engagement and the parent advisory description is under-developed. The parent advisory council will only be invited to comment or question twice per year. The Board should clarify what it knows about why and how Torchlight keeps suspension rates so low; does Torchlight have an in-school suspension room, for example and what specific aspects of Torchlights program are attributed to this low suspension rate? How does</p>
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	<p>Torchlight monitor and assess the effectiveness of its school culture and climate, because there were no goals highlighting that this is something the proposed school will do. - kellelytracy1</p> <p><u>Certify Mission, Plan, Goals</u> The applicant uses reproduced sections and should not certify ANY sections of this application. The lack of individualized analysis is concerning as it appears that the applicant or the CMO does not actually know anything about the Greene County population nor are any of the sections specifically tied to the proposed mission. - nacharles</p> <p><u>Certify Mission, Plan, Goals</u> Applicant certified that this subsection was entirely original yet there are large portions that are verbatim to Rise Academy's application. - sherryreeves</p>
<p><b>Education Plan</b></p>	<p><u>Instructional Program</u> Will you use other assessments besides NWEA Map to drive student instruction? - shannon9402</p> <p><u>Instructional Program</u> - Will teachers use other reading data given that the Lexile level provided by MAP does not always account for text complexity? For example, some texts with very low Lexile levels are extremely complex. For example, The Sun Also Rises by Hemingway has a Lexile level of 610 while Diary of a Wimpy Kid has a Lexile level of 950. - What specific evidence are you referencing when you say "years of studies...validated active- based learning as an effective educational approach?" - sallyhouston11</p> <p><u>Instructional Program</u> What evidence is there that active based learning will be an effective instructional strategy for the targeted student population, especially if students are reading below grade level or otherwise working below grade level? How will staff ensure instruction is sufficiently rigorous and aligned with state standards? - kellelytracy1</p> <p><u>Instructional Program</u> Can the applicant demonstrate how TLAC, Common Core, and SACS curricula will be tied together at Lighthouse?  Can the applicant demonstrate how these will work in conjunction and toward improving student achievement?  Although activity based learning is not addressed in the mission, it's a nice addition. Can the applicant demonstrate how these are embedded in the various instructional models and how these will be measured?  Is there data to support that the curricula from large urban areas will support families in North Carolina?  Given that partnerships were cited in the reason for acceleration, why are no partners identified in this section? Are the partners not associated with any of the instructional models given the mission to be civic minded?  - nacharles</p> <p><u>Instructional Program</u></p>

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	<p>What does active-based learning look like in the classroom? Will 80 minutes of direct instruction cover all the core subjects each day? - sherryreeves</p> <p><u>Instructional Program</u> How will teachers be coached and developed on active-based learning?</p> <p>How are you monitoring the 80 minute threshold for direct instruction throughout the day? How are you preparing teachers and students for this?</p> <p>How exactly is data translated from test data into actionable instructional methods. What formative assessments are taking place? Who is doing the data collection and analysis? How are teachers trained to do this? - jay_whalen</p> <p><u>Curriculum and Instructional Design</u> Where is the time set aside in the regular day for students to "gather to hold intimate class discussions and interaction?" - shannon9402</p> <p><u>Curriculum and Instructional Design</u> - Clarify: "Primary teachers are expected to master learning strategies that help students learn how to get along with each other and cooperate on past performance." What do you mean by "cooperate on past performance?" - Please finish the final sentence describing your approach to number stories. - Consider how you will name homerooms if teachers have the same Alma Mater. For example, you may have numerous teachers that graduated from UNC. - Clarify: You name that you will have 20 students per class. However, your budget narrative states the following: "The student to teacher ratio is 15 to 1." Which is accurate?  - sallyhouston11</p> <p><u>Curriculum and Instructional Design</u> Please explain how and when students will gather to hold the intimate class discussions described? How will these gatherings be structured and what metric will leaders use to measure and monitor the effectiveness of this practice? - kellestracy1</p> <p><u>Curriculum and Instructional Design</u> In what ways will teachers foster culturally sensitive learning? Is there training associated with that?</p> <p>With 20 students in a class, when and how will intimate classroom discussions occur?</p> <p>Why is STEAM not mentioned in other parts of the application?</p> <p>What is the class size for grades 6-8?</p> <p>Does the applicant suggest one teacher teach all subjects in certain grades? Will this extensive skills requirement be reflected in the salaries? Is this model developmentally appropriate?</p> <p>The curriculum is overly generic. Given the various instructional models, can the applicant provide more details?</p> <p>Given the diverse target population, is there any opportunity for culturally representative</p>
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<p>and relevant curricula?</p> <p>Why does the calendar not include more explicit training time for teachers for the varying models and the referenced cultural sensitivity? Is the assumption that all teachers will come prepared for these techniques? - nacharles</p> <p><u>Curriculum and Instructional Design</u></p> <p>Why has Success Academy Charter Schools been selected as the model? Is Torchlight associated with these schools?</p> <p>What is multiple teachers have the same Alma Mater?</p> <p>Is STEAM a focus of the curriculum? It is mentioned occasionally but was not a part of the mission.</p> <p>What professional development will be put in place to ensure that teachers are utilizing the most effective strategies for the grade levels?</p> <p>- sherryreeves</p> <p><u>Curriculum and Instructional Design</u></p> <p>Is there a cost for the Success Academy online resources?</p> <p>The staffing plan for grades 6-8 is unclear. Applicant states that 6-8 classes rotate between a team of teachers until the school is financially viable? What exactly is the staffing and instructional plan for grades 6-8?</p> <p>What does active-based learning look like? Who is doing the coaching of teachers?</p> <p>What is the remediation/intervention plan for students? What is the basis for retaining students?</p> <p>How is this curriculum and instructional program tailored to the targeted student population? - jay_whalen</p> <p><u>Special Programs and "At-Risk" Students</u></p> <p>For students in Level 4, how will you determine when to contact DSS or mental health? Is this based on academics or will there be other criteria?</p> <p>Will you have students tested by a psychologist to determine eligibility for Academically Gifted?</p> <p>These on-line courses for gifted students, will this replace a current class or be in addition?</p> <p>What criteria and data will you use to "push students up to a higher grade?" Will parents have any involvement in this decision?</p> <p>- shannon9402</p> <p><u>Special Programs and "At-Risk" Students</u></p> <p>- Who determines that a student is "having difficulty" at Level 1? What data will be used to determine if a student needs to move to a Level 2?</p> <p>- Your Personnel Budget shows you will only hire one ELL teacher in years 1,2, and 3. Will be possible for the ELL instructor to provide pull out services for all students in need? How will the school adjust its budget if 1 teacher is not enough to meet the needs of the students?</p> <p>- sallyhouston11</p> <p><u>Special Programs and "At-Risk" Students</u></p>
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	<p>How will you measure "adequate academic progress and grade level success" to determine what students need Level II supports? What is the timeline for students to receive Level II, Level III, and/or Level IV supports? Do they have to receive Level II supports before getting Level III supports before getting Level IV supports? If so, how will you respond if a teacher, staff, or parent suspects a disability prior to the student getting to Level III? - ginger_cash</p> <p><u>Special Programs and "At-Risk" Students</u> How will Torchlight leverage lessons learned about meeting the academic needs of students with disabilities at Torchlight Academy? - kellelytracy1</p> <p><u>Special Programs and "At-Risk" Students</u> What does the applicant mean by independently constructed support system?</p> <p>How is this system different than the tiering systems employed by LEAs?</p> <p>What does "difficulty" mean in this context? Is this up to teacher discretion or data informed?</p> <p>Is teacher discretion for tiering an individual or group decision?</p> <p>Is the one-on-one support for Level III students reflected in the budget?</p> <p>What may rise to the level of requiring DSS, mental health, or family counseling?</p> <p>Does the applicant have measures to ensure implicit bias does not factor into the decision during tiering especially if teacher discretion is employed?</p> <p>Is there data supporting Torchlight's "excellent results" for ELL students?</p> <p>Will teachers be trained in the active based learning approach for gifted students in addition to Khan and Coursera programs? How will these methods be evaluated? - nacharles</p> <p><u>Special Programs and "At-Risk" Students</u> Will MAP and EOG scores be the criteria for identifying AIG students? Will these students receive any pull out instruction from an AIG certified teacher? - sherryreeves</p> <p><u>Special Programs and "At-Risk" Students</u> Who is the school's primary instructional leader who will be responsible for coordinating the support system? How will this person manage this process and their additional responsibilities?</p> <p>Who are the staff members responsible for the one-to-one support and small group instruction/tutoring?</p> <p>When do interventions take place throughout the day? How are they incorporated into the daily schedule?</p> <p>How will the school administrator also sufficiently oversee the EL programming? Who</p>
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	<p>are the additional "specific support staff" providing EL services?</p> <p>What is the monitoring plan for the EL program? How are students assessed regularly? When are specific services delivered throughout the day? How are gen ed teachers trained on WIDA standards and other EL techniques? - jay_whalen</p> <p><u>Exceptional Children – Identification and Records</u></p> <p>What data will teachers need to collect to refer a student to the EC Program? Eligibility is determined by vote. The team decides as a group based on data whether or not a student qualifies for EC based on the need for specialized instruction. What is your plan for 504 identification and plans?</p> <p>- shannon9402</p> <p><u>Exceptional Children – Identification and Records</u></p> <p>- What data does a teacher need to collect, if any, before referring a student to the EC program? - sallyhouston11</p> <p><u>Exceptional Children – Identification and Records</u></p> <p>After asking the parent and requesting records, what will be your process for reviewing records for compliance and implementing the IEP on day 1 of instruction? How will you document and respond to the referrals for evaluation being made by parents, teachers, and other school staff? What is your process for including the parent in the review of existing data, determining the need of evaluations, and informing them of the evaluations needed in order to obtain written consent to evaluate? - ginger_cash</p> <p><u>Exceptional Children – Identification and Records</u></p> <p>What happens after parents receive the request for information?</p> <p>How are students with first time 504 plans identified and accommodated?</p> <p>Who, in addition to the guardian, comprises the IEP team?</p> <p>Is a majority vote a sound method in determining eligibility for services for something as important as IEP status? - nacharles</p> <p><u>Exceptional Children – Identification and Records</u></p> <p>Will MTSS be utilized to identify students for EC services or will this rely solely on teacher/parent request for testing? - sherryreeves</p> <p><u>Exceptional Children – Identification and Records</u></p> <p>How will you ensure timely identification and provision of services if you cannot get EC records from previous schools? How does the RTI process work in conjunction with the IEP referral process?</p> <p>More detail on identification of students is needed outside of asking parents and staff referrals. - jay_whalen</p> <p><u>Exceptional Children – Education Programming</u></p> <p>- Clarify: Will the lead EC teacher be responsible for holding the content teacher accountable or will an administrator ensure that IEPs are implemented with fidelity? This</p>
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<p>question is in response to the following statement: Review each student IEP monthly to assure that each student is receiving the required services, determine whether records are properly maintained, and review student progress.</p> <p>- Your Personnel Budget shows you plan on hiring 1 EC teacher in years 1, 2, and 3. Is it reasonable to assume you will only need one EC teacher for grade K-4 in year one and grades K-6 in year 3? - sallyhouston11</p> <p><u>Exceptional Children – Education Programming</u> What is your process or procedure for determining need and providing the homebound setting if needed? - ginger_cash</p> <p><u>Exceptional Children – Education Programming</u> What are the accommodations for homebound students?</p> <p>Does the exceptional children's teacher also coordinate with the classroom teachers?</p> <p>Is the exceptional children's teacher responsible for meeting academic targets?</p> <p>Is there one exceptional children's teacher to accommodate the entire student population?</p> <p>How is the school's mission of parental partnership included in this exceptional children's ed programming?</p> <p>Are the skills required for the exceptional teachers included in the staff budget?</p> <p>How is the exceptional children's teacher evaluated? - nacharles</p> <p><u>Exceptional Children – Education Programming</u> Who is actually providing EC support services to students?</p> <p>How have you planned financially for the possibility of the self-contained classroom mentioned?</p> <p>How are EC students monitored and assessed to track progress and what is the procedure for existing students who sustain sufficient progress?</p> <p>What is the plan to hire sufficient EC certified staff? Will there be enough staff to ensure push-in and pull-out services are adequately provided to all EC students each day? - jay_whalen</p> <p><u>Student Performance Standards</u> - Who will be responsible for writing formative and summative assessments that align with MAP when addressing student skill gaps? - Does the school curriculum align with the MAP curriculum and the North Carolina State Standards? - Will test results inform curriculum changes for the upcoming year? - How will student data inform staff professional development? - sallyhouston11</p> <p><u>Student Performance Standards</u> How will teachers receive feedback on their lesson plans? What structures will be put in</p>
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	<p>place to ensure assessment data will, in fact, drive instruction, guide re teaching, evaluate curriculum effectiveness? - kellytracy1</p> <p><u>Student Performance Standards</u> Is there a narrative grading system for K-2 students?</p> <p>What are the data points requiring retention?</p> <p>Are there internal assessments to measure the success of the activity based programming, STEAM programming, civic mindedness, etc. referenced in the instructional model?</p> <p>Is there a benefit in grouping together students with varying levels of success given that they can learn from one another especially given that intimate discussions are a tenet referenced earlier?</p> <p>Does the applicant have a data to support grouping of the same skill level to serve the proposed populations and utilizing the instructional models proposed? - nacharles</p> <p><u>Student Performance Standards</u> Outside of exit tickets, what additional formative assessments are used throughout the school year to track student progress?</p> <p>Outside of EOGs, what summative assessment are used throughout the year to track student mastery?</p> <p>What additional academic performance standards has the school set besides the grade scale? What is the process to set, monitor, and/or revise performance standards?</p> <p>What is the specific process for promoting students who are not proficient on the EOG? What is the protocol and standards for promotion and retention?</p> <p>How is assessment data tracked, analyzed, and used for instructional decision-making? - jay_whalen</p> <p><u>Student Conduct and Discipline</u> What type of etiquette curriculum will be used? If it is not a written curriculum how will you ensure that each teacher is teaching the same thing? How will you include parental support into the Student Conduct in order to help meet your mission? - shannon9402</p> <p><u>Student Conduct and Discipline</u> - How does the school define "disrespect?" - Has the school considered offering a detention of some sorts between Level 1 and Level 2 offenses rather than jumping from a verbal reprimand to possible suspension? - Who handles counseling for Level 1 offenses? Clarify: How will you offer counseling to students if you have not allotted funds to hire a counselor according to your Personnel Budget? - Discipline is not synonymous with consequence. What proactive supports has your school considered taking to prevent misbehavior? How will the school leverage behavior plans to support Tier 2 and Tier 3 students? - sallyhouston11</p> <p><u>Student Conduct and Discipline</u></p>
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	<p>What are the specific positive expectations that that will drive the student code of conduct? How will they be taught, communicated, and sustained in an age appropriate way? How will the code of conduct and culture and climate incorporate parents in order to achieve the school mission for strong parental partnerships? - kellestracy1</p> <p><u>Student Conduct and Discipline</u> Can the applicant provide more detail and clear description of offenses as "minor offenses" is overly vague?</p> <p>How is implicit bias addressed as these student code appears very subjective?</p> <p>Are there any restorative methods used as recommended by TLAC SACS?</p> <p>What recourse do families have? Can families appeal to the board or the principal?</p> <p>Is the applicant families with manifestation determination hearings? Does the applicant intend to employ them?</p> <p>Is etiquette meant to be synonymous with positive school culture? - nacharles</p> <p><u>Student Conduct and Discipline</u> There is not a clear definition of what constitutes a level 1 or 2 offense. What are the specific consequences for these infractions?</p> <p>Who manages in school suspension? What is the process for determining an ISS or OSS infraction?</p> <p>How is the school promoting positive behavior?</p> <p>Is there an appeal process for discipline infractions?</p> <p>How are manifestation determination meetings handled for students with disabilities.</p> <p>The discipline policy overall is insufficient and not clear. - jay_whalen</p> <p><u>Certify Education Plan</u> Does the applicant understand 504 since it was not mentioned in detail in the section? - shannon9402</p> <p><u>Certify Education Plan</u> - This is subsection is not entirely original - sallyhouston11</p> <p><u>Certify Education Plan</u> Section is reproduced and should not be certified. - nacharles</p> <p><u>Certify Education Plan</u> Again this section is certified as entirely original but has portions exactly like other submitted applications. - sherryreeves</p>
<p><b>Governance and Capacity</b></p>	<p><u>Private Non-Profit Corporation</u> - no files attached - sallyhouston11</p> <p><u>Tax-Exempt Status 501 (c)(3)</u></p>

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	<p>- no files attached - sallyhouston11</p> <p><u>Tax-Exempt Status 501 (c)(3)</u> N/A - nacharles</p> <p><u>Tax-Exempt Status 501 (c)(3)</u> Applicant does not have 501(c)(3) but is applying for acceleration. What steps have been taken to ensure you have this by day 1 of operations? - jay_whalen</p> <p><u>Certify Governance</u> Projected enrollment based on one LEA seems unrealistic. Questions regarding why the management company would have to review applications prior to presenting to the board exist. - shannon9402</p> <p><u>Certify Governance</u> The governance and management structure between the board, CMO, and leadership is unclear. - jay_whalen</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Where are your by-laws? Will there be a parent on the board to further support the mission of the school? What are the term limits for the board? IF your school mission includes parents, shouldn't the parents be able to present to the board at any meeting not specified meetings? If a grievance is with the lead administrator, will there be a committee with board members that could hear the grievance, if not a grievance could be on the table for almost a month with no resolution and no one to hear the grievance based on your current policy. - shannon9402</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> - Is there a term limit for each board member? - How do you remove someone from the board if need be? What are your removal procedures? - Why does the board only undergo a self-evaluation? Do teachers have a space to name how they feel about support from the board? (Disregard this question: explanation provided under "staffing plans, management, and hiring") - How does the evaluation of the lead administrator vary from the rest of the board? How do teachers provide feedback to the people that manage them daily? Will the board look at trends in teacher feedback to address leadership gaps/areas of improvement to make the school even stronger? - File of proposed by-laws is blank - sallyhouston11</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> In what other ways will parent voice be incorporated into the school design, or operations? What assurances will be in place to ensure there is a permanent space open for a parent to serve on the board in order to ensure the board is living up to the schools explicitly stated mission to have strong parental partnerships? What specific CBO have board members reached out to and how will partnership decisions be made as to what organizations will be brought into the school? What are the circumstances that lead Mr Shepard to want to have a charter school in the Greene County community? - kellelytracy1</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Given the acceleration needs identified earlier including the specific need in Greene</p>
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	<p>County, why are none of the board members from Greene County?</p> <p>Since parents have to apply for board positions, did the current board also apply and how was the board selected?</p> <p>Under what circumstances would the board grow to an even number? How precisely will board tie votes be resolved?</p> <p>What happens if the EMO does not yield success for students given that the EMO own the 501(c)3?</p> <p>Who does the staff report to for day-to-day needs: the board, the EMO? Is there a member from the EMO on the board?</p> <p>Why the Article of Incorporation not fully executed?</p> <p>Is there a plan to recruit board members with more educational experience or from the affected LEA?</p> <p>What is the plan to avoid conflicts of interest or remedy them when they occur beyond sharing them via the conflict of interest form?</p> <p>Do the faculty and staff have the opportunity to bring grievances before the board? The process is not clear.</p> <p>Can the board share the adopted ethic policy?</p> <p>Where are the by-laws to explain term limits, length of board terms, selection, replacement, and dismissal procedures? Are the roles for the board, lead admin, and CMO/EMO spelled out more clearly?</p> <p>- nacharles</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Board is small and has no educators or residents of Greene County. - sherryreeves</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> There is not a clear delineation of responsibilities for the board. Specifically, what is the responsibility of the board vs. the management company?</p> <p>There does not seem to be an education experience/expertise on the board. How will you recruit to ensure you have adequate education expertise? Also, additional school operations, community engagement, marketing expertise is missing and more financial and legal expertise would be valuable.</p> <p>How is the board managing and evaluating the CMO and the lead administrator?</p> <p>No specific recruitment strategies for board members are listed except talking about it at board meetings. What else will you do? - jay_whalen</p> <p>Proposed Management Organization (EMO/CMO)</p>
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<p>What is the NODa community? How will TLS interact/include parent involvement in order to help reach Lighthouse's mission? - shannon9402</p> <p><u>Proposed Management Organization (EMO/CMO)</u> What is meant by the NoDa community? What other CMO/EMO were considered before deciding on Torchlight? Did the Board contact any Torchlight Academy Board members? Besides the CMOs suggested by Torchlight, what other CMOs did the team consider? Did Board members visit the Torchlight Academy, talk with teachers/staff, parents? What parent engagement goals will be put in place to hold Torchlight, as the CMO, accountable toward meeting the stated schools' mission? Has a contract or MOU between the Board and Torchlight been drafted and or executed? - kellelytracy1</p> <p><u>Proposed Management Organization (EMO/CMO)</u> Where is the executed contract for Lighthouse?</p> <p>Could the applicant clarify the confusion between schools as NoDa, Lighthouse, TAS are all referenced in this portion?</p> <p>How and what data points was Torchlight selected that indicate how they will succeed in Greene County?</p> <p>Is Torchlight assessing any fees?</p> <p>How does length of operation tie to student success given that many schools have long histories but not great student outcomes?</p> <p>How specifically will "this board will hold Torchlight Schools (TLS) accountable for helping achieve objectives"?</p> <p>Who will provide the facility?</p> <p>Has the contract been executed?</p> <p>Can the Lighthouse contract be canceled without cause or "with just cause" as stated in the contract between TSL and TAS?</p> <p>What is the CMO responsible versus the school's board? Could the applicant explain since neither the contract nor the board by-laws are included?</p> <p>- nacharles</p> <p><u>Proposed Management Organization (EMO/CMO)</u> What process did the board undergo in order to select the CMO? What was the deciding factor in selecting Torchlight? How many schools does Torchlight currently manage? What is the NoDa community that is referenced here? If all revenues are signed over to TLS and TLS does not provide a facility, who is responsible for a facility lease and payment? Why does this application contain Alpha Academy of Laurinburg's receipt for application fee? Appendix N is blank. - sherryreeves</p>
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	<p><u>Proposed Management Organization (EMO/CMO)</u> It is unclear exactly what the board, CMO and school leader will separately be responsible for.</p> <p>Why/how is this CMO better with at-risk students?</p> <p>The contract states that all revenues are paid to the CMO as the fee, which then the CMO pays expenditures for the school. How is the CMO paying its employees? What of those revenues are kept as CMO operating costs. How can the board separate from the CMO if unhappy and recoup revenues? It is unclear exactly how the money flows and what controls are in place.</p> <p>The school administrator is listed in the CMO contract as an employee of Torchlight. Who is managing and evaluating the school leader? The board or the CMO? - jay_whalen</p> <p><u>Staffing Plans, Hiring, and Management</u> If you require teachers to have a teaching certificate, then why would only 50% of your staff be certified as teachers?</p> <p>The first listing of employees states and Assistant Administrator, later on you refer to I believe this position as An Administrative Assistant? Is this a different position or the same position? If it is to serve as an Assistant Administrator, how will you find a qualified candidate with a starting salary lower than that of a teacher? When this role will be expected to do administrator duties and other duties?</p> <p>Will the health plan and retirement plan be comparable to the State plans? If not, will this hurt in recruitment? - shannon9402</p> <p><u>Staffing Plans, Hiring, and Management</u> What evaluation tool will be used to assess teacher effectiveness and how will student achievement data be used to measure teachers and staff effectiveness? - kellestracy1</p> <p><u>Staffing Plans, Hiring, and Management</u> Is Lighthouse recruiting and hiring or the CMO?</p> <p>Are Assistant Admin and the Administrative Assistant the same? Is the position equal to an Assistant Principal or a Admin Assistant?</p> <p>What are the "traditional restrictions that can impeded teacher and student success"?</p> <p>What research based retention practices will be employed to keep high quality teachers?</p> <p>Does this staffing level support the student teacher ratio proposed and does it support the educational goals?</p> <p>Is there enough talent in the area to support the school's need? Is there data around the teacher pipeline?</p> <p>Why are only 50% certified teachers? - nacharles</p> <p><u>Staffing Plans, Hiring, and Management</u> What is the exact function of the specialists? Are they teaching math and Spanish full time, or are they providing support and interventions? Will the Spanish teacher be certified? The exact plan for specialists needs more detail.</p>
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	<p>How are annual salary increases based one valuation determined?</p> <p>The applicant is not participating in NC retirement or health plans. What competitive benefits package are you offering?</p> <p>How is 1 EC and 1 EL teacher sufficient? - jay_whalen</p> <p><u>Staffing Plans, Hiring, and Management</u> What is the expected EC population? Will one teacher be able to teach and manage the EC program? Salaries are low especially considering the school will not participate in state retirement or health plans. Will "specialists" be certified teachers of art and Spanish? Why then would they be considered as assistants too? Physical education teacher is not listed in projected staff but is mentioned in narrative. Is school seeking licensed teachers in all areas? Will there be an assistant administrator in year 1 or an administrative assistant or both? Is it a good idea to have a substitute teacher supervise students who have been removed from a class? - sherryreeves</p> <p><u>Staff Evaluation and Professional Development</u> What is the purpose of the PLC's? What evaluation instrument will you use to evaluate teachers? How often will teachers be evaluated? Who will mentor beginning teachers? How is the parent piece of your mission reflected in your PD and teacher evaluation? - shannon9402</p> <p><u>Staff Evaluation and Professional Development</u> What purpose will PLCs serve? - kelleytracy1</p> <p><u>Staff Evaluation and Professional Development</u> Given the variety of curricula proposed, is \$10,000 for PD enough to teach all teachers or is the expectation that teachers come experienced with the curricula?</p> <p>Is there a solid plan for internal PD or is mostly external? Is there a comprehensive plan for coaching and mentoring along with the appropriate resource allocation? - nacharles</p> <p><u>Staff Evaluation and Professional Development</u> Who will provide staff training on Teach Like a Champion, Active Project Based Learning, and culturally responsive teaching? - sherryreeves</p> <p><u>Marketing Plan</u> Are you only marketing Greene County? What about neighboring counties like Pitt? How many parent forums are you planning? Will these be in various places around the county? Are you advertising on social media? What is the management company looking for when it reviews all applications? What questions will be on the application that the management company will review prior to taking to the board?</p> <p>- shannon9402</p>
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	<p><u>Marketing Plan</u> what is the reason why Torchlight will review student applications? What specifically will they be looking for during this review process? How will the recruitment plan include the other counties besides Greene county? Does the school intend to comport with the state law and hold a lottery if more application than seats are submitted? What specific information will parents be required to provide? - kelletryacy1</p> <p><u>Marketing Plan</u> What is reason the CMO reviews applications?</p> <p>What is the process for ensuring that there a no barriers to entry in accordance with charter law? Will there be a lottery?</p> <p>Has there been any market analysis to determine whether there is enough of a market for the proposed student enrollment? Will the suggested marketing suffice?</p> <p>Will ads target Greene County or the other three proposed counties as well?</p> <p>- nacharles</p> <p><u>Marketing Plan</u> What is the CMO reviewing and recommending to the board around applications? What does it mean that the board will "review, accept, or deny the recommendation"?</p> <p>What is the plan to hold a lottery if the number of applications exceeds the number of open seats?</p> <p>What is the plan and goal to retain students year over year? - jay_whalen</p> <p><u>Marketing Plan</u> Why would the CMO be responsible for recommending student enrollment for the year? Application and enrollment process is very vague. Details are needed. Will there be an annual lottery? When will this be held? - sherryreeves</p> <p><u>Parent and Community Involvement</u> What would deem an unsuccessful applicant? How are you attracting community volunteers? Do you already have some? How can you monitor and ensure that parents are meeting the "required" support of the school at home? - shannon9402</p> <p><u>Parent and Community Involvement</u> How will the school avoid penalizing students whose parents are not able or willing to help them with homework? What are the specific community organizations that are being considered as partners and why? What communication strategies will be used to ensure the school can meet its 100% parent volunteer goal mentioned in previous sections and how will these strategies be different from those the LEA has in place? - kelletryacy1</p> <p><u>Parent and Community Involvement</u> Will the school accommodate schedules that work for parents and find ways to engage all proposed students including the Latinx community? - nacharles</p> <p><u>Parent and Community Involvement</u></p>
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	<p>How will you ensure you have sufficient parent volunteers?</p> <p>How will you ensure transportation is not a barrier for parents to participate? - jay_whalen</p> <p><u>Admissions Policy</u> The CMO applicant review is not addressed in this section. Why is this a part of the enrollment process?</p> <p>Is there sibling preference? - nacharles</p> <p><u>Admissions Policy</u> Can application be submitted online or only in person? - jay_whalen</p> <p><u>Admissions Policy</u> Is there a maximum number of board members' children that will be admitted? - sherryreeves</p> <p><u>Projected Student Enrollment (Table)</u> In section 2 of the application you state that you will draw students from Pitt, Lenoir, and Wayne Counties, but they aren't listed here, why? Your projected enrollment seems unrealistic when based on one LEA. - shannon9402</p> <p><u>Projected Student Enrollment (Table)</u> In section 2 other counties are mentioned but those counties are not part of the list of LEAs, why is that? Without targeting students from the other counties, the school will impact 6% of LEAs student population, correct? What do board members believe the impact on the LEA will be? In year 1 the school proposes to have 20 4th graders but in year 2 it proposes just 16, why is that? In the following year, year 3, it projects that there will be 23 6th graders, what accounts for the fluctuations if all students remain? - kellestracy1</p> <p><u>Projected Student Enrollment (Table)</u> Will the school recruit from other local counties? Why are there fluctuations in the enrollment? Isn't targeted class size 20? - sherryreeves</p> <p><u>Weighted Lottery</u> - How will transient families who may not have consistent access to email and/or home address be able to apply? - sallyhouston11</p> <p><u>Weighted Lottery</u> n/a - nacharles</p>
<p><b>Operations</b></p>	<p><u>Transportation Plan</u> - According to the North Carolina School Bus Surplus System, most surplus buses currently range from \$3k-4k. How will you purchase 4 buses at this rate if you've only allotted \$8k for buses? - sallyhouston11</p> <p><u>Transportation Plan</u> How will you provide transportation when outlined as a related service in an IEP for a student with a disability? - ginger_cash</p> <p><u>Transportation Plan</u> How specifically will the carpool work for students who need transportation? What</p>

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<p>additional insurance coverage is necessary? How has that been budgeted?</p> <p>Transportation plan relies on a lot of parent volunteers? How will you ensure enough volunteer support for this? What is the plan if volunteers are not available?</p> <p>Is \$8,000 enough to purchase 4 surplus buses? Have you budgeted enough maintenance costs of those buses are purchase?</p> <p>Applicant states that "adequate transportation is vital" for "a significant portion of our target students". How does this plan ensure transportation will not be a barrier to any student?</p> <p>How have you budgeted for special ED transportation if outlined in a student's IEP? - jay_whalen</p> <p><u>Transportation Plan</u> Is \$8000.00 a realistic budget for 3-4 buses? has the applicant conducted market research for busing?</p> <p>Is there a transportation plan for IEPs? - nacharles</p> <p><u>Transportation Plan</u> Is bus pricing reasonable? - sherryreeves</p> <p><u>School Lunch Plan</u> - What measures will you take to ensure students with dietary restrictions have meals each day? - sallyhouston11</p> <p><u>School Lunch Plan</u> What steps have you taken to ensure you will be an SFA and have the NSLP established on day 1?</p> <p>Are there any specific updates needed to the food service area of the school?</p> <p>Who will serve meals daily to students? Is this a contracted costs? Is \$10,000 enough for for the lunch program budget since NSLP works as a reimbursement?</p> <p>What is the process to collect and store FRL forms from families? - jay_whalen</p> <p><u>School Lunch Plan</u> What is ?expected free and reduced lunch percentage - sherryreeves</p> <p><u>Civil Liability and Insurance</u> If the school plans to buy buses, why is the non-owned auto insurance only coverage suggested? - nacharles</p> <p><u>Facility and Facility Contingency Plan</u> Is a 6,000 sq ft facility with 10 classrooms sufficient for the student population and to implement the academic program?</p> <p>Is the school or CMO responsible for all costs under the triple net lease? Is there an agreement in place for this financing plan?</p>
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	<p>The application states the facility is ready to occupy but also states it "will require more work and costs? What is the status of the facility and what must be done to ensure it is ready for students on day 1? What is the estimated cost for this?</p> <p>What is the plan to ensure code compliance for all portions of the facility?</p> <p>How does the school's geographic location affect student enrollment or transportation needs? - jay_whalen</p> <p><u>Facility and Facility Contingency Plan</u> Is there any space to accommodate other activities appropriate for children that have been proven to increase academic success? Are the F,F, &amp;E (fixtures, furnishings, and equipment) included and if so,appropriate for school aged children?</p> <p>What is the facilities plan after year 2 when 10 classrooms are not enough?</p> <p>If facility timing is an issue, might the applicant benefit from a planning year to secure a location that can accommodate the proposed 342 and prevent having to move students after year two?</p> <p>Is the contingency plan educationally sound? - nacharles</p> <p><u>Facility and Facility Contingency Plan</u> A 6,000 SF facility seems small? How long will it be useful for the projected enrollment? - sherryreeves</p>
<p><b>Financial Plan</b></p>	<p><u>Certify Finance</u> There are discrepancies throughout this portion. Student/teacher ratio. Only uses one LEA when in section 2 it is stated that students will be drawn from 3 other counties. - shannon9402</p> <p><u>Certify Finance</u> Torchlight has all the power and control, there are little if any processes, systems, or procedures in place to allow the board to monitor Torchlight spending and the capacity of the Board is such that effective internal controls and checks are warranted. Mr Keller, may not possess the requisite independence given his relationship with Torchlight? The personnel budget was built on 6 teachers when in reality according to the narrative, there are going to be 10 teachers. There are significant discrepancies and missing pieces of information, such as executed contract showing the management fee to be charged by Torchlight, missing LEAs --Pitts and Lenoir counties. Unspecified budget line items and lack of clarity around utilities cost and transportation costs. - kelleltracy1</p> <p><u>Budget Revenue Projections from Each LEA (Table)</u> In SEction 2, the applicant list 3 other LEA's that it will draw students. Why is only 1 LEA listed here? - shannon9402</p> <p><u>Budget Revenue Projections from Each LEA (Table)</u> - IRS Form 990 is blank - sallyhouston11</p> <p><u>Budget Revenue Projections from Each LEA (Table)</u> How did the school come to the estimate of 10% for EC?</p>

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	<p>IDEA funds are based on prior year enrollments, so the school will not receive the ~\$50k funding in year 1. What is the plan to cover these costs? - jay_whalen</p> <p><u>Budget Revenue Projections from Each LEA (Table)</u> Why was Pitt and Lenoir Counties not included in the revenue calculations, they were mentioned in section 2 as being another community nearby with under achievement schools with families that will likely be drawn to the proposed school? - kellestracy1</p> <p><u>Budget Revenue Projections from Each LEA (Table)</u> Where is the Form 990?</p> <p>Is projected 12 EC target accurate and data informed? What is the EC rate for LEA 400? - nacharles</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Appendix M is missing to show the Working Capital. Discrepancy exist with the LEA's mentioned in Section 2 to suggest that projected enrollment will all come from one LEA&gt; - shannon9402</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> - Appendix M is blank - Why do you expect EC Federal Funds to decline if you're increasing enrollment during Year 2 and Year 3? - sallyhouston11</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Appendix M outlining capital funds is blank. Where are those funds coming from and where are the assurances?</p> <p>Why do the EC funds not grow proportionately as enrollment grows? How are you estimating the total EC population? - jay_whalen</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> How if at all will Torchlight's management fee be tied to school revenue and what is that percentage? How and what revenue assurances or working capital assurances will be made available? - kellestracy1</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Where is the \$50,000 of working capital coming from? The EMO/CMO? If there is working capital, why is appendix m not attached?</p> <p>Why is EC funding decreased with increased overall enrollment in years 2 &amp;3? - nacharles</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> What is the source of the working capital? Appendix M is blank. - sherryreeves</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> - Your Personnel Budget shows you plan on hiring 1 EC teacher and 1 ELL teacher in years 1, 2, and 3. Is it reasonable to assume you will only need one EC teacher for grade K-4 in year one and grades K-6 in year 3? - With only 6 content teachers, how will you maintain a 15:1 student teacher ratio as noted in your budget summary? - sallyhouston11</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Are your salaries going to ensure that you can competitively recruit the best teachers?</p>
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	<p>How are the projected staff members sufficient to cover all classes as well as interventions?</p> <p>How is only 1 EC teacher sufficient to provide services to all students through year 3? Is that the lead ED administrator? That position was not listed as providing direct services in the application. - jay_whalen</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Based on the educational plan outlined earlier and the level of expertise required to implement the combined curricula, are there concerns about the salaries for core teachers?</p> <p>Given the amount of responsibility for the Lead Admin, is \$50,000 a realistic salary for the target area?</p> <p>Any concerns about only having one ELL and EC teacher for the first three years? - nacharles</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Concerned about low salaries and the school's ability to attract high quality experienced teachers. - sherryreeves</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> The budgeted amount for office supplies seems low to start a school in year 1. What other professional contract fees are you referring to for \$28,000? What is the Management Company's fee? - shannon9402</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Where have you allotted money for contracting related services including psychological, speech, Occupational Therapy, Physical Therapy, etc? - ginger_cash</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> What are the Other Professional contract services listed?</p> <p>There is no cost listed for management company. What is Torchlight's fee as the CMO?</p> <p>How is \$10,000 sufficient for student computers? How many will that amount purchase?</p> <p>The budgeted costs for transportation are very low. How will that be sufficient for to purchase and maintain buses? Is \$20k sufficient for 4 drivers if you need 4 buses?</p> <p>The cost of the annual audit is not budgeted. - jay_whalen</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> What will the management fee for Torchlight? What is included in the "other professional" line item for 28k? What does the "Financial" line item include and what is the rationale for the 20k per year expense? Since the proposed facility is a shared space with the church how did the team arrive at the utilities costs listed? Will the school contract services for transportation or use the buses purchased for 8k, are these lease costs? If so, what is the transportation cost showing 20k? - kellestracy1</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Are the budgets based on any market research?</p>
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	<p>Why are the contract fees not included here but mentioned in other sections of the application?</p> <p>Can the applicant provide more detail about the lack of increase (Professional contracts), varying increased (i.e transportation), or no increases in parts of the application (gas,IT)?</p> <p>How does the applicant plan to implement the ed plan from earlier sections with this overly conservative budget? - nacharles</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Is CMO providing student and financial accounting services? (Doesn't contract state that CMO will receive all funds?) Transportation costs are too low for operating 4 buses. Concerned about child nutrition figures. Classroom technology costs don't match enrollment projections. - sherryreeves</p> <p><u>Total Expenditure Projections (Table)</u> Without the year 1 EC funds which the school won't receive, they will run deficit. - jay_whalen</p> <p><u>Total Expenditure Projections (Table)</u> What is the contingency plan for not meeting enrollment targets especially given the existing near deficit in year 1 despite a conservative operations budget? - nacharles</p> <p><u>Budget Narrative</u> Earlier in the application you stated that there would be 20 students in each class? Where does the 15:1 ratio come? Will the board not have its own auditor? - shannon9402</p> <p><u>Budget Narrative</u> - While you list a student-teacher ratio of 15:1 here, under instructional program you noted 20 students per class. Which is accurate? - Clarify this statement: "The school has investigated a leasing arrangement for a copier and provided for the same it its budget." - What are the line item budget reductions you imagine implementing if a contingency plan is necessary? What are the other "agreed upon options?" - sallyhouston11</p> <p><u>Budget Narrative</u> What is the cost for Torchlight providing student accounting, financial, custodial, and ES support services? What exactly are the EC support services being provided?</p> <p>What is the cost to up-fit and furnish the facility? Does that cost need to be reimbursed?</p> <p>What are the specific cuts that would be made as a contingency? The description is vague.</p> <p>More detail is needed to outline specific budget items and how it is sufficient to support the academic plan, like how the technology and classroom supply costs will be sufficient. - jay_whalen</p> <p><u>Budget Narrative</u></p>
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	<p>Clarify how many sections per grade level, please? A 15:1 ratio with 5 grades k-4 requires 10 teachers at least but he the personnel budget was built with 6 teachers and 2 specials, why is that? Describe the internal checks that will be put in place given that Torchlight is in charge of student accounting, financial services, and the "independent" auditor is selected by Torchlight? Will the Board hire its own independent auditor? What internal financial controls will be in place - kellelytracy1</p> <p><u>Budget Narrative</u> Given the applicant's assertion that there is demand for high quality educational choices, do the budget projections make sense?</p> <p>Are the details for the board created contingency plan?</p> <p>Which operations will need to be scaled back given the already lean budget? Which are considered "non critical" expenditures?</p> <p>Why is the CMO providing \$50,000 for capital budget? Is there a fee in return?</p> <p>Based on the proposed budget, how can the applicant maintain a 15:1 student ratio? Why was 20 per class referenced earlier? How does 15:1 work in the proposed space?</p> <p>WHat is the cost of FF&amp;E? - nacharles</p> <p><u>Budget Narrative</u> Breakeven is less than mandated minimum enrollment. - sherryreeves</p> <p><u>Financial Audits</u> The internal controls are not clearly defined. The applicant just says they WILL develop policies and monitor, but there are not specifics. - jay_whalen</p> <p><u>Financial Audits</u> Who on the Board will serve as the CFO? So that internal controls can be in place immediately, rather than wait for professional development to be had? Is there a prior relationship between Mr Keller and Torchlight? If so, what is that relationship and how long as it been in existence? - kellelytracy1</p> <p><u>Financial Audits</u> If the plan for internal controls includes consulting legal services, why are there \$2000 in the budget? Will these be provided pro-bono? Has anyone agreed to provide these services?</p> <p>Has the board done any work on the procedures for internal control that can be shared? - nacharles</p>
<p><b>OVERALL</b></p>	<p><u>Cover Page</u> Who is Adam Ezell? Is he associated with Lighthouse Charter Academy directly or Torchlight or a consultant or the Administrative Assistant for North Davidson Academy?</p> <p>If Torchlight is using Success Academy's and Uncommon's curriculum and using its own model as a guide for Lighthouse, should this be a replication? - nacharles</p> <p><u>Cover Page</u> Does Torchlight Academy Schools, LLC intend to be the CMO?</p>

	<p>How many schools does Torchlight currently manage? How many new applications are they supporting? - sherryreeves</p> <p><u>Acceleration</u> What specific potential partnership opportunities are at jeopardy if denied acceleration? A similar reason was put forth in the Elaine Riddick Academy application, since the building is not currently up for lease or purchase what is the risk by waiting; especially since the owner is committed to making the space available. The case made for why the community needs more school options is compelling, but what the community does not need is a school that is not fully developed and lacking the capacity to mitigate the challenges and close the widening achievement gap in Greene County, do you agree? - kellestracy1</p> <p><u>Acceleration</u> Why would partners be "potentially dissuaded" by waiting? If these partners are committed to the students and families, wouldn't careful planning strengthen the relationship? Might there be opportunity to engage additional partners by waiting a year?</p> <p>Is there empirical data rather than a narrative to support the LEA averages and low performing schools claims?</p> <p>How does the access to choice support the need for acceleration? Is the applicant open to taking the full planning given the target population and the need to provide a very strong school?</p> <p>If the suggested location is only being used sporadically, why is there a rush for acceleration? - nacharles</p> <p><u>Acceleration</u> Is there a facility agreement attached? Is there a survey of parents supporting the school? In the acceleration evidences a chart is provided that shows current proficiency of Greene County students. Narrative states that the facility is not currently for sale or lease. - sherryreeves</p> <p><u>Acceleration</u> Why would the facility not be available if the applicant was not accelerated? - jay_whalen</p> <p><u>Acceleration</u> The Torchlight applications are all the same. What evidence do we have that they can open all of the schools or that the Board was actively involved in the applications since they are duplicates? - tammisutton1974</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Is the projected enrollment of 120 realistic? Why did you choose grade levels K-4 rather than a K-2? - shannon9402</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> The proposed grade levels is ambitious, would you consider revising the plan and starting with K-1 and growing a grade? What was the rationale for starting with K-4th grade? What is the average class size, 24? Can you explain how the school plans to increase student population by 36 kindergarten student in year 2? To make that work the school will need to go from 1 kindergarten section in year 1 to 2 kindergarten sections in year 2; with each kindergarten section having 15-16 students in them, is that correct? If not 2 kindergarten sections in year 2, is the plan to have 1 kindergarten section with 36 students in a class? Is</p>
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	<p>there a cushion built in for back-filling? It seems as though your year 2 projections are over subscribed by about 10 students to make the growth even, is this correct? - kellelytracy1</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Has the applicant surveyed the area to support projected enrollment of 120 in the first year and 342 in year five? Is there market research to support the enrollment or is the applicant merely using boiler plate enrollment numbers?</p> <p>What is the facilities plan for enrollment numbers in year 2-4 given that the proposed facility only has 10 classrooms?</p> <p>Could the applicant start with fewer grades and grow? Does the applicant build in budget alternatives for smaller enrollment numbers? - nacharles</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> What is the basis for beginning with proposed grade levels? How many classes per grade are anticipated? How many years will the proposed facility be sufficient? - sherryreeves</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> The enrollment seems low for a K-8. Is this sustainable? - jay_whalen</p> <p><u>Certify Application</u> The projected enrollment seems unrealistic for year 1 based on population of the county. - shannon9402</p> <p><u>Certify Application</u> The rationale for acceleration that uses facility as an excuse is not compelling, but there does seem to be a real and urgent need on Greene County with regard to the achievement gap and the LEAs suspension rates are out of control. The projected enrollment is lopsided, somewhat and given Torchlights Academy's struggles with having very high teacher student ratios, I'd press the team for clarity on this issue. A similar projected enrollment issue arose with the other Torchlight application--Elain Riddick. - kellelytracy1</p> <p><u>Certify Application</u> The section is not certified as original. - jay_whalen</p>
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<b>Charter School Advisory Board Subcommittee</b>	
<b>Mission, Purposes, and Goals</b>	
<b>Education Plan</b>	
<b>Governance and Capacity</b>	

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<b>Operations</b>	
<b>Financial Plan</b>	
<b>OVERALL</b>	

### Overall Summary

<b>Initial Screening</b>	<p>The Office of Charter Schools deemed this application incomplete on October 5, 2018. The following is needed for application evaluation:</p> <p>Appendix A2 not submitted  Appendix G, M, N: Blank document uploaded  Appendix K: Only 2016 included.  Appendix I: Contract is not with Lighthouse Charter  Appendix F incomplete</p> <p>Applicant responded to the incomplete information request by the October 12, 2018 deadline.</p>
<b>Application Review</b>	<p>* Dr. Allen stated the school is proposed to locate in Greene County. Dr. Allen gave a brief introduction of the schools proposed enrollment and grade levels. There is a LEA impact statement and there is not a due diligence report for this applicant. Dr. Allen reviewed the pass/fail ratings for this applicant. She stated the applicant is requesting acceleration and is not a repeat applicant and is receiving third party assistance from Torchlight Academy Schools. The board intends to partner with Torchlight. The application was deemed incomplete and the applicant responded to the requests by the October 12th deadline.</p> <p>* Mr. McQueen addressed the CSAB and stated that they believe that reviewers are grading applications without reviewing the documents that were submitted before the October 12th deadline. Mr. Adam Ezell spoke about his role in contracting with Torchlight.</p> <p>* A representative for the board introduced himself and the need for a charter school in Greene County. He stated there are no other charter schools in the county. He spoke about community partnerships in the area and his connection to Greene County.</p> <p>* Mr. Quigley asked that Mr. Ezell speak to the issues he has with the documents sent later. Mr. Ezell referenced an appendix that was submitted after completeness checks. Mr. Quigley and Ms. Kakadelis stated the appendix was not the issue, there were problems with other sections like the educational plan.</p> <p>* Ms. Kakadelis asked about interest surveys. Mr. Ezell stated he looked at past rubrics and saw schools that were approved without interest surveys. Ms. Reeves stated her concern is that this application is an acceleration and if the CSAB doesnt have clear evidence regarding parent intent it is very difficult. She stated the school would be opening in seven months. Mr. Quigley stated its a higher bar for acceleration requests.</p>

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	<p>Ms. Reeves expressed concern about enrollment numbers.</p> <p>* Mr. Quigley stated he would like to bring this applicant forward to have a conversation based on the need and that it would be the first charter school in the county.</p> <p>SR committee motion to move applicant forward to full interview. SR second. Passed unanimously.</p> <p>LK full CSAB motion to move applicant forward to full interview. SR second. Passed unanimously.</p>
<p><b>Application Interview</b></p>	<p>Dr. Allen gave an overview of the schools proposed location (Greene County) and grades/enrollment numbers. Dr. Allen stated there is a LEA impact statement and no due diligence for this applicant. Dr. Allen reviewed the pass/fail ratings. She stated this is an acceleration applicant. The applicant received assistance from Torchlight Academy Schools and intend to partner with this group. Regarding RTO participation, the school had one registrant in November, but no one attended the session. The school did not have representation at the October and December RTO sessions.</p> <p>The Board Chair stated that someone has been at each of the RTO sessions and perhaps did not sign into the sessions.</p> <p>* Ms. Turner asked how they will measure parental involvement. The Board Chair spoke about the parental advisory council and other ways for parents to become involved.</p> <p>* Ms. Reeves asked about interest survey data. The Board Chair spoke about the community interest.</p> <p>* Ms. Reeves asked about the impact statement submitted by Greene County. The Board Chair stated he is sure it will adversely affect the county. He continued that the county is very low performing. Mr. Walker asked if there are any letters of intent. The Board Chair stated no. Mr. Walker asked if a board member lived in Greene County. The Board Chair stated no.</p> <p>* The Board Chair stated the board has a certificate of occupancy for the facility located in Greene County. Mr. Friend asked if the facility will allow growth because the application states it is six thousand square feet. The Board Chair stated it is around ten thousand square feet. He stated they can move in modular units for growth.</p> <p>* Ms. Reeves asked for more information about the curriculum program. A board member spoke about the educational plan. He stated they will take the best of each program to accommodate the needs of students. Ms. Reeves asked if they have identified a literacy program. He replied no.</p> <p>* Ms. Kakadelis asked what a day would look like for a student. A board member stated arrival, morning work, instruction, extracurriculars, bathroom and snack breaks, lunch, recess, and dismissal. Another board member stated there may be a before and after school program as well.</p> <p>* Ms. Turner asked what the instructional period would look like. A board member stated that the teacher would be able to make decisions about instruction.</p> <p>* Ms. Reeves asked about remediation plans. A board member stated it could happen before school, during extracurriculars, after school, or Saturday school. Ms. Reeves asked who would staff the before and after school and if that is built into the budget. A board member stated there is a 120k surplus in the budget if needed to adjust salaries.</p> <p>* Mr. Quigley asked for articulation about weaving all the different curriculum approaches together. He stated there are several programs referenced in the application. A board member stated they will work with the teachers and Torchlight to make it effective. Mr. Quigley asked how parts of the Success Academy program will be used. The board could not speak to that. A board member spoke about using the standard course of study.</p>

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	<p>Mr. Quigley expressed concerns about the educational plans lack of clarity.</p> <p>* Ms. Turner asked how STEAM fits into all of this. Mr. McQueen stated they have taken a little bit of what is the best of each of these programs. Mr. McQueen spoke more about the use of data to develop the educational plan. Mr. Quigley asked who from Torchlight would work and manage the principal. Mr. McQueen stated himself and his wife.</p> <p>* Mr. Friend asked to hear from the fellow board members about their experience and interest in the school. The board members introduced themselves and spoke about their backgrounds.</p>
<b>OVERALL</b>	<p>Mr. Maimone spoke about whether the applicant is ready for acceleration. He has major concerns about enrollment and how far along the school is in gathering interest.</p> <p>* The CSAB discussed whether the applicant qualifies for accelerated status.</p> <p>Motion: Lighthouse Charter not move forward in Ready to Open status.</p> <p>Motion: Bruce Friend</p> <p>Second: Sherry Reeves</p> <p>Vote: Unanimous Pass</p>