



### 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.

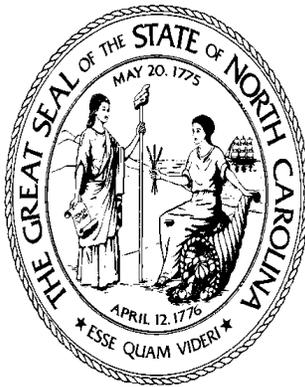
- § Pass: The response demonstrates an understanding of key issues and the ability to start a charter school successfully although minimal clarification may be needed in places. It addresses the topic with clear, specific and accurate information that reflects thorough preparation. The application meets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

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

Stephenie Clark  
Heather Soja

**Date of Review:**



# NORTH CAROLINA CHARTER SCHOOL APPLICATION

## Power Elite Preparatory 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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VII. \_\_\_\_\_  
AGREEMENT PAGE

<u>Application Fee:</u>	<u>91</u>
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**I. APPLICATION CONTACT INFORMATION**

Name of proposed charter school: Power Elite Preparatory 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: *Power Elite Preparatory Incorporated*

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: *Rochell V. Gray*

Title/Relationship to to nonprofitMunicipality: *Board Chair*

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

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

E-Mail address: torchlight.director@gmail.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, and technical writing. Torchlight Academy Schools, LLC will be the contracted management company for the school.

*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*

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

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

Yes:

No:

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

Yes:

No:

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

*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? Power Elite Preparatory Incorporated

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)

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

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

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

rovgray  
Signature

Board Chair  
Title

rovgray  
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>What will the schools' name be-Power Elite Prep Academy or Power Elite Male Academy?</u>	<u>Tracy Kelley</u>	<u>Cover Page</u>
<u>Did Torchlight research, plan, and write this application under the guarantee that it would receive the management contract?</u>	<u>Nicole Charles</u>	<u>Cover Page</u>
<u>Has the applicant investigated Torchlight as a provider?</u>		
<u>Is the name of the school Power Elite Preparatory or Power Elite Male Academy? There is confusion on this.</u>	<u>Shannon Sellers</u>	<u>Cover Page</u>
<u>Has there been market research to support this level of enrollment? The CMO appears to use these numbers as a boiler plate projection rather than ensuring the specific area can support the enrollment targets.</u>	<u>Nicole Charles</u>	<u>Grade Levels</u>
<u>These are the exact same enrollment projections as other Torchlight sponsored applications. How do you know this projection is realistic for the targeted area and population? Where did these specific numbers come from?</u>	<u>Jay Whalen</u>	<u>Grade Levels</u>
<u>There is a discrepancy in the schools' name that is concerning because it evidences a lack of focus and mission alignment.</u>	<u>Tracy Kelley</u>	<u>Certify Appl</u>
<u>What is the name of the school?</u>	<u>Nicole Charles</u>	<u>Certify Appl</u>
<u>What is the name of the school?</u>	<u>Shannon Sellers</u>	<u>Certify Appl</u>

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

## II. MISSION and PURPOSES

(No more than three total pages in this section)

### **Mission:**

*State the Mission of the proposed charter school in **thirty-five words or less**. The mission statement defines the organization's purpose and primary objectives, describing why it exists. The mission statement provides the foundation for the entire proposal.*

*The mission statement of the proposed charter school is as follows:*

Power Elite Male Academy will provide an engaging and rigorous curriculum that engages and inspires all male students to achieve academic success through data-driven decision making.

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

Our school will provide all male students a learning environment that is structured to adapt and build around the specific needs of these students with extensive wrap-around services.

### **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.*

The Charlotte-Mecklenburg LEA male student population is predominantly comprised of 21,000 White, 29,000 Black, and 17,280 Hispanic students. Black and Hispanic students in general are significantly behind the White student population in academic achievement. Male students are also performing approximately 5 points lower than the female population in this area. Each subgroup that our school will actively seek out of Black, Hispanic, economically disadvantaged, and male students are facing extreme academic achievement gaps in the LEA.

Our school population will draw from the most socioeconomically disadvantaged neighborhoods in the Charlotte-Mecklenburg LEA and expect to be over 95% economically disadvantaged.

Target Rationale:

The board is composed of educational and children support professionals who have all seen a distinct need among the populations they serve, which are predominantly socioeconomically disadvantaged students. Among this population, male students of color struggled the most in the classroom. With powerful partnerships already in place, students they serve actively asking for different schooling options, disturbing suspension data regarding male students of color, and the expertise this board possesses culminated into a collective desire to create a school that served the most underserved

demographic in the Charlotte-Mecklenburg school district.

Torchlight Schools was identified as the partnering management company because of their excellent results among local, socioeconomically disadvantaged students. Torchlight's flagship school, Torchlight Academy, serves over 95% economically disadvantaged students and achieved the highest growth score among all 167 existing charter schools in the 2016 school year.

Torchlight Schools also has a history of keeping students in school, a factor of significant importance to this board. As seen in Appendix A1, Torchlight has had 0 suspensions with a large at-risk student population exceeding 500 students. 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 scenario, and has consistently found ways to keep students in school and grow academic performance.

We will serve all male students in the area, but focus on socioeconomically disadvantaged boys that are struggling in their current school environment.

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

Power Elite Male 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 is less than one percent of the total amount of male students of color at each grade level. Our transportation will service all areas of Charlotte, ensuring that all students have a chance to attend.

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

Power Elite Male 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. Power Elite Male 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.

Power Elite Male Academys 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.

Our school board has worked extensively within the community to provide an exceptional range of wrap-around services unmatched by the LEA. Please see Appendix O.

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 Power Elite Male 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.

Socioeconomically disadvantaged male students perform lower on state assessments and receive a disproportionate amount of school suspensions. Power Elite Male Academy would provide a learning environment with a focus to adapt, learn, and respond to the segment of the CMS student population

facing the largest achievement gap.

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.

#### 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, Power Elite Male 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 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. The tenets of our schools program utilizes research best practices to engage, teach, and grow at-risk students.

#### 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.*

Power Elite Male 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 10% 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 15% 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 20% 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 25% greater than the district composite for each academic subgroup

ELL Proficiency

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

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

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

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

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

TRC/Dibels:

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

Year 2: 75% of students in K-3rd grade will meet grade level goals (blue or green overall scoring) or 10% 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 15% 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 20% 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 25% 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>
<p>How and why is the school targeting a male only population?</p> <p>Is there enough interest in the Charlotte area to attract an all male charter school?</p> <p>What wrap-around services will be provided? Is this an appropriate mission or should real targets be included?</p>	Nicole Charles	Mission Stat
<p>Explain the rationale and thinking behind referring to students as male as opposed to boys, young men? What specific pedagogical needs do boys have? There is no mention of desired outcomes that evidences high academic and life outcomes specifically targeting at you men in the community. What does the group hope to accomplish by opening this school?</p>	Tracy Kelley	Mission Stat
<p>Why are you focusing only on males? What specific needs do male students have? What are the extensive "wrap-around services?"</p>	Shannon Sellers	Mission Stat
<p>Clarify: What do you mean by "wrap-around services?" What do you these services include?</p>	Sally Houston	Mission Stat
<p>I read the clarification provided about the proposed school name (Power Elite Preparatory Academy) but when one reads the mission he/she would assume that the school name is Power Elite Male Academy. I believe that is why the external evaluators pointed out the confusion. Also I believe the comment regarding STEAM not being included in the mission refers directly to the mission statement (which does not mention STEAM as a part of the engaging and rigorous curriculum).</p>	Sherry Reeves	Mission Stat
<p>Mission statements outlines an all-male population, but nothing else in the application addresses the needs of young men.</p>	Jay Whalen	Mission Stat
<p>"Power Elite Male Academy will incorporate active and project-based teaching styles similar to Success Academy Charter Schools (SACS) that are effective in teaching STEAM material."</p>	Sherry Reeves	Educational
<p>Are you also targeting strictly minority males; your description seems to imply this. What evidence supports the need for this school to focus solely on males? The educational plan seems to align with other Torchlight schools? What will be different since this school will only serve males?</p>	Shannon Sellers	Educational
<p>This section is almost entirely the same as other Torchlight applications. How is this plan tailored to the student population?</p> <p>The statement regarding "transportation will service all areas of Charlotte" seems unrealistic. How will this be feasible?</p> <p>What wrap-around services are "unmatched by the LEA"?</p> <p>Where will the school be located with respect to the socioeconomically disadvantaged neighborhoods you are targeting?</p> <p>What "powerful partnerships" are already in place?</p> <p>What dose the Success Academy Charter Schools "active learning style" look like in practice?</p> <p>Appendix A1 is blank.</p>	Jay Whalen	Educational
<p>- If a teacher is unable to implement TLAC techniques in their classroom, how will the administrative team support him/her?</p>	Sally Houston	Educational

<p>- What components of Success Academy do you plan to incorporate at your school? How does this approach differ from other schools in the area?                  - Appendix A1 is blank.</p>		
<p>What research does the group have to justify targeting this group of students? What researched based curriculum, instructional strategies or models has the team found to be successful with young men? What schools has the team visited that show a single sex learning environment is an effective strategy to improves academic outcomes for young men? Are there any single sex Success Academy or Uncommon Schools campuses that the team has visited? What, if anything, does Lemov say about the inherent benefits a single sex leaning environment can have on the academic achievement levels of young men? How will this school be different from other Torchlight schools? Does Torchlight have any other single sex schools? or programs, or grades? What are the lagging indicators that predict "at risk" student behaviors in boys? What does the LEA achievement and or performance or growth data tell you about the academic needs of young men in Charlotte-Mecklenburg?</p>	<p>Tracy Kelley</p>	<p>Educational</p>
<p>The applicant refers to specific needs for "males" of color. That said, is there data to support the assertions for boys especially those of color that the applicant can share?</p> <p>Does Torchlight have experience with single sex education? Has the applicant surveyed the area to support projected enrollment of 342?</p> <p>What is the facilities plan for that number?</p> <p>Could the applicant start with fewer grades and grow?</p> <p>Does the applicant build in budget alternatives for smaller enrollment numbers given the unique target population and the unique support required?</p> <p>How can TLAC and SACS be adjusted for a specific school for boys? Are the results cited for boys or the overall population Success Academies serve?</p> <p>What about these curricula will specifically be different for boys of color and differ from the LEA?</p> <p>Where is appendix A1 which could describe in details the need and data for an all male charter?</p>	<p>Nicole Charles</p>	<p>Educational</p>
<p>Why isn't there a focus on males for academic purposes since the mission specifically targets males?                  What type of new professional opportunities will exist for teachers?                  These purposes do not align with your mission or targeted population.</p>	<p>Shannon Sellers</p>	<p>Purposes of</p>
<p>Nothing in the articulation of the purposes section mentions the specific needs of boys or young men, why is that? The purposes you identified do not align with the proposed mission and they are neither meaningful, targeted or specifically focused on improving academic and life outcomes of boys in the community.</p>	<p>Tracy Kelley</p>	<p>Purposes of</p>
<p>How is "differentiating instruction based on students assessments" a new professional opportunity for teachers?</p> <p>How do any of these priorities specifically tie into the mission to serve all males?</p>	<p>Jay Whalen</p>	<p>Purposes of</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>Why are the academic target not specifically address for the mission to serve</p>	<p>Nicole Charles</p>	<p>Purposes of</p>

<p>boy/young men?</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 boys of color without explicitly finding curricula options that address population?</p> <p>What data suggest "historically low civic engagement displayed among impoverished, minority communities"? Since this statement is devoid of fact in the culturally rich area of the proposed location and operates from a deficit perspective, can the applicant (or the CMO who has suggested for several schools), please provide support for this assertion?</p>		
<p>Explain the various innovative teaching methods that the board expects its teachers to utilize.</p>	<p>Sherry Reeves</p>	<p>Purposes of</p>
<p>- Given MAP assesses individual student growth, why would only 50% of students exceed internal MAP growth goals?</p> <p>- What EOG goals do you have for your student? (All I see listed here is "EOG Scores.")</p> <p>- Why are ELL scores set in comparison to other schools rather than individual student growth?</p> <p>- What are the possible monthly assigned goals?</p>	<p>Sally Houston</p>	<p>Goals for th</p>
<p>Why are ll goals somehow dependent on the local LEA or state proficiency? What are the current proficiency rates you are comparing to?</p> <p>Why are there no discipline/behavioral goals?</p> <p>How will you support "100% of parents volunteer at school"?</p> <p>How is the parent advisory council formed and maintained?</p> <p>What is the process for reviewing/revising goals?</p>	<p>Jay Whalen</p>	<p>Goals for th</p>
<p>The academic baseline data and corresponding targets identify "students" not "boys" , why is that?</p>	<p>Tracy Kelley</p>	<p>Goals for th</p>
<p>Why are the goals listed as student not males since this is your targeted population? If you are expecting 100% parent involvement, why is your goal for 60% of parents to respond to a survey?</p>	<p>Shannon Sellers</p>	<p>Goals for th</p>
<p>What is the anticipated proficiency of incoming students (in this case 4th graders Year 1)?</p>	<p>Sherry Reeves</p>	<p>Goals for th</p>
<p>What are the EGO metrics? Does the applicant have the student/family supports in place for success?</p> <p>What are the measures for the proposed goals specifically targeting boys?</p> <p>What is a 'timely fashion' for goals reporting?</p> <p>What opportunities are there for working parents (especially those with multiple jobs given the target population) to volunteer at the school given the 100% target?</p> <p>What is the process for parent concerns other than the parent advisory group and the mid-year formal opportunity?</p> <p>What is the role of the board in the governance and goal setting and meeting?</p>	<p>Nicole Charles</p>	<p>Goals for th</p>
<p>This section is the same as other Torchlight applications.</p>	<p>Jay Whalen</p>	<p>Certify Miss</p>
<p>This section does not align with the mission or name of the school.</p>	<p>Shannon Sellers</p>	<p>Certify Miss</p>

<b>The information looks like other charter schools being supported by Torchlight and are not unique to Power Elite Male Academy.</b>		
<b>Concerns with mission statement: Legal charter name should be used; needs to be more specific.</b>	<b>Sherry Reeves</b>	<b>Certify Miss</b>
<b>There is nothing about this section that aligns with the title or name of the school, including the mission statement itself or the mission description. There is nothing about the articulation of the mission, purposes or goals that are likely to improve academic outcomes for boys in Charlotte Mecklenburg.</b>	<b>Tracy Kelley</b>	<b>Certify Miss</b>
<b>Portions of this section are clearly reproduced and should not be certified.</b>	<b>Nicole Charles</b>	<b>Certify Miss</b>

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

### 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:

Power Elite Male 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, Power Elite Male 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.

#### 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 schools primary differentiators, and this approach will provide teachers the opportunity to utilize relevant and engaging material for students to analyze, discuss, and explore.

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

**Curriculum and Instructional Design:**

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

Power Elite Male 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.

Power Elite Male 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.*

Power Elite Male 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. Power Elite Male 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.*

Power Elite Male Academys instructional plan is built upon the North Carolina Standard Course of Study that defines what students should know at each grade level. The Core Knowledge Sequence curriculum ensures students are progressing along a planned course schedule that builds upon itself. Power Elite Male 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 tools 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 Power Elite Male 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.*

Power Elite Male 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.

Power Elite Male 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. Power Elite Male 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. Power Elite Male 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.*

Power Elite Male 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)*

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

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

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

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

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

#### Exceptional Children's Education Programming

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

Power Elite Male 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.*

Power Elite Male 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.*

Power Elite Male Academys 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.

<b>Section III: Education Plan Concerns and Additional Questions</b>		
<p>- Elaborate: What do you mean by active-based learning? Which studies support this method of instruction? What specific evidence are you referencing when you say "years of studies...validated active- based learning as an effective educational approach?"</p> <p>- In addition to NWEA, TCR/Dibels Assessments, what other assessments will you use to monitor student growth between these tests?</p>	Sally Houston	Instructiona
<p>The instructional program does not provide a clear, focused description of the instructional strategies the school will implement, why is that? The instructional strategies described do not integrate the unique needs of boys and how those needs will be met and how a single sex learning environment will further the groups stated mission. Is the team aware of other successful boys schools in the area and has the team reached out to them?</p>	Tracy Kelley	Instructiona
<p>Can the applicant demonstrate how TLAC and STEAM curricula will be tied together at Power Elite since STEAM is not mentioned in the goals or mission of the school?</p> <p>Can the applicant demonstrate how these will work in conjunction and toward improving achievement specifically for boys of color?</p> <p>Can the applicant highlight more details from the curriculum since the STEAM portions are not apparent in the curriculum?</p> <p>Although activity based learning is not addressed in the mission, it's a nice addition especially for boys. Can the applicant demonstrate how these are embedded in the various instructional models and 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?</p> <p>Can the applicant place more effort into highlighting the specific programs for boys?</p>	Nicole Charles	Instructiona
<p>What about this plan will address the unique challenges of boys in the area?</p> <p>How are STEAM activities infused?</p> <p>How is NWEA MAP data used to inform instruction if it occurs so infrequently throughout the year?</p> <p>When and how are the "regular academic intervention sessions" given? What does this look like? Who is implementing?</p> <p>How is data "provided and explained to students and parents regularly"?</p> <p>What exactly is active based learning and what does it look like?</p>	Jay Whalen	Instructiona
<p>Why is STEAM being introduced in this section for the first time? Why isn't it mentioned in the mission?</p> <p>What other assessments will be used besides Dibels and NWEA MAP to drive instruction?</p> <p>How often will data be shared with parents and students?</p> <p>What evidence is there to support that this type of learning will be successful for an all male school?</p>	Shannon Sellers	Instructiona
<p>What is unique about this instruction program for at-risk males?</p>	Sherry Reeves	Instructiona
<p>What is Success Academy Charter Schools' literacy program?</p>	Sherry Reeves	Curriculum a
<p>When and how are teachers training on the Success Academy model and resources?</p> <p>Are you providing the mandatory uniforms? If not, how will the targeted population afford them?</p>	Jay Whalen	Curriculum a

<p>The 6-8 staffing plan is unclear. Who is teaching what? How are the specialists used? When do specialists plan? Why are specialists teaching art and Spanish and supporting other teachers? How will this affect licensure requirements?</p> <p>Who is "regularly coaching teachers" When does that happen?</p>		
<p>How is this curriculum focused on males? You mentioned a diverse population but are targeting disadvantaged males? Where is the diverse population? Is Success Academy an all male school? What will have to be changed to address your population and its needs? How is the curriculum aligned to your mission? How will uniforms increase success rate?</p>	Shannon Sellers	Curriculum a
<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?</p> <p>Is this model developmentally appropriate for an all boys school?</p> <p>The curriculum is overly generic. Given the various instructional models, can the applicant provide more details about how this will improve outcomes for boys? How will instruction be differentiated to meet the needs of boys?</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? Is there specialized training for teachers with no single-sex educational experience?</p>	Nicole Charles	Curriculum a
<p>- Clarify: You stated the following in your plan: "Students in 6th-8th grade will rotate among a team of teachers who teach the core subjects of ELA, Math, and Science." The attached curriculum, in Appendix B, outlines History and Geography. Which content teachers will lead this portion of the curriculum in 6-8th grade if a core content teacher is not assigned to teach history?</p> <p>- How is Appendix B aligned with the school's mission?</p> <p>- Elaborate: "Power Elite Male Academy will encourage and fashion more relevant and interesting avenues for students to enjoy and pursue STEAM studies." How will PEMA do this?</p> <p>- What expectations exist for the physical classroom environment?</p>	Sally Houston	Curriculum a
<p>How will the Torchlight model be differentiated to meet the needs of boys in a single sex environment? Describe the process used to select the curriculum and how the curriculum is uniquely suited to young men/boys.</p>	Tracy Kelley	Curriculum a
<p>What percentage of Charlotte Mecklenburg male students are ELL? What criteria will the leaders and staff use to determine if a student is at-risk? Is there an assumption that all boys in Charlotte Mecklenburg community are at -risk? What are the graduation rates, attendance rates or college attendance and persistence rates of young men and boys in LEA, now?</p>	Tracy Kelley	Special Prog
<p>How does this support system address the needs of boys? This system although you state is independent seems to look like those of other Torchlight Schools? What guidelines will be aid teacher discretion in moving students to tiers. What data will you use to bring interventions in from DSS, etc? Who will provide the 1-1 support in Level 3?</p>	Shannon Sellers	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 and how does this address the needs of boys?</p> <p>What does "difficulty maintaining adequate progress mean in this context given that the applicant is choosing a target population specifically because they are struggling?</p> <p>Is teacher discretion for tiering an individual or group decision? Is it based on data? Which data points are considered?</p>	Nicole Charles	Special Prog

<p>Do the LEAs numbers support these program for boys? How many boys are ELL, gifted, or at-risk?</p> <p>Is the one-on-one support for Level III boys reflected in the budget?</p> <p>What may rise to the level of requiring DSS, mental health, or family counseling?</p> <p>Does the applicant have measures to ensure implicit bias does not factor into the decision during tiering especially if teacher discretion is employed 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 especially disaggregated for boys?</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>Why are none of the program specialized for boys?</p>		
<p>How will you measure "adequate academic progress and grade level success" to determine when 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>Are academic coaches included in projected staff? budget?</p> <p>Will AIG identified students only receive differentiated assignments? Is there a plan to employ a licensed AIG teacher?</p>	Sherry Reeves	Special Prog
<p>Who is providing the additional small group and one-on-one support for Tiers II and III?</p> <p>Why is the school administrator responsible for the support program and EL program? How will they effectively manage that with everything else they are responsible for?</p> <p>Who are the "specific support staff" mentioned to provide EL services?</p> <p>Applicant states all EL teachers will be Spanish speakers. What if you have a non-Spanish speaking student? What is the plan to communicate with that family?</p>	Jay Whalen	Special Prog
<p>- How long will a student be on Level 2 before determining he/she needs to move to Level 3?</p> <p>- Who is responsible for providing Level 3 interventions? When will staff administer Level 3 interventions during the school day?</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>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>- Your budget currently does not account for a partnership with a school Psychologist as described in your application. How much money will you allot for this partnership?</p>	Sally Houston	Exceptional
<p>Specifically what will be the process for creating a 504 for a student who does not have one when enrolling?</p>	Sherry Reeves	Exceptional
<p>How will students that need a 504 be identified?</p> <p>What types of interventions will be given to the student during the Child Find process?</p>	Shannon Sellers	Exceptional

<p>Eligibility for EC Services is not decided by majority vote. The decision is a team decision based on data.                  What allowances are being made specifically for boys?                  Will one EC teacher be enough for your targeted population?</p>		
<p>How will you ensure timely identification and provision of services if you cannot get EC records from previous schools? How does the RTI process work in conjunction with the IEP referral process?                   More detail on identification of students is needed outside of asking parents and staff referrals.</p>	Jay Whalen	Exceptional
<p>What happens after parents receive the request for information?                   How are students with 504 plans identified and accommodated?                   Who, in addition to the guardian, comprises the IEP team?                   Is a majority vote a sound method in determining eligibility for services for something as important as IEP status?</p>	Nicole Charles	Exceptional
<p>What are the accommodations for home bound students?                   Is there anything the applicant plans on adjusting specifically for boys in its programming especially above and beyond the legal minimums?                   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? Given the proposed population, is one EC teacher enough in the first years? What does the LEA dictate EC ratio to be for boys of color?</p>	Nicole Charles	Exceptional
<p>Who is actually providing EC support services to students?                   How have you planned financially for the possibility of the self-contained classroom mentioned?                   How are EC students monitored and assessed to track progress and what is the procedure for existing students who sustain sufficient progress?                   What is the plan to hire sufficient EC certified staff? Will there be enough staff to ensure push-in and pull-out services are adequately provided to all EC students each day?</p>	Jay Whalen	Exceptional
<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? What extra support will the EC teacher receive as his/her caseload increases?                  - Will one EC teacher be enough to cover self-contained classrooms if there are multiple students across grade levels that demonstrate this need?                  - With 203 EC students by Year 3 and only 1 EC teacher, it is likely students with IEPs will be placed into the same classroom to make push-in supports for ALL students feasible. How will having the majority of students with IEPs in one class impact student culture?</p>	Sally Houston	Exceptional
<p>Will one teacher be able to fulfill all the needs of the EC population to meet FAPE?</p>	Shannon Sellers	Exceptional
<p>What is your process or procedure for determining need and providing the homebound setting if needed?</p>	Ginger Cash	Exceptional
<p>Is there a narrative grading system for K-2 students?</p>	Nicole Charles	Student Perf

<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, anything related to the success of boys, etc?</p> <p>Is there a benefit in grouping together students with varying levels of success especially among boys? 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>		
<p>What data supports that NEWA MAP will improve success in male students?</p> <p>What other information will you use other than Dibels for K-2?</p> <p>Are exit tickets uniformed throughout the school or grade level?</p> <p>How will MAP data be shared with parents, so they know how to help the student at home?</p> <p>How will teachers be trained on utilizing MAP data to drive instruction?</p> <p>At what point will parents be notified that a student is in jeopardy of being retained? If you wait until EOG results and base your decision on this it could shock parents. Will you look at your other data prior to EOG's to have conversations with parents about possible retention?</p>	Shannon Sellers	Student Perf
<p>Historically in Charlotte-Mecklenburg how do boys perform on the NWEA/MAP assessment? Does the NWEA/MAP serve as a valid and comprehensive predictor of future success on the EOY state assessment for boys in Charlotte Mecklenburg or nationally? What evidence do you have that substantiates the baseline set? How will student performance data impact curriculum, PD, staffing, interventions, assessments, socioeconomic learning?</p>	Tracy Kelley	Student Perf
<p>- Clarify: How does the 8th-grade transition process vary from other grades? Will high school placement support and counseling be provided for students? If so, how is that captured in the budget?</p> <p>- What information will the pre-assessment at the beginning of the year provide?</p> <p>- When will teachers learn data analysis techniques to inform instruction? Will data analysis templates be provided to teachers to ensure teachers have a guide to interpreting assessment results? How will admin ensure teachers are using data to drive instruction on a daily basis?</p>	Sally Houston	Student Perf
<p>Outside of exit tickets, what additional formative assessments are used throughout the school year to track student progress?</p> <p>Outside of EOGs, what summative assessment are used throughout the year to track student mastery?</p> <p>What additional academic performance standards has the school set besides the grade scale? What is the process to set, monitor, and/or revise performance standards?</p> <p>What is the specific process for promoting students who are not proficient on the EOG? What is the protocol and standards for promotion and retention?</p> <p>How is assessment data tracked, analyzed, and used for instructional decision-making?</p>	Jay Whalen	Student Perf
<p>Is there a curriculum on school etiquette that will be taught?</p> <p>When will a manifestation meeting be held for a student with disabilities during suspension?</p> <p>How does this student code of conduct align with your target population?</p> <p>What are minor infractions? When are parents notified of violations other than suspensions?</p>	Shannon Sellers	Student Cond
<p>- Why would a level 2 offense result in a possible ten-day suspension?</p> <p>- How will the school leverage discipline data to inform classroom management feedback and teacher development?</p> <p>- 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?</p> <p>- What is the dollar total considered "mild damage to property?"</p> <p>- 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</p>	Sally Houston	Student Cond

<p>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?</p>		
<p>What specific PD training will teachers get on how to develop school culture and behavioral expectations in a single sex all boys learning environment? How will policies and and procedures be established, communicated and sustained in away that affirms the development of young boys?                      Beyond discipline, how will the school create a safe place for boys to take risks, express their emotions, and explore subjects like arts literature? What structures will be embedded so boys have the freedom to be who they are and encouraged to succeed.</p>	Tracy Kelley	Student Cond
<p>What specific supports will be in place for at risk males?                       There is not a clear definition of what constitutes a level 1 or 2 offense. What are the specific consequences for these infractions?                       Who manages in school suspension? What is the process for determining an ISS or OSS infraction?                       How is the school promoting positive behavior?                       Is there an appeal process for discipline infractions?                       How are manifestation determination meetings handled for students with disabilities.                       The discipline policy overall is insufficient and not clear.</p>	Jay Whalen	Student Cond
<p>Given that this boys is explicitly missioned to serve boys of color, how a culturally and gender considerate policies embedded? Where do the boys have opportunities to explore and step out of traditionally ascribed behaviors? Where are the leadership opportunities and specialized policies to align with the mission?                       Can the applicant provide more details about the nature of the expectations 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?                       Is there an opportunity to affect culture by allowing the boys to contribute to the code?                       What recourse do families and the boys 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?</p>	Nicole Charles	Student Cond
<p>This section is almost exactly the same as other Torchlight applications. How specifically will this plan support an all male population?</p>	Jay Whalen	Certify Educ
<p>Policies and narratives do not reflect the mission or focus on the targeted population of an all male school.</p>	Shannon Sellers	Certify Educ
<p>The education plan does not align in any meaningful way with the targeted student population or their specific learning needs in a single sex environment. No effort has been made to differentiate this application from the other Torchlight school applications. There is no description of how the school will not only be a boys school but a school for boys.</p>	Tracy Kelley	Certify Educ
<p>Applicant should not certify obviously rote reproduced materials especially since it is not aligned with the school's mission.</p>	Nicole Charles	Certify Educ
<p>The majority of the Education Plan is exactly what has been written for all the other applicants who are partnering with Torchlight Academy Schools. The targeted population for PEPA is very specific (at-risk, disadvantaged males) so I was expecting the Ed Plan to delve into the research/data, curriculum and instructional practices that have been successful with this group.</p>	Sherry Reeves	Certify Educ

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

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

(No more than ten total pages in this section)

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

##### **Governance:**

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

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

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

*Name of Private NonprofitMunicipality:* Power Elite Preparatory Incorporated

*Mailing Address:* Power Elite Preparatory Incorporate

*City/State/Zip:* Charlotte NC 28205

*Street Address:* 1132 Brighton Place

*Phone:* 919-538-8060

*Fax:* 919-850-9961

*Name of registered agent and address:* Rochelle V. Gray

**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.

<b>Board Member Name</b>	<b>Board Title</b>	<b>County/State of Residence</b>	<b>Current Occupation</b>	<b>Past or Present Professional Licenses(s) Held</b>	<b>Has any disciplinary action been taken against any of these professional licenses?</b>
Rochell V. Gray	Board Chair	MECKLENBURG	Attorney	None	N
Cheryl Atwood-Monsanto	Board Member	MECKLENBURG	Business	None	N
Shey Morton	Board Member	MECKLENBURG	Volunteer	None	N
Anthony Weeks	Board Member	MECKLENBURG	Volunteer	None	N
LaCher Wright	Board Member	MECKLENBURG	Volunteer	None	N
Not Applicable	Not Applicable	MECKLENBURG	Not Applicable	Not Applicable	N
Not Applicable	Not Applicable	MECKLENBURG	Not Applicable	Not Applicable	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.*

Five member board. See: By-Laws

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

The founding board members were recruited by several methods:

- Outreach by one pivotal board member, William Walton, who sought to find members with various skill sets including Education, Technology, experience in working with K-12 and Higher Education institutions, local community involvement/expertise, and curricular knowledge.
- A specific intent to select a diverse board that would be representative and sensitive to the needs of the local community.
- A range of experiences that would be beneficial in overseeing a charter school.
- Identifying those who have a genuine passion in creating a charter school in this community as a way of giving back to the community.

Process for recruiting new board members:

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

- Discussion during open public board meetings
- Active discussion of board duties and obligations with any interested party.
- The Board is committed to continually seek out qualified candidates who will add to the experience, passion, and diversity of the board.
- Mention at appropriate school events, orientations, and community events.
- As detailed in Article III - Board of Directors, Section 2 of the By-Laws of Power Elite Male 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 Power Elite Male 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 Power Elite Male Academy Board Members will review the applications submitted and elect the applicant(s) seeking to become a member of the Power Elite Male 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 Power Elite Male 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 board adopted a code of ethics and conflict of interest policy on August 23, 2018. Any potential conflicts are required to be disclosed to the board of directors. Board members may not vote on any matter in which they have a stated conflict of interest. Currently, we are unaware of any conflicts of interest or existing relationships. If the board becomes aware of any such conflicts of interests, immediate action will be taken to resolve the conflict in accordance with the adopted conflict of interest policy.

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

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

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

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

*school's governing body and leadership.*

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

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

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

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

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

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

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

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

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

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

Include in the Appendices:

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

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

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

**Not Applicable**

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

Name of the Company: Torchlight Academy Schools, LLC  
Address: P.O. Box 19191  
Raleigh NC 27619  
Website: [ww.tlaedu.org](http://ww.tlaedu.org)  
Phone Number: 919-538-8060  
Contact Person: Donnie McQueen  
Fax: 9198509961  
Email: [torchlight.director@gmail.com](mailto:torchlight.director@gmail.com)

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

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

- Recruitment of teachers, students, and staff
- Engage all new staff members in effective induction procedures and facilitate continued professional development through ongoing training.
- Advise in the facilitys design and furnishings of equipment for all students and those with special needs such as audiology devices, and tools required for vision/hearing screenings.
- Provide the experience for the planning, development, and oversight for EC student and programs.
- Conduct ongoing assessments, data collection, and analysis to refine and improve services to all students with the required emphasis for EC students.
- Review federal and state legislation related to special education.
- Apply for federal funds for our EC population in accordance with board

mandates and applicable Federal and state laws.

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

The school board understands and recognizes that it will review and approve all management company activity and hires. Torchlight Schools has articulated that they view this school as an investment for Charlotte students 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 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 Power Elite Male 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.

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

Our board has obtained independent legal counsel experienced in such matters

to maintain a continuum of continuity for this relationship. The Power Elite Male 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 t

*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.*

Not applicable. Information provided in separate section.

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

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

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

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

Not applicable. Information provided in separate section

**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.*

Power Elite Male Academy will recruit and hire for the following positions for the first year of operations:

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

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

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

ELL Teacher (1)- Includes one ELL teacher.

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

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

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

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

Include the following information for the proposed charter school:

#### Recruitment

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

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

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

#### Retention

Our school will use research-based best practices in the retention of high-performing teachers. These include but are not limited to: 1) Creating a culture of high expectations for teachers and students 2) Evaluating teachers based on performance and offering annual salary increases based on

their evaluation 3) Providing teachers data-driven feedback through class MAP growth 4) Providing rewarding professional development opportunities for all teachers 5) Engaging teachers in decision making for school 6) An intentional focus on teacher retention by including it in school goals.

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

The Board:

- Oversees legal compliance with NCDPI and NC laws and statutes
- Drafts policies (with review by legal counsel)
- Makes recommendations to the Lead Administrator regarding grievances which have been brought to the Board per the grievance procedures
- Makes recommendations for hiring and firing per review of Lead Administrator slate
- Holds monthly Board meetings at which any staff member may be heard during the open comment period.

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

The Staff

- May submit, in writing, suggestions about the policies of the school through the Lead Administrator.
- May address the Board at any open comment period at Board Meetings
- May address the Board in accordance with our grievance policy

Power Elite Male 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.

*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

*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.

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

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

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

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

5. First 20 Days of School (Aug. - mid Sept. 2019) - The board will have their first meeting during the school year to take a snapshot of the school from the management groups perspective on how parents and students view the

school and ensure correct policy and procedures are being implemented by the management in accordance with board expectations and state statutes. This meeting will be open to the public.

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

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

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

## **Parent and Community Involvement**

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

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

The schools Parent-Community Support Committee will be engaged to support the Leader Administrator and the Board by volunteer service in getting the school open including installation of the playground equipment, cleaning of the facility and setting up the furniture. Parents and community volunteers

will assist with conducting open house and parent/community volunteers will receive training to support volunteer service and to qualify to serve on the schools boards and committees. Parents will receive training to act as volunteer tutors, engage in fundraising, support their students and participate in the life of the school.

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

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

#### POWER ELITE PREPARATORY 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.*

Power Elite Male 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 student's name, address, residency, grade level, date of birth, sibling information, and preferred contact information and method. The full registration packet will include records request authorizations and detailed information including health, immunizations, exceptional children and 504 statuses, and so forth.

The school will conduct a series of introductory events prior to the start of school. The school admission policy will also address withdrawals, re-enrollment, and transfers. Students that withdraw because of parent military service, employment, or education have an admission preference if they return during the two year period. Student that withdraw outside of the

policy preference will be required to go through the lottery process over again. Students that transfer under the withdraw preference may return when a seat is available as a preference. The school will also recognize limited preferences for board members, teacher, and staff.

### **Weighted Lottery**

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

Yes:

No:

*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	40	0	0	40	0	0	40	0	0	60	0	0	80	0	0
Grade 01	20	0	0	40	0	0	40	0	0	42	0	0	60	0	0
Grade 02	20	0	0	20	0	0	40	0	0	42	0	0	42	0	0
Grade 03	20	0	0	20	0	0	20	0	0	40	0	0	42	0	0
Grade 04	20	0	0	20	0	0	20	0	0	20	0	0	40	0	0
Grade 05	0	0	0	16	0	0	20	0	0	20	0	0	20	0	0
Grade 06	0	0	0	0	0	0	23	0	0	20	0	0	20	0	0
Grade 07	0	0	0	0	0	0	0	0	0	20	0	0	20	0	0
Grade 08	0	0	0	0	0	0	0	0	0	0	0	0	18	0	0
	120			156			203			264			342		

<b>Section IV: Governance and Capacity Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
What is the role of Torchlight and what is the relationship between Torchlight and the school?  Who will own the 501(c)3?	Nicole Charles	Private Non-
Where are you in the process of obtaining 501(c)(3) status?	Jay Whalen	Tax-Exempt S
Where is the Tax Exempt Status appendix?	Nicole Charles	Tax-Exempt S
There is a lack of consistency to the mission of the school. Application lacks a tie into an all male school. Information is missing in regards to the board and the management company.	Shannon Sellers	Certify Gove
There are no Board member resumes, bylaws, or differentiated parent involvement. marketing, PD or admissions policies that align with the schools mission. There is nothing about the proposed school that is likely to have a positive impact on student academic outcomes in Charlotte Mecklenburg communities?	Tracy Kelley	Certify Gove
Can the applicant address its mission and program in the application sections?	Nicole Charles	Certify Gove
This section is almost exactly the same as other Torchlight applications. How specifically will this plan support an all male population?	Jay Whalen	Certify Gove
Do board members have experience in education, charter schools and specifically, at-risk youth? Is the Lead Administrator an employee of the board or the management company? What plans are in place for recruiting males to the board?	Sherry Reeves	Governance a
There is not a clear delineation of responsibilities for the board. Specifically, what is the responsibility of the board vs. the management company?  There does not seem to be education experience/expertise on the board. How will you recruit to ensure you have adequate education expertise? Also, additional school operations, community engagement, marketing expertise is missing and more financial and legal expertise would be valuable.  How is the board managing and evaluating the CMO and the lead administrator?  No specific recruitment strategies for board members are listed except talking about it at board meetings. What else will you do?  Appendices G and F are blank.	Jay Whalen	Governance a
- How is the lead administrator be evaluated? How will the board determine trends in staff culture throughout the year? - What experience does each board member bring to the table? (Appendix F is missing)	Sally Houston	Governance a
Why and how did the Board decide to create a boys school? What outcomes does the board home to attain? There were no bylaws or Board member resumes included, why is that?	Tracy Kelley	Governance a
Do any of the board members have educational experience? The application states that education experts were intentionally sought out but there are no materials to 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	Nicole Charles	Governance a

<p>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 needs more detail.</p> <p>Is there an opportunity to learn more about the board members as the resumes are not included?</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>Where are the resumes for the board members? Appendix F is blank.</p> <p>How will the board evaluate itself? How will the lead administrator be evaluated? How will the management company be evaluated?</p> <p>What is the time frame for a grievance in any situation? How long does the parent have to file the grievance and how long does the administrator have to respond to grievances?</p>	Shannon Sellers	Governance a
<p>It is unclear exactly what the board, CMO and school leader will separately be responsible for.</p> <p>Why/how is this CMO better with at-risk students?</p> <p>The contract states that all revenues are paid to the CMO as the fee, which then the CMO pays expenditures for the school. How is the CMO paying its employees? What of those revenues are kept as CMO operating costs. How can the board separate from the CMO if unhappy and recoup revenues? It is unclear exactly how the money flows and what controls are in place.</p> <p>The school administrator is listed in the CMO contract as an employee of Torchlight. Who is managing and evaluating the school leader? The board or the CMO?</p> <p>No contract attached.</p>	Jay Whalen	Proposed Man
<p>Does Torchlight have experience with single sex education? What is the success of TSL as there is not history, or contract attached?</p> <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> <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>	Nicole Charles	Proposed Man

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?		
What is the facilities plan?		
What experience does Torchlight have with a single sex school? Where are the financials for Torchlight? Appendix I is incomplete, why?	Shannon Sellers	Proposed Man
Which entity (board/board committee or CMO) will interview and hire/recommend for hiring staff? Did board members visit schools operated by each EMO/CMO mentioned? Have members visited Success Academy Charter Schools? What is the management fee?	Sherry Reeves	Proposed Man
- Elaborate: What specific data shows TLS schools have outperformed ALH and NHA? - Please clarify (this sentence was left unfinished): "The contract between the EMO may be terminated without cause, and t..." - What is the executed management agreement between Power Elite and Torchlight?	Sally Houston	Proposed Man
What experience does Torchlight have operating a boys school elementary or middle? There is no executed contract with EMO, why? There was no financial history for Torchlight, why is that?	Tracy Kelley	Proposed Man
Are there any plans to recruit teachers and staff with single sex education experience?  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"?  What research based retention practices will be employed to keep high quality teachers?  Does this staffing level support the student teacher ratio proposed and does it support the educational goals?  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?	Nicole Charles	Staffing Pla
Will "specialists" be licensed teachers or teacher assistants? If teacher assistants, what will be the education requirements? Why not require School Administration license for Lead Administrator? (at least a Master's level degree)	Sherry Reeves	Staffing Pla
Do you plan to have an Administrative Assistant and an Assistant Administrator? It appears that these two have been used together but are two different jobs. Your budget doesn't have a salary for both either. The dismissal plan is not clear.	Shannon Sellers	Staffing Pla
What is the exact function of the specialists? Are they teaching math and Spanish full time, or are they providing support and interventions? Will the Spanish teacher be certified? The exact plan for specialists needs more detail.  How are annual salary increases based one valuation determined?  How is 1 EC and 1 EL teacher sufficient?  What qualifications are you looking for to support a very specific male population?	Jay Whalen	Staffing Pla
- What is the board's procedure for dismissing personnel? - What benefits will be offered to staff? - What job fairs do you plan to attend? Who will attend fairs throughout the year? Who will post jobs on the school website? Who manages school social media accounts?	Sally Houston	Staffing Pla
What core competencies will be prioritized during recruitment of teachers, leaders and staff given the targeted student population? What role, if at all, will student academic performance play in retention of teachers, leaders, coaches, staff?	Tracy Kelley	Staffing Pla

<p>- What coaching and feedback will teachers receive outside of evaluations? How frequently are teachers evaluated throughout the year?</p> <p>- What resource(s) are you using for online teacher professional development? What is the expense of this(these) online development sites?</p> <p>- What conferences do you plan to send teachers to throughout the year? Where are those conferences and is money allotted for travel and housing expenses for those professional development sessions? What is the estimated cost of outside professional development sessions?</p> <p>- How are teachers highlighted and celebrated throughout the year?</p>	Sally Houston	Staff Evalua
<p>\$10,000/year for professional development is low, especially with the number of programs that PEPA will expect teachers to master.</p>	Sherry Reeves	Staff Evalua
<p>What training will be provided for teachers to work solely with males to help meet the academic and social needs of male students?</p> <p>How are teachers assigned mentors?</p> <p>How often are teachers evaluated? How will you determine if teachers are reaching the school's mission? How will you support struggling teachers?</p>	Shannon Sellers	Staff Evalua
<p>This section is almost exactly the same as other Torchlight applications. How specifically will this plan support the needs of an all male population?</p>	Jay Whalen	Staff Evalua
<p>Given the variety of curricula proposed, is \$10,000 for PD enough to teach all teachers or is the expectation that teachers come experienced with the curricula especially given the proposal to operate a single sex school?</p> <p>Is there a solid plan for internal PD or is mostly external?</p> <p>Is there a comprehensive plan for coaching and mentoring along with the appropriate resource allocation?</p> <p>Are there plans for partnering with other same sex education schools/networks?</p> <p>Does the evaluation and professional development include an equity lens?</p>	Nicole Charles	Staff Evalua
<p>How will staff be trained on how to reengage disengaged students and motivate reluctant learners? How will staff be trained on the strategies that are most effective with boys?</p>	Tracy Kelley	Staff Evalua
<p>The marketing a recruitment plan is not designed or differentiated from other Torchlight plans to specifically target boys and their families, why is that?</p>	Tracy Kelley	Marketing PI
<p>The dates given are incorrect after the Initial process date.</p> <p>How are you going to market your school prior to the initial application process?</p> <p>Why does the management company need to review applications?</p> <p>The marketing plan does not seem to target males, why not?</p>	Shannon Sellers	Marketing PI
<p>What is reason the CMO reviews applications? What is the process for ensuring that there are no barriers to entry in accordance with charter law?</p> <p>Why is there a selection process given that charters are public schools?</p> <p>What is the plan to ensure students are male and of color?</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?</p> <p>Will the suggested marketing budget and protocols suffice to ensure adequate enrollment?</p>	Nicole Charles	Marketing PI
<p>What is the CMO reviewing and recommending to the board around applications? What does it mean that the board will "review, accept, or deny the recommendation"?</p> <p>What is the plan to hold a lottery if the number of applications exceeds the number of</p>	Jay Whalen	Marketing PI

open seats?		
What is the plan and goal to retain students year over year?		
Some dates reference 2018? Marketing plan lacks details.	Sherry Reeves	Marketing PI
- How much money do you plan to spend on radio and newspaper advertising?	Sally Houston	Marketing PI
How will the school reengage disengaged families of boys?	Tracy Kelley	Parent and C
How will you ensure you have sufficient parent volunteers?	Jay Whalen	Parent and C
How will you ensure transportation is not a barrier for parents to participate?		
How will you ensure parent volunteers are there to help? How can you require parents to help enforce your guidelines?	Shannon Sellers	Parent and C
What specifically in parent involvement is geared toward your male population?		
Given that this is a proposed single sex schools for boys of color, why are there no parent workshops addressing the needs of these families?	Nicole Charles	Parent and C
Will the school accommodate schedules that work for proposed families and find ways to engage all proposed boys including the Latinx community?		
The CMO applicant review is not addressed in this section. Why is this a part of the enrollment process?	Nicole Charles	Admissions P
Is there sibling preference?		
How is the single sex mission integrated into the enrollment process?		
Can application be submitted online or only in person?	Jay Whalen	Admissions P
There is nothing about the admissions and enrollment process or policies that align with the mission or targeted student populations needs, why is that? There is no articulation of being a single sex school and how that decision will impact admissions process, why is that?	Tracy Kelley	Admissions P
The admissions policy lacks detail on how only males will be targeted and how that will be advertised. Why isn't the single sex targeted population spelled out? This reads just like other TorchLight applications.	Shannon Sellers	Admissions P
What is the specific policy for admitting students of board members, teachers and staff? (limited preference is not specific enough) Will there be a preference given for siblings of currently enrolled students? multiple students from the same family?	Sherry Reeves	Admissions P
Explain the "odd" pattern for # of students by grade level? What is the ultimate grade level/enrollment number?	Sherry Reeves	Projected St
N/A	Nicole Charles	Weighted Lot

Reviewer	Score
Alex Quigley	
Alan Hawkes	
Bruce Friend	
Cheryl Turner	
Danielle Allen	
Steven Walker	
Ginger Cash	
Heather Soja	
Jay Whalen	Fail
Joe Maimone	
Lindalyn Kakadelis	
Tracy Kelley	Fail
Lynn Kroeger	
Nicole Charles	Fail
Phyllis Gibbs	
Sally Houston	Fail

Shannon Sellers	Fail
Sherry Reeves	Pass
Stephenie Clark	
Tammi Sutton	

## **V. OPERATIONS**

### **Transportation Plan:**

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

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. Power Elite Preparatory 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.*

Power Elite Preparatory 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	\$1,000,000	\$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.

rovgray 10/01/2018

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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.*

We have identified a facility.

*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.*

\$8.00 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.*

We will use Commercial Realtor

X

<b>Section V: Operations Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
This section is almost exactly the same as other Torchlight applications. How specifically will this plan support the targeted population?	Jay Whalen	Certify Oper
This section is vague in detail especially in regards to the facility.	Shannon Sellers	Certify Oper
Nothing in this section appears to match the mission and programming.	Nicole Charles	Certify Oper
This section also is clearly reproduced and should not have been certified.		
Is \$8000.00 a realistic budget for 3-4 buses? Is there a transportation plan for IEPs?	Nicole Charles	Transportati
\$8,000 doesn't seem sufficient enough to purchase 3-4 surplus buses. Have you looked at contracting transportation, will \$69,000 cover if you choose to go this way? Will you have depots to pick-up students that parents would have to get a student to? What will you do for students that require transportation as part of his/her IEP?	Shannon Sellers	Transportati
- Most surplus buses currently range from \$3k-4k. How will you purchase four buses at this rate if you've only allotted \$8k for buses? - What contingency plans exist if parents are unable to carpool? Who oversees the carpool site to ensure families are also safe to drive? Will background checks be required of those driving students to school since those families are working in a volunteer capacity?	Sally Houston	Transportati
Will bus transportation provide door-to-door service or bus depot stops? What is the expected radius of bus routes? (targeted pick-up area)	Sherry Reeves	Transportati
What is your plan for providing transportation to students who have transportation as a related service on their IEP?	Ginger Cash	Transportati
Applicant stated earlier that they would provide transportation for all areas of Charlotte. This plan does not align to that.  How is a carpool system going to support a population that is 95% ED?  How is \$8,000 enough to purchase 3-4 buses? How is \$6,000 enough maintenance costs?  This section is almost exactly the same as other Torchlight applications.	Jay Whalen	Transportati
Has contact been made with a lunch vendor? Explain what is meant by assuring "parents are fully aware that nutritious meals will be available for students that enroll."	Sherry Reeves	School Lunch
Where are you in the process of registering for the NSLP? How is the school planning to collect documentation and keep accurate meal counts for students?  Who is the vendor for the initially contracted meals? More clarity is needed on this plan and how it will support a 95% ED populations?	Jay Whalen	School Lunch
- How will you ensure students with food allergies and other dietary restrictions have available meals?	Sally Houston	School Lunch
Why is the insurance quote for another school (Huntersville)?  Are there plans to add automotive insurance?  Has the applicant reviewed this quote as it appears to cover way more than required but not the items required?	Nicole Charles	Civil Liabil
- Clarify: Your insurance quote states that student accident coverage is \$7 per student, yet your insurance rate remains the same each year. How much do you need to adjust this line item as your enrollment numbers increases?	Sally Houston	Civil Liabil
Quote in Appendix L does not align with the application or the budget.	Jay Whalen	Civil Liabil
- What are the spatial needs of the school? How could an unexpected facility change impact school programming? - How will transportation expenses and bus routes shift if a temporary facility is needed? - Describe your contingency plan.	Sally Houston	Facility and
There is not sufficient informaiton to assess the facilities plan or contingency, why is	Tracy Kelley	Facility and

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that		
This plan is very vague. Why is this section lacking in detail? is the facility ready to be used as an educational facility?	Shannon Sellers	Facility and
What kind of facility is available for \$8 per sf given market rate? Are there details?  Does the facility include developmentally appropriate spaces for boys (playing fields, gyms, outdoor spaces)?  Is there a contingency plan?  Is F,F,&E (fixtures, furnishings, and equipment) included and appropriate for school aged children?	Nicole Charles	Facility and
Plan is nonexistent. Describe the facility that has been identified. (Two facility options are included in the appendices.)	Sherry Reeves	Facility and
Applicant states a facility has been identified for \$8/sqft but provides no additional information. Cannot sufficiently assess plan.	Jay Whalen	Facility and

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

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## VI. FINANCIAL PLAN

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

### Budget: Revenue Projections from each Year 1

<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> <table border="1"> <thead> <tr> <th>Revenue</th> <th>Approximate Per Pupil Funding</th> <th>Projected LEA ADM</th> <th>Approximate funding for Year 1</th> </tr> </thead> <tbody> <tr> <td>State Funds</td> <td>\$5,291.06</td> <td>120</td> <td>\$634,927.20</td> </tr> <tr> <td>Local Funds</td> <td>\$2,526.27</td> <td>120</td> <td>\$303,152.40</td> </tr> <tr> <td>Federal EC Funds</td> <td>\$4,464.16</td> <td>12</td> <td>\$53,569.92</td> </tr> <tr> <td><b>Totals</b></td> <td></td> <td></td> <td>\$991,649.52</td> </tr> </tbody> </table>			Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	State Funds	\$5,291.06	120	\$634,927.20	Local Funds	\$2,526.27	120	\$303,152.40	Federal EC Funds	\$4,464.16	12	\$53,569.92	<b>Totals</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>	\$634,927	\$896,832	\$1,167,832	\$1,517,372	\$1,965,788
<b>-Local Per Pupil Funds</b>	\$303,152	\$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>	\$29,750	\$0	\$0	\$0	\$0
<b>-Working Capital*</b>	\$50,000	\$0	\$0	\$0	\$0
<b>Z - TOTAL REVENUE</b>	\$1,071,400	\$1,329,658	\$1,731,085	\$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.*

<b>BUDGET EXPENDITURE PROJECTIONS Personnel</b>	<b>Year 1</b>			<b>Year 2</b>			<b>Year 3</b>			<b>Year 4</b>			<b>Year 5</b>		
	<i>Num Staff</i>	<i>Avg Salary</i>	<i>Total salary</i>	<i>FTE</i>	<i>Avg Salary</i>	<i>Total salary</i>									
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:															
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	\$42,770	\$85,540
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
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
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
Core Content Teachers (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
B - Total Instructional Personnel:	11		\$369,500	13		\$454,745	15		\$544,768	23		\$853,418	28		\$1,074,856
A+B = C - Total Admin, Support and Instructional Personnel:	13		\$459,500	15		\$547,445	17		\$640,249	25		\$951,763	30		\$1,176,151
Administrative & Support Benefits															
Health Insurance	2	\$4,800	\$9,600	2	\$4,800	\$9,600	2	\$6,000	\$12,000	2	\$6,000	\$12,000	2	\$6,000	\$12,000

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Retirement Plan--Other	2	\$1,800	\$3,600	2	\$2,000	\$4,000	2	\$3,300	\$6,600	2	\$3,300	\$6,600	2	\$3,300	\$6,600
Medicare	2	\$900	\$1,800	2	\$1,000	\$2,000	2	\$1,100	\$2,200	2	\$1,100	\$2,200	2	\$1,100	\$2,200
Social Security	2	\$31,500	\$63,000	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:			\$78,000			\$22,600			\$28,500			\$28,500			\$28,500
Instructional Personnel Benefits:															
Health Insurance	11	\$4,800	\$52,800	13	\$4,800	\$62,400	15	\$6,000	\$90,000	23	\$6,000	\$138,000	28	\$6,000	\$168,000
Retirement Plan--Other	11	\$1,344	\$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			\$178,837			\$144,124			\$200,205			\$294,495			\$357,724
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	2		\$168,000	2		\$115,300	2		\$123,981	2		\$126,845	2		\$129,795
B+E = H - Total Instructional Personnel (Salary & Benefits)	11		\$470,337	13		\$576,269	15		\$716,473	23		\$1,119,413	28		\$1,404,080
G+H = J - TOTAL PERSONNEL	13		\$638,337	15		\$691,569	17		\$840,454	25		\$1,246,258	30		\$1,533,875

**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	\$25,000	\$25,000	\$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	\$18,000	\$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
	K - TOTAL Administrative & Support Operations	\$339,600	\$326,600	\$365,100	\$430,300	\$504,700
	Instructional:					
Classroom Technology	Instructional Technology	\$6,000	\$6,000	\$10,000	\$10,000	\$10,000

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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	\$58,000	\$50,000	\$54,000	\$68,000	\$68,000
	K+L = M - TOTAL OPERATIONS	\$397,600	\$376,600	\$419,100	\$498,300	\$572,700

**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	\$638,337	\$691,569	\$840,454	\$1,246,258	\$1,533,875
M - TOTAL OPERATIONS	\$397,600	\$376,600	\$419,100	\$498,300	\$572,700
J+ M =N TOTAL EXPENDITURES	\$1,035,937	\$1,068,169	\$1,259,554	\$1,744,558	\$2,106,575
Z - TOTAL REVENUE	\$1,071,400	\$1,329,658	\$1,731,085	\$2,249,836	\$2,914,665
Z - N = SURPLUS / (DEFICIT)	\$35,463	\$261,489	\$471,531	\$505,278	\$808,090

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

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

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

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

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

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

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

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

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

No.

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

The student to teacher ratio is 15 to 1.

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

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

Power Elite Preparatory Academy - Power Elite Male Academy will provide an engaging and rigorous curriculum that engages and inspires all male students to achieve academic success through data-driven decision making.

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

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

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

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

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

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

The management company will up-fit the facility, including furnishings and refrigeration, and lease to the charter school under a triple net lease. The charter school is only responsible for the monthly lease payments which are budgeted. The school has investigated a leasing arrangement for a copier and provided for the same 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

<b>Section VI: Financial Plan Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
This section is almost exactly the same as other Torchlight applications.	Jay Whalen	Certify Fina
The applicant does not consider the unique population proposed nor does it include any accommodations.	Nicole Charles	Certify Fina
Most sections a reproductions from the CMO which causes alarm.		
The budget is unrealistic. Many questions arise throughout the budget. The contingency plan is lacking detail.	Shannon Sellers	Certify Fina
Is there data to support only serving 12 ED students in year given the target population?	Nicole Charles	Budget Reven
is the applicant able to produce a Form 990 from the well established CMO selected?		
Should EC enrollment projection be higher?	Sherry Reeves	Budget Reven
Appendices are blank.	Jay Whalen	Budget Reven
IDEA funds are funded based on prior year's enrollment and will not be available year 1.	Jay Whalen	Total Budget
Appendix M is blank. No evidence of working capital or other funds.		
Appendix k and M are not provided, please explain and provide EMO financial history.	Tracy Kelley	Total Budget
Where are the other funds and working capital coming from? The appendices are missing. Are you expecting to get more money per student in year 2 because the amounts increase? Why the drop in EC funds the second year?	Shannon Sellers	Total Budget
Can the applicant explain the higher ADM funds than projected enrollment?	Nicole Charles	Total Budget
Where are the \$29,750 of other funds and \$50,000.00 working capital dollars projected from?		
Is the revenue assurances report available as it is not attached?		
What is the source of "Other Funds"? (TLS will provide \$50,000 working capital.)	Sherry Reeves	Total Budget
- Why are you expecting \$896,832 in State ADM funds in year 2? (156 students in year 2 x 5,291.06 = \$825,405.36 in State ADM Funds) Are you expecting to earn more per-pupil funding from the state in year 2? - What is the source of your other funds and working capital?	Sally Houston	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
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)?		
Will this budget attract talent in an area where there are many educational options especially given the target population?		
Salary for Lead Administrator is too low. Is Assistant Administrator a "secretary" or Assistant to the Lead Administrator (Dean, Assistant AP)? Salary too low. Teacher salaries are in line with beginning teachers. How can PEPA attract high quality teachers to a specialized school with these pay levels? Is health insurance and retirement part of the State Retirement Plan?	Sherry Reeves	Personnel Bu

Power Elite Preparatory Academy - Power Elite Male Academy will provide an engaging and rigorous curriculum that engages and inspires all male students to achieve academic success through data-driven decision making.

- Which line item addresses the following statement made under the Exceptional Children's portion of your application? "The school will contract with a school psychologist, licensed speech therapist, licensed occupational therapists, and any other related service professional needed to comply with the existing and future student IEPs."	Sally Houston	Personnel Bu
The salary for the Lead administrator is not competitive to schools in the LEA. How will you attract and retain a highly qualified administrator with that salary?	Shannon Sellers	Personnel Bu
Do you have money budgeted for the provision of related services such as speech/language, occupational therapy, psychological services, etc? Please check with potential contract company to ensure enough money has been designated to provide these services.	Ginger Cash	Operations B
What is the management cost for Torchlight as the EMO?  What is included in the "Other Professional" contract cost?  It is unclear if the facility budget is realistic without evidence of the size or condition of the facility.  How is the transportation budget sufficient for the proposed plan? Will \$8,000 purchase enough buses?  The technology budget seems low for a STEAM infused plan. What equipment (projectors, computers, smart boards, etc.) are you planning to purchase?	Jay Whalen	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
Management company fees = \$0. Where are CMO fees listed? Who is completing student accounting and financials? What are "Other Professional" fees? (EC support services?) Why does bus costs go down in years 2 and 3 when student enrollment increases? Will 1 additional bus each year suffice? Marketing is \$8000 more than what is written in Marketing Plan narrative. Instructional budget is very slim, especially for a STEAM-focused school.	Sherry Reeves	Operations B
- Clarify: Your insurance quote states that student accident coverage is \$7 per student, yet your insurance rate remains the same each year. How much do you need to adjust this line item as your enrollment numbers increases? - Will copy limits be placed on teachers as they prepare resources for students? You have allotted \$5k in copy paper for years 1-3. Why is the number the same even though enrollment numbers increase?	Sally Houston	Operations B
Office supply budget seems extremely low, for supplies the first year and no increase until year 3 even though more students are expected. is there no fee for the management company? Is Other professional your related services such as speech, psychologist, etc? Instructional budget seems low as well? How will you ensure with this limited budget that students and teachers have what they need to be successful in meeting your mission?	Shannon Sellers	Operations B
What will the management company charge the school?	Tracy Kelley	Operations B
Without EC funds, Other Funds and Working Capital, Year 1 will operate with a huge deficit.	Sherry Reeves	Total Expend
Without evidence of the working capital, other funds, or year 1 EC funds, the schools runs a deficit.	Jay Whalen	Total Expend

Power Elite Preparatory Academy - Power Elite Male Academy will provide an engaging and rigorous curriculum that engages and inspires all male students to achieve academic success through data-driven decision making.

Can the applicant clarify the revenue projections to help clarify the accuracy of the expenditure?  What is the contingency plan for not meeting enrollment targets especially given the conservative operations budget?	Nicole Charles	Total Expend
- See the question about year 2 revenue under Revenue Projections.	Sally Houston	Total Expend
The budget has many unrealistic numbers.	Shannon Sellers	Total Expend
School can operate on current budget with 75 students? (Break even number)	Sherry Reeves	Budget Narra
- How will the student to teacher ratio be 15:1 if you hire 6 teachers in year 1 and enroll 120 students? - Clarify: Other funds were listed under Revenue Projections in your application. Here no outside funds are listed. Which is accurate? - Elaborate: What specific line items will you cut if a contingency plan is needed? Please be more specific.	Sally Houston	Budget Narra
Will contingency plan and various scenarios include adjusting the management fee down?	Tracy Kelley	Budget Narra
The contingency plan is vague and needs more detail. You mention other working capital in previous sections, why is it not listed here?	Shannon Sellers	Budget Narra
Given the applicant's assertion that there is demand for high quality educational choices, do the budget projections make sense?  Are the details for the board created contingency plan?  Which operations will need to be scaled back given the already lean budget? Which are considered "non critical" expenditures?  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?  How does the CMO fee payment (which is somewhat unclear due to lacking documentation) work in years with a deficit?  Is the fund balance percentage 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?  Can the board plans and processes be shared in detail?	Nicole Charles	Budget Narra
Torchlight is providing a lot of financial assistance but no management contract was included in the application.  What specific cuts would be made in the contingency plan?  This is the exact same budget narrative as other Torchlight applications. How is this plan tailored to this school?  What are you anticipating will be different with this school than others Torchlight is managing?	Jay Whalen	Budget Narra
What professional development will board receive on how to make the school for boys and their specific learning and development needs?	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?	Nicole Charles	Financial Au

Power Elite Preparatory Academy - Power Elite Male Academy will provide an engaging and rigorous curriculum that engages and inspires all male students to achieve academic success through data-driven decision making.

Has the board done any work on the procedures for internal control that can be shared?		
Without the EMO management contract, it is difficult to asses what financial controls are in place.	Jay Whalen	Financial Au

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

**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).*

rovgray

Date: 10/01/2018

**Applicant Signature:**

The foregoing application is submitted on behalf of Power Elite Preparatory 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: rovgray

Board Position: Board Chair

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

Date: 10/01/2018

Sworn to and subscribed before me this

Power Elite Preparatory Academy - Power Elite Male Academy will provide an engaging and rigorous curriculum that engages and inspires all male students to achieve academic success through data-driven decision making.

\_\_\_\_\_ 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**

Power Elite Preparatory Academy - Power Elite Male Academy will provide an engaging and rigorous curriculum that engages and inspires all male students to achieve academic success through data-driven decision making.

<b>Mission, Purposes, and Goals</b>	Certified subsection was original; mirrors language in other applications. - danielle_allen
<b>Education Plan</b>	Certified subsection was original; mirrors language in other applications. - danielle_allen
<b>Governance and Capacity</b>	Certified subsection was original; mirrors language in other applications. - danielle_allen
<b>Operations</b>	Certified subsection was original; mirrors language in other applications. - danielle_allen
<b>Financial Plan</b>	Certified subsection was original; mirrors language in other applications. - danielle_allen
<b>OVERALL</b>	- danielle_allen  - danielle_allen

### External Evaluator

<b>Mission, Purposes, and Goals</b>	<p><u>Mission Statement</u> Explain the rationale and thinking behind referring to students as male as opposed to boys, young men? What specific pedagogical needs do boys have? There is no mention of desired outcomes that evidences high academic and life outcomes specifically targeting at you men in the community. What does the group hope to accomplish by opening this school? - kelleystacy1</p> <p><u>Mission Statement</u> Clarify: What do you mean by "wrap-around services?" What do you these services include? - sallyhouston11</p> <p><u>Mission Statement</u> How and why is the school targeting a male only population?  Is there enough interest in the Charlotte area to attract an all male charter school?  What wrap-around services will be provided? Is this an appropriate mission or should real targets be included?  - nacharles</p> <p><u>Mission Statement</u> Why are you focusing only on males? What specific needs do male students have? What are the extensive "wrap-around services?" - shannon9402</p> <p><u>Mission Statement</u> Mission statements outlines an all-male population, but nothing else in the application addresses the needs of young men. - jay_whalen</p> <p><u>Mission Statement</u> I read the clarification provided about the proposed school name (Power Elite Preparatory</p>
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Academy) but when one reads the mission he/she would assume that the school name is Power Elite Male Academy. I believe that is why the external evaluators pointed out the confusion. Also I believe the comment regarding STEAM not being included in the mission refers directly to the mission statement (which does not mention STEAM as a part of the engaging and rigorous curriculum). - sherryreeves

Educational Need and Targeted Student Population

What research does the group have to justify targeting this group of students? What researched based curriculum, instructional strategies or models has the team found to be successful with young men? What schools has the team visited that show a single sex learning environment is an effective strategy to improves academic outcomes for young men? Are there any single sex Success Academy or Uncommon Schools campuses that the team has visited? What, if anything, does Lemov say about the inherent benefits a single sex leaning environment can have on the academic achievement levels of young men? How will this school be different from other Torchlight schools? Does Torchlight have any other single sex schools? or programs, or grades? What are the lagging indicators that predict "at risk" student behaviors in boys? What does the LEA achievement and or performance or growth data tell you about the academic needs of young men in Charlotte-Mecklenburg? - kelleystacy1

Educational Need and Targeted Student Population

- If a teacher is unable to implement TLAC techniques in their classroom, how will the administrative team support him/her?  
- What components of Success Academy do you plan to incorporate at your school? How does this approach differ from other schools in the area?  
- Appendix A1 is blank. - sallyhouston11

Educational Need and Targeted Student Population

The applicant refers to specific needs for "males" of color. That said, is there data to support the assertions for boys especially those of color that the applicant can share?

Does Torchlight have experience with single sex education? 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 given the unique target population and the unique support required?

How can TLAC and SACS be adjusted for a specific school for boys? Are the results cited for boys or the overall population Success Academies serve?

What about these curricula will specifically be different for boys of color and differ from the LEA?

Where is appendix A1 which could describe in details the need and data for an all male charter? - nacharles

Educational Need and Targeted Student Population

Are you also targeting strictly minority males; your description seems to imply this. What evidence supports the need for this school to focus solely on males?

	<p>The educational plan seems to align with other Torchlight schools? What will be different since this school will only serve males? - shannon9402</p> <p><u>Educational Need and Targeted Student Population</u> This section is almost entirely the same as other Torchlight applications. How is this plan tailored to the student population?</p> <p>The statement regarding "transportation will service all areas of Charlotte" seems unrealistic. How will this be feasible?</p> <p>What wrap-around services are "unmatched by the LEA"?</p> <p>Where will the school be located with respect to the socioeconomically disadvantaged neighborhoods you are targeting?</p> <p>What "powerful partnerships" are already in place?</p> <p>What dose the Success Academy Charter Schools "active learning style" look like in practice?</p> <p>Appendix A1 is blank. - jay_whalen</p> <p><u>Educational Need and Targeted Student Population</u> "Power Elite Male Academy will incorporate active and project-based teaching styles similar to Success Academy Charter Schools (SACS) that are effective in teaching STEAM material." - sherryreeves</p> <p><u>Purposes of Proposed Charter School</u> Nothing in the articulation of the purposes section mentions the specific needs of boys or young men, why is that? The purposes you identified do not align with the proposed mission and they are neither meaningful, targeted or specifically focused on improving academic and life outcomes of boys in the community. - kellelytracy1</p> <p><u>Purposes of Proposed Charter School</u> How does differentiated instructional requirements offer new professional opportunities for teachers?</p> <p>As admirable as data driven practices is, how does this promote teacher growth?</p> <p>Can the applicant clarify how the school will make adjustments if the growth and academic targets are not met?</p> <p>Why are the academic target not specifically address for the mission to serve boy/young men?</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 boys of color without explicitly finding curricula options that address population? What data suggest " historically low civic engagement displayed among impoverished,</p>
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	<p>minority communities"? Since this statement is devoid of fact in the culturally rich area of the proposed location and operates from a deficit perspective, can the applicant (or the CMO who has suggested for several schools), please provide support for this assertion? - nacharles</p> <p><u>Purposes of Proposed Charter School</u> Why isn't there a focus on males for academic purposes since the mission specifically targets males? What type of new professional opportunities will exist for teachers? These purposes do not align with your mission or targeted population. - shannon9402</p> <p><u>Purposes of Proposed Charter School</u> How is "differentiating instruction based on students assessments" a new professional opportunity for teachers?  How do any of these priorities specifically tie into the mission to serve all males? - jay_whalen</p> <p><u>Purposes of Proposed Charter School</u> Explain the various innovative teaching methods that the board expects its teachers to utilize. - sherryreeves</p> <p><u>Goals for the Proposed Charter School</u> The academic baseline data and corresponding targets identify "students" not "boys" , why is that? - kelleltracy1</p> <p><u>Goals for the Proposed Charter School</u> - Given MAP assesses individual student growth, why would only 50% of students exceed internal MAP growth goals? - What EOG goals do you have for your student? (All I see listed here is "EOG Scores.") - Why are ELL scores set in comparison to other schools rather than individual student growth? - What are the possible monthly assigned goals? - sallyhouston11</p> <p><u>Goals for the Proposed Charter School</u> What are the EGO metrics? Does the applicant have the student/family supports in place for success?  What are the measures for the proposed goals specifically targeting boys?  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> Why are the goals listed as student not males since this is your targeted population? If you are expecting 100% parent involvement, why is your goal for 60% of parents to respond to a survey?</p>
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	<p>- shannon9402</p> <p><u>Goals for the Proposed Charter School</u>          Why are ll goals somehow dependent on the local LEA or state proficiency? What are the current proficiency rates you are comparing to?</p> <p>Why are there no discipline/behavioral goals?</p> <p>How will you support "100% of parents volunteer at school"?</p> <p>How is the parent advisory council formed and maintained?</p> <p>What is the process for reviewing/revising goals? - jay_whalen</p> <p><u>Goals for the Proposed Charter School</u>          What is the anticipated proficiency of incoming students (in this case 4th graders Year 1)?          - sherryreeves</p> <p><u>Certify Mission, Plan, Goals</u>          There is nothing about this section that aligns with the title or name of the school, including the mission statement itself or the mission description. There is nothing about the articulation of the mission, purposes or goals that are likely to improve academic outcomes for boys in Charlotte Mecklenburg. - kellestracy1</p> <p><u>Certify Mission, Plan, Goals</u>          Portions of this section are clearly reproduced and should not be certified. - nacharles</p> <p><u>Certify Mission, Plan, Goals</u>          This section does not align with the mission or name of the school. The information looks like other charter schools being supported by Torchlight and are not unique to Power Elite Male Academy. - shannon9402</p> <p><u>Certify Mission, Plan, Goals</u>          This section is the same as other Torchlight applications. - jay_whalen</p> <p><u>Certify Mission, Plan, Goals</u>          Concerns with mission statement: Legal charter name should be used; needs to be more specific. - sherryreeves</p>
<p><b>Education Plan</b></p>	<p><u>Instructional Program</u>          The instructional program does not provide a clear, focused description of the instructional strategies the school will implement, why is that? The instructional strategies described do not integrate the unique needs of boys and how those needs will be met and how a single sex learning environment will further the groups stated mission. Is the team aware of other successful boys schools in the area and has the team reached out to them? - kellestracy1</p> <p><u>Instructional Program</u>          - Elaborate: What do you mean by active-based learning? Which studies support this method of instruction? What specific evidence are you referencing when you say "years of studies...validated active- based learning as an effective educational approach?"          - In addition to NWEA, TCR/Dibels Assessments, what other assessments will you use to monitor student growth between these tests? - sallyhouston11</p> <p><u>Instructional Program</u></p>

<p>Can the applicant demonstrate how TLAC and STEAM curricula will be tied together at Power Elite since STEAM is not mentioned in the goals or mission of the school?</p> <p>Can the applicant demonstrate how these will work in conjunction and toward improving achievement specifically for boys of color?</p> <p>Can the applicant highlight more details from the curriculum since the STEAM portions are not apparent in the curriculum?</p> <p>Although activity based learning is not addressed in the mission, it's a nice addition especially for boys. Can the applicant demonstrate how these are embedded in the various instructional models and 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?</p> <p>Can the applicant place more effort into highlighting the specific programs for boys? - nacharles</p> <p><u>Instructional Program</u> Why is STEAM being introduced in this section for the first time? Why isn't it mentioned in the mission? What other assessments will be used besides Dibels and NWEA MAP to drive instruction? How often will data be shared with parents and students? What evidence is there to support that this type of learning will be successful for an all male school? - shannon9402</p> <p><u>Instructional Program</u> What about this plan will address the unique challenges of boys in the area?</p> <p>How are STEAM activities infused?</p> <p>How is NWEA MAP data used to inform instruction if it occurs so infrequently throughout the year?</p> <p>When and how are the "regular academic intervention sessions" given? What does this look like? Who is implementing?</p> <p>How is data "provided and explained to students and parents regularly"?</p> <p>What exactly is active based learning and what does it look like? - jay_whalen</p> <p><u>Instructional Program</u> What is unique about this instruction program for at-risk males? - sherryreeves</p> <p><u>Curriculum and Instructional Design</u> How will the Torchlight model be differentiated to meet the needs of boys in a single sex environment? Describe the process used to select the curriculum and how the curriculum is uniquely suited to young men/boys. - kellestracy1</p> <p><u>Curriculum and Instructional Design</u> - Clarify: You stated the following in your plan: "Students in 6th-8th grade will rotate</p>
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<p>among a team of teachers who teach the core subjects of ELA, Math, and Science." The attached curriculum, in Appendix B, outlines History and Geography. Which content teachers will lead this portion of the curriculum in 6-8th grade if a core content teacher is not assigned to teach history?</p> <ul style="list-style-type: none"><li>- How is Appendix B aligned with the school's mission?</li><li>- Elaborate: "Power Elite Male Academy will encourage and fashion more relevant and interesting avenues for students to enjoy and pursue STEAM studies." How will PEMA do this?</li><li>- What expectations exist for the physical classroom environment? - sallyhouston11</li></ul> <p><u>Curriculum and Instructional Design</u></p> <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?</p> <p>Is this model developmentally appropriate for an all boys school?</p> <p>The curriculum is overly generic. Given the various instructional models, can the applicant provide more details about how this will improve outcomes for boys? How will instruction be differentiated to meet the needs of boys?</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? Is there specialized training for teachers with no single-sex educational experience?</p> <ul style="list-style-type: none"><li>- nacharles</li></ul> <p><u>Curriculum and Instructional Design</u></p> <p>How is this curriculum focused on males? You mentioned a diverse population but are targeting disadvantaged males? Where is the diverse population?</p> <p>Is Success Academy an all male school? What will have to be changed to address your population and its needs?</p> <p>How is the curriculum aligned to your mission?</p> <p>How will uniforms increase success rate?</p> <ul style="list-style-type: none"><li>- shannon9402</li></ul> <p><u>Curriculum and Instructional Design</u></p> <p>When and how are teachers training on the Success Academy model and resources?</p> <p>Are you providing the mandatory uniforms? If not, how will the targeted population afford them?</p> <p>The 6-8 staffing plan is unclear. Who is teaching what? How are the specialists used? When do specialists plan? Why are specialists teaching art and Spanish and supporting other teachers? How will this affect licensure requirements?</p> <p>Who is "regularly coaching teachers" When does that happen? - jay_whalen</p> <p><u>Curriculum and Instructional Design</u></p>
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<p>What is Success Academy Charter Schools' literacy program? - sherryreeves</p> <p><u>Special Programs and "At-Risk" Students</u> What percentage of Charlotte Mecklenburg male students are ELL? What criteria will the leaders and staff use to determine if a student is at-risk? Is there an assumption that all boys in Charlotte Mecklenburg community are at -risk? What are the graduation rates, attendance rates or college attendance and persistence rates of young men and boys in LEA, now? - kellestracy1</p> <p><u>Special Programs and "At-Risk" Students</u> How will you measure "adequate academic progress and grade level success" to determine when students need Level II supports? What is the timeline for students to receive Level II, Level III, and/or Level IV supports? Do they have to receive Level II supports before getting Level III supports before getting Level IV supports? If so, how will you respond if a teacher, staff, or parent suspects a disability prior to the student getting to Level III? - ginger_cash</p> <p><u>Special Programs and "At-Risk" Students</u> - How long will a student be on Level 2 before determining he/she needs to move to Level 3? - Who is responsible for providing Level 3 interventions? When will staff administer Level 3 interventions during the school day? - 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> What does the applicant mean by independently constructed support system? How is this system different than the tiering systems employed by LEAs and how does this address the needs of boys?</p> <p>What does "difficulty maintaining adequate progress mean in this context given that the applicant is choosing a target population specifically because they are struggling?</p> <p>Is teacher discretion for tiering an individual or group decision? Is it based on data? Which data points are considered?</p> <p>Do the LEAs numbers support these program for boys? How many boys are ELL, gifted, or at-risk?</p> <p>Is the one-on-one support for Level III boys reflected in the budget?</p> <p>What may rise to the level of requiring DSS, mental health, or family counseling?</p> <p>Does the applicant have measures to ensure implicit bias does not factor into the decision during tiering especially if teacher discretion is employed 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 especially disaggregated for boys?</p> <p>Will teachers be trained in the "active-based" learning approach for gifted students in</p>
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	<p>addition to Khan and Coursera programs?</p> <p>How will these methods be evaluated?</p> <p>Why are none of the program specialized for boys? - nacharles</p> <p><u>Special Programs and "At-Risk" Students</u> How does this support system address the needs of boys? This system although you state is independent seems to look like those of other Torchlight Schools? What guidelines will be aid teacher discretion in moving students to tiers. What data will you use to bring interventions in from DSS, etc? Who will provide the 1-1 support in Level 3? - shannon9402</p> <p><u>Special Programs and "At-Risk" Students</u> Who is providing the additional small group and one-on-one support for Tiers II and III?</p> <p>Why is the school administrator responsible for the support program and EL program? How will they effectively manage that with everything else they are responsible for?</p> <p>Who are the "specific support staff" mentioned to provide EL services?</p> <p>Applicant states all EL teachers will be Spanish speakers. What if you have a non-Spanish speaking student? What is the plan to communicate with that family? - jay_whalen</p> <p><u>Special Programs and "At-Risk" Students</u> Are academic coaches included in projected staff? budget? Will AIG identified students only receive differentiated assignments? Is there a plan to employ a licensed AIG teacher? - sherryreeves</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> - Your budget currently does not account for a partnership with a school Psychologist as described in your application. How much money will you allot for this partnership? - sallyhouston11</p> <p><u>Exceptional Children – Identification and Records</u> 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>
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Exceptional Children – Identification and Records

How will students that need a 504 be identified?

What types of interventions will be given to the student during the Child Find process?

Eligibility for EC Services is not decided by majority vote. The decision is a team decision based on data.

What allowances are being made specifically for boys?

Will one EC teacher be enough for your targeted population?

- shannon9402

Exceptional Children – Identification and Records

How will you ensure timely identification and provision of services if you cannot get EC records from previous schools? How does the RTI process work in conjunction with the IEP referral process?

More detail on identification of students is needed outside of asking parents and staff referrals.

- jay\_whalen

Exceptional Children – Identification and Records

Specifically what will be the process for creating a 504 for a student who does not have one when enrolling? - sherryreeves

Exceptional Children – Education Programming

What is your process or procedure for determining need and providing the homebound setting if needed? - ginger\_cash

Exceptional Children – Education Programming

- 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? What extra support will the EC teacher receive as his/her caseload increases?

- Will one EC teacher be enough to cover self-contained classrooms if there are multiple students across grade levels that demonstrate this need?

- With 203 EC students by Year 3 and only 1 EC teacher, it is likely students with IEPs will be placed into the same classroom to make push-in supports for ALL students feasible. How will having the majority of students with IEPs in one class impact student culture?

- sallyhouston11

Exceptional Children – Education Programming

What are the accommodations for home bound students?

Is there anything the applicant plans on adjusting specifically for boys in its programming especially above and beyond the legal minimums?

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?

<p>How is the exceptional children's teacher evaluated? Given the proposed population, is one EC teacher enough in the first years? What does the LEA dictate EC ratio to be for boys of color? - nacharles</p> <p><u>Exceptional Children – Education Programming</u> Will one teacher be able to fulfill all the needs of the EC population to meet FAPE? - shannon9402</p> <p><u>Exceptional Children – Education Programming</u> Who is actually providing EC support services to students?</p> <p>How have you planned financially for the possibility of the self-contained classroom mentioned?</p> <p>How are EC students monitored and assessed to track progress and what is the procedure for existing students who sustain sufficient progress?</p> <p>What is the plan to hire sufficient EC certified staff? Will there be enough staff to ensure push-in and pull-out services are adequately provided to all EC students each day? - jay_whalen</p> <p><u>Student Performance Standards</u> Historically in Charlotte-Mecklenburg how do boys perform on the NWEA/MAP assessment? Does the NWEA/MAP serve as a valid and comprehensive predictor of future success on the EOY state assessment for boys in Charlotte Mecklenburg or nationally? What evidence do you have that substantiates the baseline set? How will student performance data impact curriculum, PD, staffing, interventions, assessments, socioeconomic learning? - kelleltracy1</p> <p><u>Student Performance Standards</u> - Clarify: How does the 8th-grade transition process vary from other grades? Will high school placement support and counseling be provided for students? If so, how is that captured in the budget? - What information will the pre-assessment at the beginning of the year provide? - When will teachers learn data analysis techniques to inform instruction? Will data analysis templates be provided to teachers to ensure teachers have a guide to interpreting assessment results? How will admin ensure teachers are using data to drive instruction on a daily basis? - sallyhouston11</p> <p><u>Student Performance Standards</u> Is there a narrative grading system for K-2 students?</p> <p>What are the data points requiring retention?</p> <p>Are there internal assessments to measure the success of the activity based programming, STEAM programming, anything related to the success of boys, etc?</p> <p>Is there a benefit in grouping together students with varying levels of success especially among boys? Does the applicant have a data to support grouping of the same skill level to serve the proposed populations and utilizing the instructional models proposed? - nacharles</p> <p><u>Student Performance Standards</u></p>
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<p>What data supports that NEWA MAP will improve success in male students? What other information will you use other than Dibels for K-2? Are exit tickets uniformed throughout the school or grade level? How will MAP data be shared with parents, so they know how to help the student at home? How will teachers be trained on utilizing MAP data to drive instruction? At what point will parents be notified that a student is in jeopardy of being retained? If you wait until EOG results and base your decision on this it could shock parents. Will you look at your other data prior to EOG's to have conversations with parents about possible retention?</p> <p>- shannon9402</p> <p><u>Student Performance Standards</u> Outside of exit tickets, what additional formative assessments are used throughout the school year to track student progress?</p> <p>Outside of EOGs, what summative assessment are used throughout the year to track student mastery?</p> <p>What additional academic performance standards has the school set besides the grade scale? What is the process to set, monitor, and/or revise performance standards?</p> <p>What is the specific process for promoting students who are not proficient on the EOG? What is the protocol and standards for promotion and retention?</p> <p>How is assessment data tracked, analyzed, and used for instructional decision-making? - jay_whalen</p> <p><u>Student Conduct and Discipline</u> What specific PD training will teachers get on how to develop school culture and behavioral expectations in a single sex all boys learning environment? How will policies and and procedures be established, communicated and sustained in away that affirms the development of young boys? Beyond discipline, how will the school create a safe place for boys to take risks, express their emotions, and explore subjects like arts literature? What structures will be embedded so boys have the freedom to be who they are and encouraged to succeed. - kelleystacy1</p> <p><u>Student Conduct and Discipline</u> - Why would a level 2 offense result in a possible ten-day suspension? - How will the school leverage discipline data to inform classroom management feedback and teacher development? - 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? - sallyhouston11</p> <p><u>Student Conduct and Discipline</u></p>
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<p>Given that this boys is explicitly missioned to serve boys of color, how a culturally and gender considerate policies embedded? Where do the boys have opportunities to explore and step out of traditionally ascribed behaviors? Where are the leadership opportunities and specialized policies to align with the mission?</p> <p>Can the applicant provide more details about the nature of the expectations as "minor offenses" is overly vague?</p> <p>How is implicit bias addressed as these student code appears very subjective?</p> <p>Are there any restorative methods used as recommended by TLAC?</p> <p>Is there an opportunity to affect culture by allowing the boys to contribute to the code?</p> <p>What recourse do families and the boys have? Can families appeal to the board or the principal?</p> <p>Is the applicant families with manifestation determination hearings? Does the applicant intend to employ them? - nacharles</p> <p><u>Student Conduct and Discipline</u></p> <p>Is there a curriculum on school etiquette that will be taught?</p> <p>When will a manifestation meeting be held for a student with disabilities during suspension?</p> <p>How does this student code of conduct align with your target population?</p> <p>What are minor infractions? When are parents notified of violations other than suspensions?</p> <p>- shannon9402</p> <p><u>Student Conduct and Discipline</u></p> <p>What specific supports will be in place for at risk males?</p> <p>There is not a clear definition of what constitutes a level 1 or 2 offense. What are the specific consequences for these infractions?</p> <p>Who manages in school suspension? What is the process for determining an ISS or OSS infraction?</p> <p>How is the school promoting positive behavior?</p> <p>Is there an appeal process for discipline infractions?</p> <p>How are manifestation determination meetings handled for students with disabilities.</p> <p>The discipline policy overall is insufficient and not clear.</p> <p>- jay_whalen</p> <p><u>Certify Education Plan</u></p> <p>The education plan does not align in any meaningful way with the targeted student population or their specific learning needs in a single sex environment. No effort has been made to differentiate this application from the other Torchlight school applications. There is no description of how the school will not only be a boys school but a school for boys. - kellestracy1</p>
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	<p><u>Certify Education Plan</u> Applicant should not certify obviously rote reproduced materials especially since it is not aligned with the school's mission. - nacharles</p> <p><u>Certify Education Plan</u> Policies and narratives do not reflect the mission or focus on the targeted population of an all male school. - shannon9402</p> <p><u>Certify Education Plan</u> This section is almost exactly the same as other Torchlight applications. How specifically will this plan support an all male population? - jay_whalen</p> <p><u>Certify Education Plan</u> The majority of the Education Plan is exactly what has been written for all the other applicants who are partnering with Torchlight Academy Schools. The targeted population for PEPA is very specific (at-risk, disadvantaged males) so I was expecting the Ed Plan to delve into the research/data, curriculum and instructional practices that have been successful with this group. - sherryreeves</p>
<p><b>Governance and Capacity</b></p>	<p><u>Private Non-Profit Corporation</u> What is the role of Torchlight and what is the relationship between Torchlight and the school?  Who will own the 501(c)3?  - nacharles</p> <p><u>Tax-Exempt Status 501 (c)(3)</u> Where is the Tax Exempt Status appendix? - nacharles</p> <p><u>Tax-Exempt Status 501 (c)(3)</u> Where are you in the process of obtaining 501(c)(3) status? - jay_whalen</p> <p><u>Certify Governance</u> There are no Board member resumes, bylaws, or differentiated parent involvement. marketing, PD or admissions policies that align with the schools mission. There is nothing about the proposed school that is likely to have a positive impact on student academic outcomes in Charlotte Mecklenburg communities? - kellelytracy1</p> <p><u>Certify Governance</u> Can the applicant address its mission and program in the application sections? - nacharles</p> <p><u>Certify Governance</u> There is a lack of consistency to the mission of the school. Application lacks a tie into an all male school. Information is missing in regards to the board and the management company. - shannon9402</p> <p><u>Certify Governance</u> This section is almost exactly the same as other Torchlight applications. How specifically will this plan support an all male population? - jay_whalen</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Why and how did the Board decide to create a boys school? What outcomes does the board home to attain? There were no bylaws or Board member resumes included, why is</p>

	<p>that? - kelleystacy1</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> - How is the lead administrator be evaluated? How will the board determine trends in staff culture throughout the year? - What experience does each board member bring to the table? (Appendix F is missing) - sallyhouston11</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 there are no materials to 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?</p> <p>What happens if the EMO does not yield success for students given that the EMO own the 501(c)3?</p> <p>Who does the staff report to for day-to-day needs: the board, the EMO? Is there a member from the EMO on the board?</p> <p>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 needs more detail.</p> <p>Is there an opportunity to learn more about the board members as the resumes are not included?</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> Where are the resumes for the board members? Appendix F is blank. How will the board evaluate itself? How will the lead administrator be evaluated? How will the management company be evaluated? What is the time frame for a grievance in any situation? How long does the parent have to file the grievance and how long does the administrator have to respond to grievances? - shannon9402</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> There is not a clear delineation of responsibilities for the board. Specifically, what is the</p>
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<p>responsibility of the board vs. the management company?</p> <p>There does not seem to be education experience/expertise on the board. How will you recruit to ensure you have adequate education expertise? Also, additional school operations, community engagement, marketing expertise is missing and more financial and legal expertise would be valuable.</p> <p>How is the board managing and evaluating the CMO and the lead administrator?</p> <p>No specific recruitment strategies for board members are listed except talking about it at board meetings. What else will you do?</p> <p>Appendices G and F are blank. - jay_whalen</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Do board members have experience in education, charter schools and specifically, at-risk youth? Is the Lead Administrator an employee of the board or the management company? What plans are in place for recruiting males to the board? - sherryreeves</p> <p><u>Proposed Management Organization (EMO/CMO)</u> What experience does Torchlight have operating a boys school elementary or middle? There is no executed contract with EMO, why? There was no financial history for Torchlight, why is that? - kelleystacy1</p> <p><u>Proposed Management Organization (EMO/CMO)</u> - Elaborate: What specific data shows TLS schools have outperformed ALH and NHA? - Please clarify (this sentence was left unfinished): "The contract between the EMO may be terminated without cause, and t..." - What is the executed management agreement between Power Elite and Torchlight? - sallyhouston11</p> <p><u>Proposed Management Organization (EMO/CMO)</u> Does Torchlight have experience with single sex education? What is the success of TSL as there is not history, or contract attached?</p> <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> <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>What is the facilities plan? - nacharles</p> <p><u>Proposed Management Organization (EMO/CMO)</u> What experience does Torchlight have with a single sex school? Where are the financials for Torchlight? Appendix I is incomplete, why? - shannon9402</p> <p><u>Proposed Management Organization (EMO/CMO)</u> It is unclear exactly what the board, CMO and school leader will separately be responsible for.</p> <p>Why/how is this CMO better with at-risk students?</p> <p>The contract states that all revenues are paid to the CMO as the fee, which then the CMO pays expenditures for the school. How is the CMO paying its employees? What of those revenues are kept as CMO operating costs. How can the board separate from the CMO if unhappy and recoup revenues? It is unclear exactly how the money flows and what controls are in place.</p> <p>The school administrator is listed in the CMO contract as an employee of Torchlight. Who is managing and evaluating the school leader? The board or the CMO?</p> <p>No contract attached. - jay_whalen</p> <p><u>Proposed Management Organization (EMO/CMO)</u> Which entity (board/board committee or CMO) will interview and hire/recommend for hiring staff? Did board members visit schools operated by each EMO/CMO mentioned? Have members visited Success Academy Charter Schools? What is the management fee? - sherryreeves</p> <p><u>Staffing Plans, Hiring, and Management</u> What core competencies will be prioritized during recruitment of teachers, leaders and staff given the targeted student population? What role, if at all, will student academic performance play in retention of teachers, leaders, coaches, staff? - kellestracy1</p> <p><u>Staffing Plans, Hiring, and Management</u> - What is the board's procedure for dismissing personnel? - What benefits will be offered to staff? - What job fairs do you plan to attend? Who will attend fairs throughout the year? Who will post jobs on the school website? Who manages school social media accounts? - sallyhouston11</p> <p><u>Staffing Plans, Hiring, and Management</u> Are there any plans to recruit teachers and staff with single sex education experience?</p> <p>Are the Assistant Admin and the Administrative Assistant the same? Is the position equal to an Assistant Principal or a Admin Assistant?</p>
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<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? - nacharles</p> <p><u>Staffing Plans, Hiring, and Management</u> Do you plan to have an Administrative Assistant and an Assistant Administrator? It appears that these two have been used together but are two different jobs. Your budget doesn't have a salary for both either. The dismissal plan is not clear. - shannon9402</p> <p><u>Staffing Plans, Hiring, and Management</u> What is the exact function of the specialists? Are they teaching math and Spanish full time, or are they providing support and interventions? Will the Spanish teacher be certified? The exact plan for specialists needs more detail.</p> <p>How are annual salary increases based one valuation determined?</p> <p>How is 1 EC and 1 EL teacher sufficient?</p> <p>What qualifications are you looking for to support a very specific male population? - jay_whalen</p> <p><u>Staffing Plans, Hiring, and Management</u> Will "specialists" be licensed teachers or teacher assistants? If teacher assistants, what will be the education requirements? Why not require School Administration license for Lead Administrator? (at least a Master's level degree) - sherryreeves</p> <p><u>Staff Evaluation and Professional Development</u> How will staff be trained on how to reengage disengaged students and motivate reluctant learners? How will staff be trained on the strategies that are most effective with boys? - kelleltracy1</p> <p><u>Staff Evaluation and Professional Development</u> - What coaching and feedback will teachers receive outside of evaluations? How frequently are teachers evaluated throughout the year? - What resource(s) are you using for online teacher professional development? What is the expense of this(these) online development sites? - What conferences do you plan to send teachers to throughout the year? Where are those conferences and is money allotted for travel and housing expenses for those professional development sessions? What is the estimated cost of outside professional development sessions? - How are teachers highlighted and celebrated throughout the year? - sallyhouston11</p> <p><u>Staff Evaluation and Professional Development</u></p>
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	<p>Given the variety of curricula proposed, is \$10,000 for PD enough to teach all teachers or is the expectation that teachers come experienced with the curricula especially given the proposal to operate a single sex school?</p> <p>Is there a solid plan for internal PD or is mostly external?</p> <p>Is there a comprehensive plan for coaching and mentoring along with the appropriate resource allocation?</p> <p>Are there plans for partnering with other same sex education schools/networks?</p> <p>Does the evaluation and professional development include an equity lens? - nacharles</p> <p><u>Staff Evaluation and Professional Development</u> What training will be provided for teachers to work solely with males to help meet the academic and social needs of male students? How are teachers assigned mentors? How often are teachers evaluated? How will you determine if teachers are reaching the school's mission? How will you support struggling teachers? - shannon9402</p> <p><u>Staff Evaluation and Professional Development</u> This section is almost exactly the same as other Torchlight applications. How specifically will this plan support the needs of an all male population? - jay_whalen</p> <p><u>Staff Evaluation and Professional Development</u> \$10,000/year for professional development is low, especially with the number of programs that PEPA will expect teachers to master. - sherryreeves</p> <p><u>Marketing Plan</u> The marketing a recruitment plan is not designed or differentiated from other Torchlight plans to specifically target boys and their families, why is that? - kellelytracy1</p> <p><u>Marketing Plan</u> - How much money do you plan to spend on radio and newspaper advertising? - sallyhouston11</p> <p><u>Marketing Plan</u> What is reason the CMO reviews applications? What is the process for ensuring that there are no barriers to entry in accordance with charter law?</p> <p>Why is there a selection process given that charters are public schools?</p> <p>What is the plan to ensure students are male and of color?</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?</p>
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	<p>Will the suggested marketing budget and protocols suffice to ensure adequate enrollment? - nacharles</p> <p><u>Marketing Plan</u> The dates given are incorrect after the Initial process date. How are you going to market your school prior to the initial application process? Why does the management company need to review applications? The marketing plan does not seem to target males, why not? - shannon9402</p> <p><u>Marketing Plan</u> What is the CMO reviewing and recommending to the board around applications? What does it mean that the board will "review, accept, or deny the recommendation"?</p> <p>What is the plan to hold a lottery if the number of applications exceeds the number of open seats?</p> <p>What is the plan and goal to retain students year over year? - jay_whalen</p> <p><u>Marketing Plan</u> Some dates reference 2018? Marketing plan lacks details. - sherryreeves</p> <p><u>Parent and Community Involvement</u> How will the school reengage disengaged families of boys? - kelleltracy1</p> <p><u>Parent and Community Involvement</u> Given that this is a proposed single sex schools for boys of color, why are there no parent workshops addressing the needs of these families?</p> <p>Will the school accommodate schedules that work for proposed families and find ways to engage all proposed boys including the Latinx community? - nacharles</p> <p><u>Parent and Community Involvement</u> How will you ensure parent volunteers are there to help? How can you require parents to help enforce your guidelines? What specifically in parent involvement is geared toward your male population? - shannon9402</p> <p><u>Parent and Community Involvement</u> How will you ensure you have sufficient parent volunteers?</p> <p>How will you ensure transportation is not a barrier for parents to participate? - jay_whalen</p> <p><u>Admissions Policy</u> There is nothing about the admissions and enrollment process or policies that align with the mission or targeted student populations needs, why is that? There is no articulation of being a single sex school and how that decision will impact admissions process, why is that? - kelleltracy1</p> <p><u>Admissions Policy</u> The CMO applicant review is not addressed in this section. Why is this a part of the enrollment process?</p>
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	<p>Is there sibling preference?</p> <p>How is the single sex mission integrated into the enrollment process? - nacharles</p> <p><u>Admissions Policy</u> The admissions policy lacks detail on how only males will be targeted and how that will be advertised. Why isn't the single sex targeted population spelled out? This reads just like other TorchLight applications. - shannon9402</p> <p><u>Admissions Policy</u> Can application be submitted online or only in person? - jay_whalen</p> <p><u>Admissions Policy</u> What is the specific policy for admitting students of board members, teachers and staff? (limited preference is not specific enough) Will there be a preference given for siblings of currently enrolled students? multiple students from the same family? - sherryreeves</p> <p><u>Projected Student Enrollment (Table)</u> Explain the "odd" pattern for # of students by grade level? What is the ultimate grade level/enrollment number? - sherryreeves</p> <p><u>Weighted Lottery</u> N/A - nacharles</p>
<p><b>Operations</b></p>	<p><u>Certify Operations</u> Nothing in this section appears to match the mission and programming.</p> <p>This section also is clearly reproduced and should not have been certified. - nacharles</p> <p><u>Certify Operations</u> This section is vague in detail especially in regards to the facility. - shannon9402</p> <p><u>Certify Operations</u> This section is almost exactly the same as other Torchlight applications. How specifically will this plan support the targeted population? - jay_whalen</p> <p><u>Transportation Plan</u> What is your plan for providing transportation to students who have transportation as a related service on their IEP? - ginger_cash</p> <p><u>Transportation Plan</u> - Most surplus buses currently range from \$3k-4k. How will you purchase four buses at this rate if you've only allotted \$8k for buses? - What contingency plans exist if parents are unable to carpool? Who oversees the carpool site to ensure families are also safe to drive? Will background checks be required of those driving students to school since those families are working in a volunteer capacity? - sallyhouston11</p> <p><u>Transportation Plan</u> Is \$8000.00 a realistic budget for 3-4 buses? Is there a transportation plan for IEPs? - nacharles</p> <p><u>Transportation Plan</u></p>

	<p>\$8,000 doesn't seem sufficient enough to purchase 3-4 surplus buses. Have you looked at contracting transportation, will \$69,000 cover if you choose to go this way? Will you have depots to pick-up students that parents would have to get a student to? What will you do for students that require transportation as part of his/her IEP? - shannon9402</p> <p><u>Transportation Plan</u> Applicant stated earlier that they would provide transportation for all areas of Charlotte. This plan does not align to that.</p> <p>How is a carpool system going to support a population that is 95% ED?</p> <p>How is \$8,000 enough to purchase 3-4 buses? How is \$6,000 enough maintenance costs?</p> <p>This section is almost exactly the same as other Torchlight applications. - jay_whalen</p> <p><u>Transportation Plan</u> Will bus transportation provide door-to-door service or bus depot stops? What is the expected radius of bus routes? (targeted pick-up area) - sherryreeves</p> <p><u>School Lunch Plan</u> - How will you ensure students with food allergies and other dietary restrictions have available meals? - sallyhouston11</p> <p><u>School Lunch Plan</u> Where are you in the process of registering for the NSLP? How is the school planning to collect documentation and keep accurate meal counts for students?</p> <p>Who is the vendor for the initially contracted meals? More clarity is needed on this plan and how it will support a 95% ED populations? - jay_whalen</p> <p><u>School Lunch Plan</u> Has contact been made with a lunch vendor? Explain what is meant by assuring "parents are fully aware that nutritious meals will be available for students that enroll." - sherryreeves</p> <p><u>Civil Liability and Insurance</u> - Clarify: Your insurance quote states that student accident coverage is \$7 per student, yet your insurance rate remains the same each year. How much do you need to adjust this line item as your enrollment numbers increases? - sallyhouston11</p> <p><u>Civil Liability and Insurance</u> Why is the insurance quote for another school (Huntersville)?</p> <p>Are there plans to add automotive insurance?</p> <p>Has the applicant reviewed this quote as it appears to cover way more than required but not the items required? - nacharles</p> <p><u>Civil Liability and Insurance</u> Quote in Appendix L does not align with the application or the budget. - jay_whalen</p> <p><u>Facility and Facility Contingency Plan</u> There is not sufficient informaiton to assess the facilities plan or contingency, why is that -</p>
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	<p>kelleytracy1</p> <p><u>Facility and Facility Contingency Plan</u>          - What are the spatial needs of the school? How could an unexpected facility change impact school programming?          - How will transportation expenses and bus routes shift if a temporary facility is needed?          - Describe your contingency plan. - sallyhouston11</p> <p><u>Facility and Facility Contingency Plan</u>          What kind of facility is available for \$8 per sf given market rate? Are there details?           Does the facility include developmentally appropriate spaces for boys (playing fields, gyms, outdoor spaces)?           Is there a contingency plan?           Is F,F,&amp;E (fixtures, furnishings, and equipment) included and appropriate for school aged children?           - nacharles</p> <p><u>Facility and Facility Contingency Plan</u>          This plan is very vague.          Why is this section lacking in detail?          is the facility ready to be used as an educational facility?          - shannon9402</p> <p><u>Facility and Facility Contingency Plan</u>          Applicant states a facility has been identified for \$8/sqft but provides no additional information. Cannot sufficiently assess plan. - jay_whalen</p> <p><u>Facility and Facility Contingency Plan</u>          Plan is nonexistent. Describe the facility that has been identified. (Two facility options are included in the appendices.) - sherryreeves</p>
<p><b>Financial Plan</b></p>	<p><u>Certify Finance</u>          The applicant does not consider the unique population proposed nor does it include any accommodations.           Most sections a reproductions from the CMO which causes alarm. - nacharles</p> <p><u>Certify Finance</u>          The budget is unrealistic. Many questions arise throughout the budget.          The contingency plan is lacking detail. - shannon9402</p> <p><u>Certify Finance</u>          This section is almost exactly the same as other Torchlight applications. - jay_whalen</p> <p><u>Budget Revenue Projections from Each LEA (Table)</u>          Is there data to support only serving 12 ED students in year given the target population?           is the applicant able to produce a Form 990 from the well established CMO selected? - nacharles</p>

<p><u>Budget Revenue Projections from Each LEA (Table)</u> Appendices are blank. - jay_whalen</p> <p><u>Budget Revenue Projections from Each LEA (Table)</u> Should EC enrollment projection be higher? - sherryreeves</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Appendix k and M are not provided, please explain and provide EMO financial history. - kellestracy1</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> - Why are you expecting \$896,832 in State ADM funds in year 2? (156 students in year 2 x 5,291.06 = \$825,405.36 in State ADM Funds) Are you expecting to earn more per-pupil funding from the state in year 2? - What is the source of your other funds and working capital? - sallyhouston11</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Can the applicant explain the higher ADM funds than projected enrollment?  Where are the \$29,750 of other funds and \$50,000.00 working capital dollars projected from?  Is the revenue assurances report available as it is not attached? - nacharles</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Where are the other funds and working capital coming from? The appendices are missing. Are you expecting to get more money per student in year 2 because the amounts increase? Why the drop in EC funds the second year? - shannon9402</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> IDEA funds are funded based on prior year's enrollment and will not be available year 1.  Appendix M is blank. No evidence of working capital or other funds. - jay_whalen</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> What is the source of "Other Funds"? (TLS will provide \$50,000 working capital.) - sherryreeves</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> - Which line item addresses the following statement made under the Exceptional Children's portion of your application? "The school will contract with a school psychologist, licensed speech therapist, licensed occupational therapists, and any other related service professional needed to comply with the existing and future student IEPs." - 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?  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)?</p>
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<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> The salary for the Lead administrator is not competitive to schools in the LEA. How will you attract and retain a highly qualified administrator with that salary? - shannon9402</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Salary for Lead Administrator is too low. Is Assistant Administrator a "secretary" or Assistant to the Lead Administrator (Dean, Assistant AP)? Salary too low. Teacher salaries are in line with beginning teachers. How can PEPA attract high quality teachers to a specialized school with these pay levels? Is health insurance and retirement part of the State Retirement Plan? - sherryreeves</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> What will the management company charge the school? - kellestracy1</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Do you have money budgeted for the provision of related services such as speech/language, occupational therapy, psychological services, etc? Please check with potential contract company to ensure enough money has been designated to provide these services. - ginger_cash</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> - Clarify: Your insurance quote states that student accident coverage is \$7 per student, yet your insurance rate remains the same each year. How much do you need to adjust this line item as your enrollment numbers increases? - Will copy limits be placed on teachers as they prepare resources for students? You have allotted \$5k in copy paper for years 1-3. Why is the number the same even though enrollment numbers increase? - sallyhouston11</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? 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> Office supply budget seems extremely low, for supplies the first year and no increase until year 3 even though more students are expected. is there no fee for the management company? Is Other professional your related services such as speech, psychologist, etc? Instructional budget seems low as well? How will you ensure with this limited budget that students and teachers have what they need to be successful in meeting your mission?  - shannon9402</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u></p>
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<p>What is the management cost for Torchlight as the EMO?</p> <p>What is included in the "Other Professional" contract cost?</p> <p>It is unclear if the facility budget is realistic without evidence of the size or condition of the facility.</p> <p>How is the transportation budget sufficient for the proposed plan? Will \$8,000 purchase enough buses?</p> <p>The technology budget seems low for a STEAM infused plan. What equipment (projectors, computers, smart boards, etc.) are you planning to purchase? - jay_whalen</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Management company fees = \$0. Where are CMO fees listed? Who is completing student accounting and financials? What are "Other Professional" fees? (EC support services?) Why do bus costs go down in years 2 and 3 when student enrollment increases? Will 1 additional bus each year suffice? Marketing is \$8000 more than what is written in Marketing Plan narrative. Instructional budget is very slim, especially for a STEAM-focused school. - sherryreeves</p> <p><u>Total Expenditure Projections (Table)</u> - See the question about year 2 revenue under Revenue Projections. - sallyhouston11</p> <p><u>Total Expenditure Projections (Table)</u> Can the applicant clarify the revenue projections to help clarify the accuracy of the expenditure?</p> <p>What is the contingency plan for not meeting enrollment targets especially given the conservative operations budget? - nacharles</p> <p><u>Total Expenditure Projections (Table)</u> The budget has many unrealistic numbers. - shannon9402</p> <p><u>Total Expenditure Projections (Table)</u> Without evidence of the working capital, other funds, or year 1 EC funds, the school runs a deficit. - jay_whalen</p> <p><u>Total Expenditure Projections (Table)</u> Without EC funds, Other Funds and Working Capital, Year 1 will operate with a huge deficit. - sherryreeves</p> <p><u>Budget Narrative</u> Will contingency plan and various scenarios include adjusting the management fee down? - kelleystacy1</p> <p><u>Budget Narrative</u> - How will the student to teacher ratio be 15:1 if you hire 6 teachers in year 1 and enroll 120 students? - Clarify: Other funds were listed under Revenue Projections in your application. Here no outside funds are listed. Which is accurate? - Elaborate: What specific line items will you cut if a contingency plan is needed? Please be more specific. - sallyhouston11</p>
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<p><u>Budget Narrative</u> Given the applicant's assertion that there is demand for high quality educational choices, do the budget projections make sense?</p> <p>Are the details for the board created contingency plan?</p> <p>Which operations will need to be scaled back given the already lean budget? Which are considered "non critical" expenditures?</p> <p>Are the \$50,000 for capital state, county, or federal dollars?</p> <p>Based on the proposed budget, how can the applicant maintain a 15:1 student ratio?</p> <p>How does the CMO fee payment (which is somewhat unclear due to lacking documentation) work in years with a deficit?</p> <p>Is the fund balance percentage proposed after the CMO allotment?</p> <p>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?</p> <p>Can the board plans and processes be shared in detail? - nacharles</p> <p><u>Budget Narrative</u> The contingency plan is vague and needs more detail. You mention other working capital in previous sections, why is it not listed here? - shannon9402</p> <p><u>Budget Narrative</u> Torchlight is providing a lot of financial assistance but no management contract was included in the application.</p> <p>What specific cuts would be made in the contingency plan?</p> <p>This is the exact same budget narrative as other Torchlight applications. How is this plan tailored to this school?</p> <p>What are you anticipating will be different with this school than others Torchlight is managing? - jay_whalen</p> <p><u>Budget Narrative</u> School can operate on current budget with 75 students? (Break even number) - sherryreeves</p> <p><u>Financial Audits</u> What professional development will board receive on how to make the school for boys and their specific learning and development needs? - kelletracy1</p> <p><u>Financial Audits</u> If the plan for internal controls include contracted legal services, why are there \$2000 in the budget?</p>
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Power Elite Preparatory Academy - Power Elite Male Academy will provide an engaging and rigorous curriculum that engages and inspires all male students to achieve academic success through data-driven decision making.

	<p>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><u>Financial Audits</u> Without the EMO management contract, it is difficult to asses what financial controls are in place. - jay_whalen</p>
<b>OVERALL</b>	<p><u>Cover Page</u> What will the schools' name be-Power Elite Prep Academy or Power Elite Male Academy? - kellelytracy1</p> <p><u>Cover Page</u> Did Torchlight research, plan, and write this application under the guarantee that it would receive the management contract?</p> <p>Has the applicant investigated Torchlight as a provider? - nacharles</p> <p><u>Cover Page</u> Is the name of the school Power Elite Preparatory or Power Elite Male Academy? There is confusion on this. - shannon9402</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Has there been market research to support this level of enrollment? The CMO appears to use these numbers as a boiler plate projection rather than ensuring the specific area can support the enrollment targets. - nacharles</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> These are the exact same enrollment projections as other Torchlight sponsored applications. How do you know this projection is realistic for the targeted area and population? Where did these specific numbers come from? - jay_whalen</p> <p><u>Certify Application</u> There is a discrepancy in the schools' name that is concerning because it evidences a lack of focus and mission alignment. - kellelytracy1</p> <p><u>Certify Application</u> What is the name of the school? - nacharles</p> <p><u>Certify Application</u> What is the name of the school? - shannon9402</p>

<b>Charter School Advisory Board Subcommittee</b>	
<b>Mission, Purposes, and Goals</b>	
<b>Education Plan</b>	

Power Elite Preparatory Academy - Power Elite Male Academy will provide an engaging and rigorous curriculum that engages and inspires all male students to achieve academic success through data-driven decision making.

<b>Governance and Capacity</b>	
<b>Operations</b>	
<b>Financial Plan</b>	
<b>OVERALL</b>	

<b><u>Overall Summary</u></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 A1, F, G, I, J, K, M, N, O, P: Blank documents uploaded</p> <p>Applicant responded to the incomplete information request by the October 12, 2018 deadline.</p>
<b>Application Review</b>	<p>Dr. Allen gave an overview of the schools proposed location (Mecklenburg County) and grades/enrollment numbers. Dr. Allen stated there is not a LEA impact statement and there is not due diligence for this applicant. Dr. Allen reviewed the pass/fail ratings. The applicant received assistance and intends to partner with Torchlight Academy Schools. The application was deemed complete on October 12, 2018.</p> <p>* Mr. Anthony Weeks introduced himself as a board member. Ms. Gray introduced herself as Board Chair. Ms. Wright introduced herself as a board member.</p> <p>* Ms. Reeves asked for clarification on the schools name. She continued that she felt the mission was very non-specific for a school targeting at-risk males. Ms. Gray stated the name is Power Elite Preparatory Academy, but they would like to change the name to Power Elite Preparatory Male Academy. She stated it was a mistake in the application to not make the mission more specific. She provided more clarity on the schools mission.</p> <p>* Ms. Kakadelis asked about the opening date in the application as 2019. Ms. Gray stated they originally wanted acceleration but failed to check a box on the application.</p> <p>* Ms. Reeves asked about the facility options. Mr. McQueen stated they are in negotiation with a private school to buy their facility.</p> <p>Motion: Committee motion to allow Power Elite Preparatory Academy to move out of committee.</p> <p>Motion: Sherry Reeves</p> <p>Second: Lindalyn Kakadelis</p> <p>Vote: Unanimous Committee Vote- Pass</p> <p>Motion: Full CSAB motion to allow Power Elite Preparatory Academy to continue to full interview.</p> <p>Motion: Lindalyn Kakadelis</p> <p>Second: Sherry Reeves</p> <p>Vote: Unanimous Pass</p>
<b>Application Interview</b>	<p>Dr. Allen stated the school is proposed to locate in Mecklenburg County. Dr. Allen gave a brief introduction of the schools proposed enrollment and grade levels. There was no LEA impact statement or due diligence for this applicant. Dr. Allen reviewed the pass/fail</p>

	<p>ratings for this applicant. She stated the applicant does not have any special requests and is not a repeat applicant. She stated the applicant partnered with Torchlight Academy Schools.</p> <p>* The board chair, Ms. Gray, introduced herself and the remaining board members. The Vice Chair Ms. Monsanto approached the CSAB. She spoke about her background and the mission of the school. Mr. Weeks approached the CSAB as the Secretary of the board.</p> <p>* Ms. Lindalyn Kakadelis opened the discussion regarding the schools mission. Ms. Reeves and Mr. Walker discussed the clarity of the mission. They stated the mission lacks clarity.</p> <p>Ms. Kakadelis stated she has concerns about the certification of originality in the application because it is the same as several others.</p> <p>* Ms. Kakadelis asked about the educational plan and the difference between the other Torchlight schools.</p> <p>* Ms. Reeves stated she had concerns about the boards experience with at-risk students. She also stated she was unclear about who would hire the administrator the board or the CMO. She had the same question about staff.</p> <p>* Mr. Hawkes asked about the experience and qualifications of the board members. Mr. Walker also wanted some information about the educational experience of the board members.</p> <p>* Ms. Kroeger expressed concerns about the size of the facility and the catered lunch program.</p> <p>* Ms. Vuncannon stated that the personnel budget is concerning, especially since they will be in a competitive market.</p> <p>* Ms. Monsanto stated the board has changed the mission statement. Ms. Monsanto stated the school is for males only.</p> <p>* Mr. Walker asked how the different education models will be blended together into something cohesive for an all-male population.</p> <p>* Ms. Gray spoke about the needs of male students. She spoke about the mental health issues for at-risk male students. She spoke about the use of multiple intelligences to help students find their own genius. She spoke about wrap around services that will be provided in addition to tutoring.</p> <p>* Mr. Walker asked for more information about the day to day in the classroom components. Ms. Gray stated some of those components will be strategies like Teach Like a Champion. She stated that the other things will go into the lesson plans on a weekly basis. Mr. Walker asked for more clarity. She spoke about using movement in the lessons.</p> <p>* Ms. Kakadelis asked if the board has visited any all-male schools. Ms. Gray stated yes and explained which schools she has visited.</p> <p>* Ms. Kakadelis asked about the professional development specifically designed for the all-male population. Ms. Gray stated Torchlight as well as other educational professionals will assist.</p> <p>* Mr. Friend asked if anyone isversed in the Core Knowledge sequence. Ms. Gray stated she currently uses this.</p> <p>Ms. Reeves voiced concerns about specific strategies for male students. Ms. Gray stated they are also using character education for males.</p> <p>* Ms. Vuncannon asked about how the school will integrate project-based learning (PBL) and multiple intelligences and train teachers how to use those effectively. Ms. Gray stated that multiple intelligences are not difficult to integrate into lesson plans. Ms. Vuncannon stated the PBL can take a long time to implement effectively.</p> <p>* Ms. Kakadelis asked about the schools intervention strategies. Ms. Gray stated it is important to understand the individuals genius and use that to help him build confidence.</p> <p>* Mr. Weeks spoke about community engagement with the school.</p> <p>* The CSAB spoke about concerns with the budget and personnel numbers. Mr. McQueen</p>
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	<p>from Torchlight stated that they understand the budget is a guideline and will work to make sure they have the people in place.</p>
<p><b>OVERALL</b></p>	<p>Ms. Kakadelis asked why this application is for an all-male school but is the same as the application for other schools. Mr. McQueen stated the board has passion and will get the job done.</p> <p>* Mr. Friend stated that \$10,000 for professional development is low for the number of instructional staff they have. He stated Core Knowledge takes a lot of professional development to implement correctly. Mr. Friend asked about the budget for wrap around services. Ms. Gray stated there are groups that will provide mental health and tutoring services for very inexpensive costs.</p> <p>* Ms. Kroeger stated there seem to be a lot of underfunded items in the budget. Mr. McQueen spoke about the budget and the facility.</p> <p>* Mr. Maimone asked for clarification about the Core Knowledge curriculum. Ms. Gray stated they will use the NC Common Course of Study. Mr. Maimone stated that is not the same as Core Knowledge sequence curriculum. Ms. Gray stated she thought they would use NC Course of Study.</p> <p>* Mr. Friend stated it should be pretty clear that Core Knowledge curriculum is not the NC Course of Study. He stated the budget is concerning because it is the same as the other Torchlight schools, but this is a specific school with different needs.</p> <p>* The CSAB expressed concern that the application states the school will use Core Knowledge, but the board does not seem to understand that specific curriculum. Mr. Friend and Mr. Walker also expressed concerns with the budget.</p> <p>* Ms. Gibbs stated she thinks they need to take the feedback and come back next year. Ms. Vuncannon stated the pass/fail ratings show that they may be setting something up for failure. She stated the concept is good, but it needs work. Ms. Kroeger agreed.</p> <p>* Ms. Reeves expressed concern that the application is identical to others, yet this school is for a very targeted group. She stated the application does not speak to that and the budget does not support it at all.</p> <p>* Ms. Kakadelis stated the need is there and the passion is evident. She continued that she wants more specifics in the application and more information from those organizations that are going to partner with the school. She wants to see how males will be targeted throughout the application. She stated the curriculum needs to be articulated more clearly.</p> <p>Motion: The CSAB does not move Power Elite Preparatory Academy forward to Ready to Open.</p> <p>Motion: Lynn Kroeger          Second: Sherry Reeves          Vote: Unanimous</p>