



### 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:

Lindalyn Kakadelis  
Tammi Sutton  
Ginger Cash  
Danielle Allen  
Bruce Friend  
Ashley Baquero  
Alex Quigley  
Tracy Kelley  
Nicole Charles  
Phyllis Gibbs  
Sally Houston  
Shannon Sellers  
Sherry Reeves  
Stephenie Clark  
Joe Maimone

#### Date of Review:



## NORTH CAROLINA CHARTER SCHOOL APPLICATION

# North Davidson 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: North Davidson 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: *North Davidson 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: *Administrative Assistant*

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

Primary telephone: 919-622-4099 Alternative telephone: 919-538-8060

E-Mail address: adam@englishenterprisesus.com

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

County: MECKLENBURG

LEA: 600-Charlotte-Mecklenburg 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.

Torchlight Academy Schools, LLC provided research, planning support, and technical writing. Torchlight Academy Schools, LLC will have an ongoing relationship with the school as its 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*

The socioeconomically disadvantaged students in this area are falling below state and LEA averages and the schooling options in the NoDa area are both limited and low performing. Six of the eight schools received grades of D or F, and these schools were predominantly Black and Hispanic. With the population only increasing, resources will continue to be strained and these students will continue to be underserved. Accelerating our planning year ensures our school secures our location and begin to serve these identified students and families.

Crucial to the accelerated planning year is an established facility, which we have secured and planned to modify to meet the needs of our students. The facility requires minor upfitting to accommodate our projected 120 students. If we do not make use of this facility for the upcoming year, the landowner could not guarantee holding it for another year.

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

Of the eight schools in the immediately surrounding area of NoDa in the 2016 school year, six received grades of D or F . All six of those schools are over 69% economically disadvantaged and under 4% White. The academic grade proficiency among Black and Hispanic students in all six of these schools are below the Mecklenburg LEA grade proficiency averages. The two schools that are receiving grades higher than D are over 29% White and are comprised of 52% and 24% economically disadvantaged students. The stark contrast between the schools performance in relation to their proportion of socioeconomically disadvantaged students is a trend being witnessed across the country. However, the economically disadvantaged in this area are falling behind much worse than the Charlotte-Mecklenburg and state average.

In 2016, there were two K-8 charter schools serving this area and one K-6 magnet school. The magnet school served the least proportionate amount of economically disadvantaged students in the area, 24%. One of the charter schools, Charlotte Choice Charter, has received an F for the past three years and is relocating further outside of the NoDa area. The last remaining charter school, KIPP Charlotte, placed their middle school facility right outside of NoDa, but their elementary school is significantly farther away. Their academic subgroup proficiencies for Black and Hispanic students at this school, which comprises over 90% of their student body, fall below the Mecklenburg district averages. They most recently received a grade of D. In addition, this school averaged 75 short-term suspensions for every 100 students in attendance in their middle school, the highest in the area.

Students in the NoDa area are not achieving to the level proven to be obtainable in the Mecklenburg LEA and students north of NoDa are in a similarly economically disadvantaged position with low performing schools. Our school is partnered with management company that has consistently met or exceeded growth, and surpassed district and state grade proficiency averages among Black, Hispanic, and economically disadvantaged students that predominantly comprise this targeted area.

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

Yes: x

No:

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

Yes: x

No:

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

Torchlight Academy Schools & North Davidson Charter Academy commissioned architect, HCNC INC, who has prepared some preliminary renderings which indicates the site with minor modifications will serve 134 students, (see appendix O). The cost is within the school's budget. Upon approval of the Charter Application the school will executive a Triple Net Lease and the management company will facilitate the up-fit of the facility and obtain an Educational Certificate of Occupancy on or about August 1, 2019.

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

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

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

8. *Whether the proposed board has previously or currently operates a successful public charter school.*

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

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

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

Yes:

No:

*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?* North Davidson Academy

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

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

*Projected School Opening: Year* 2019

*Month* August

*Will this school operate on a year round schedule?*

No:  X

Yes:

*Proposed Grade Levels Served and Total Student Enrollment (5*

*Years)*

<b>Academic School Year</b>	<b>Grade Levels</b>	<b>Total Projected Student Enrollment</b>
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.*

nodaboard1  
*Signature*

Board Chair  
*Title*

nodaboard1  
*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>has the applicant investigated the academic success of Torchlight? How was Torchlight selected?</u>	<u>Nicole Charles</u>	<u>Cover Page</u>
<u>if Torchlight is using Success Academy and Uncommon curriculum, should this be considered a replication of model?</u>		
<u>How does English Enterprise - consultant come in with Torchlight Academy Schools, LLC - - Adam Ezell - Administrative Assistant</u>	<u>Lindalyn Kakadelis</u>	<u>Cover Page</u>
<u>How many CMOs were considered in the application process?</u>	<u>Sherry Reeves</u>	<u>Cover Page</u>
<u>Is there empirical data to support the LEA averages and low performing schools claims?</u>	<u>Nicole Charles</u>	<u>Acceleration</u>
<u>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?</u>		
<u>If the suggested location can serve 134 students, what is the plan for the suggested 342 enrollment?</u>		
<u>Where is the evidence that parents desire this school? Facility plan states that facility will accommodate 134 students. This would only work for year 1. What happens after that? Why not utilize the full planning year to find a facility that can be grown into rather than having to move or add modulars after one year?</u>	<u>Sherry Reeves</u>	<u>Acceleration</u>
<u>If the building needs "minor uplifting" how can you ensure it will be ready in time for the school to open? There is no Appendix 2.</u>	<u>Shannon Sellers</u>	<u>Acceleration</u>
<u>Need only has performance of schools in the area - not that families would choose this charter school to attend</u>	<u>Lindalyn Kakadelis</u>	<u>Acceleration</u>
<u>Did not see Appendix A2 evidencing facility.</u>	<u>Ashley Baquero</u>	<u>Acceleration</u>
<u>If the building is in need of renovations it seems that the regular planning year would be beneficial, correct?</u>	<u>Tracy Kelley</u>	<u>Acceleration</u>
<u>Would you consider starting with just k-1? The enrollment projections are ambitious given the little experience Torchlight has.</u>	<u>Tracy Kelley</u>	<u>Grade Levels</u>
<u>The projected enrollment seems unrealistic based on the number of other choice schools in the area.</u>	<u>Shannon Sellers</u>	<u>Grade Levels</u>
<u>What is the reason for selecting projected grade levels in year 1?</u>	<u>Sherry Reeves</u>	<u>Grade Levels</u>
<u>Has the applicant surveyed the area to support projected enrollment of 342? What is the facilities plan for that number?</u>	<u>Nicole Charles</u>	<u>Grade Levels</u>
<u>Could the applicant start with fewer grades and grow? Does the applicant build in budget alternatives for smaller enrollment numbers?</u>		
<u>With the exception of information specifically about the NoDa area, the remainder of this section is exactly like several others submitted (with Torchlight providing the third-party assistance). What exactly was the board's input?</u>	<u>Sherry Reeves</u>	<u>Certify Appl</u>
<u>There is insufficient evidence that this school qualifies for acceleration.</u>	<u>Tammi Sutton</u>	<u>Certify Appl</u>
<u>It appears that Torchlight does copy and paste applications but does not acknowledge replication AND certifies despite reproduced applications.</u>	<u>Nicole Charles</u>	<u>Certify Appl</u>
<u>I don't see this meets the acceleration criteria.</u>	<u>Alex Quigley</u>	<u>Certify Appl</u>
<u>The facility is in need of renovations. The only reason given for acceleration is the low performing schools nearby and the fact that the location will serve disadvantage students, but it doesn't fully explain how they will make a difference by accelerating.</u>	<u>Shannon Sellers</u>	<u>Certify Appl</u>
<u>The evidence in support of acceleration is not compelling and is specious as</u>	<u>Tracy Kelley</u>	<u>Certify Appl</u>

<p><u>facility issues are used in all of the Torchlight applications. Overall, this team like the others approaches the communities from a deficit model focusing on challenges rather than strengths. They speak about the communities as struggling, economically disadvantaged, low performing communities hence they have low performing schools; as though low academic achievement levels are the the fault of the families and students. This is a consistent theme throughout the Torchlight proposals.</u></p>		
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<b>Reviewer</b>	<b>Score</b>
<u>Lindalyn Kakadelis</u>	<u>Pass</u>
<u>Tammi Sutton</u>	<u>Fail</u>
<u>Ginger Cash</u>	
<u>Danielle Allen</u>	
<u>Bruce Friend</u>	
<u>Ashley Baquero</u>	<u>Fail</u>
<u>Alex Quigley</u>	<u>Fail</u>
<u>Tracy Kelley</u>	<u>Fail</u>
<u>Nicole Charles</u>	<u>Fail</u>
<u>Phyllis Gibbs</u>	
<u>Sally Houston</u>	<u>Pass</u>
<u>Shannon Sellers</u>	<u>Fail</u>
<u>Sherry Reeves</u>	<u>Fail</u>
<u>Stephenie Clark</u>	
<u>Joe Maimone</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:*

North Davidson Charter Academics mission is to continuously provide all students a high quality education utilizing an innovative and data-driven approach, creating lifelong learners and productive, contributing members of society.

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

Our schools approach will be specifically geared with transparent, actionable data in mind. Many entities collect data, but do not make data-driven decisions. Our school aims to create data points that help us achieve our ultimate goal of producing curious, self-sufficient learners and engaged citizens.

### **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.*

As discussed in the exceptional need facing this area, six of eight schools serving NoDa are most recently received scores of D or F. Both of the two schools that were exceptions had more than 29% White students, compared to the maximum of 6% at any other school. The types of achievement gaps occurring in this area are much worse than the LEA and state average, with Black, Hispanic, and economically disadvantaged students performing worse in the NoDa area than the Charlotte-Mecklenburg averages. Our school will target these students, and provide a school built to support their distinct needs. These needs are not currently being met in a way that has produced academic success.

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 specifically reach-out to the struggling economically disadvantaged population. However, our schools program will serve, cater, and adjust each year to suit the incoming student population.

- 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).*

North Davidson 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 North Davidson Charter Academy is less than one percent of the average daily membership of the Local Education Agency at each grade level. The impact on any single school near the NoDa neighborhoods will be negligible. In addition, the feeder schools on the current student assignment plan at Charlotte-Mecklenburg County Schools (CMS) show that the majority of the feeder neighborhood schools underperform the State and District performance composites. A definitive need exists for a viable school of choice in this area to serve struggling academic subgroups.

The immediately surrounding schools teach a total of ~3,800 students, as calculated in Appendix A1. Our first year would be just over 3% of the surrounding schools ADM if one were to assume worst-case school funding disruption.

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

North Davidson 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. North Davidson 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.

North Davidson 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.

North Davidson Charter Academy's 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 teacher's Alma Mater and each grade level referenced by the year they are projected to graduate college, like Success Academy Charter Schools.

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

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

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

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

The Six Legislative Purposes of a Charter School are:

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

Teachers at North Davidson 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.

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

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

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

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

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

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

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

4. Improving student learning.

Our school is aligned with the Common Core and Essential Standards. Data

will be heavily utilized to drive and differentiate instruction. The blend of Success Academy Charter Schools active-based learning in conjunction with Teach Like a 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. If the school was to achieve the types of results TLS has consistently produced across all their schools, North Davidson Charter Academy would rank as one of the top-performing schools among Hispanic, Black, ELL, and economically disadvantaged populations in the Charlotte-Mecklenburg School District.

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

Our data-driven model will quickly identify and provide support to students of all levels.

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

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

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

Data-driven instruction is the future of education. Data has shown us that effective instruction occurs when it is differentiated to specifically address students learning styles and skill gaps. Teachers must adapt to their classroom. The use of data empowers our teachers to differentiate instruction throughout each year and measure instructional efficacy. Our active learning environment will provide students an educational opportunity

that is not commonly available.

### **Goals for the Proposed Charter School:**

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

North Davidson 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

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>
Is the team purporting that they alone have the answer for the community; by stating "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. " What else does the Board see in the NoDa area? Does the group believe that all students can learn at high levels?	Tracy Kelley	Mission Stat
Torchlight Schools also has a history of keeping students in school. As seen in Appendix A1, T Could not find this in Appendix 1 -	Lindalyn Kakadelis	Mission Stat
How will data help NoDa Academy produce curious, self-sufficient learners and engaged citizens. Explain: our school's program will...adjust each year to suit the incoming student population.	Sherry Reeves	Mission Stat
What data-driven approach is the applicant suggesting?	Nicole Charles	Mission Stat
How will the applicant measure success of "contributing members of society"?		
Is STEAM a focus? It is not mentioned in the mission. Have any board members visited Torchlight Schools or Success Academy Schools to see these various programs/models in place? There are a lot of "components" to the ed plan. How will the board attract teachers who are well-versed in each of these if student success is dependent on them working well together? How does wearing a uniform set a culture of high expectations?	Sherry Reeves	Educational
Too many different initiatives - how much staff development is needed?	Lindalyn Kakadelis	Educational
What else attributes to the success of Success Academy, in your opinion? Did the team visit Success Academy or spoken to staff or leaders at Torchlight Academy or any other Torchlight managed school? What else besides Teach Like a Champion and Success Academy distinguishes it from the LEA? If a school leader in a LEA school got the book and implemented activity learning would they see improved educational outcomes? Why or why not.	Tracy Kelley	Educational
The applicant says they chose this area because of the academic achievement gap, but do not state how they think they will strive to improve it. What data will be used other than NWEA MAP to drive instruction to meet the mission? What data supports the claim that Success Academy achieves result surrounding "affluent, White school EOG results?" If the basis of this information is from New York schools how does it compare to NC schools? What else will be done in the classroom besides activities from Teach Like a Champion" and Success Academy ideas to differentiate from the LEA?	Shannon Sellers	Educational
How does the applicant suggest targeting specific populations? is this addressed in recruitment?  Is the ADM 1% or just over 3%?  How will the applicant merge the two curricula?  How does a uniform contribute to a positive school culture?  How will the educational plan from the LEA?	Nicole Charles	Educational
What is the understanding of board members of the legislative purposes of a charter school? This section is a repeat of the other applications. (How do these purposes apply to the board's intent for NoDa Academy?)	Sherry Reeves	Purposes of
How does differentiated instructional requirements offer new professional opportunities for teachers?	Nicole Charles	Purposes of

<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, especially given the variety of schools in the target area, 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"? This statement is devoid of fact in the culturally rich area of the proposed location.</p>		
<p>Does the daily schedule include time for teachers to plan, differentiate, and utilize data as expected?</p> <p>When needed, who will support teachers in analyzing data and using data to drive instruction?</p> <p>Who will plan, lead, and implement the monthly parent workshops?</p>	Ashley Baquero	Purposes of
<p>What data will be used other than NEWA data that is given 3 times a year to differentiate instruction?</p> <p>How will you engage students in community activities to help meet your mission?</p> <p>How will students use the data to help them improve?</p> <p>Will there be time set aside for teachers to review data and make plans for differentiation?</p> <p>Explain your active learning environment.</p> <p>Who will lead the parent trainings? How will you get parent participation?</p>	Shannon Sellers	Purposes of
<p>How will staff differentiate lessons, planning etc? How will MAP/NWEA data be used to hold staff accountable, leader, Board?</p> <p>How will your "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." ? How does Torchlight know about the low civic engagement is displayed among impoverished, minority communities" ? What evidence does the team have to support this finding? Civic engagement and social responsibility are not indicated in the mission as a focus, despite what is described in the following section "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. "</p>	Tracy Kelley	Purposes of
<p>How will school ensure it retains highly effective teachers and not ineffective teachers? What are the goals for retaining highly effective teachers and what is the criteria and tool that will be used to meet the 90% retention rate?</p> <p>How will data be used to make parent volunteer decisions, culturally relevant lesson plans?</p>	Tracy Kelley	Goals for th
<p>Other than students writing to a local legislator, how will you meet your mission on contributing members to society?</p>	Shannon Sellers	Goals for th
<p>Same as 4 other applications -</p>	Lindalyn Kakadelis	Goals for th
<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?</p>	Nicole Charles	Goals for th

<p><b>What is a 'timely fashion' for goals reporting?</b></p> <p><b>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?</b></p> <p><b>What is the process for parent concerns other than the parent advisory group and the mid-year formal opportunity?</b></p> <p><b>What is the role of the board in the governance and goal setting and meeting?</b></p>		
<p><b>- How will you measure student progress towards the part of your mission that states students will be "...contributing members of society?"</b></p>	Sally Houston	Goals for th
<p><b>appendix A2 is missing and the applicant certifies some sections but not others. Can the applicant explain.</b></p>	Nicole Charles	Certify Miss
<p><b>While there is multiple mentions of STEAM, it is missing from the mission statement. This section feels like a duplicate of other charters and I'm unsure how this school or its mission is original. This statement "historically low civic engagement displayed among impoverished, minority communities" is both not backed with evidence and offensive.</b></p>	Tammi Sutton	Certify Miss

Reviewer	Score
Lindalyn Kakadelis	Fail
Joe Maimone	
Ginger Cash	
Danielle Allen	
Bruce Friend	
Ashley Baquero	Pass
Alex Quigley	Pass
Tracy Kelley	Fail
Tammi Sutton	Fail
Stephenie Clark	
Sherry Reeves	Fail
Shannon Sellers	Pass
Sally Houston	Pass
Phyllis Gibbs	
Nicole Charles	Fail

### III. EDUCATION PLAN

(No more than ten total pages in this section)

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

#### **Instructional Program:**

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

Overview:

North Davidson Charter Academics 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, North Davidson 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. The NoDa neighborhood is over 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

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 school's 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.*

North Davidson 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.

North Davidson 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.

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.*

North Davidson 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. North Davidson 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.*

North Davidson Charter Academics 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.

North Davidson 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 North Davidson 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.*

North Davidson 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.

North Davidson 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. North Davidson 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.*

Addressing ELL students is important a significant issue in Charlotte. Our management company 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. NoDa 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.*

North Davidson 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 students capability.

In addition to online monitoring, teachers will be expected to assign relevant projects in accordance to our active-based learning approach. The

individual study our scholars do in their spare time will be applied to more advanced projects during our regular academic intervention blocks. In a preferred scenario, academically gifted scholars will work together on a cross-curricular project where their areas of expertise can be exercised collaboratively.

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

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

### **Exceptional Children**

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

#### **Identification and Records**

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

North Davidson 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 child's guardian/guardians, will make a final decision on the eligibility for exceptional children services.

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

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

### Exceptional Children's Education Programming

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

North Davidson 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 whoms IEP requires they be educated in a separate setting.

The exceptional childrens teacher will coordinate with the schools designated test coordinator to ensure all exceptional children that require accommodation for standardized testing receive such accommodations during the testing process. This applies to students that are protected under IDEA and Section 504. The Exceptional Childrens Teacher shall develop a comprehensive schedule in coordination with regular classroom teachers to ensure children receive their appropriate services in accordance with their IEP. Exceptional 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.*

North Davidson 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.*

North Davidson 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-terms suspension (greater than 10 days) up to the remainder of the school year or expulsion from the school.

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

Torchlight Academy Schools & North Davidson Charter Academy commissioned architect, HCNC INC, who has prepared some preliminary renderings which indicates the site with minor modifications will serve 134 students, (see appendix O). The cost is within the school's budget. Upon approval of the Charter Application the school will executive a Triple Net Lease and the management company will facilitate the up-fit of the facility and obtain an Educational Certificate of Occupancy on or about August 1, 2019.

<b>Section III: Education Plan Concerns and Additional Questions</b>		
What research shows these strategies will work with your population? How can you use data to drive your instruction if you are basing it on NWEA results that are given three times a year and the third is at the end of school which would not be used to drive the data?	Shannon Sellers	Instructiona
How will teachers learn Teach Like a Champion techniques? Will there be ongoing development in the techniques?	Ashley Baquero	Instructiona
Can the applicant demonstrate how TLAC and STEAM curricula will be tied together at NoDA since STEAM is not mentioned in the goals or mission of the school?  There appear to be at least four proposed instructional plans. Can the applicant demonstrate how these will work in conjunction and toward improving student achievement?  Can the applicant highlight more details from the curriculum since the STEAM portions are not apparent in the curriculum?  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 how these will be measured?  Is there data to support that the curricula from large urban areas will support families in North Carolina?	Nicole Charles	Instructiona
What researched based evidence is there showing that core knowledge, TLAC will be effective with this student population? How will teachers differentiate lessons? How does NWEA align with the core knowledge curriculum?	Tracy Kelley	Instructiona
- If a teacher is unable to implement TLAC techniques in their classroom, how will the administrative team support him/her? - 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? - Clarify: What are the "instructional strategies" that will vary across grade levels and are specific to a certain grade level? In other words, what is an instructional strategy that an 8th grade reading teacher would use that a 7th grade reading teacher would not use? - Appendix B notes "writing." What are students writing? How will you scaffold writing across grade levels?	Sally Houston	Instructiona
Explain active-based learning. How does it support at-risk students?	Sherry Reeves	Instructiona
Why is STEAM not mentioned in your mission if you intend for your school to be a STEAM school? What type of training will teachers receive on TLC or will it be solely based on their interpretation of what they read? How do your teachers use data to differentiate daily with the numerous possibilities that could be required based on student ability? NEWA Map data will not fully support the data needed to drive instruction, what other data will be used?	Shannon Sellers	Curriculum a
- Will middle school teachers be experts in an assigned content area? Will students rotate between content teachers or will the middle school teachers be responsible for teaching all content areas? - Why does the Language Arts/English strand wait until 7th grade to integrate nonfiction? How will the school assess progress on students' nonfiction skills prior to EOG testing given that students are testing on nonfiction passages from 2nd grade up? - Clarify: How many days are dedicated to NWEA assessment administration? Consider distinguishing this from EOG testing on your school calendar.	Sally Houston	Curriculum a
What is the accurate teacher/student ratio?	Nicole Charles	Curriculum a

<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 training time for teachers for the varying models? Is the assumption that all teachers will come prepared for these techniques?</p>		
<p>STEAM curriculum is not mentioned in the mission or description, why is that? What STEAM curriculum will be used? Will teachers create the STEAM curriculum or will it be purchased? What is the decision making process for deciding which Science curriculum or math curriculum will be used? Will teachers be a part of that decision? How much free time will specialist teachers have and what structures and systems will be put in place to monitor intervention supports? How will students be assigned to intervention and when will students be regrouped? What data will be used to guide intervention and regrouping decisions and what team or PLCs will make this determination? How does the calendar provide teachers a framework for instruction? How will teachers know what and when to teach particular units, concepts and how will grade levels be structured to make sure they are teaching and covering the same material? What happens if students are not mastering skills or concepts? What percentage of students do you anticipate will need intervention supports? How do you know this, what data will be used to determine intervention needs starting from day 1?</p>	Tracy Kelley	Curriculum a
<p>Will board be able to recruit middle school teachers who are certified in all core areas? Why start as a K-4? Why not grow upward with the students? Has board visited Success Charter Schools to see curriculum and instruction in action?</p>	Sherry Reeves	Curriculum a
<p>Can you elaborate the class structure for grades 6-8 with teacher specialists?</p> <p>Will teachers receive training in culturally responsive teaching techniques? By whom? When?</p>	Ashley Baquero	Curriculum a
<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?</p>	Ginger Cash	Special Prog
<p>In addition to the levels you describe how specifically will an early warning system be developed to identify tier 1 students in need of supports? How will leaders monitor tier 1 accommodations and follow up with teachers on progress? What criteria will be used to deem a child "at risk"? Is a child at-risk because of their socioeconomic, racial, language acquisition status or will additional data points be part of the determination? How will support be provided day 1? What partnerships have been or will selected to support social emotional developmental health needs of students, especially in cases where behavior is impacting learning in general ed tier 1 environment? How will data be used to mitigate against over representation of students (especially boys) in special needs categories, diagnosis or evaluation?</p>	Tracy Kelley	Special Prog
<p>What does the applicant mean by independently constructed support system? How is this system different than the tiering systems employed by LEAs?</p> <p>What does difficulty mean?</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>	Nicole Charles	Special Prog

<p>What may rise to the level of requiring DSS, mental health, or family counseling? Does the applicant have measures to ensure implicit bias does not factor into the decision during tiering especially if teacher discretion is employed and addressing the needs of ELL students is considered " a significant issue" rather than a strength of diversity?</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?</p> <p>How will these methods be evaluated?</p>		
<p>How is it determined when DSS or other agencies will be contacted in Level 4 intervention?</p> <p>Understanding that most ELL students are Spanish speakers, but what will you do for those students that speak another language?</p> <p>How will you involve parents in conversations regarding "push up" students who are academically gifted?</p> <p>What do these on-line classes consist of? Is it in addition to the regular work or is it used to replace a class?</p>	Shannon Sellers	Special Prog
<p>No AIG teacher? Students identified by EOG/MAP only?</p>	Sherry Reeves	Special Prog
<p>- Who determines that a student is "having difficulty" at Level 1?</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>	Sally Houston	Special Prog
<p>Majority vote is not how students are placed into the Exceptional Children's program. The decision is made based on data.</p> <p>How are students referred to 504?</p>	Shannon Sellers	Exceptional
<p>What happens after parents receive the request for information?</p> <p>How are students with 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?</p>	Nicole Charles	Exceptional
<p>What is the referral process for 504s? Who qualifies for a 504? Who will manage these records?</p> <p>EC eligibility should not be determined by a majority vote.</p>	Sherry Reeves	Exceptional
<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?</p> <p>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?</p>	Ginger Cash	Exceptional
<p>- Do teachers (or a team of teachers) need to collect any data before referring a student to the EC program?</p>	Sally Houston	Exceptional
<p>What safe guards will be in place to make sure students receive instruction on grade level?</p>	Tracy Kelley	Exceptional
<p>One EC teacher to instruct and manage the program in year 1? subsequent years? (Targeting an at-risk population; will needs be higher?)</p>	Sherry Reeves	Exceptional
<p>What are the accommodations for home bound students?</p> <p>Does the exceptional children's teacher also coordinate with the classroom teachers? 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>	Nicole Charles	Exceptional

Are the skills required for the exceptional teachers included in the staff budget?		
How is the exceptional children's teacher evaluated?		
What is your process or procedure for determining need and providing the homebound setting if needed?	Ginger Cash	Exceptional
<p>- How will the EC teacher collaborate with content teachers? What instructional development, if any, will the EC teacher have when modifying and/or accommodating work?</p> <p>- Clarify: Will the lead EC teacher be responsible for holding the content teacher accountable or will an administrator ensure that IEPs are implemented with fidelity? This question is in response to the following statement: Review each student IEP monthly to assure that each student is receiving the required services, determine whether records are properly maintained, and review student progress.</p> <p>- Your Personnel Budget shows you plan on hiring 1 EC teacher in years 1, 2, and 3. Is it reasonable to assume you will only need one EC teacher for grade K-4 in year one and grades K-6 in year 3?</p>	Sally Houston	Exceptional
<p>- Will students be able to make up late assignments? Why is there a nine to ten point range for earning a grade A, B, C, and D and a 60 point range for an F? Why has the school decided on this particular grading scale? If a student is absent and misses a graded assessment, how will grades be accounted for in the grade book?</p> <p>- Will teachers use other reading data given that the Lexile level provided by MAP does not always account for text complexity? For example, some texts with very low Lexile levels are extremely complex. The Sun Also Rises by Hemingway has a Lexile level of 610 while Diary of a Wimpy Kid has a Lexile level of 950.</p> <p>- How will this data inform curriculum over time?</p>	Sally Houston	Student Perf
<p>What criteria will be used for promotion? How will it be decided if a student should be retained?</p> <p>How will data be used for instruction? How will the school determine the success of the data being used from NWEA Map Assessments?</p>	Shannon Sellers	Student Perf
How will student performance standards be used to assess effectiveness for schools curricular choices, instructional strategies, lesson planing, assessment strategy, promotion and retention? What systems, structures, processes will be put in place to enable assessment data to be used to drive instruction (i.e. data analyst, data teams, data PLCs, data dashboards, teacher leaders)? How does the promotion and retention strategy differ from the LEAs?	Tracy Kelley	Student Perf
<p>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 etc?</p> <p>Is there a benefit in grouping together students with varying levels of success/ 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?</p>	Nicole Charles	Student Perf
What are some examples positive expectations that will be part of school guidance system? The schools stated mission is to be a a place where decisions are data driven, how will student behavior decisions be data driven? How is the proposed student code oc conduct differ from the LEA? Will the school used in-school suspension as a strategy to keep suspension rates low? If so, what structures, and processes will be in place to keep in school suspension from becoming a "holding place"? Who on staff will be responsible for assessing school culture, climate, behavior data? If in school suspension is a strategy how will it comport with the law? How will behavioral expectations be taught? What and how will the school create and sustain a common	Tracy Kelley	Student Cond

language for behavior, create a core set of beliefs or pillars? What will be celebrated and how will students learn to self regulate their own behavior? Specifically, what will be in place to operationalize the schools' mission for "creating life long learners, and productive contributing members of society"?		
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?  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?	Nicole Charles	Student Cond
Who will train the staff on Etiquette? Is this a written curriculum or one developed by the school? Who will model the positive behavior? How will your suspension rate be lower than the LEA? How will you use discipline data to support your mission?	Shannon Sellers	Student Cond
How does the school define "disrespect?" - Has the school considered offering a detention of some sorts between Level 1 and Level 2 offenses rather than jumping from a verbal reprimand to possible suspension? - Who handles counseling for Level 1 offenses? Clarify: How will you offer counseling to students if you have not allotted funds to hire a counselor according to your Personnel Budget? - What is the dollar total considered "mild damage to property?" - Will students be able to complete their graded work if suspended out of school? Why would fighting or theft cause a student to lose two weeks of direct instruction? What is the advantage of suspending a student for 10 days instead of 5 days? - Will parents/guardians be notified of Level 1 infractions? How will the school leverage family support to prevent the escalation of infractions? - Discipline is not synonymous with consequence. What proactive supports has your school considered taking to prevent misbehavior? How will the school leverage behavior plans to support Tier 2 and Tier 3 students?	Sally Houston	Student Cond
With so many different strategies and approaches, it's difficult to get a cohesive vision of the academic plan. In addition, because it is similar to many other applications, it lacks evidence to show how this school will be unique.	Tammi Sutton	Certify Educ
The education plan presented in this application is not differentiated from the LEAs or the other Torchlight applications. There is lots of information on what will be done but almost no substantive details on how it will be done.	Tracy Kelley	Certify Educ
The applicant doesn't have a clear understanding of 504 use as it was not addressed. Concerns over what data besides NWEA Map will be used to drive instruction.	Shannon Sellers	Certify Educ

Reviewer	Score
Alex Quigley	Fail
Tammi Sutton	Fail
Bruce Friend	
Danielle Allen	
Ginger Cash	
Joe Maimone	
Lindalyn Kakadelis	Fail
Stephenie Clark	
Sherry Reeves	Fail
Shannon Sellers	Pass
Sally Houston	Fail
Phyllis Gibbs	
Nicole Charles	Fail
Tracy Kelley	Fail

Ashley Baquero	Pass
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#### **IV. GOVERNANCE and CAPACITY**

(No more than ten total pages in this section)

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

##### **Governance:**

##### **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:* North Davidson Academy

*Mailing Address:* PO Box 19191

*City/State/Zip:* Raleigh NC 27619

*Street Address:* 105 Star St

*Phone:* 919-538-8060

*Fax:* 919-850-9961

*Name of registered agent and address:* Torchlight Academy Schools

*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)

X No

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

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

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

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

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

Board Member Name	Board Title	County/State of Residence	Current Occupation	Past or Present Professional Licenses(s) Held	Has any disciplinary action been taken against any of these professional licenses?
Addul Ali	Board Chair	CABARRUS	Business/Political Consultant	x	N
Brenda Sutton	Secretary	MECKLENBURG	Risk Consultant	x	N
Donna Wells	Treasurer	MECKLENBURG	Operation Analyst	x	N
Kevin White	Vice Chair	MECKLENBURG	Business Owner	x	N
Thomas J. Johnson	Board member	IREDELL	Construction Company President	x	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.*

The North Davidson board of directors is composed of five voting and one non-voting member who serves as the recording secretary. Our board is currently composed of two women and three men and the racial makeup mirrors the demographic we will serve. As the startup board for this school we understand the need to have continuity of dedicated leadership during the startup process and the eventual need to recruit new Talent to our board. We will develop and execute B2B and B2G strategies to recruit board members and foster community partnerships. Our goal is to add a board member for each year we increase our student population in coordination with our student growth plan. Our current board consists of appointed government officials, business leaders and members of the NoDa Community who recognize the need and potential benefits of parental choice in regards to education in underperforming and at risk communities. Our current board chair strategically recruited individuals from finance, education, and organizational management to serve as the start-up board in order to provide the necessary diversity of skill sets required for success. As part of board policy we will continuously monitor the performance of the management company by conducting surveys throughout the year both parents and employees and utilizing a robust data analytics process. The board also recognizes that parents are key stakeholders in their children's education and will establish a Parent Advisory Committee to work with the board and the Management Company to ensure continuity of Parental input into policy, procedure, curriculum and other concerns. We decided to work with T.A.S. because of the outstanding success of Torchlight Academy in serving this demographic. They understand and share our desire to serve the community and have shown the technical, educational and operational knowledge to help us achieve success.

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 Addul Ali who recruited high-quality, diverse candidates to reflect the demographic composition and also provided unique areas of expertise. This came through phone-calls, word of mouth, and community engagement.

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 North Davidson 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 North Davidson 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 North Davidson Charter Academy Board Members will review the applications submitted and elect the applicant(s) seeking to become a member of the North Davidson 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 North Davidson 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 Robert's 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 Robert's 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 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.

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

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

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

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

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

Parents will be given the Student Handbook at the beginning of each year that spells out the information on due process rights and the process for

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

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

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

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

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

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

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

#### Include in the Appendices:

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

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

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

**Not Applicable**

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

Name of the Company: Torchlight Schools  
Address: 3296 Kittering Lane  
Winston-Salem NC 27105  
Website: tlaedu.org  
Phone Number: 919-538-8060  
Contact Person: Don McQueen  
Fax: 9198509961  
Email: torchlight.director@gmail.com

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

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

\*Recruitment of teachers, students, and staff

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

\*Advise in the 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.*

Several charter schools in the Charlotte area have faced serious & public challenges demonstrating the complexity of establishing and developing of a successful charter. Board members from this area are aware of these challenges. Our research found most, if not all, of the charter school start-ups that faced financial, recruitment, and compliance challenges were not associated with an EMO. It was during this time that a decision was made that we would seek professional guidance.

TLS was brought to our attention during their attempt to assume a Charlotte charter school prior to that school closing. After several conversations with members of the TLS team, we decided that they would be the best fit for our vision. Other EMO firms were examined to get a comparison of what and how these firms manage their schools, the fees charged, academic results, and the types of students they served. The list included Accelerated Learning Solutions (ALS), operating Commonwealth Charter in Mecklenburg, National Heritage Academies (NHA) operating several schools throughout North Carolina, and Queens Grant Charter in Mecklenburg. It was quickly determined that TLS would be the best fit.

TLS schools have been met or exceeded growth each of the past three years and have been closing the achievement gap with schools serving over 95% economically disadvantaged.

ALS and NHA's fee structure is like TLS. ALS originates out of Orlando, FL and has operated in NC for less than 3 years. It's Stewart Creek school

opening was delayed, and the student enrollment did not meet its projections for the first year of operation according to the Charlotte N&O. NHA started in Michigan & has operated NC with mixed results. All the schools built by TLS are supported by families and leaders from 3 major cities in NC.

- 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 NoDa 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 rebranded 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 North Davidson 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 North Davidson 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?*

- 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.*

North Davidson 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 isnt 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

North Davidson 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.

North Davidson 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, NoDa 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 day which include 20 hours of professional development. The post school training includes debriefing for the year to review what we learned and how we can improve while it is still fresh. The schools calendar is designed to illustrate 21 teacher 21 days and 94 hours of professional development.

### **Enrollment and Marketing:**

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

### **Marketing Plan**

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

1. Initial Application process (Jan - Feb 2019) - Communications to local media outlets (local newspapers and radio) regarding the start date of a new

school in the NoDa area. Flyers will be distributed throughout local businesses regarding the process of a child applying to the school and contact person(s). The management company and the board will have a forum for parents and potential students to attend for information and questions regarding the school and the application process.

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

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

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

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

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

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

7.Open Enrollment / Enrollment Period for the 2020 - 2021 school year (Jan.

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

8. Finalizing Plan and Expansion for Year Two (June to July 2020) - The board will review and approve the performance of the management group and our desire to continue to use their services based upon the data received 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 additional 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 of the schools boards and committees. Parents will receive training to act as volunteer tutors, engage in fundraising, support their students and participate in the life of the school.

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

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

#### NORTH DAVIDSON 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**

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.*

North Davidson 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 Charlotte-Mecklenburg 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 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000
Kindergarten	20	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
	100			156			203			264			342		

X

Section IV: Governance and Capacity Concerns and Additional Questions	Reviewer	Page Reference
Why is Torchlight Academy Schools listed as the registered agent?	Sherry Reeves	Private Non-
What is the role of Torchlight and what is the relationship between Torchlight and the school?	Nicole Charles	Private Non-
- no file attached	Sally Houston	Private Non-
- no file attached	Sally Houston	Tax-Exempt S
The board doesn't have experience in education. Projected enrollment has change.	Shannon Sellers	Certify Gove
What is the relationship between the board and Torchlight? Has this board visited Success? It's difficult to read the resumes of the board and know their experience as it relates to opening a school.	Tammi Sutton	Certify Gove
The proposed Board lacks the capacity (skills, expertise, experiences, knowledge)to effectively hold TAS accountable. There is no indication that the Board's philosophy or pedagogy is likely to improve outcomes for kids. The rationale for selecting TAS was primarily driven by lower than normal suspension rates above all else and there is no verifiable data that was used to compare outcomes with LEA schools.	Tracy Kelley	Certify Gove
Appendix with board member information is unable to be read (many pages are "tiny" and when you attempt to enlarge them they are illegible). No educators on the board. How did these board members meet/decide they wanted to open a charter school? Is the ultimate number of board members 9? (adding 1 member each year a grade is added) What is the plan for adding parents to the board? Does the board intend to interview its lead administrator?	Sherry Reeves	Governance a
Is there a board member with education experience? Based on information provided there is not, so who understands the educational requirements needed to operate a school? What are the By-laws? There is very little information pertaining to the board in matters of terms, offices, etc. How will the board evaluate the success of the school? The board itself, etc? For a grievance with the Lead Administrator that occurs after the monthly board meeting, it appears the person with the grievance would have to wait approximately one month before being heard. Is there another option for this grievance to be heard in a timely manner?	Shannon Sellers	Governance a
Please elaborate on board members' experience in the education sector.  The bylaws make reference to another charter school - will want to revise these.	Ashley Baquero	Governance a
Do any of the board members have educational experience? The application states that education experts were intentionally sought out but the materials do not reflect such experience.  Under what circumstances would the board grow to an even number?  How precisely will board tie votes be resolved?  With little to no experience in education, how will the board make informed decisions for the hiring and evaluating the lead admin and teachers?  What is the "robust data analytics process" the board will use to evaluate the EMO? What happens if the EMO does not yield success for students given that the EMO own the 501(c)3?  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?  Is there a plan to recruit board members with ed, legal, and finance experience?	Nicole Charles	Governance a

<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>Since the ethical standards portion only repeats the narrative from the governance structure, can the applicant share plans for ethical standards and procedures?</p> <p>Is there a conflict of interest should the board chair successfully gain the city council seat?</p> <p>Is there an opportunity to learn more about the board members as the resumes are very difficult to read?</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 EMO spelled out more clearly?</p>		
<p>What are the Boards by-laws? Under the Torchlight governance structure will each school maintain a single board or will they fall under 1 board? The attachment with Board member resumes and information was not readable, who on the board has school leadership experience, teaching experience, charter experience, non profit management experience, large budget experience, legal, and or human resources experience?</p>	Tracy Kelley	Governance a
<p>- What is the term limit, if any, of each Board member?</p>	Sally Houston	Governance a
<p>Executed contract is blank. (Signature page attached separately without complete contract.)</p> <p>I don't believe this statement is accurate: Our research found most, if not all, of the charter school start-ups that faced financial, recruitment, and compliance challenges were not associated with an EMO. (And there are MANY successful, top-rated charter schools in NC that are not associated with an EMO.)</p> <p>What was the criteria for determining that TLS would be the best fit for NoDa Academy?</p>	Sherry Reeves	Proposed Man
<p>Page 7 of the CMO agreement (Section E "Fee") states that TAS may keep the difference between operational expenses and revenues, how will the Board ensure that TAS maintains the student teacher ratio of 24:1? What systems will the board use to ensure that TAS is meeting the operational needs without regard for costs. Has the Board gotten an explanation from TAS regarding the teacher student ratio at the Torchlight Academy? Is it true that the student teacher ratio at Torchlight Academy is 49:1? What data will the Board use to monitor TSA performance? How will teachers be "jointly employed" by TAS and the Board? How will the Board evaluate teacher hiring recommendations made by TAS? Describe the hiring process, criteria, matrix that will be used? How, specifically, will TAS contract be in the best interest of the proposed school? What data (governance data, student performance data, behavioral, discipline data and financial data) from TAS schools has the Board seen verifying that TAS schools are outperforming LEAs and meeting the needs of families and communities beyond Appendix A1? Appendix A1 does not show any TAS managed schools in comparison to LEAs, why is that?</p>	Tracy Kelley	Proposed Man
<p>- Clarify: Nothing is written in the TAS NoDa.pdf form. Does this need to be completed?</p> <p>- What were the challenges faced by other Charlotte charter schools? How will overcome these challenges?</p> <p>- Clarify: TLS is used throughout the written response, TAS is used throughout the contract. Do both acronyms represent Torchlight Academy Schools?</p>	Sally Houston	Proposed Man
<p>How and what data points was Torchlight selected?</p> <p>What are the challenges establishing charters in Charlotte? What are the learnings and remedies for those issues?</p> <p>What is the fee structure mentioned as the application states that fees will not be assessed?</p>	Nicole Charles	Proposed Man

<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 contract be canceled without cause or with just cause and on either side as the attachment and the narrative do not indicate the same thing?</p> <p>Is there a backup plan for furniture, fixture, and equipment upon contract termination?</p> <p>Are TLS and TAS the same entity?</p> <p>Some of the roles delineation is unclear. Can the applicant make clear its understanding of its own role?</p>		
<p>What is the difference between TLS and TAS? Is this the same company?</p> <p>Why choose a company that has not operated in Mecklenburg County? Why did the other schools fail? How will you be different?</p> <p>How will teachers know the difference between the board and the CMO?</p>	Shannon Sellers	Proposed Man
<p>Describe the instructional infrastructure and PD that will be developed to help teachers realize their full potential as professionals. What infrastructure will be put in place to provide teachers with data driven feedback, engage them in decision making for the school (Board representation?) The description of the relationship between the Board and employees, especially teachers, as joint employees is lacking in specifics and details, why is that? The org chart indicates that parent advisory board reports to the Board, will a teacher rep be on the Advisory committee? How will the teacher schedule be structured? How many minutes of common planning time will teachers have each week? How will data inform teacher retention decisions?</p>	Tracy Kelley	Staffing Pla
<p>Are the 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 given the concentration of educational options? Is there data around the teacher pipeline?</p>	Nicole Charles	Staffing Pla
<p>Are the employee rates low for the area? Will you be able to attract the talent necessary to meet your ambitious goals? This is particularly concerning for those positions with dual-roles.</p>	Ashley Baquero	Staffing Pla
<p>Low salaries for high expectations of staff.</p>	Sherry Reeves	Staffing Pla
<p>What exactly is the role of the Assistant Administrator? The title appears to change in the explanation portion of this section to Administrator assistant. If this person is to be an assistant administrator a salary of \$30,00-\$40,000 seems extremely low and may not attract a highly qualified applicant.</p> <p>Will the benefits offered be comparable to that of the State Plan? If not will the salary be a hindrance to candidates?</p>	Shannon Sellers	Staffing Pla
<p>Low budget for staff development especially considering all the components.</p>	Sherry Reeves	Staff Evalua
<p>Will \$10,000 be enough in professional development to train teachers to meet your mission of data driven?</p> <p>How many times a year will teachers be evaluated? Do you have an evaluation</p>	Shannon Sellers	Staff Evalua

instrument?		
How will the Board ensure teachers are provided sufficient planning time within the school day? Does the Board think that sufficient planning time can be done with 2 specialist who are also expected to provide intervention supports? What is the Board educational philosophy and how does it align or not align with with TAS? What are the desired outcomes from the August 2 week professional development? What specific strategies from Teach Like a Champion, culturally responsive, teaching, classroom management will be non negotiable look fors in each classroom across all grades? The school's mission is to create a data driven approach, how will PLCs serve to further this mission? What is the frequency of teacher observations, what protocols for feedback will be used to ensure teachers' practices are meeting the needs of students. How will professional development be tailored to meet the needs of staff and students, and families?	Tracy Kelley	Staff Evalua
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?  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?	Nicole Charles	Staff Evalua
What benchmarks have been set up to progress monitor enrollment numbers to ensure the school will meet its enrollment projections? The plan does not provide sufficient details to evaluate if the marketing budget is sufficient, why is that?	Tracy Kelley	Marketing PI
What is reason the CMO reviews applications? What is the process for ensuring that there a no barriers to entry in accordance with charter law?  Why is there a selection process? Charters are public schools?  Will there be a lottery?  How are enrollment monitoring protocols?  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?	Nicole Charles	Marketing PI
2018 dates (is this copied from an old application?) Since no survey has been taken, how do you engage parents and meet enrollment projections in less than 9 months?	Sherry Reeves	Marketing PI
Why is the management company reviewing all applications? What are they looking for? What is asked on the application? Will passing out flyers to local businesses be enough to reach your projected enrollment? How will you notify potential parents of forums? What other ways will you get information about your school out in the public? Will you use social media?	Shannon Sellers	Marketing PI
Please provide more specifics about how you will attract the target population to enroll.  How will the school market to Hispanic families in the targeted location?	Ashley Baquero	Marketing PI
- Have you considered adding a parent workshop on social media? (This is not a concern. The parent workshops is an awesome idea, and this could be a potential topic!)	Sally Houston	Parent and C
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
How will the school engage with Hispanic families?	Ashley Baquero	Parent and C
The CMO applican review is not addressed in this section. Why is this a part of the enrollment process?  Is there sibling preference?	Nicole Charles	Admissions P
Is first year projected 100 or 120 students? May be an addition error.	Ashley Baquero	Projected St
Previous chart indicated 120 students in year 1. Which is correct?	Sherry Reeves	Projected St

Why fluctuations in enrollments based on grade level (16, 23, 18)?		
The enrollment projection for year 1 shows 100 students but in section 2 the enrollment table and narrative indicates 120 students in year 1, why is that?	Tracy Kelley	Projected St
The projected enrollment number has changed from 120 in section 2 to 100 here. Why? What caused the change?	Shannon Sellers	Projected St
Why are the first year enrollment numbers inconsistent? (100 vs. 120)	Nicole Charles	Projected St
Was a weighted lottery considered?	Sherry Reeves	Weighted Lot
- How will transient families have access to application forms? - What is the process for completing forms for parents who are unable to complete the forms themselves? For example, will someone at the school be able to complete an application for a parent/guardian who is unable to read/write?	Sally Houston	Weighted Lot
N/A	Nicole Charles	Weighted Lot

Reviewer	Score
Alex Quigley	Pass
Ashley Baquero	Pass
Bruce Friend	
Danielle Allen	
Ginger Cash	
Joe Maimone	
Lindalyn Kakadelis	Fail
Tracy Kelley	Fail
Nicole Charles	Fail
Phyllis Gibbs	
Sally Houston	Pass
Shannon Sellers	Fail
Sherry Reeves	Fail
Stephenie Clark	
Tammi Sutton	Fail

## **V. OPERATIONS**

### **Transportation Plan:**

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

In order to carry out the mission of the school assuring adequate transportation is vital. A significant percentage of our target students at-risk factors includes poverty. North Davidson 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.*

North Davidson 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.

nodaboard1 09/30/2018

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(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 North Davidson 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 school's 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 school's technology needs, child nutrition program, regular classroom space, and exceptional children's 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 Educational Certificate of Occupancy on or about August 1, 2019.

North Davidson Charter Academy has identified a facility for occupancy on an accelerated basis. The location is 1025 E. 36th Street, Charlotte, NC 28205. The charter school will occupy an approximate 8200 SF section of the existing building under the terms of a Triple Net Lease agreement. The current space can be modified at limited cost to serve in excess of 150 students and meet the Charter School's start-up needs. The facility will be up-fitted by the management company and made available for lease to the school at an estimate cost of \$7.50 per SF. We have identified commercial flex space in the target areas at cost ranging from \$4.95 to \$21.00 per SF. Other locations may present time issues and have prohibited up-fit cost. The cost of the identified location is reasonable and within the schools budget.

*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 facility will be up-fitted by the management company and made available for lease to the school at an estimated cost of \$7.50 per SF. We have identified commercial flex space in the target areas at cost ranging from \$4.95 to \$21.00 per SF.

**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.*

North Davidson Charter Academy and the management company has engaged a Commercial Realtor to assist in the identification of potential space for the school. We have identified several options and alternatives to the 1025 E. 36th Street location. The other sites will require more time to prepare and would result in our abandonment of the effort to accelerate the Charter Application and the August 2019 opening. We have identified a local church fellowship hall which could be used if the initial up-fit to the 1025 E. 36th Street local is delayed for ten days or less.

<b>Section V: Operations Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
The applicant is relying heavily on the EMO/CMO but the contract is not executed. Are there concerns about the partnership not coming together? The EMO/CMO has submitted several applications of varying strengths. What is the plan if only one, some, or none of the applications are approved?  The lack of material inclusion in part or completely among the application is worrisome as it does not show commitment to the proposed students.	Nicole Charles	Certify Oper
Procuring 3-4 buses at \$8K is unrealistic. There are multiple missing appendixes.	Tammi Sutton	Certify Oper
"Plan" is exactly the same for all four applicants partnering with Torchlight. Plan does not give specific details about how school's transportation operation will work. Unrealistic budget for purchasing 4 buses.	Sherry Reeves	Transportati
Is \$8000.00 a realistic budget for 3-4 buses?  Is there a transportation plan for IEPs?	Nicole Charles	Transportati
- Most surplus buses currently range from \$3k-4k. How will you purchase 4 buses at this rate if you've only allotted \$8k for buses? <a href="http://ncschoolbussales.dpi.state.nc.us/">http://ncschoolbussales.dpi.state.nc.us/</a>	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 \$8,000 a reasonable cost for 3-4 buses?	Ashley Baquero	Transportati
- How will you ensure students with dietary restrictions have meals each day?	Sally Houston	School Lunch
See comments for transportation. Ditto for school lunch plan.	Sherry Reeves	School Lunch
Is the automotive limit aligned with the proposed transportation plan?	Nicole Charles	Civil Liabil
Why is there no signature but an alias?	Nicole Charles	Healthy and
Is there any space to accommodate other activities appropriate for children of the proposed age groups including outdoor space as being poo should not mean not getting access to spaces that have been proven to increase academic success?  Are the F,F, &E (fixtures, furnishings, and equipment) appropriate for school aged children?  How many students can the church actually hold as "in excess" of 150 is not clear?  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 one or two?  Is the contingency plan educationally sound?	Nicole Charles	Facility and
Is this property an old childcare center or part of the North Davidson United Methodist Church?	Sherry Reeves	Facility and
Earlier in the application, it states with minor uplifting the building could serve 134, but now it states 150. Why is that?	Shannon Sellers	Facility and

<b>Reviewer</b>	<b>Score</b>
Lindalyn Kakadelis	Pass
Tammi Sutton	Fail
Ginger Cash	
Danielle Allen	
Bruce Friend	
Ashley Baquero	Pass
Alex Quigley	Pass
Tracy Kelley	Pass
Nicole Charles	Fail
Phyllis Gibbs	

North Davidson Academy - North Davidson Charter Academys mission is to continuously provide all students a high quality education utilizing an innovative and data-driven approach, creating lifelong learners and productive, contributing members of society.

Sally Houston	Fail
Shannon Sellers	Pass
Sherry Reeves	Pass
Stephenie Clark	
Joe Maimone	

## 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

<p><b>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</b></p> <p><i>Refer to the <u>Resource Manual Finance Section</u> for guidance on estimated funding amounts</i></p>	<p><b>State Funds:</b> 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.</p> <ul style="list-style-type: none"> <li>In year 1 – Base state allotments are determined by the LEA in which <u>the student</u> resides</li> <li>In year 2 and beyond- Base State allotments are determined by the LEA in which <u>the school</u> is located.</li> </ul> <p><b>Local Funds:</b> Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.</p> <p><b>Federal Funds:</b> Charter schools must qualify and apply for the individual federal grants based on their population of students.</p> <p><b>REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS</b></p>			
	<p>LEA #1 600 - Charlotte-Mecklenburg Schools</p>			
	<b>Revenue</b>	<b>Approximate Per Pupil Funding</b>	<b>Projected LEA ADM</b>	<b>Approximate funding for Year 1</b>
	<b>State Funds</b>	\$5,291.06	100	\$529,106.00
	<b>Local Funds</b>	\$2,526.27	100	\$252,627.00
<b>Federal EC Funds</b>	\$4,464.16	12	\$53,569.92	
<b>Totals</b>			<b>\$835,302.92</b>	

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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>	\$529,106	\$896,832	\$1,167,833	\$1,517,372	\$1,965,788
<b>-Local Per Pupil Funds</b>	\$252,627	\$394,098	\$512,833	\$666,935	\$863,984
<b>-Exceptional Children Federal Funds</b>	\$53,570	\$38,728	\$50,420	\$65,529	\$84,893
<b>-Other Funds*</b>	\$0	\$0	\$0	\$0	\$0
<b>-Working Capital*</b>	\$50,000	\$0	\$0	\$0	\$0
<b>Z - TOTAL REVENUE</b>	\$885,303	\$1,329,658	\$1,731,086	\$2,249,836	\$2,914,665

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

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

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

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

BUDGET EXPENDITURE PROJECTIONS Personnel	Year 1			Year 2			Year 3			Year 4			Year 5		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary									
Administrative & Support Personnel:															
Lead Administrator	1	\$50,000	\$50,000	1	\$51,500	\$51,500	1	\$53,045	\$53,045	1	\$54,636	\$54,636	1	\$56,275	\$56,275
Assistant Administrator	1	\$40,000	\$40,000	1	\$41,200	\$41,200	1	\$42,436	\$42,436	1	\$43,709	\$43,709	1	\$45,020	\$45,020
A - Total Admin and Support:	2		\$90,000	2		\$92,700	2		\$95,481	2		\$98,345	2		\$101,295
Instructional Personnel:															
Core Content Teacher(s)	6	\$36,000	\$216,000	8	\$37,080	\$296,640	10	\$38,192	\$381,920	14	\$39,338	\$550,732	18	\$40,518	\$729,324
Exceptional Children Teacher(s)	1	\$38,000	\$38,000	1	\$39,140	\$39,140	1	\$40,314	\$40,314	2	\$41,524	\$83,048	2	\$42,769	\$85,538
ELL Teachers	1	\$37,000	\$37,000	1	\$38,110	\$38,110	1	\$39,253	\$39,253	2	\$40,431	\$80,862	2	\$41,644	\$83,288
Specialist (Instructors)	2	\$30,000	\$60,000	2	\$30,900	\$61,800	2	\$31,827	\$63,654	3	\$32,782	\$98,346	4	\$33,765	\$135,060
Substitute Teachers	1	\$18,500	\$18,500	1	\$19,055	\$19,055	1	\$19,627	\$19,627	2	\$20,215	\$40,430	2	\$20,822	\$41,644
B - Total Instructional Personnel:	11		\$369,500	13		\$454,745	15		\$544,768	23		\$853,418	28		\$1,074,854
A+B = C - Total Admin, Support and Instructional Personnel:	13		\$459,500	15		\$547,445	17		\$640,249	25		\$951,763	30		\$1,176,149
Administrative & Support Benefits															
Health Insurance	2	\$4,800	\$9,600	2	\$4,800	\$9,600	2	\$6,000	\$12,000	2	\$6,000	\$12,000	20	\$6,000	\$120,000

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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			\$136,500
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	\$1,344	\$14,784	13	\$1,399	\$18,187	15	\$2,179	\$32,685	23	\$2,226	\$51,198	28	\$2,303	\$64,484
Social Security	11	\$2,351	\$25,861	13	\$2,449	\$31,837	15	\$2,542	\$38,130	23	\$2,597	\$59,731	28	\$2,687	\$75,236
Medicare	11	\$672	\$7,392	13	\$700	\$9,100	15	\$726	\$10,890	23	\$742	\$17,066	28	\$768	\$21,504
E - Total Instructional Personnel Benefits:			\$100,837			\$121,524			\$171,705			\$265,995			\$329,224
D+E = F - Total Personnel Benefits			\$122,137			\$144,124			\$200,205			\$294,495			\$465,724
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	2		\$111,300	2		\$115,300	2		\$123,981	2		\$126,845	2		\$237,795
B+E = H - Total Instructional Personnel (Salary & Benefits)	11		\$470,337	13		\$576,269	15		\$716,473	23		\$1,119,413	28		\$1,404,078
G+H = J - TOTAL PERSONNEL	13		\$581,637	15		\$691,569	17		\$840,454	25		\$1,246,258	30		\$1,641,873

**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	\$2,500	\$2,500	\$2,500
	Paper	\$1,000	\$1,000	\$2,000	\$2,000	\$2,000
	Computers & Software	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
	Communications & Telephone	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800
	Copier leases	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400
Management Company	Contract Fees	\$0	\$0	\$0	\$0	\$0
Professional Contract	Legal Counsel	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
	Student Accounting	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Financial	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
	Other Professional	\$28,000	\$28,000	\$28,000	\$28,000	\$28,000
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	\$2,000	\$2,000
	Other	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Transportation	Contract Services	\$20,000	\$20,000	\$30,000	\$30,000	\$30,000
Office:	Telephone	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400
Other	Internet	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400
	K - TOTAL Administrative & Support Operations	\$349,400	\$334,400	\$369,900	\$435,100	\$509,500

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	Instructional:					
Classroom Technology	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
Classroom Technology	Hardware	\$10,000	\$2,000	\$2,000	\$2,000	\$2,000
	L - TOTAL Instructional Operations	\$59,000	\$51,000	\$55,000	\$69,000	\$69,000
	K+L = M - TOTAL OPERATIONS	\$408,400	\$385,400	\$424,900	\$504,100	\$578,500

**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	\$581,637	\$691,569	\$840,454	\$1,246,258	\$1,641,873
M - TOTAL OPERATIONS	\$408,400	\$385,400	\$424,900	\$504,100	\$578,500
J+ M =N TOTAL EXPENDITURES	\$990,037	\$1,076,969	\$1,265,354	\$1,750,358	\$2,220,373
Z - TOTAL REVENUE	\$885,303	\$1,329,658	\$1,731,086	\$2,249,836	\$2,914,665
Z - N = SURPLUS / (DEFICIT)	-\$104,734	\$252,689	\$465,732	\$499,478	\$694,292

**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 (TAS, LLC or GER) includes the provision of student accounting, financial services, custodial services, and exceptional children support services. Selection of external contracts for large

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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 in its budget. The management company will provide \$50,000.00 for working capital to assure the schools cash flow needs are met.

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

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

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

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

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

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

There are no known related party transactions at this time.

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

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

Of the eight schools in the immediately surrounding area of NoDa in the 2016 school year, six received grades of D or F . All six of those schools are over 69% economically disadvantaged and under 4% White. The academic grade proficiency among Black and Hispanic students in all six of these schools are below the Mecklenburg LEA grade proficiency averages. The two schools that are receiving grades higher than D are over 29% White and are comprised of 52% and 24% economically disadvantaged students. The stark contrast between the schools performance in relation to their proportion of socioeconomically disadvantaged students is a trend being witnessed across the country. However, the economically disadvantaged in this area are falling behind much worse than the Charlotte-Mecklenburg and state average.

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In 2016, there were two K-8 charter schools serving this area and one K-6 magnet school. The magnet school served the least proportionate amount of economically disadvantaged students in the area, 24%. One of the charter schools, Charlotte Choice Charter, has received an F for the past three years and is relocating further outside of the NoDa area. The last remaining charter school, KIPP Charlotte, placed their middle school facility right outside of NoDa, but their elementary school is significantly farther away. Their academic subgroup proficiencies for Black and Hispanic students at this school, which comprises over 90% of their student body, fall below the Mecklenburg district averages. They most recently received a grade of D. In addition, this school averaged 75 short-term suspensions for every 100 students in attendance in their middle school, the highest in the area.

Students in the NoDa area are not achieving to the level proven to be obtainable in the Mecklenburg LEA and students north of NoDa are in a similarly economically disadvantaged position with low performing schools. Our school is partnered with management company that has consistently met or exceeded growth, and surpassed district and state grade proficiency averages among Black, Hispanic, and economically disadvantaged students that predominantly comprise this targeted area.

<b>Section VI: Financial Plan Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
The salaries are low in a competitive market. There is a deficit in year 1. It is unclear whether there will be 100 or 120 students.	Tammi Sutton	Certify Fina
Torchlight should be asked to clarify how it has determined its management fee? Normally the management fee is a percentage of revenue, in this case page 7 section e states that TAS is entitled to all of the monies left after operations and personnel expenses have been paid. In year 1 there is a \$104, 734 deficit but year 2 there is over \$252k surplus, year 3 \$465k surplus, year 4 \$499k, and year 5 \$694k surplus. The independent auditor is not independent enough as he is too closely associated with Torchlight. The discrepancies between the several enrollment tables is concerning. And there is no articulation GAAPS procedures at the school level. Too much is left up to the CMO, and no one on the Board has the capacity to check and monitor practice and behaviors.	Tracy Kelley	Certify Fina
With missing documentation, it is difficult to assess whether the budget is realistic. Based on market rates for even the simplest requirements to enact the educational plan (transportation, staffing, copy leasing, materials, and facilities), the budget appears ambitious.	Nicole Charles	Certify Fina
The lack of clarity about the role of the CMO is concerning		
The school ends Year 1 in a deficit. The projected enrollment changes throughout the application.	Shannon Sellers	Certify Fina
- Clarify: Your enrollment target for year 1 under "proposed grades served and total enrollment table" estimates a total enrollment of 120 students. Here you have listed 100. Which is accurate?	Sally Houston	Budget Reven
The enrollment table does, why is that? not align with Section 1.	Tracy Kelley	Budget Reven
Is the projected enrollment for year 1 100 students or 120 students?	Sherry Reeves	Budget Reven
Why has the projected enrollment changed from the 120 students at the beginning of the application?	Shannon Sellers	Budget Reven
Why is the enrollment projection in this section different than in previous sections?  Should the Form 990 be attached?  Why is the fund balance so variable given that TLS's financial performance data indicates an approximate student increase of 100 students and fund balance decrease of \$439,000?	Nicole Charles	Budget Reven
Projected enrollment on page 7 was 120 students for first year.	Ashley Baquero	Budget Reven
Is working capital being supplied by Torchlight?	Sherry Reeves	Total Budget
- No appendix M - Why would EC funds decline in year 2 if the total number of students increases in year 2?	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?  Which student enrollment calculation is the applicant using? 100 or 120?  Why are EC funds lower in year 2 and 3 than in year one given that all other revenues are budgeted to increase?	Nicole Charles	Total Budget
Where is the Working Capital of \$50,000 coming? Why does EC funding decrease in year 2 when the number of students increases? Enrollment projection for year 1 does not align with projection in Section 1 of the application.	Shannon Sellers	Total Budget
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

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Given the amount of responsibility for the Lead Admin, is \$50,000 a realistic salary for the target area?		
Why is the EC teacher, who is functioning more like a EC coordinator making less money the Assistant Admin (whose is rather unclear)?		
IS the number of staff (20) in year 5 health insurance and error?		
Will this budget attract talent in an area where there are many educational options especially given the target population?		
Salaries are not competitive for CMS area.	Sherry Reeves	Personnel Bu
Concerns about being able to attract/recruit talented teaching/admin staff with proposed salaries.	Ashley Baquero	Personnel Bu
- How will coverage be handled if more than one core content teacher is out? - Is one EC and ELL teacher feasible in Year 3 given the increased enrollment numbers? - With 6 content teachers in year 1, how will you maintain a 15:1 student ratio noted in your budget narrative?	Sally Houston	Personnel Bu
Salary concerns over teacher salary?	Shannon Sellers	Personnel Bu
Rising facility costs over 5 years. What changes? Transportation budget low. Child nutrition budget low. Instructional operations extremely low.	Sherry Reeves	Operations B
- Will \$5000 be enough to cover the entire copy needs of all teachers over the course of the year? Will teachers have a limit on the number of copies they can make? - Clarify: The attached insurance PDF notes on page 2 that student accident coverage is \$7 per student. However, the predicted insurance cost over 5 years is the same from Year 1 to Year 5 at \$12,000/ Is it realistic that insurance costs will stay the same as more students enroll in the school?	Sally Houston	Operations B
Office budget seems low since the school will be in the start=up year? Who is included in the "other Professional"?	Shannon Sellers	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
Does instructional materials include costs of implementing Core Knowledge?	Ashley Baquero	Operations B
Where have you allotted money for contracting related services including psychological, speech, Occupational Therapy, Physical Therapy, etc?	Ginger Cash	Operations B
Operating in a deficit based on figures provided.	Ashley Baquero	Total Expend
How does board propose operating with a deficit in year 1?	Sherry Reeves	Total Expend
What is the contingency plan for not meeting enrollment targets especially given the existing deficit in year 1 despite a conservative operations budget?	Nicole Charles	Total Expend
Is there concern about the deficit in Year 1? What happens if the projected enrollment is not met?	Shannon Sellers	Total Expend
- Unable to answer given conflicting enrollment targets (see comment under Budget Revenue)	Sally Houston	Total Expend
Is the 75 student break even, set on the projected 100 students or 120 students? What types of various budget scenarios? What will you scale back on?	Shannon Sellers	Budget Narra

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How is the student teacher ratio 15:1? The budget shows the school ending in a large deficit; how do you plan to address this throughout the year?		
Is the school concerned about the first year operating deficit?	Ashley Baquero	Budget Narra
Explain how the Board arrived at a 15:1 student teacher ratio? Will the TAS loan the school the 50k? If so, what is the interest rate on that loan? Will TAS purchase the building and lease it back to the school? What specifically, will be part of the contingency plan beyond "budget scenarios"? The proposed budget in year 1 ends with a deficit of \$104, 734 why is that? Based on the contract is it correct that TAS will be entitled to over \$252 as their management fee which is the projected year 2 revenue, correct? How will school maintain 3% cash on hand or save for reserves?	Tracy Kelley	Budget Narra
- If you plan on enrolling 120 students and hiring 6 content teachers, how do you achieve a student-teacher ratio of 15:1? - 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?"	Sally Houston	Budget Narra
What is the accurate student to teacher ratio? Breakeven number provided is below legislative mandate.	Sherry Reeves	Budget Narra
What enrollment numbers are used in the calculation as the 75 student break even point?  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? Are the \$50,000 for capital state, county, or federal dollars?  Based on the proposed budget, how can the applicant maintain a 15:1 student ratio? At best, with a 100 year enrollment, the school can offer 17:1 so could the applicant clarify the projections?  Who are LLC and GER? Is the potential for other providers part of the reason the CMO contract is not executed?  How does the CMO payment (which is somewhat unclear) work in years with a deficit?  How is the deficit in year one aligned with the minimum fund balance of 3%? Is the fund balance proposed after the CMO allotment? Can the applicant clarify the role of CMO since the contract, the ed plan, and the budget are not aligned? Which of these takes precedent if enrollment numbers are not met?  Is the CMO paying for furnishings as in the facilities section it states they are included in the lease?  Can the board plans and processes be shared in detail?	Nicole Charles	Budget Narra
- Clarify: what is the actual internal control procedure?	Sally Houston	Financial Au
The description of the internal control procedures is inadequate. The designated auditor is too closely affiliated with TAS.	Tracy Kelley	Financial Au
If the plan for internal controls include contracted 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

<b>Reviewer</b>	<b>Score</b>
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Lindalyn Kakadelis	Fail
Joe Maimone	
Ginger Cash	
Danielle Allen	
Bruce Friend	
Ashley Baquero	Pass
Alex Quigley	Pass
Tracy Kelley	Fail
Tammi Sutton	Fail
Stephenie Clark	
Sherry Reeves	Fail
Shannon Sellers	Fail
Sally Houston	Fail
Phyllis Gibbs	
Nicole Charles	Fail

**VII AGREEMENT PAGE**

**Application Fee:**

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

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

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

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

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

nodaboard1

Date: 10/01/2018

**Applicant Signature:**

The foregoing application is submitted on behalf of North Davidson 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: nodaboard1

Board Position: Board Chair

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

Date: 10/01/2018

Sworn to and subscribed before me this

North Davidson Academy - North Davidson Charter Academys mission is to continuously provide all students a high quality education utilizing an innovative and data-driven approach, creating lifelong learners and productive, contributing members of society.

\_\_\_\_\_ 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.

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

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.

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

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.

<b><u>CSAB Votes</u></b>	
<b>No</b>	<b>Yes</b>

***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>	Missing Appendix A2 (no document uploaded) Did not certify (common language across TAS applications) - danielle_allen
<b>Education Plan</b>	Missing Appendix A2 (no document uploaded) Did not certify (common language across TAS applications) - danielle_allen
<b>Governance and Capacity</b>	Appendix F is missing resume from Hilton Chesson and no background checks were submitted for any board members.  Notes: Appendix G is missing required conflict of interest policy and commitment to NC Open Meetings Law in by-laws. Appendix C submitted is for the 2020 SY, but school requested acceleration. - danielle_allen
<b>Operations</b>	Missing Appendix A2 (no document uploaded) Did not certify (common language across TAS applications) Appendix I partially complete (not signed by both parties) Appendix G missing (blank document attached) Appendix F partially complete (background checks appear incomplete for 3 board members; several documents illegible) - danielle_allen
<b>Financial Plan</b>	GER/TAS applications using same language. Appendix D: Applicant indicated group has 501(c)(3) status; no documentation to support this Appendix F, G, J, M, N, P: Blank document uploaded Appendix I: Uploaded educational need Appendix K: Not three years of audits/statements Facility section left blank - danielle_allen
<b>OVERALL</b>	- danielle_allen  - danielle_allen  Missing Appendix A2 (no document uploaded) Did not certify (common language across TAS applications) Appendix P not notarized - danielle_allen  GER/TAS applications using same language. Appendix D: Applicant indicated group has 501(c)(3) status; no documentation to support this Appendix F, G, J, M, N, P: Blank document uploaded Appendix I: Uploaded educational need Appendix K: Not three years of audits/statements Facility section left blank - danielle_allen

### External Evaluator

<b>Mission, Purposes, and Goals</b>	<u>Mission Statement</u> Is the team purporting that they alone have the answer for thcommunity; by stating "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. " What else does
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	<p>the Board see in the NoDa area? Does the group believe that all students can learn at high levels? - kelleltracy1</p> <p><u>Mission Statement</u> What data-driven approach is the applicant suggesting?</p> <p>How will the applicant measure success of "contributing members of society"? - nacharles</p> <p><u>Mission Statement</u> Torchlight Schools also has a history of keeping students in school. As seen in Appendix A1, T Could not find this in Appendix 1 - - kakadelis1</p> <p><u>Mission Statement</u> How will data help NoDa Academy produce curious, self-sufficient learners and engaged citizens. Explain: our school's program will...adjust each year to suit the incoming student population. - sherryreeves</p> <p><u>Educational Need and Targeted Student Population</u> What else attributes to the success of Success Academy, in your opinion? Did the team visit Success Academy or spoken to staff or leaders at Torchlight Academy or any other Torchlight managed school? What else besides Teach Like a Champion and Success Academy distinguishes it from the LEA? If a school leader in a LEA school got the book and implemented activity learning would they see improved educational outcomes? Why or why not. - kelleltracy1</p> <p><u>Educational Need and Targeted Student Population</u> The applicant says they chose this area because of the academic achievement gap, but do not state how they think they will strive to improve it. What data will be used other than NWEA MAP to drive instruction to meet the mission? What data supports the claim that Success Academy achieves result surrounding "affluent, White school EOG results?" If the basis of this information is from New York schools how does it compare to NC schools? What else will be done in the classroom besides activities from Teach Like a Champion" and Success Academy ideas to differentiate from the LEA? - shannon9402</p> <p><u>Educational Need and Targeted Student Population</u> How does the applicant suggest targeting specific populations? is this addressed in recruitment?  Is the ADM 1% or just over 3%?  How will the applicant merge the two curricula?  How does a uniform contribute to a positive school culture?  How will the educational plan from the LEA? - nacharles</p> <p><u>Educational Need and Targeted Student Population</u> Too many different initiatives - how much staff development is needed? - kakadelis1</p> <p><u>Educational Need and Targeted Student Population</u></p>
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	<p>Is STEAM a focus? It is not mentioned in the mission.</p> <p>Have any board members visited Torchlight Schools or Success Academy Schools to see these various programs/models in place?</p> <p>There are a lot of "components" to the ed plan. How will the board attract teachers who are well-versed in each of these if student success is dependent on them working well together?</p> <p>How does wearing a uniform set a culture of high expectations? - sherryreeves</p> <p><u>Purposes of Proposed Charter School</u></p> <p>How will staff differentiate lessons, planning etc? How will MAP/NWEA data be used to hold staff accountable, leader, Board?</p> <p>Ho will your "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. "? How does Torchlight know about the low civic engagement is displayed among impoverished, minority communities" ? What evidence does the team have to support this finding? Civic engagement and social responsibility are not indicated in the mission as a focus, despite what is described in the following section "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. "</p> <p>- kellestracy1</p> <p><u>Purposes of Proposed Charter School</u></p> <p>Does the daily schedule include time for teachers to plan, differentiate, and utilize data as expected?</p> <p>When needed, who will support teachers in analyzing data and using data to drive instruction?</p> <p>Who will plan, lead, and implement the monthly parent workshops? - ashley_baquero</p> <p><u>Purposes of Proposed Charter School</u></p> <p>What data will be used other than NEWA data that is given 3 times a year to differentiate instruction?</p> <p>How will you engage students in community activities to help meet your mission?</p> <p>How will students use the data to help them improve?</p> <p>Will there be time set aside for teachers to review data and make plans for differentiation?</p> <p>Explain your active learning environment.</p> <p>Who will lead the parent trainings? How will you get parent participation?</p> <p>- shannon9402</p> <p><u>Purposes of Proposed Charter School</u></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,</p>
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	<p>teachers?</p> <p>Since the instructional model does not appear exceptionally unique, especially given the variety of schools in the target area, 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"? This statement is devoid of fact in the culturally rich area of the proposed location.</p> <p>- nacharles</p> <p><u>Purposes of Proposed Charter School</u> What is the understanding of board members of the legislative purposes of a charter school? This section is a repeat of the other applications. (How do these purposes apply to the board's intent for NoDa Academy?) - sherryreeves</p> <p><u>Goals for the Proposed Charter School</u> How will school ensure it retains highly effective teachers and not ineffective teachers? What are the goals for retaining highly effective teachers and what is the criteria and tool that will be used to meet the 90% retention rate? How will data be used to make parent volunteer decisions, culturally relevant lesson plans? - kellestracy1</p> <p><u>Goals for the Proposed Charter School</u> Other than students writing to a local legislator, how will you meet your mission on contributing members to society? - shannon9402</p> <p><u>Goals for the Proposed Charter School</u> - How will you measure student progress towards the part of your mission that states students will be "...contributing members of society?" - sallyhouston11</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?  What are the measures for the proposed goals like preparing civic minded leaders?  What is a 'timely fashion' for goals reporting?  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?  What is the process for parent concerns other than the parent advisory group and the mid-year formal opportunity?  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> Same as 4 other applications - - kakadelis1</p> <p><u>Certify Mission, Plan, Goals</u> appendix A2 is missing and the applicant certifies some sections but not others. Can the</p>
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	<p>applicant explain. - nacharles</p> <p><u>Certify Mission, Plan, Goals</u> While there is multiple mentions of STEAM, it is missing from the mission statement. This section feels like a duplicate of other charters and I'm unsure how this school or its mission is original. This statement "historically low civic engagement displayed among impoverished, minority communities" is both not backed with evidence and offensive. - tammisutton1974</p>
<p><b>Education Plan</b></p>	<p><u>Instructional Program</u> How will teachers learn Teach Like a Champion techniques? Will there be ongoing development in the techniques?  - ashley_baquero</p> <p><u>Instructional Program</u> What researched based evidence is there showing that core knowledge, TLAC will be effective with this student population? How will teachers differentiate lessons? How does NWEA align with the core knowledge curriculum? - kelleytracy1</p> <p><u>Instructional Program</u> What research shows the these strategies will work with your population? How can you use data to drive your instruction if you are basing it on NWEA results that are given three times of year and the third is at the end of school which would not be used to drive the data? - shannon9402</p> <p><u>Instructional Program</u> - If a teacher is unable to implement TLAC techniques in their classroom, how will the administrative team support him/her? - 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? - Clarify: What are the "instructional strategies" that will vary across grade levels and are specific to a certain grade level? In other words, what is an instructional strategy that an 8th grade reading teacher would use that a 7th grade reading teacher would not use? - Appendix B notes "writing." What are students writing? How will you scaffold writing across grade levels? - sallyhouston11</p> <p><u>Instructional Program</u> Can the applicant demonstrate how TLAC and STEAM curricula will be tied together at NoDA since STEAM is not mentioned in the goals or mission of the school?  There appear to be at least four proposed instructional plans. Can the applicant demonstrate how these will work in conjunction and toward improving student achievement?  Can the applicant highlight more details from the curriculum since the STEAM portions are not apparent in the curriculum?  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 how these will be measured?</p>

	<p>Is there data to support that the curricula from large urban areas will support families in North Carolina? - nacharles</p> <p><u>Instructional Program</u> Explain active-based learning. How does it support at-risk students? - sherryreeves</p> <p><u>Curriculum and Instructional Design</u> Can you elaborate the class structure for grades 6-8 with teacher specialists?</p> <p>Will teachers receive training in culturally responsive teaching techniques? By whom? When?</p> <p>- ashley_baquero</p> <p><u>Curriculum and Instructional Design</u> STEAM curriculum is not mentioned in the mission or description, why is that? What STEAM curriculum will be used? Will teachers create the STEAM curriculum or will it be purchased? What is the decision making process for deciding which Science curriculum or math curriculum will be used? Will teachers be a part of that decision? How much free time will specialist teachers have and what structures and systems will be put in place to monitor intervention supports? How will students be assigned to intervention and when will students be regrouped? What data will be used to guide intervention and regrouping decisions and what team or PLCs will make this determination? How does the calendar provide teachers a framework for instruction? How will teachers know what and when to teach particular units, concepts and how will grade levels be structured to make sure they are teaching and covering the same material? What happens if students are not mastering skills or concepts? What percentage of students do you anticipate will need intervention supports? How do you know this, what data will be used to determine intervention needs starting from day 1? - kellestracy1</p> <p><u>Curriculum and Instructional Design</u> Why is STEAM not mentioned in your mission if you intend for your school to be a STEAM school? What type of training will teachers receive on TLC or will it be solely based on their interpretation of what they read? How do your teachers use data to differentiate daily with the numerous possibilities that could be required based on student ability? NEWA Map data will not fully support the data needed to drive instruction, what other data will be used? - shannon9402</p> <p><u>Curriculum and Instructional Design</u> - Will middle school teachers be experts in an assigned content area? Will students rotate between content teachers or will the middle school teachers be responsible for teaching all content areas? - Why does the Language Arts/English strand wait until 7th grade to integrate nonfiction? How will the school assess progress on students' nonfiction skills prior to EOG testing given that students are testing on nonfiction passages from 2nd grade up? - Clarify: How many days are dedicated to NWEA assessment administration? Consider distinguishing this from EOG testing on your school calendar. - sallyhouston11</p> <p><u>Curriculum and Instructional Design</u></p>
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	<p>What is the accurate teacher/student ratio?</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 training time for teachers for the varying models? Is the assumption that all teachers will come prepared for these techniques? - nacharles</p> <p><u>Curriculum and Instructional Design</u></p> <p>Will board be able to recruit middle school teachers who are certified in all core areas? Why start as a K-4? Why not grow upward with the students? Has board visited Success Charter Schools to see curriculum and instruction in action? - sherryreeves</p> <p><u>Special Programs and "At-Risk" Students</u></p> <p>In addition to the levels you describe how specifically will an early warning system be developed to identify tier 1 students in need of supports? How will leaders monitor tier 1 accommodations and follow up with teachers on progress? What criteria will be used to deem a child "at risk"? Is a child at-risk because of their socioeconomic, racial, language acquisition status or will additional data points be part of the determination? How will support be provided day 1? What partnerships have been or will selected to support social emotional developmental health needs of students, especially in cases where behavior is impacting learning in general ed tier 1 environment? How will data be used to mitigate against over representation of students (especially boys) in special needs categories, diagnosis or evaluation? - kellelytracy1</p> <p><u>Special Programs and "At-Risk" Students</u></p> <p>How is it determined when DSS or other agencies will be contacted in Level 4 intervention?</p> <p>Understanding that most ELL students are Spanish speakers, but what will you do for those students that speak another language?</p> <p>How will you involve parents in conversations regarding "push up" students who are academically gifted?</p> <p>What do these on-line classes consist of? Is it in addition to the regular work or is it used to replace a class? - shannon9402</p> <p><u>Special Programs and "At-Risk" Students</u></p> <p>- Who determines that a student is "having difficulty" at Level 1? - 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? - sallyhouston11</p> <p><u>Special Programs and "At-Risk" Students</u></p> <p>How will you measure "adequate academic progress and grade level success" to determine</p>
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	<p>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> What does the applicant mean by independently constructed support system? How is this system different than the tiering systems employed by LEAs?</p> <p>What does difficulty mean?</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? Does the applicant have measures to ensure implicit bias does not factor into the decision during tiering especially if teacher discretion is employed and addressing the needs of ELL students is considered " a significant issue" rather than a strength of diversity?</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?</p> <p>How will these methods be evaluated?</p> <p>- nacharles</p> <p><u>Special Programs and "At-Risk" Students</u> No AIG teacher? Students identified by EOG/MAP only? - sherryreeves</p> <p><u>Exceptional Children – Identification and Records</u> Majority vote is not how students are placed into the Exceptional Children's program. The decision is made based on data. How are students referred to 504? - shannon9402</p> <p><u>Exceptional Children – Identification and Records</u> - Do teachers (or a team of teachers) need to collect any data before referring a student to the EC program? - sallyhouston11</p> <p><u>Exceptional Children – Identification and Records</u> 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>
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	<p>What happens after parents receive the request for information?</p> <p>How are students with 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> What is the referral process for 504s? Who qualifies for a 504? Who will manage these records? EC eligibility should not be determined by a majority vote. - sherryreeves</p> <p><u>Exceptional Children – Education Programming</u> What safe guards will be in place to make sure students receive instruction on grade level? - kellestracy1</p> <p><u>Exceptional Children – Education Programming</u> - How will the EC teacher collaborate with content teachers? What instructional development, if any, will the EC teacher have when modifying and/or accommodating work?  - 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? - 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 home bound 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?  Are the skills required for the exceptional teachers included in the staff budget?  How is the exceptional children's teacher evaluated? - nacharles</p> <p><u>Exceptional Children – Education Programming</u></p>
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One EC teacher to instruct and manage the program in year 1? subsequent years?  
(Targeting an at-risk population; will needs be higher?) - sherryreeves

Student Performance Standards  
How will student performance standards be used to assess effectiveness for schools curricular choices, instructional strategies, lesson planing, assessment strategy, promotion and retention? What systems, structures, processes will be put in place to enable assessment data to be used to drive instruction (i.e. data analyst, data teams, data PLCs, data dashboards, teacher leaders)? How does the promotion and retention strategy differ from the LEAs? - kelleltracy1

Student Performance Standards  
What criteria will be used for promotion? How will it be decided if a student should be retained?  
How will data be used for instruction? How will the school determine the success of the data being used from NWEA Map Assessments? - shannon9402

Student Performance Standards  
- Will students be able to make up late assignments? Why is there a nine to ten point range for earning a grade A, B, C, and D and a 60 point range for an F? Why has the school decided on this particular grading scale? If a student is absent and misses a graded assessment, how will grades be accounted for in the grade book?  
  
- Will teachers use other reading data given that the Lexile level provided by MAP does not always account for text complexity? For example, some texts with very low Lexile levels are extremely complex. The Sun Also Rises by Hemingway has a Lexile level of 610 while Diary of a Wimpy Kid has a Lexile level of 950.  
  
- How will this data inform curriculum over time? - sallyhouston11

Student Performance Standards  
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 etc?  
  
Is there a benefit in grouping together students with varying levels of success/ 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

Student Conduct and Discipline  
What are some examples positive expectations that will be part of school guidance system? The schools stated mission is to be a a place where decisions are data driven, how will student behavior decisions be data driven? How is the proposed student code oc conduct differ from the LEA? Will the school used in-school suspension as a strategy to keep suspension rates low? If so, what structures, and processes will be in place to keep in school suspension from becoming a "holding place"? Who on staff will be responsible for assessing school culture, climate, behavior data? If in school suspension is a strategy how

will it comport with the law? How will behavioral expectations be taught? What and how will the school create and sustain a common language for behavior, create a core set of beliefs or pillars? What will be celebrated and how will students learn to self regulate their own behavior? Specifically, what will be in place to operationalize the schools' mission for "creating life long learners, and productive contributing members of society"? - kellestracy1

Student Conduct and Discipline

Who will train the staff on Etiquette? Is this a written curriculum or one developed by the school?

Who will model the positive behavior? How will your suspension rate be lower than the LEA?

How will you use discipline data to support your mission? - shannon9402

Student Conduct and Discipline

How does the school define "disrespect?"

- Has the school considered offering a detention of some sorts between Level 1 and Level 2 offenses rather than jumping from a verbal reprimand to possible suspension?

- Who handles counseling for Level 1 offenses? Clarify: How will you offer counseling to students if you have not allotted funds to hire a counselor according to your Personnel Budget?

- What is the dollar total considered "mild damage to property?"

- Will students be able to complete their graded work if suspended out of school? Why would fighting or theft cause a student to lose two weeks of direct instruction? What is the advantage of suspending a student for 10 days instead of 5 days?

- Will parents/guardians be notified of Level 1 infractions? How will the school leverage family support to prevent the escalation of infractions?

- Discipline is not synonymous with consequence. What proactive supports has your school considered taking to prevent misbehavior? How will the school leverage behavior plans to support Tier 2 and Tier 3 students?

- sallyhouston11

Student Conduct and Discipline

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?

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? - nacharles

Certify Education Plan

The education plan presented in this application is not differentiated from the LEAs or the other Torchlight applications. There is lots of information on what will be done but almost no substantive details on how it will be done. - kellestracy1

Certify Education Plan

The applicant doesn't have a clear understanding of 504 use as it was not addressed.

Concerns over what data besides NWEA Map will be used to drive instruction. - shannon9402

	<p><u>Certify Education Plan</u> With so many different strategies and approaches, it's difficult to get a cohesive vision of the academic plan. In addition, because it is similar to many other applications, it lacks evidence to show how this school will be unique. - tammisutton1974</p>
<p><b>Governance and Capacity</b></p>	<p><u>Private Non-Profit Corporation</u> - no file attached - sallyhouston11</p> <p><u>Private Non-Profit Corporation</u> What is the role of Torchlight and what is the relationship between Torchlight and the school? - nacharles</p> <p><u>Private Non-Profit Corporation</u> Why is Torchlight Academy Schools listed as the registered agent? - sherryreeves</p> <p><u>Tax-Exempt Status 501 (c)(3)</u> - no file attached - sallyhouston11</p> <p><u>Certify Governance</u> The proposed Board lacks the capacity (skills, expertise, experiences, knowledge)to effectively hold TAS accountable. There is no indication that the Board's philosophy or pedagogy is likely to improve outcomes for kids. The rationale for selecting TAS was primarily driven by lower than normal suspension rates above all else and there is no verifiable data that was used to compare outcomes with LEA schools. - kelleystacy1</p> <p><u>Certify Governance</u> The board doesn't have experience in education. Projected enrollment has change. - shannon9402</p> <p><u>Certify Governance</u> What is the relationship between the board and Torchlight? Has this board visited Success? It's difficult to read the resumes of the board and know their experience as it relates to opening a school. - tammisutton1974</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> - What is the term limit, if any, of each Board member? - sallyhouston11</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Please elaborate on board members' experience in the education sector.</p> <p>The bylaws make reference to another charter school - will want to revise these.  - ashley_baquero</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> What are the Boards by-laws? Under the Torchlight governance structure will each school maintain a single board or will they fall under 1 board? The attachment with Board member resumes and information was not readable, who on the board has school leadership experience, teaching experience, charter experience, non profit management experience, large budget experience, legal, and or human resources experience? - kelleystacy1</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Is there a board member with education experience? Based on information provided there is not, so who understands the educational requirements needed to operate a school?</p>

	<p>What are the By-laws? There is very little information pertaining to the board in matters of terms, offices, etc. How will the board evaluate the success of the school? The board itself, etc? For a grievance with the Lead Administrator that occurs after the monthly board meeting, it appears the person with the grievance would have to wait approximately one month before being heard. Is there another option for this grievance to be heard in a timely manner? - shannon9402</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Do any of the board members have educational experience? The application states that education experts were intentionally sought out but the materials do not reflect such experience.</p> <p>Under what circumstances would the board grow to an even number?</p> <p>How precisely will board tie votes be resolved?</p> <p>With little to no experience in education, how will the board make informed decisions for the hiring and evaluating the lead admin and teachers?</p> <p>What is the "robust data analytics process" the board will use to evaluate the EMO? 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>Is there a plan to recruit board members with ed, legal, and finance experience?</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>Since the ethical standards portion only repeats the narrative from the governance structure, can the applicant share plans for ethical standards and procedures?</p> <p>Is there a conflict of interest should the board chair successfully gain the city council seat?</p> <p>Is there an opportunity to learn more about the board members as the resumes are very difficult to read?</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 EMO spelled out more clearly? - nacharles</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Appendix with board member information is unable to be read (many pages are "tiny" and when you attempt to enlarge them they are illegible). No educators on the board.</p>
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	<p>How did these board members meet/decide they wanted to open a charter school? Is the ultimate number of board members 9? (adding 1 member each year a grade is added) What is the plan for adding parents to the board? Does the board intend to interview its lead administrator? - sherryreeves</p> <p><u>Proposed Management Organization (EMO/CMO)</u> - Clarify: Nothing is written in the TAS NoDa.pdf form. Does this need to be completed? - What were the challenges faced by other Charlotte charter schools? How will overcome these challenges? - Clarify: TLS is used throughout the written response, TAS is used throughout the contract. Do both acronyms represent Torchlight Academy Schools? - sallyhouston11</p> <p><u>Proposed Management Organization (EMO/CMO)</u> Page 7 of the CMO agreement (Section E "Fee") states that TAS may keep the difference between operational expenses and revenues, how will the Board ensure that TAS maintains the student teacher ratio of 24:1? What systems will the board use to ensure that TAS is meeting the operational needs without regard for costs. Has the Board gotten an explanation from TAS regarding the teacher student ratio at the Torchlight Academy? Is it true that the student teacher ratio at Torchlight Academy is 49:1? What data will the Board use to monitor TSA performance? How will teachers be "jointly employed" by TAS and the Board? How will the Board evaluate teacher hiring recommendations made by TAS? Describe the hiring process, criteria, matrix that will be used? How, specifically, will TAS contract be in the best interest of the proposed school? What data (governance data, student performance data, behavioral, discipline data and financial data) from TAS schools has the Board seen verifying that TAS schools are outperforming LEAs and meeting the needs of families and communities beyond Appendix A1? Appendix A1 does not show any TAS managed schools in comparison to LEAs, why is that? - kellelytracy1</p> <p><u>Proposed Management Organization (EMO/CMO)</u> What is the difference between TLS and TAS? Is this the same company? Why choose a company that has not operated in Mecklenburg County? Why did the other schools fail? How will you be different? How will teachers know the difference between the board and the CMO? - shannon9402</p> <p><u>Proposed Management Organization (EMO/CMO)</u> How and what data points was Torchlight selected?</p> <p>What are the challenges establishing charters in Charlotte? What are the learnings and remedies for those issues?</p> <p>What is the fee structure mentioned as the application states that fees will not be assessed?</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>
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	<p>Can the contract be canceled without cause or with just cause and on either side as the attachment and the narrative do not indicate the same thing?</p> <p>Is there a backup plan for furniture, fixture, and equipment upon contract termination?</p> <p>Are TLS and TAS the same entity?</p> <p>Some of the roles delineation is unclear. Can the applicant make clear its understanding of its own role? - nacharles</p> <p><u>Proposed Management Organization (EMO/CMO)</u> Executed contract is blank. (Signature page attached separately without complete contract.) I don't believe this statement is accurate: Our research found most, if not all, of the charter school start-ups that faced financial, recruitment, and compliance challenges were not associated with an EMO. (And there are MANY successful, top-rated charter schools in NC that are not associated with an EMO.) What was the criteria for determining that TLS would be the best fit for NoDa Academy? - sherryreeves</p> <p><u>Staffing Plans, Hiring, and Management</u> Are the employee rates low for the area? Will you be able to attract the talent necessary to meet your ambitious goals? This is particularly concerning for those positions with dual-roles.  - ashley_baquero</p> <p><u>Staffing Plans, Hiring, and Management</u> Describe the instructional infrastructure and PD that will be developed to help teachers realize their full potential as professionals. What infrastructure will be put in place to provide teachers with data driven feedback, engage them in decision making for the school (Board representation?) The description of the relationship between the Board and employees, especially teachers, as joint employees is lacking in specifics and details, why is that? The org chart indicates that parent advisory board reports to the Board, will a teacher rep be on the Advisory committee? How will the teacher schedule be structured? How many minutes of common planning time will teachers have each week? How will data inform teacher retention decisions? - kellelytracy1</p> <p><u>Staffing Plans, Hiring, and Management</u> What exactly is the role of the Assistant Administrator? The title appears to change in the explanation portion of this section to Administrator assistant. If this person is to be an assistant administrator a salary of \$30,00-\$40,000 seems extremely low and may not attract a highly qualified applicant. Will the benefits offered be comparable to that of the State Plan? If not will the salary be a hindrance to candidates? - shannon9402</p> <p><u>Staffing Plans, Hiring, and Management</u> Are the Assistant Admin and the Administrative Assistant the same? Is the position equal to an Assistant Principal or a Admin Assistant?  What are the "traditional restrictions that can impeded teacher and student success"?</p>
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	<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 given the concentration of educational options? Is there data around the teacher pipeline? - nacharles</p> <p><u>Staffing Plans, Hiring, and Management</u> Low salaries for high expectations of staff. - sherryreeves</p> <p><u>Staff Evaluation and Professional Development</u> How will the Board ensure teachers are provided sufficient planning time within the school day? Does the Board think that sufficient planning time can be done with 2 specialist who are also expected to provide intervention supports? What is the Board educational philosophy and how does it align or not align with with TAS? What are the desired outcomes from the August 2 week professional development? What specific strategies from Teach Like a Champion, culturally responsive, teaching, classroom management will be non negotiable look fors in each classroom across all grades? The school's mission is to create a data driven approach, how will PLCs serve to further this mission? What is the frequency of teacher observations, what protocols for feedback will be used to ensure teachers' practices are meeting the needs of students. How will professional development be tailored to meet the needs of staff and students, and families? - kellelytracy1</p> <p><u>Staff Evaluation and Professional Development</u> Will \$10,000 be enough in professional development to train teachers to meet your mission of data driven? How many times a year will teachers be evaluated? Do you have an evaluation instrument? - shannon9402</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> Low budget for staff development especially considering all the components. - sherryreeves</p> <p><u>Marketing Plan</u> Please provide more specifics about how you will attract the target population to enroll.</p> <p>How will the school market to Hispanic families in the targeted location? - ashley_baquero</p> <p><u>Marketing Plan</u> What benchmarks have been set up to progress monitor enrollment numbers to ensure the school will meet its enrollment projections? The plan does not provide sufficient details to evaluate if the marketing budget is sufficient, why is that? - kellelytracy1</p> <p><u>Marketing Plan</u></p>
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	<p>Why is the management company reviewing all applications? What are they looking for? What is asked on the application? Will passing out flyers to local businesses be enough to reach your projected enrollment? How will you notify potential parents of forums? What other ways will you get information about your school out in the public? Will you use social media? - shannon9402</p> <p><u>Marketing Plan</u> What is reason the CMO reviews applications? What is the process for ensuring that there a no barriers to entry in accordance with charter law?</p> <p>Why is there a selection process? Charters are public schools?</p> <p>Will there be a lottery?</p> <p>How are enrollment monitoring protocols?</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>- nacharles</p> <p><u>Marketing Plan</u> 2018 dates (is this copied from an old application?) Since no survey has been taken, how do you engage parents and meet enrollment projections in less than 9 months? - sherryreeves</p> <p><u>Parent and Community Involvement</u> - Have you considered adding a parent workshop on social media? (This is not a concern. The parent workshops is an awesome idea, and this could be a potential topic!) - sallyhouston11</p> <p><u>Parent and Community Involvement</u> How will the school engage with Hispanic families? - ashley_baquero</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?</p> <p>- nacharles</p> <p><u>Admissions Policy</u> The CMO applican 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>Projected Student Enrollment (Table)</u> Is first year projected 100 or 120 students? May be an addition error. - ashley_baquero</p> <p><u>Projected Student Enrollment (Table)</u> The enrollment projection for year 1 shows 100 students but in section 2 the enrollment table and narrative indicates 120 students in year 1, why is that? - kelleyletracy1</p> <p><u>Projected Student Enrollment (Table)</u></p>
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	<p>The projected enrollment number has changed from 120 in section 2 to 100 here. Why? What caused the change? - shannon9402</p> <p><u>Projected Student Enrollment (Table)</u> Why are the first year enrollment numbers inconsistent? (100 vs. 120) - nacharles</p> <p><u>Projected Student Enrollment (Table)</u> Previous chart indicated 120 students in year 1. Which is correct? Why fluctuations in enrollments based on grade level (16, 23, 18)? - sherryreeves</p> <p><u>Weighted Lottery</u> - How will transient families have access to application forms? - What is the process for completing forms for parents who are unable to complete the forms themselves? For example, will someone at the school be able to complete an application for a parent/guardian who is unable to read/write? - sallyhouston11</p> <p><u>Weighted Lottery</u> N/A - nacharles</p> <p><u>Weighted Lottery</u> Was a weighted lottery considered? - sherryreeves</p>
<p><b>Operations</b></p>	<p><u>Certify Operations</u> The applicant is relying heavily on the EMO/CMO but the contract is not executed. Are there concerns about the partnership not coming together? The EMO/CMO has submitted several applications of varying strengths. What is the plan if only one, some, or none of the applications are approved?</p> <p>The lack of material inclusion in part or completely among the application is worrisome as it does not show commitment to the proposed students. - nacharles</p> <p><u>Certify Operations</u> Procuring 3-4 buses at \$8K is unrealistic. There are multiple missing appendixes. - tammisutton1974</p> <p><u>Transportation Plan</u> Is \$8,000 a reasonable cost for 3-4 buses? - ashley_baquero</p> <p><u>Transportation Plan</u> - Most surplus buses currently range from \$3k-4k. How will you purchase 4 buses at this rate if you've only allotted \$8k for buses? <a href="http://ncschoolbussales.dpi.state.nc.us/">http://ncschoolbussales.dpi.state.nc.us/</a> - sallyhouston11</p> <p><u>Transportation Plan</u> How will you provide transportation when outlined as a related service in an IEP for a student with a disability? - ginger_cash</p> <p><u>Transportation Plan</u> Is \$8000.00 a realistic budget for 3-4 buses?</p> <p>Is there a transportation plan for IEPs? - nacharles</p> <p><u>Transportation Plan</u></p>

	<p>"Plan" is exactly the same for all four applicants partnering with Torchlight.          Plan does not give specific details about how school's transportation operation will work.          Unrealistic budget for purchasing 4 buses. - sherryreeves</p> <p><u>School Lunch Plan</u>          - How will you ensure students with dietary restrictions have meals each day?          - sallyhouston11</p> <p><u>School Lunch Plan</u>          See comments for transportation. Ditto for school lunch plan. - sherryreeves</p> <p><u>Civil Liability and Insurance</u>          Is the automotive limit aligned with the proposed transportation plan? - nacharles</p> <p><u>Healthy and Safety Requirements</u>          Why is there no signature but an alias? - nacharles</p> <p><u>Facility and Facility Contingency Plan</u>          Earlier in the application, it states with minor uplifting the building could serve 134, but now it states 150. Why is that? - shannon9402</p> <p><u>Facility and Facility Contingency Plan</u>          Is there any space to accommodate other activities appropriate for children of the proposed age groups including outdoor space as being poo should not mean not getting access to spaces that have been proven to increase academic success?</p> <p>Are the F,F, &amp;E (fixtures, furnishings, and equipment) appropriate for school aged children?</p> <p>How many students can the church actually hold as "in excess" of 150 is not clear?</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 one or two?</p> <p>Is the contingency plan educationally sound? - nacharles</p> <p><u>Facility and Facility Contingency Plan</u>          Is this property an old childcare center or part of the North Davidson United Methodist Church? - sherryreeves</p>
<p><b>Financial Plan</b></p>	<p><u>Certify Finance</u>          Torchlight should be asked to clarify how it has determined its management fee?          Normally the management fee is a percentage of revenue, in this case page 7 section e states that TAS is entitled to all of the monies left after operations and personnel expenses have been paid. In year 1 there is a \$104, 734 deficiet but year 2 there is over \$252k surplus, year 3 \$465k surplus, year 4 \$499k, and year 5 \$694k surplus. The independent auditor is not independent enough as he is too closely associated with Torchlight. The discrepancies between the several enrollment tables is concerning. And there is no articulation GAAPS procedures at the school level. Too much is left up to the CMO, and no one on the Board has the capacity to check and monitor practice and behaviors. - kellestracy1</p> <p><u>Certify Finance</u></p>

	<p>The school ends Year 1 in a deficit. The projected enrollment changes throughout the application. - shannon9402</p> <p><u>Certify Finance</u> With missing documentation, it is difficult to assess whether the budget is realistic. Based on market rates for even the simplest requirements to enact the educational plan (transportation, staffing, copy leasing, materials, and facilities), the budget appears ambitious.</p> <p>The lack of clarity about the role of the CMO is concerning - nacharles</p> <p><u>Certify Finance</u> The salaries are low in a competitive market. There is a deficit in year 1. It is unclear whether there will be 100 or 120 students. - tammisutton1974</p> <p><u>Budget Revenue Projections from Each LEA (Table)</u> Projected enrollment on page 7 was 120 students for first year. - ashley_baquero</p> <p><u>Budget Revenue Projections from Each LEA (Table)</u> The enrollment table does, why is that? not align with Section 1. - kelleystacy1</p> <p><u>Budget Revenue Projections from Each LEA (Table)</u> Why has the projected enrollment changed from the 120 students at the beginning of the application? - shannon9402</p> <p><u>Budget Revenue Projections from Each LEA (Table)</u> - Clarify: Your enrollment target for year 1 under "proposed grades served and total enrollment table" estimates a total enrollment of 120 students. Here you have listed 100. Which is accurate? - sallyhouston11</p> <p><u>Budget Revenue Projections from Each LEA (Table)</u> Why is the enrollment projection in this section different than in previous sections?</p> <p>Should the Form 990 be attached?</p> <p>Why is the fund balance so variable given that TLS's financial performance data indicates an approximate student increase of 100 students and fund balance decrease of \$439,000? - nacharles</p> <p><u>Budget Revenue Projections from Each LEA (Table)</u> Is the projected enrollment for year 1 100 students or 120 students? - sherryreeves</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Where is the Working Capital of \$50,000 coming? Why does EC funding decrease in year 2 when the number of students increases? Enrollment projection for year 1 does not align with projection in Section 1 of the application. - shannon9402</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> - No appendix M - Why would EC funds decline in year 2 if the total number of students increases in year 2? - sallyhouston11</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</p>
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	<p>working capital, why is appendix m not attached?</p> <p>Which student enrollment calculation is the applicant using? 100 or 120?</p> <p>Why are EC funds lower in year 2 and 3 than in year one given that all other revenues are budgeted to increase? - nacharles</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Is working capital being supplied by Torchlight? - sherryreeves</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Concerns about being able to attract/recruit talented teaching/admin staff with proposed salaries. - ashley_baquero</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Salary concerns over teacher salary? - shannon9402</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> - How will coverage be handled if more than one core content teacher is out? - Is one EC and ELL teacher feasible in Year 3 given the increased enrollment numbers? - With 6 content teachers in year 1, how will you maintain a 15:1 student ratio noted in your budget narrative? - sallyhouston11</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>Why is the EC teacher, who is functioning more like a EC coordinator making less money the Assistant Admin (whose is rather unclear)?</p> <p>IS the number of staff (20) in year 5 health insurance and error?</p> <p>Will this budget attract talent in an area where there are many educational options especially given the target population? - nacharles</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Salaries are not competitive for CMS area. - sherryreeves</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Does instructional materials include costs of implementing Core Knowledge? - ashley_baquero</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Office budget seems low since the school will be in the start=up year? Who is included in the "other Professional"? - shannon9402</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> - Will \$5000 be enough to cover the entire copy needs of all teachers over the course of the year? Will teachers have a limit on the number of copies they can make? - Clarify: The attached insurance PDF notes on page 2 that student accident coverage is \$7 per student. However, the predicted insurance cost over 5 years is the same from Year</p>
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	<p>1 to Year 5 at \$12,000/ Is it realistic that insurance costs will stay the same as more students enroll in the school?</p> <p>- sallyhouston11</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> Are the budgets based on any market research?</p> <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> Rising facility costs over 5 years. What changes? Transportation budget low. Child nutrition budget low. Instructional operations extremely low. - sherryreeves</p> <p><u>Total Expenditure Projections (Table)</u> Operating in a deficit based on figures provided. - ashley_baquero</p> <p><u>Total Expenditure Projections (Table)</u> Is there concern about the deficit in Year 1? What happens if the projected enrollment is not met? - shannon9402</p> <p><u>Total Expenditure Projections (Table)</u> - Unable to answer given conflicting enrollment targets (see comment under Budget Revenue) - sallyhouston11</p> <p><u>Total Expenditure Projections (Table)</u> What is the contingency plan for not meeting enrollment targets especially given the existing deficit in year 1 despite a conservative operations budget? - nacharles</p> <p><u>Total Expenditure Projections (Table)</u> How does board propose operating with a deficit in year 1? - sherryreeves</p> <p><u>Budget Narrative</u> Is the school concerned about the first year operating deficit? - ashley_baquero</p> <p><u>Budget Narrative</u> Explain how the Board arrived at a 15:1 student teacher ratio? Will the TAS loan the school the 50k? If so, what is the interest rate on that loan? Will TAS purchase the building and lease it back to the school? What specifically, will be part of the contingency plan beyond "budget scenarios"? The proposed budget in year 1 ends with a deficit of \$104, 734 why is that? Based on the contract is it correct that TAS will be entitled to over</p>
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\$252 as their management fee which is the projected year 2 revenue, correct? How will school maintain 3% cash on hand or save for reserves? - kellelytracy1

Budget Narrative  
Is the 75 student break even, set on the projected 100 students or 120 students?  
What types of various budget scenarios? What will you scale back on?  
How is the student teacher ratio 15:1?  
The budget shows the school ending in a large deficit; how do you plan to address this throughout the year? - shannon9402

Budget Narrative  
- If you plan on enrolling 120 students and hiring 6 content teachers, how do you achieve a student-teacher ratio of 15:1?  
- 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?" - sallyhouston11

Budget Narrative  
What enrollment numbers are used in the calculation as the 75 student break even point?  
  
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? Are the \$50,000 for capital state, county, or federal dollars?  
  
Based on the proposed budget, how can the applicant maintain a 15:1 student ratio? At best, with a 100 year enrollment, the school can offer 17:1 so could the applicant clarify the projections?  
  
Who are LLC and GER? Is the potential for other providers part of the reason the CMO contract is not executed?  
  
How does the CMO payment (which is somewhat unclear) work in years with a deficit?  
  
How is the deficit in year one aligned with the minimum fund balance of 3%? Is the fund balance proposed after the CMO allotment? Can the applicant clarify the role of CMO since the contract, the ed plan, and the budget are not aligned? Which of these takes precedent if enrollment numbers are not met?  
  
Is the CMO paying for furnishings as in the facilities section it states they are included in the lease?  
  
Can the board plans and processes be shared in detail? - nacharles

Budget Narrative  
What is the accurate student to teacher ratio?  
Breakeven number provided is below legislative mandate. - sherryreeves

Financial Audits  
The description of the internal control procedures is inadequate. The designated auditor is

	<p>to closely affiliated with TAS. - kellestracy1</p> <p><u>Financial Audits</u> - Clarify: what is the actual internal control procedure? - sallyhouston11</p> <p><u>Financial Audits</u> If the plan for internal controls include contracted 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> has the applicant investigated the academic success of Torchlight? How was Torchlight selected?</p> <p>if Torchlight is using Success Academy and Uncommon curriculum, should this be considered a replication of model? - nacharles</p> <p><u>Cover Page</u> How does English Enterprise - consultant come in with Torchlight Academy Schools, LLC - - Adam Ezell - Administrative Assistant - kakadelis1</p> <p><u>Cover Page</u> How many CMOs were considered in the application process? - sherryreeves</p> <p><u>Acceleration</u> If the building is in need of renovations it seems that the regular planning year would be beneficial, correct? - kellestracy1</p> <p><u>Acceleration</u> Did not see Appendix A2 evidencing facility. - ashley_baquero</p> <p><u>Acceleration</u> If the building needs "minor uplifting" how can you ensure it will be ready in time for the school to open? There is no Appendix 2. - shannon9402</p> <p><u>Acceleration</u> Is there empirical data 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 can serve 134 students, what is the plan for the suggested 342 enrollment? - nacharles</p> <p><u>Acceleration</u> Need only has performance of schools in the area - not that families would choose this charter school to attend</p>

- kakadelis1

Acceleration  
Where is the evidence that parents desire this school?  
Facility plan states that facility will accommodate 134 students. This would only work for year 1. What happens after that?  
Why not utilize the full planning year to find a facility that can be grown into rather than having to move or add modulars after one year? - sherryreeves

Grade Levels Served and Total Student Enrollment:  
Would you consider starting with just k-1? The enrollment projections are ambitious given the little experience Torchlight has. - kellestracy1

Grade Levels Served and Total Student Enrollment:  
The projected enrollment seems unrealistic based on the number of other choice schools in the area. - shannon9402

Grade Levels Served and Total Student Enrollment:  
Has the applicant surveyed the area to support projected enrollment of 342? What is the facilities plan for that number?

Could the applicant start with fewer grades and grow? Does the applicant build in budget alternatives for smaller enrollment numbers? - nacharles

Grade Levels Served and Total Student Enrollment:  
What is the reason for selecting projected grade levels in year 1? - sherryreeves

Certify Application  
The evidence in support of acceleration is not compelling and is specious as facility issues are used in all of the Torchlight applications. Overall, this team like the others approaches the communities from a deficit model focusing on challenges rather than strengths. They speak about the communities as struggling, economically disadvantaged, low performing communities hence they have low performing schools; as though low academic achievement levels are the fault of the families and students. This is a consistent theme throughout the Torchlight proposals. - kellestracy1

Certify Application  
The facility is in need of renovations. The only reason given for acceleration is the low performing schools nearby and the fact that the location will serve disadvantage students, but it doesn't fully explain how they will make a difference by accelerating. - shannon9402

Certify Application  
It appears that Torchlight does copy and paste applications but does not acknowledge replication AND certifies despite reproduced applications. - nacharles

Certify Application  
I don't see this meets the acceleration criteria. - a\_quigley

Certify Application  
With the exception of information specifically about the NoDa area, the remainder of this section is exactly like several others submitted (with Torchlight providing the third-party assistance). What exactly was the board's input? - sherryreeves

Certify Application

North Davidson Academy - North Davidson Charter Academys mission is to continuously provide all students a high quality education utilizing an innovative and data-driven approach, creating lifelong learners and productive, contributing members of society.

	<p>There is insufficient evidence that this school qualifies for acceleration. - tammisutton1974</p> <p><u>Signature Page</u> Who is taking accountability for the application? The CMO, the Board Chair, or the Admin Assistant? - nacharles</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>	
<b>Operations</b>	
<b>Financial Plan</b>	
<b>OVERALL</b>	

<b>Overall Summary</b>	
<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 F: Documents illegible Appendix G, N: Blank document uploaded Appendix I: Not signed by both parties</p> <p>Applicant responded to the incomplete information request by the October 12, 2018 deadline.</p>
<b>Application Review</b>	<p>Dr. Allen gave overview of applicant.</p> <p>* Mr. Addul Ali introduced himself and the qualifications of the board. He described the needs of North Davidson. He explained the interest in North Davidson and why the board choose Torchlight. He expressed his passion for the school and his experience being an at-risk student.</p> <p>* Ms. Kakadelis asked why the board didnt choose to do a replication of Torchlight. Mr. Ali stated that there were differences in the North Davidson area and with the diversity of the area, they wanted something different. He stated it warrants an individualized and</p>

	<p>personalized approach.</p> <p>* Ms. Reeves asked if he realizes that the application is almost identical to three other applications. Mr. Ali stated he understood that and the board reviewed the application. Ms. Reeves replied that she understands that but wonders how well the board knows the application. Mr. Ali stated the board really knows this application. He stated the board came up with the mission statement and the goal statements. He stated the application itself may have similar wording and he understands that, but the board went through the application with a fine-toothed comb. Ms. Kakadelis asked who is helping the board with the academic side of the school. Mr. Ali spoke about the potential principal that is assisting and why he is not on the board.</p> <p>* Ms. Sutton asked what will be different in this school as opposed to the other schools run by Torchlight and the other applications received from the group. Mr. Ali stated how pre-entry testing will work and he stated that the dynamics of North Davidson are very different. He stated they have business connections in the community. He stated they are not Torchlight and don't want to be Torchlight. He continued that they want a specific culture.</p> <p>* Ms. Kakadelis asked about the academic plan and the five different initiatives listed in the application. She stated the academic plan in the application is exactly the same as other applications. Mr. Ali stated they are using best practices and methodologies.</p> <p>* Ms. Reeves asked about the projected enrollment and the discrepancies in the budget. She stated the enrollment states 120 but the budget is for 100 students. Mr. Ali stated they are projecting 120 students. Ms. Kakadelis asked about community interest. Mr. Ali stated they did a community forum after the application was turned in. Ms. Kakadelis stated she isn't sure this is ready for acceleration. Ms. Reeves asked about the deficit in the budget for year one which is almost \$104,000. Mr. McQueen stated that is because it was calculated with the 100 students. Ms. Kakadelis stated it is really difficult when things are resubmitted at different times.</p> <p>* Mr. Ali stated that their Epicenter login was sent to someone wrong. Mr. Machado stated the application process does not use Epicenter, it uses Apex. Mr. Machado clarified that he is referencing the RTO process not the application process. Mr. Ali stated yes, and there were some uploading problems.</p> <p>* Mr. Quigley stated he has questions he would want to flesh out in the interview. Mr. Quigley stated there are multiple fails and he has concerns with moving someone out of clarification with multiple fails. Ms. Sutton stated she also has concerns with the number of fails and also with the competition the school would face in the area. She stated the salaries are also not competitive for that market.</p> <p>* Ms. Reeves stated she is also concerned with the high number of failures; there are fails in every aspect of the application.</p> <p>* Ms. Kakadelis stated there were 12 fails on this application and she is moving for the school not to move forward to a full interview because of the multiple fails and the competition in the Charlotte market. LK committee motion not to move North Davidson to full interview. SR second. Passed unanimously. AQ Full CSAB motion not to move applicant to full interview. SR second. Passed unanimously.</p>
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<b>Application Interview</b>	
<b>OVERALL</b>	