Application Preliminary Evaluation Packet

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

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

§   Fail: The response either fails to entirely address the selection criteria or addresses some of the criteria. The responses lack adequate detail and/or raise substantial concerns about the applicant's preparation for and ability to start or operate a charter school successfully. The application fails to address all of the minimum components as evidenced by the check boxes of the rubric.

Subcommittee Members:

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

Date of Review:

NORTH CAROLINA CHARTER SCHOOL APPLICATION

Rise 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

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

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

<u>APPLICATION DUE DATE/TIME</u>

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

<u>Non-Refundable $1000 Application fee due to the Office of Charter Schools</u>

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

<u>APPLICATION SPECIFICATIONS</u>

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.

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

Rise Academy

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

I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Rise 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* <u>X</u>

Name of non-profit organization under which charter will be organized or operated: *Global Education Resources, LLC*

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: *Renorda Pryor*

Title/Relationship to to nonprofitMunicipality: *Chair*

Mailing address: 130 Commerce Parkway
             Garner NC 27529
Primary telephone: 919-779-9613   *Alternative telephone:* 919-622-4099
E-Mail address: rpryor@rccraleigh.org

Name of county and local education agency (LEA) in which charter school will reside:
County: WAKE
LEA: 920-Wake County Schools

Was this application prepared with the assistance of a third party person or group?
No:
Yes: X
If so, provide the name of the third party person or group.   Global Education Resources
List the fee provided to the third party person or group. 0

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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.

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

Note: Global Education Resources and its partners are submitting multiple applications to open on an accelerated plan for the 2019 school year. These applications will incorporate similar language and best practices because of their profound impact among socioeconomically disadvantaged populations.

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

No: X

Yes:

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

No: X

Yes:

Acceleration
Yes: X
No:

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

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

The student academic achievement in Garner falls well below Wake County and state grade proficiencies averages, especially among Black and Hispanic academic subgroups. Currently, there are 5 elementary schools and 2 middle schools in the areas immediately surrounding Garner. There is no school of choice, except East Garner Middle which is a partial magnet, IB program school. This middle school has not met growth in two of the past three years and more than doubles the suspension rate of the county.

Of the five elementary schools, four fall below Wake County and State grade proficiency averages. Both of the only middle schools in the area failed to meet academic growth for the 2016 school year. These schools are predominantly socioeconomically disadvantaged. Students in this area have no school choice are producing below average state results in one of the most well-funded counties in the state.

In addition to this educational need, Amazon is in the process of constructing a distribution center in Garner employing 1,500 people. This will be completed in 2019. Over the past 5 years, Garner has been one of the slowest growing municipalities in Wake County; this will be one of the largest growth periods in its recent history. The recently built Johnston Charter Academy, in neighboring Clayton, reportedly had over 900 students placed on its waitlist for the 2018 school year. With the upcoming population influx, evidenced desire of surrounding residents, history of low

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performing schools, and documented overcrowding of schools in the neighboring county, RISE Academy would immediately address a multitude of soon to be larger problems in the Garner area.

Lastly, our school has identified and secured a facility and has plans in place to move forward with the business owner upon application approval. Real estate in Garner is extremely hard to find and is only going to get more challenging. If this facility is not utilized now, there is no guarantee the facility will still be available for the 2020 school year.

Demonstrate an exceptional need for the charter school in the proposed location
As noted in the previous section, there is only one school of choice in this area, East Garner Middle, and it is a low-performing, partial magnet middle school that has failed to meet growth two of the past three years. The only other middle school, North Garner Middle, has performed better, but was most recently graded as a D school that failed to meet academic growth. Both of these middle schools have doubled the average short-term suspensions of Wake County middle schools with short-term suspensions of 30 and 24 for every 100 students, respectively.

Four out of five of the areas elementary schools achieve significantly below the state and district grade proficiency averages among Black and Hispanic academic subgroups. The only elementary school to achieve grade proficiency higher than the state average is Rand Road Elementary, which is the least diverse and most affluent student population of all seven schools.

Garner is a diverse town that has a larger than average achievement gap when compared to the state. The largest school in the area, East Garner Middle, teaches over 1,200 students with over 63% of those students being classified as economically disadvantaged. The schools grade proficiency among this population is under 32%, compared to the state average of 44%. When calculated, East Garner Middle produced 242 grade proficient students out of its 756 economically disadvantaged population for the 2016 school year. For reference, only one other school teaches more than 756 total students in the area, North Garner Middle, with 788.

Clayton, in nearby Johnston County, has grown by ~150 percent since the year of 2000. The towns population growth projections are nearly 40,000 people by 2040. To ensure this fast-growing population has a positive impact on the school system is extremely important.

The lack of school choice, high volume of low performing schools, and significant achievement gap in the area drove the RISE Academy Board of Directors to come together and provide a solution to our struggling community.

Agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award.
Yes: X
No:

Is a facility identified by the applicant that is feasible for opening on an accelerated schedule.
Yes: X
No:

Demonstrate that the facility identified by the applicant is feasible for opening on an accelerated schedule.
We have identified a 5,457 SF facility at 547 Benson Road, Gardner, NC
27529. The management company is committed to purchase the facility and
lease to the school at a price that is with the existing budget. The
facility will require a minimum of renovations which will be completed by
the management company and included in the rental price.
Attach Appendix A1 to demonstrate you have a facility secured for opening on an accelerated schedule.

Once evidence for the requirements has been verified, the State Board will also consider the presence or absence of the following factors in making its determination:
1. *Unique mission and educational program.*
2. *Local, state, and national nonprofit partnerships committed to assisting the school.*
3. *Potential for economic and educational development of the region.*
4. *Mentoring by a successful organization that has experience in creating public schools.*
5. *Obstacles to educational reform efforts that leave chartering as an available option.*
6. *Commitment to work with a successful charter school board as a guiding mentor.*
7. *The length of time the board of directors has existed.*
8. *Whether the proposed board has previously or currently operates a successful public charter school.*

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

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

Yes:
No: X

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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? Global Education Resources, LLC
*Is this application for Virtual charter school***:** Yes: No: X

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2019   *Month* August

   Will this school operate on a year round schedule?
   No: X
   Yes:
Proposed Grade Levels Served and Total Student Enrollment (
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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

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State Board of Education, the approval is contingent upon successful completion of such planning year.

<u>risecharter</u>   <u>Board Chair_____</u>
Signature   *Title*

<u>risecharter_____</u>   <u>10/01/2018_____</u>
Printed Name   *Date*

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

Section I: Application Contact Information Concerns and Additional Questions	Reviewer	Page Reference
What partners does GER have? Is this Torchlight? What is the relationship between the school and GER and its partners?	Shannon Sellers	Cover Page
- Clarify: What data do you have that shows GER has had a "profound impact" on the communities they serve?	Sally Houston	Cover Page
Why is the name of the non-profit organization listed as "Global Education Resources, LLC" when the applicant's by-laws state the corporation is named "Rise Academy"? What is the relationship between Global Education Resources and Torchlight Academy, LLC? Why was Torchlight Academy, LLC not listed as a third party who assisted with preparing this application as numerous appendicies in the correction responses PDF have Torchlight Academy LLC listed.?	Stephenie Clark	Cover Page
What is the relationship between GER and the school?	Nicole Charles	Cover Page
Why is acceleration needed at this time? Why do you list Amazon as a reason for acceleration? Where is the Appendix A2?	Shannon Sellers	Acceleration
I could not download Appendix A2 - Do they have evidence of property ready to lease maybe a MOU or something?	Lindalyn Kakadelis	Acceleration
Document in appendix states the proposed property is 10,000 SF but application states 5,457 SF. Evidence of need and survey document were blank.	Sherry Reeves	Acceleration
What verifiable quantifiable evidence does the GER have evidencing that they have the internal capacity to operationalize a school that is likely to improve educational achievement levels for Garner County students? Please clarify why Amazon decision to locate in Garner is relevant and is compelling evidence supporting acceleration?	Tracy Kelley	Acceleration
Can the applicant provide details for the acceleration need?	Nicole Charles	Acceleration
What can the board attribute to only having received 44 survey results after 2 years of working towards establishing a charter school? Should the number not be higher?	Stephenie Clark	Acceleration
- These enrollment targets happen to exactly match the enrollment targets of Lighthouse Academy and North Davidson Academy. How did you determine these enrollment numbers to ensure this aligns with enrollment targets in Garner?	Sally Houston	Grade Levels
Will be held accountable for grades 3 & 4 the first year - will that be a concern - what will be done for intervention for students behind grade level?	Lindalyn Kakadelis	Grade Levels
There is no evidence supporting the notion that GER has the internal capacity to operationalize the school design. The enrollment projections are unrealistic as they would require families to transition after 1st grade.	Tracy Kelley	Grade Levels
What is the rationale for starting with K-4 especially since projected enrollment is only 120 students?	Sherry Reeves	Grade Levels
The GER CMO did not provide evidence of need for acceleration. The issue pertaining to the facility is not convincing and GER would benefit from taking a planning year to demonstrate that they have the internal capacity to operationalize the school program.	Tracy Kelley	Certify Appl
- This application is not entirely original. It is very similar to applications submitted by Torchlight, Global Education Resources, and Alpha Academy. How have you tailored this application to meet the specific needs of your area?	Sally Houston	Certify Appl
I have questions about GER and its relationship to Torchlight? DOes GER have evidence to support academic results? There is mention of a STEAM focus but that is missing from the mission statement. Based on the application, they would benefit from a planning year.	Tammi Sutton	Certify Appl
There is no proof for acceleration. This application looks familiar to other Torchlight Applications although Torchlight isn't named as a Management	Shannon Sellers	Certify Appl

Rise Academy

Company.		

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

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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:

Creating and innovating globally-minded youth for tomorrows solutions.

Clearly describe the mission of the proposed charter school:

RISE assists its students through a STEAM (Science, Technology, Engineering, Arts and Math) curriculum with a focus on an innovative, project-based learning guide to build morals, life skills, and core values. Our culturally diverse environment will drive our students to develop character, integrity, and leadership abilities, which will prepare them to be responsible citizens and respectful workers.

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.*

RISE Academy will be located in the downtown area of Garner, NC. The immediately surrounding area is comprised of five elementary schools and two middle schools. Of the five elementary schools, two were graded D schools and each of those two failed to meet growth once over the past two years. Both of the existing middle schools failed to meet growth this past year, with less than one-third of Black and economically disadvantaged students achieving grade proficiency.

Appendix A1 illustrates the demographics in the surrounding Garner schools as 29.22% White, 37.53% Black, and 27.86% Hispanic. The proportion of Black students in Garner schools is over 150% than that of the Wake County school district. Of the seven schools in the area, only two of them achieve greater than the the state grade proficiency average among Black students. However, these same two schools serve the least proportionate amount of economically disadvantaged students among elementary schools. This pattern is typical, according to a Stanford study that shows a linear correlation between socioeconomically disadvantaged students and the more affluent demographic. Appendix 1A: Educational Need*.

The diverse and economically disadvantaged student demographic in this community is being severely underserved. This achievement gap exists all throughout the state, with with the state average of 70% of White students

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reaching grade proficiency, in comparison to 40% of Black students. There is only one school of choice in close proximity to this area, a partial magnet, IB program middle school. This school has failed to meet growth twice in the past three years.

Target Rationale:
This area was selected for multiple reasons. Firstly, a group of local, community activists and parents have heard frequent concerns with the available types of education in Garner and the surrounding areas. This impassioned group formed the RISE Board to take action and find a partnering organization to help structure a solution to the problem being voiced across the area.

GER was identified as this partnering organization because of their excellent results among even greater economically disadvantaged and diverse populations. Each GER school has achieved well above district and state grade proficiency averages among Black, Hispanic, ELL, and economically disadvantaged academic subgroups, as monitored by DPI and illustrated in Appendix 1*. GER Schools outperformed the local Garner schools the most among the ELL and Black subgroups, two prominently represented subgroups in the area. This is displayed in Table *A.

Our school demographic will closely align with the neighboring schools demographic and will also pull from the overpopulated Johnston County school system. The most recently open charter school in Johnston County, Johnston County Charter, had to place over 900 students on a wait list this past year. Our commitment to serving all students includes providing transportation to studentsinJohnston County.

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).*

RISE Academys 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 Rise Academy is less than one percent of the average daily membership of the Local Education Agency at each grade level. In addition, the majority of the feeder neighborhood schools underperform the State and District performance composites. A definitive need exists for a viable school of choice in this area to serve struggling academic subgroups.

The immediately surrounding schools teach a total of ~4,800 students. Our first year would be just over 5% of the surrounding K-8 school ADM if one were to assume worst-case school funding disruption. However, with the overcrowding taking place in Clayton and the overwhelming displayed interest, we expect a significant amount of students to apply outside of Garner.

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

RISE 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. RISE 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.

RISE 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.

RISE Academys culture will promote academic excellence. A school uniform

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

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

<u>Purposes of the Proposed Charter School:</u> *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.*

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

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

Hold schools accountable for meeting measurable student achievement results.

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

The NWEA Map assessment was created to measure and track student academic

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growth and this system is embedded into the way we evaluate students, staff, and school success.

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

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

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

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

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

Our selected management company excels in addressing and adapting to the needs of socioeconomically disadvantaged students, of which this population is predominantly comprised. Global Education Resources (GER) 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.

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

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

Our partnered management company has worked almost exclusively with at-risk stude

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.*

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

Academic Goals:
General:
Attendance- Average attendance of 95%
Students average 1.5 years + of growth in Math and ELA each year "Meet" or "Exceed" Academic Growth as defined by the state
EOG scores for grades that exceed the scores of peer group schools by 5% or show 70% proficiency by year 5
90% teacher retention per year or 5% better than the peer group schools average

Grade Proficiency Objectives
Year 1: 50% of students in 3rd and 4th grade will receive at least a 3 on the Math and ELA EOG or 5% greater than the district composite for each academic subgroup
Year 2: 55% of students in 3rd-5th grade will receive at least a 3 on the Math and ELA EOG or 5% greater than the district composite for each academic subgroup
Year 3: 60% of students in 3rd-6th grade will receive at least a 3 on the Math and ELA EOG or 5% greater than the district composite for each academic subgroup
Year 4: 65% of students in 3rd-7th grade will receive at least a 3 on the Math and ELA EOG or 5% greater than the district composite for each academic subgroup
Year 5: 70% of students in 3rd-8th grade will receive at least a 3 on the Math and ELA EOG or 5% greater than the district composite for each academic subgroup
ELL Proficiency
Year 1: Achieve 10% higher ELL student proficiency than surrounding schools
Year 2: Achieve 15% higher ELL student proficiency than surrounding schools
Year 3: Achieve 20% higher ELL student proficiency than surrounding schools
Year 4: Achieve 25% higher ELL student proficiency than surrounding schools
Year 5: Achieve 30% higher ELL student proficiency than surrounding schools

TRC/Dibels:
Year 1: 70% of students in K-3rd grade will meet grade level goals (blue or green overall scoring) or 5% greater than the district composite
Year 2: 75% of students in K-3rd grade will meet grade level goals (blue or green overall scoring) or 5% greater than the district composite
Year 3: 80% of students in K-3rd grade will meet grade level goals (blue or

green overall scoring) or 5% greater than the district composite
Year 4: 90% of students in K-3rd grade will meet grade level goals (blue or green overall scoring) or 5% greater than the district composite
Year 5: 95%+ of students in K-3rd grade will meet grade level goals (blue or green overall scoring) or 5% greater than the district composite

NWEA MAP:
Year 1: 50% of students exceeding internal MAP growth goals
Years 2-5: Utilize past years data and MAP projections to create feasible, thoughtful, and challenging growth goals

Metrics:
EOG Scores

NWEA MAP Scores
NC DPI School Report Cards
Financial Goals:
Year 1: Positive balance of 1.5%
After Year 2:Meet the state standard of a positive 3% balance each year
Metrics:
Monthly financial report to our Board based on review by finance committee
Independent audit contracted by our Board in addition to management Organization audit

Operational and Culture Goals
Family satisfaction of 90% with a 60% response rate
Each scholar writes and sends a letter to a local legislator at least once per year
100% of parents volunteer at school
90% teacher satisfaction and retention rate
County Health Dept ratings of kitchen facilities of A or 95%
Metrics:
Family satisfaction surveys conducted in December/May Family attendance records for meetings, activities, etc.
Staff surveys in October,December,March and June (NC Teacher Working Survey
Staff attendance
County health inspection.

   2. *How will the governing board know that the proposed public charter school is working toward attaining their mission statement?*
The Lead Administrator will present a monthly report to the board of directors appraising the board of the schools progress toward attaining the schools mission and goals. The Lead Administrator Report shall be made a permanent part of the monthly board of directors meeting agenda.

The Lead Administrators Report shall include:
School Academic Performance
MAP Growth Assessment
Beginning, Mid-Year, End
Budget Progress Report
List of Items Requested by DPI and Submission Status
Parent Volunteer Services

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

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

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

Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
How does the applicant plan to use STEAM to build morals and core values? What does the applicant consider "tomorrow's solutions" and "globally-minded"? Is the applicant planning to target demographics with the lowest achievement? If so how given current charter law and the overall demographic of Garner currently and the proposed Amazon employees?	Nicole Charles	Mission Stat
The mission is vague and lacks STEAM if that will be a focus.	Tammi Sutton	Mission Stat
Mission is vague.	Sherry Reeves	Mission Stat
There is nothing about STEAM in the mission statement -	Lindalyn Kakadelis	Mission Stat
Describe how you "innovate" youth? The description does not address the "globally-minded" aspect of the mission. What will it look like to create globally-minded youth. What linear correlation between socioeconomically disadvantaged students and the more affluent demographic are you trying to draw using the Stanford study reference. It is unclear as written.	Stephenie Clark	Mission Stat
- What does it mean to be "globally minded" according to RISE? - How will RISE define "character?" Do families in the surrounding area have a say about what is deemed as moral? If so, how?	Sally Houston	Mission Stat
The mission statements are provided, however they are not sufficiently clear or focused and they are not specific enough to create a compelling purpose for the school. The mission statements do not sufficiently focus on educational outputs and are unlikely to result in increased student achievement	Tracy Kelley	Mission Stat
What is meant by "globally-minded youth? How do you innovate youth? What academic outcome does your mission strive to meet?	Shannon Sellers	Mission Stat
How does the use of Teach Like a Champion differ from the approaches used by the surrounding schools? Corrections document provided by the applicant refers to a table in the educational need section, but there is no data available to support the narrative claims.	Stephenie Clark	Educational
ARe you targeting the entire Garner population or economically disadvantaged students and blacks? Your narrative is somewhat contradictory. How will you effectively blend all of these instructional methods in your school. What assessments will be used for K-2? Who is this different from the LEA? How will GRE help you with these methods? Which counties will your draw students from?	Shannon Sellers	Educational
- How many people are on the RISE board? How many are parents in the area? - Which techniques from TLAC does the school plan on implementing? - Who will model the implementation of these teaching techniques in TLAC outside of the TLAC videos? - How is TLAC different that the approaches used in surrounding schools? - How will TLAC approaches be differentiated based on student tiers? For example, will all TLAC approaches be used with EC students? - If two teachers come from the same Alma Mater, how will you determine the name of the homeroom?	Sally Houston	Educational
What other LEAs or counties does the school anticipate to enroll students from?	Tracy Kelley	Educational

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What specific LEA is the school anticipating drawing from?		
Where is Appendix 1 referenced in this section? **Who makes up the group of community activists and parents (and subsequent board)?** **What's the relationship between GER and the board?** **Is there data to support the successes of GER's other schools?** **With Garner predominately in Wake County, which LEA is RISE proposing to pull from? Are Johnston and Cleveland Counties included?** **Who will implement TLAC (Uncommon's curricula)? Has GER been trained and will teach the staff?** **Which LEA was included in the ADM calculation?** **By blending promising (rather than proven?) models, is there a risk of losing fidelity and potentially success?** **How will the STEAM curricula be different from the LEA (and which LEA)** **How will the proposed curricula meet to mission to build globally-minded youth?** **How does a uniform set high expectation?** **How are kids in K-3 evaluated? Is the applicant using DIBELS?**	**Nicole Charles**	**Educational**
Appendix 1 was blank. Does it provide data for all Global Education Resources schools? **Are you targeting Garner or other areas such as Clayton?** **Do the GER schools in North Carolina utilize Teach Like a Champion, Core Knowledge and STEAM? If so, what are their successes with each of these components? (Success Academy Charter Schools are based in New York?)**	**Sherry Reeves**	**Educational**
Agree there is a need for choice in the area	**Lindalyn Kakadelis**	**Educational**
special emphasis on at-risk or gifted - please go into more detail	**Lindalyn Kakadelis**	**Purposes of**
How, using what strategies, will teachers differentiate their instruction? (i.e. process, product, assessment, learning modality, learning style). How will the school hold it self accountable for measurable outcomes?	**Tracy Kelley**	**Purposes of**
Explain what is meant by a "goal of 80 minutes of direct instruction per day." What occurs during the remainder of the school day? **How does this plan provide parents/students with expanded educational choices?**	**Sherry Reeves**	**Purposes of**
How do these purposes align with the mission to build globally-minded" students and how do they build morals and character? **Is there data to support that the purposes improve student outcomes?**	**Nicole Charles**	**Purposes of**
How does your purpose align with your mission to be "innovative globally-minded youth?" **How will instruction be differentiated?** **Is MAP the only tool you will use to differentiate instruction when it is only given 3 times a year?** **How will you change "the historically low civic engagement?"**	**Shannon Sellers**	**Purposes of**
- What tracking systems will you use to determine students are developing "morals, life skills, and core values?"	**Sally Houston**	**Goals for th**
Although admirable and certain to improve student outcomes if achieved, do the proposed curricula support the aggressive goals?	**Nicole Charles**	**Goals for th**

There are goals listed for K-3 but are there supports in place? **Are EOG scores sufficient in measuring success along the way?** **If the board receives monthly reports, what data that is available monthly will be shared? Are there internal measure that show updated performance metrics?** **Audits generally occur annually, what financial health measures will be shared with the board?** **How will parents' concerns be addressed between the proposed dtes and how will urgent matters be handled?**		
The goals are measurable but there are too many for the school, as designed, to manage especially in the absence plan to monitor progress toward meeting the goals. The goals do not clearly align to the schools mission.	**Tracy Kelley**	**Goals for th**
Where is the goal for "innovating globally-minded youth?" How will you meet your mission?	**Shannon Sellers**	**Goals for th**
Can the management company show other schools they manage with these proficiency objectives - in year 5?	**Lindalyn Kakadelis**	**Goals for th**
Operational goals: low expectation of return on parent survey but 100% expectation of parent volunteerism.	**Sherry Reeves**	**Goals for th**
What are the specific goals for the school's governance in the first five years? **While the board outlined that a monthly report would be provided by the lead administrator, how will the board know that the proposed charter is working toward attaining the mission statement?**	**Stephenie Clark**	**Goals for th**
There is no concrete support that the mission will be met or monitored.	**Shannon Sellers**	**Certify Miss**
Why is the applicant certifying when they've cited that the application is reproduced.	**Nicole Charles**	**Certify Miss**
The mission is vague and the goals need more specifics beyond EOG.	**Tammi Sutton**	**Certify Miss**
I do not see anything in the Mission statement about STEAM -	**Lindalyn Kakadelis**	**Certify Miss**
This section is not entirely original.	**Sally Houston**	**Certify Miss**
The application addresses, in the purposes section, what it will do but does not address or provide details on how it will accomplish the laws purposes. And in the absence of a compelling, clear, and focused mission statement its hard to assess if or how the purposes are linked to the teams educational philosophy. The schools goals are not anymore rigorous than the LEAs and without a plan to monitor progress the school is not likely to result in improved achievement levels for students.	**Tracy Kelley**	**Certify Miss**

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

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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 <u>will deem the application incomplete.</u>*

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.

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Overview:
RISE Academys 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, RISE Academy will incorporate components of Success
Academy Charter Schools (SACS) active-based learning, 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. Garner is over 60% economically
disadvantaged and predominantly comprised of minority students, as
illustrated in Appendix A1.
Assessment Strategies & Utilization
Within the first two weeks of school, K-2 students will take the TRC/Dibels
assessment as required by Read-To-Achieve. Grades 3-8 will be assessed three
times throughout the year in Reading, Math, and Science using the Northwest
Evaluation Association Measures of Academic Progress (NWEA MAP) assessment
system, in addition to the Beginning-of-Grade (BOG) and End-of-Grade (EOG)
Tests required by the state.

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

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

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

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Mater and the year the students are projected to graduate college. We believe that this structure will focus students on school and heighten expectations.

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

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

Below are various activities we will incorporate into each classroom:

English Language Arts

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

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

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

Math

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.*

RISE Academys 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. RISE 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.*

RISE 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.
RISE 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

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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 RISE 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 childs 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.*

RISE 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.

RISE 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

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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. RISE 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.*

GER has been extremely successful addressing ELL populations. One of the three Global Education Resources schools holds an ELL grade proficiency over twice as high as the district average for ELL students. The other two schools are also above the district and state average.

Method for identifying ELL students:
The school will conduct a full program for English Language Learners. RISE 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.*

RISE 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)*

RISE 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.*

RISE 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.*

RISE 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.*

RISE 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 disseminatedat the beginning of the school year.

We have identified a 5,457 SF facility at 547 Benson Road, Gardner, NC 27529. The management company is committed to purchase the facility and lease to the school at a price that is with the existing budget. The facility will require a minimum of renovations which will be completed by the management company and included in the rental price.

Section III: Education Plan
Concerns and Additional Questions

- Why does the Language Arts/English strand wait until 7th grade to integrate nonfiction? How will the school assess progress on students' nonfiction skills prior to EOG testing given that students are testing on nonfiction passages from 2nd grade up? - Clarify: What is unique about "active-based learning?" Please elaborate. - How will you blend state standards and the Core Knowledge Sequence? Will you write your own curriculum that incorporates both? How will you assess the mastery of state standards throughout the year? - How will teachers differentiate instruction while also being required to use the Core Knowledge Sequence? - What specific evidence are you referencing when you say "years of studies...validated active- based learning as an effective educational approach?"	Sally Houston	Instructiona
Has this combination of curricula worked elsewhere and is the applicant able to share some highlights and data? Has GER established a proven track record of success using this educational plan? Given the variety and breadth of instructional models, can the applicant share how success will be evaluated beyond NWEA MAP and how changes may be made if the outcomes for students are not what GER hoped for? Can the applicant share more information about how activity based STEAM programming that nurtured global mindedness and morals is included in the proposed curriculum outline?	Nicole Charles	Instructiona
What schools in the state who have employed this method or something similar were consulted? Did the team or the board visit Success Academy schools to see first hand how this pedagogical approach works for similar student populations? Specific instructional practices are not address, why is that? There is no connection between the proposed instructional program and the schools mission, why is that? What about this specific approach makes it a good for Garner County families? How will instruction be differentiated to meet individual student needs? What systems, structures, and processess will need to be developed in order for teachers to effectively differentiate instruction.? What research based foundation was investigated to support this instructional model and why wasn't it mentioned or described with sufficient detail? Does the school have a set of criteria defining what effective high quality instruction looks like? How will the leaders prioritize daily takes to ensure they are regularly gathering evidence on instructional practices? How will the leaders prioritize daily takes to ensure they are regularly gathering evidence on instructional practices?	Tracy Kelley	Instructiona
What is the purpose of limiting (?) direct instruction to 80 minutes per day? What is the planned curriculum for math? A lot of emphasis is given to the testing (data collection) but more details are needed regarding actual instruction.	Sherry Reeves	Instructiona
Is there documented evidence to support that all these instructional methods work effectively together to promote student success? How will GRE support your teachers, students, and parents with all of these? What role will Success Academies play in your school? Where is the focus for STEAM? Other than MAP and EOC's what other assessments will be used to monitor student performance? How do you know that these methods will be effective for your target population?	Shannon Sellers	Instructiona
How will data be provided to parents? Appendix B - cut and paste from Core Knowledge - where do you see STEAM fitting?	Lindalyn Kakadelis	Instructiona
Does the school think it is feasible to integrate so many components into the instructional programs (NCSOS, Core Knowledge Sequence, STEAM activities, SACS activity-based learning, and THINK literacy)? How will the school ensure that all of	Stephenie Clark	Instructiona

these elements are done with fidelity? Will the school use any additional assessment strategies beyond the NWEA Map test and how often are these MAP tests given?		
Middle school teachers are not typically certified across subjects (i.e. English and Math). How will this work for students in grades 7 and 8? Curriculum and instructional design lack details. Information presented is vague and confusing.	Sherry Reeves	Curriculum a
Which portions of the proposed curricula is designed to "community oriented, culturally sensitive, active-learning environment?" Although exposing students to colleges is always beneficial how will this heighten expectations? Is single teacher instruction in support of the schools mission and goals? Will teachers have an opportunity to weigh in on the success of the curricula? How are career readiness included in the educational plan given the assertion that best practices literature include it along with college readiness? Is there evidence that Success Academy models will work in the target area?	Nicole Charles	Curriculum a
Class size does not match your budget. Why? How does your curriculum help reach your mission? How much time is devoted to MAP? How will instructional methods change across grade levels? How will you real all students?	Shannon Sellers	Curriculum a
The description of the curriculum presented does not provide sufficient detail regarding alignment, objectives, content, and skills for all grades the school will serve, why is that? Will teachers have an opportunity to engage in regular discussions of student learning expectations both horizontally and vertically? What instructional materials and technologies, aligned to curriculum maps, will be available to and used in classes? How school leaders support teacher to develop and implement lessons based on curriculum maps (guidance and how will leaders ensure the lessons reflect high expectations for all students? How will leaders review lesson plans to monitor for alignment to maps and pacing guides? How will periodic reviews of student learning inform revisions to maps, lesson plans, and related materials? What process will be in place to vet curricular refinelments that staff recommends? Who will monitor the quality of teaching and learning to ensure teachers provide students with lessons that are appropriate to their developmental and language proficiency levels; engage them with content and address academic social emotional needs; and promote higher order thinking? Does the school have a set of criteria defining what effective high quality instruction looks like?	Tracy Kelley	Curriculum a
- If a teacher is unable to implement TLAC techniques in their classroom, how will the administrative team support him/her? - Appendix B notes "writing." What are students writing? How will you scaffold writing across grade levels? - Clarify: You name that you will have 20 students per class. However, your budget narrative states the following: "The student to teacher ratio is 15 to 1." Which is accurate? - Clarify: What are the "instructional strategies" that will vary across grade levels and are specific to a certain grade level? In other words, what is an instructional strategy that an 8th grade reading teacher would use that a 7th grade reading teacher would not use? - Clarify: How many days are dedicated to NWEA assessment administration? Consider distinguishing this from EOG testing on your school calendar. - Will middle school teachers be experts in an assigned content area? Will students rotate between content teachers or will the middle school teachers be responsible for	Sally Houston	Curriculum a

teaching all content areas? - Clarify: "Math" is written under guided reading groups, but nothing else is written to describe the math vision. Please elaborate. - How will you determine the shared text in grades 2-4? How will you ensure a balance of fiction/nonfiction? - What criteria does a shared text need to me before being selected as a class book?		
What data and evidence can the applicant provide that the chosen instructional programs work for the target student population? Does the board know at what year of operation the middle school grade students will be able to rotate among a team of teachers? What instructional strategies are teachers expected to master with regards to the implementation of the Core Knowledge Sequence?	Stephenie Clark	Curriculum a
Specialist will teach Spanish and Art - what about core subjects- to help classroom teacher weak in a specific core subject. -	Lindalyn Kakadelis	Curriculum a
Where is there more info on Extensive - Support - Transitional Services? - Said it would be an Appendix	Lindalyn Kakadelis	Special Prog
The school has no clear process to identify students who are struggling academically and to determine the cause and how this need will be addressed; why was there are there no details on how you will pride ongoing monitoring of these special populations, why is that?	Tracy Kelley	Special Prog
What is the "independently constructed support system" that facilitates prevention and intervention? How will teachers determine who enters said system? What are the details for identification? Can the applicant provide more detail about each Level as the differentiation are not necessarily clear? Is online instruction with yet additional curricula the soundest method to improve outcomes for all students? How will successes in all areas be measured?	Nicole Charles	Special Prog
How many Level III students is the school anticipating and is it feasible to provide them all with one-to-one support including individual project assignments? Will these projects be completed with the assistance of staff? What other support systems are provided beyond those individual projects and tutoring? What other services and supports will the school provide to AIG students beyond online course work?	Stephenie Clark	Special Prog
- Who determines that a student is "having difficulty" at Level 1? What data will be used to determine if a student needs to move to a Level 2? - Your Personnel Budget shows you will only hire one ELL teacher in years 1,2, and 3. Will be possible for the ELL instructor to provide pull out services for all students in need? How will the school adjust its budget if 1 teacher is not enough to meet the needs of the students?	Sally Houston	Special Prog
Are students only moved at the end of the grading period? Level III says that students will be provided 1-1 support; who will do this? How many students do you anticipate having on Level III? Is this realistic? Once a student gets to the next level cna they move back up a level? Will one ELL teacher be sufficient to meet the needs of ELL students? How does the extra computer class work for Gifted Students? Should gifted students serve in a teacher role for struggling students? Will this occur daily, weekly, monthly? Will you use your gifted students to help you meet the 1-1 focus for students in Tier 3?	Shannon Sellers	Special Prog
Why would the school administrator be tasked with identifying EL students and determining level of services and dismissal from program? Will EOGs be the only identifying factor for AIG students? Will AIG students be served in the classroom by the regular ed teacher?	Sherry Reeves	Special Prog
How will you measure "adequate academic progress and grade level success" to	Ginger Cash	Special Prog

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determine what students need Level II supports? What is the timeline for students to receive Level II, Level III, and/or Level IV supports? Do they have to receive Level II supports before getting Level III supports before getting Level IV supports? If so, how will you respond if a teacher, staff, or parent suspects a disability prior to the student getting to Level III?		
- Do teachers (or a team of teachers) need to collect any data before referring a student to the EC program?	Sally Houston	Exceptional
How will students who may need 504 plans be identified if they have not been at another school? Does the applicant understand the regulations around IEP teams? Why is majority vote for eligibility rather than sound evaluative data?	Nicole Charles	Exceptional
What types of evaluation will the EC teacher complete? How will students be referred to 504? Majority vote is not in line with the law for students to have an IEP. The decision is based on data to support the need for the student to have specialized instruction.	Shannon Sellers	Exceptional
After asking the parent and requesting records, what will be your process for reviewing records for compliance and implementing the IEP on day 1 of instruction? How will you document and respond to the referrals for evaluation being made by parents, teachers, and other school staff? What is your process for including the parent in the review of existing data, determining the need of evaluations, and informing them of the evaluations needed in order to obtain written consent to evaluate?	Ginger Cash	Exceptional
What is the process for identifying and providing services to students who may qualify for a 504 plan? Eligibility for a student to receive exceptional children services should not be based on a majority vote by the IEP team.	Stephenie Clark	Exceptional
	Shannon Sellers	Exceptional
Given that the EMO has operated other schools, is there empirical data and learning from other sites?	Nicole Charles	Exceptional
What research on interventions and supporting materials will the school use to ensure exceptional students have access to the same core curriculum found in general ed classes? RtI is not mentioned, why is that?	Tracy Kelley	Exceptional
What lessons can the identified management group take away from servicing this particular demographic group, as they have under performed in past accountability results compared to other subgroups?	Stephenie Clark	Exceptional
What is your process or procedure for determining need and providing the homebound setting if needed?	Ginger Cash	Exceptional
- How will the EC teacher collaborate with content teachers? What instructional development, if any, will the EC teacher have when modifying and/or accommodating work? - Clarify: Will the lead EC teacher be responsible for holding the content teacher accountable or will an administrator ensure that IEPs are implemented with fidelity? This question is in response to the following statement: Review each student IEP monthly to assure that each student is receiving the required services, determine whether records are properly maintained, and review student progress. - Your Personnel Budget shows you plan on hiring 1 EC teacher in years 1, 2, and 3. Is it reasonable to assume you will only need one EC teacher for grade K-4 in year one and grades K-6 in year 3?	Sally Houston	Exceptional
Who designs the Exit Ticket? Will this be uniform across the school? Will the possibility of retention only be discussed after the EOG? Will there be conversations throughout the year about student performance? How will the assessments drive instruction? Will MAP data be the only assessment data to drive instruction?	Shannon Sellers	Student Perf
Given the activity based model and STEAM components, can the applicant share what	Nicole Charles	Student Perf

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measures will be used to assess those programs on a more regular basis than EOG, BOG scores; and more broadly than MAP? How is grade progression or lack thereof communicated to parents and when? How are students with special needs promoted?		
While a preliminary list of assessments is provided; the assessment plan does not sufficiently address an anticipated schedule of frequency, or a plan to select additional assessments, why?	Tracy Kelley	Student Perf
- Will students be able to make up late assignments? Why is there a nine to ten point range for earning a grade A, B, C, and D and a 60 point range for an F? Why has the school decided on this particular grading scale? If a student is absent and misses a graded assessment, how will grades be accounted for in the grade book? - Will teachers use other reading data given that the Lexile level provided by MAP does not always account for text complexity? For example, some texts with very low Lexile levels are extremely complex. For example, The Sun Also Rises by Hemingway has a Lexile level of 610 while Diary of a Wimpy Kid has a Lexile level of 950. - Who will design exit tickets? How will you ensure the rigor of the exit ticket aligns with the rigor of the EOG? - How will this data inform curriculum over time? - If assessments need to be modified for EC students, will the content teacher or the EC teacher provide those modifications? - How does 8th grade promotion vary from other grade levels?	Sally Houston	Student Perf
What is the process for communicating possible retention decisions with families throughout the school year? What are the performance standards for the school as a whole?	Stephenie Clark	Student Perf
Response provided does not outline how the student code of conduct will address students with disabilities, specifically manifestation determination. The level offenses seem to escalate pretty quickly from a verbal warning to resulting in an ISS/OSS for up to 10 days. Are there any offenses that may fall between Level 1 and Level 2 that may no need to escalate to an ISS/OSS decision? Procedures outlined do not specifically address at what age a student can be expelled. What are the due process rights, including grievance procedures when a student is suspended or expelled?	Stephenie Clark	Student Cond
Does etiquette refer to positive schools culture? How does this student conduct plan support the realities of the target population? What kind of offenses might be covered under each Level? Cna the applicant share some examples? How do the educational models align with suspensions and expulsions? Does the school plan to use positive behavioral intervention supports?	Nicole Charles	Student Cond
- How does the school define "disrespect?" - Has the school considered offering a detention of some sorts between Level 1 and Level 2 offenses rather than jumping from a verbal reprimand to possible suspension? - Who handles counseling for Level 1 offenses? Clarify: How will you offer counseling to students if you have not allotted funds to hire a counselor according to your Personnel Budget? - What is the dollar total considered "mild damage to property? - Will students be able to complete their graded work if suspended out of school? Why would fighting or theft cause a student to lose two weeks of direct instruction? What is the advantage of suspending a student for 10 days instead of 5 days? - Will parents/guardians be notified of Level 1 infractions? How will the school leverage family support to prevent the escalation of infractions?	Sally Houston	Student Cond

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- Discipline is not synonymous with consequence. What proactive supports has your school considered taking to prevent misbehavior? - How will the school leverage behavior plans to support Tier 2 and Tier 3 students? - How do consequences align with the core values referenced in the mission statement?		
The student conduct response is not linked to the schools mission to prepare students and motivate them to become leaders, why is that? How will AAL create and develop shared vision and plan for promoting, enhancing and sustaining a positive school climate? How will school set policies specifically promoting the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement, and a comprehensive system to address barriers to learning and teaching and reengage middle school students who have become disengaged? How will AAL practices be identified, prioritized and supported to promote the learning and positive social, emotional, ethical and civic development of middle school students; enhance engagement in teaching, learning, and school-wide activities; address barriers to learning and teaching and; reengage those who have become disengaged; and develop and sustain the appropriate operational infrastructure and capacity building mechanisms in support of this effort? How will AAL create for Scotland County students an environment where they and their parents are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically? How will AAL develop meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to social justice, which is critical for this student population to have in order to thrive socially and academically?	Tracy Kelley	Student Cond
Is there a written etiquette curriculum? Where does Due Process come into play in the Code of Conduct? Is there anything in between verbal reprimand and in/out of school suspension? How does the Code of Conduct meet your mission?	Shannon Sellers	Student Cond
A plan for taking corrective action is only generally described, it does not include examples of interventions. Research is not provided to substantiate the selected assessments. The school proposes no plan for how it will evaluate the effectiveness of the academic program and no research is offered as to the academic programs effectiveness in serving similar student populations.	Tracy Kelley	Certify Educ
- This plan is not entirely original.	Sally Houston	Certify Educ
See previous certification notes	Nicole Charles	Certify Educ
Alignment to the mission is missing. Key legal components for Exceptional Children are missing.	Shannon Sellers	Certify Educ

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

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IV. GOVERNANCE and CAPACITY
(No more than ten total pages in this section)

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

Governance:
School Governing Body:
*The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.
The municipality must be officially incorporated by the NC General Assembly upon application submission.

Name of Private NonprofitMunicipality: Global Education Resources, LLC

Mailing Address: 118B County Farm Raod

City/State/Zip: Windsor NC 27983

Street Address:

Phone: 919-538-8060

Fax: 919-850-9961

Name of registered agent and address: Torchlight Academy Schools, LLC

FEDERAL TAX ID:

Tax-Exempt Status 501 (c)(3)
The private nonprofit listed as the responsible organization for the proposed charter school has received 501 (c)(3) status:

   Yes (copy of letter from federal government attached: Appendix D)
X No

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

Governance and Organizational Structure of Private Non-Profit Organization:
The private nonprofit corporation is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.
Either the governing body of the municipality who serve ex officio as the board of directors of a charter school granted to a municipality or the board of directors appointed to govern a charter school granted to a municipality is the legal entity that has responsibility for all aspects of the proposed charter. Its members should reflect the ability to operate a charter school from both business and education perspectives.

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

Board Member Name	Board Title	County/State of Residence	Current Occupation	Past or Present Professional Licenses(s) Held	Has any disciplinary action been taken against any of these professional licenses?
Renorda Pryor	Chair	WAKE	Lawyer	Licensed Attorney	N
Ursula Rowland	Vice Chair	WAKE	Project Manager	None	N
Cynthia Easter	Member	WAKE	Teacher	Teacher's License	N
Keith Lucas	Member	WAKE	Marketer	None	N
Ahraf Mehdi	Treasurer	WAKE	Accountant	None	N
None	None	WAKE	None	None	N
None	None	WAKE	None	None	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, Global Education Resources, 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.*

Not Applicable

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 RISE 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 RISE 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 RISE Academy Board Members will review the applications submitted and elect the applicant(s) seeking to become a member of the RISE 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 RISE Academy, "If a vacancy should occur in the Board of Directors by death, resignation, disqualification, or otherwise, the remaining Directors may continue to conduct the Corporation's business. The vacancy will be filled immediately." A Director who is chosen in this manner shall hold office for the unexpired portion of the term of the person whom

the newly elected Director succeeds. After this period, they can seek to remain on the Board via the requirements outline for new board members in the By-Laws and mentioned previously.

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

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

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

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

Board Member Orientation

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

Board Member Professional Development Program

After the "Board Member Orientation," each existing board member is required to participate in a minimum of ten (10) hours of professional development annually. Board members will make regular reports of their participation in professional development to the full board including an explanation and

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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: Global Education Resources
Address: 3296 Kittering Lane
Winston Salem NC 27105
Website: globaleducationresources.com
Phone Number: 919-538-8060
Contact Person: Don McQueen
Fax: 9198509961
Email: torchlight.director@gmail.com

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

GER 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. Global Education Resources has articulated that they view this school as an investment into the RISE Academy 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?*

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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.

Not Applicable

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 GER 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. GER 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.

Alpha Academy
Alpha Academy, located in Fayetteville, was founded 20 years ago by Eugene Slocum, a managing partner of Global Education Resources. Alpha Academy possesses a state of the art facility, teaches just under 1,000 students per year, and has produced excellent academic results. His student population is over 95% economically disadvantaged and extremely diverse. The results Alpha Academy has regularly achieved with a socioeconomically disadvantaged student population that we expect our school to serve was a significant reason we chose GER.

Quality Education Academy
Quality Education Academy was one of the first charter schools to open in the state of North Carolina. Quality Education Academy continues to graduate 100% of all high school students with a 100% acceptance of those students into either college or military service.

Torchlight Academy
Don McQueen, a managing partner of GER, 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.

Both schools are comparable in their achievement, and the consistency is something we expect to see at RISE Academy. Each of their schools has met or

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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 Global Education Resources (GER) 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 GER 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 GER with the execution and accomplishment of our goals and objectives.

Our board has obtained independent legal counsel experienced in such matters to maintain a continuum of continuity for this relationship. The RISE 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.*

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

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

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

The board will determine the efficacy of GER on an annual basis by reviewing and discussing:
The goals laid out in our goals section
Student growth through the MAP Assessment tool
Class achievement through the MAP tool
Monthly reports from the Lead Administrator, that was detailed previously
Parent Feedback

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

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

8. *List the fund balance and surpluses for each school managed by the EMO/CMO over the last three years in North Carolina.*
9. *Provide as Appendix K the financial history and statements of the EMO/CMO over the last three years. Specifically, if contracting with an EMO, provide confirmation that the EMO is in good financial standing with either financial statements, bank letter, D & B report or credit rating.*

Not Applicable

Private School Conversions: *complete ONLY if the proposed charter is a private school conversion. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.*
X Not Applicable
Applicable" and follow the direction #3 in the Application Specifications. *Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.*
X Not Applicable

Projected Staff:

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.

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

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

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

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

ELL Teacher (1)- Includes one ELL teacher.
Exceptional Children Teachers (1)- Run and manage EC program.
Specialists (2)-These positions are designed to support core content teachers and provide instruction in Art and Spanish.

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

Staffing Plans, Hiring, and Management
Include the following information for the proposed charter school:

Recruitment

The board and management company will seek out teachers that have the aptitude to creatively differentiate instruction in an active-based learning environment. Education isnt a formula, and a teacher that can adapt is critical. The school will provide professional development and instructional infrastructure to help teachers realize their full potential as professional educators. We will offer teachers the opportunity to innovate and exercise their craft without traditional restrictions that can impede teacher and student success.

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

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

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

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

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

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

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

RISE 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 GER management company, and the Board. The Lead Administrator will make final hiring recommendations to the Board in accordance with terms of the charter.

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

To dismiss school personnel:
Every effort will be made to assist employees who are not performing adequately to improve their job performance. Dismissing a staff member can occur only after a progression of actions beginning with a warning, and in compliance with NC regulations.
Creation of a performance coaching plan: the goal will always be to help the employee grow and succeed.
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5. *Outline the school's proposed salary range and employment benefits for all levels of employment.*

Lead Administrator: range 50,000-60,000 (Will increase as school grows)
Administrative Assistant: range- $30,00-$40,000
6 Classroom Teachers: range $35,000-$40,000 Exceptional Childrens Teacher: range $37,000-$40,000 EC Instructional Assistant: range $22,000-$24,000
Special Art: range $27,000-$32,000
Special Spanish Teacher: range $32,000-$35,000 Specialist: range $30,000-$35,000
Substitute Teachers: $100/day

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

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

Any employee who feels that they have been treated unjustly or unfairly for any reason has recourse to have their issue heard, per these procedures:

Discuss the problem with the person or persons involved as soon as possible after the event has taken place. If an agreement as to how the problem will be handled is not arrived at, the employee should file his/her grievance, in writing, with the Principal. A conference will be held with the Principal, the aggrieved and other parties.

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

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

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

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

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

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

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

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

RISE 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, RISE Academy has allocated funds within the budget to meet these needs.

GER 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

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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.*
Teacher licensure and professional development documentation will be completed by the management company with the assistance of on-site clerical staff. The Lead Administrator will regularly coach, lead, and monitor teacher development.
   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.

Rise Academy Board of Directors has high expectations 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 success. The Board is committed to utilizing the NWEA Map assessment as the basis of staff evaluations. Accountability and evaluation will trickle down from the Lead Administrator, to teachers, to students. The growth of students will be the primary measurement for all staff. Teachers with the highest growth in their classrooms will be recognized, and their methodologies observed. These teachers will be eligible for bonuses and leadership opportunities to mentor other teachers. Lifting up and recognizing our most effective teachers is of the utmost importance for a healthy environment and overall teacher retention.

The school has budgeted approximately $10,000 annually for professional development. In addition, the school will seek Title IIA funding for recruiting, preparing, training, and developing its teachers. Staff will be required to attend all paid trainings.

The Board will conduct an annual evaluation of the Lead Administrator which will includes a review of student performance, school discipline, finances, parent relations, and compliance with governmental regulations. The Lead Administrator will be responsible for the periodic evaluation of all other staff in aforementioned manner of evaluating classroom growth.

All teachers will be required to have a personal professional development plan which sets 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.

In addition to the ultimate measure of student growth as measured by MAPS, the schools staff evaluation program will include 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 maintains 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. The schools goal is to recruit, prepare, train, and retain highly qualified teachers and staff.

The schools budget reflects an annual 3% cost of living increase as a financial incentive for staff retention.The school will seek to maintain a high-quality professional environment which attracts exceptional teachers

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and incentivizes staff retention. The schools mission and educational program is aggressive and requires a high quality staff. The school employ a Professional Learning Community (PLC) model of teacher and staff interaction to assure that all staff is working together towards the ultimate goal of student growth and academic excellence.

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.*

External Development: Staff will receive professional development training from various external entities and sources. These external sessions will vary depending on budget availability and identified areas our school needs to improve. Tentative training is scheduled with teachers from other schools associated with the management company, formal NWEA MAP training from NWEA, formal Core Knowledge training, and Teach Like a Champion seminars. These are most likely to take place at the beginning of the school year and will typically be one of the more expensive trainings.

Internal: Internal training will be conducted by teachers that have produced exceptional student growth in their classrooms, the Lead Administrator, and management company representatives. These representatives are well-versed with the needs of socioeconomically disadvantaged students, tenets of the educational program, and of the lessons learned from other schools utilizing similar practices.

Teachers will meet weekly in small groups to discuss best practices and how they measure them. This regular discussion around effective instruction and how it is measured will emphasize data-driven instruction.

The Lead Administrator will meet with all teachers on a monthly basis to discuss trends he/she has observed through classroom observations, centralized data, and student behavior. This will last 1 hour before the start of school.

New teachers will be assigned teacher mentors that have been identified through NWEA MAP growth scores. These teachers will meet bi-weekly with their mentors to discuss classroom happenings, struggles, achievements, and overall experiences.

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

The professional development plan ensures that teachers understand how to incorporate the core tenets of the school's educational program. Teachers will be required to read "Teach Like a Champion" before each year. Before the school begins, teachers have 2 weeks of teacher work days. At least half of this time will be dedicated to professional development, with the Lead Administrator having the flexibility to decide how the other 50% of the time should be spent. During this time, emphasis will be placed upon:

- Active-based learning
- Teach Like a Champion techniques
- Data-driven instruction best practices

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- NWEA MAP assessments
- Differentiated instruction
- Culturally relevant pedagogy
- School culture
- Parent support
- Core Knowledge Sequence curriculum

Teachers will be made aware of the various online resource material related to Success Academy Charter Schools' active-based learning, Teach Like a Champion videos, and Core Knowledge Sequence guides. After the first year, teachers that displayed exceptional growth among their students will be given the opportunity to lead one half of a day of this professional development week. This will ensure that teachers with effective strategies are heard and learned from year after year.

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.*

September through April will primarily focus on how to leverage data to better academic outcomes. The NWEA MAP Growth and Skills assessments help drive our instruction, and are taken throughout the year to measure student growth and to also gauge teacher effectiveness. However, teachers must also know the types of data to collect between these assessments, so that data can drive their instruction every day.

There are multiple teacher workdays throughout the year. Every teacher workday will spend 4 hours on professional development based on trends, observations, and parent feedback that the Lead Administrator would like address.

In addition to these workdays, all teachers will gather in small groups on a weekly basis. With over 40 weeks throughout the academic school year where teachers are present and required to meet in small groups for at least 1 hour, the over 20 hours of professional development taking place at the beginning of each year, the Lead Administrators monthly coaching, and coaching across teacher work days, each teacher will receive over 70 hours of professional development each year. New teachers will receive even more, with teachers achieving high growth among their students being assigned as mentors. Mentors will be required to meet with teachers

Come May, the Lead Administrator and teachers will begin focusing on testing and testing environments. In June, staff will review, analyze, and evaluate final student growth measured throughout the year.

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)).

The enrollment and marketing plan will include traditional and innovative approaches to reach our anticipated target population in the communities boarding Johnston and Wake Counties. We will send out, in both Spanish and English, half-page mailers directly to the door of potential students and their families. Our area is supported by strong media outlets which include radio, print, and television. We will use a combination of paid advertising along with public service announcements to spread the word about the opening of RISE Academy. Will also conduct interviews on both radio television and in print, asking participants to respond via our Facebook page and our website. Our Board members are community activists and have many contacts through their churches and places of work to spread the word about the new school. They are uniquely positioned to be welcomed into, and offered platforms to speak in neighborhoods among our targeted demographics, where our presence and push is already underway. We plan to make appearances with parents and supporters who speak Spanish and can draw students and families from the Latino community.

The public, especially parents and grandparents, will be encouraged to come meet the Board at various venues and events in and around the neighborhood where we plan to establish the school. We will seek public input to get buy-in from community leaders, parents and children in order to be responsive and sensitive to the needs of those we intend to serve. Parents and children will be encouraged to come together from across county lines to meet each other and to begin forming relationships in anticipation of their first days as RISE students. Families will be encouraged to bring friends and relatives to these celebrations where they will be surveyed. Parents are encouraged to ask questions, express their concerns and otherwise engage in productive dialogue about what they want in their child's school experience. These regular gatherings build community relationships and ultimately lead to more name recognition. We will also use social media to report on the success of our events and to continue inviting others. We plan to gather book bags from local retailers and fill them with school supplies to do a book bag and school supply giveaway. Promoting our school as well as local retailers that support educational choice.

We will begin a more aggressive marketing campaign in January and February as the start of school approaches and parents begin to finalize their school decision. We will continue to stay in touch with parents who've displayed an interest early on that may have forgotten about the school through the course of the year. We will also visit area daycare centers and ask to present our school concept to parents and families. We believe we can gain 30 or more students from daycare centers in our area.

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.*

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Once the charter is granted, we will already have developed much of our base and will expand our marketing efforts, including through daycare and preschool facilities, Head Start, More At Four, and private preschools in the area. At this time, a more aggressive media campaign will begin with social media, board member and prospective parent/child radio and YouTube conversations, and print media ads. We will be holding educational social events around the cities of Garner and Clayton. One idea we are working on is hosting free track-out and holiday camps for parents who need to work during these times when school is out. This will create opportunities to interact with the community and a chance to talk about what our plans are for the new school.

We plan to provide a free summer-camp for children and families in the community to further strengthen ties to the school, which occurs just prior to opening. We will be enrolling in the Summer Food Program to provide free breakfast and lunches during the summer for struggling families. We will provide limited transportation for those families slightly outside of our immediate area to test our transportation system and perfect our plan for the upcoming school year. In addition, we have contacted other summer camp program directors who conduct robotics camps, drone camps, science camps, and the Boys and Girl Scouts of America to work in collaboration with our summer recruitment efforts. During these events, there will be a strong component of literacy built-in, introducing and testing some of the teaching models and styles we will be using.

These events will continue to develop the critical parent involvement necessary to the success of RISE Academy. Parental and community engagement is considered a lever for school improvement. DPI lists elements of a comprehensive community engagement plan and provides resources for schools:

- Regular, two-way, meaningful communication.
- Promote and support responsible parenting.
- Inform and involve family members in childrens learning so that they may play an integral role.
- Volunteering - Ensure that family members are welcome in the school.
- Advocacy and Decision Making - Include family members as partners in decisions.
- Training for family and school personnel.
- Collaborate with community agencies to provide resources to strengthen school programs, families, and student learning.
- Promote health awareness among families by addressing the need for health programs and student health services, which are linked to student learning.

RISE seeks to foster authentic, and meaningful community and parental engagement. We see parents and community stakeholders as valuable partners in the privilege of educating students. Parent involvement will begin, as outlined in the Marketing Plan above, with many neighborhood and community meetings and events designed to strengthen the RISE community bond. Attendance by families at RISE sponsored events is a critical component of building a positive school culture. The events include a variety of topics in order to provide as many families as possible with the opportunity to attend at least two events throughout the year from January - June 2019. Pep-Rallies-Night RISE: Parents are welcomed to the school between 5:30-7:30

pm to learn how they can help their child succeed academically. Some suggested events are: Strong Start-Meet the Teacher/Helping your Child Get & Stay Organized / RISE-ing STEAM Night (How they work together) / Tricks for Reading Comprehension / Everyday <> Everywhere Math / Testing Skills and Tips. We will develop veins of communication with parents to better assist them in becoming informed advocates for their children. Building upon the foundation initiated in the Marketing Plan, we will include ancillary programs specializing in literacy tutoring.These efforts will be supplemented by mailings, texts and phone calls.

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.*

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

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

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

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

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

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

Open Enrollment / Enrollment Period for the 2020 - 2021 school year (Jan. - May 2020) - The board will implement the same process as the 2019 - 20201 school year plan by adding an additional grade level. If the school losing returning students, this will give us the opportunity to recruit more students to replace those that did not return. Hopefully our third-grade students will keep matriculating at the school, if not we will include that grade level in the application process as well.

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

Weighted Lottery

Does your school plan to use a weighted lottery?

Yes:
No: X

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

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

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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.*

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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		

X

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Section IV: Governance and Capacity Concerns and Additional Questions	Reviewer	Page Reference
What is the connection between Global Education Resources and Torchlight?	Shannon Sellers	Private Non-
- Missing Appendix D	Sally Houston	Private Non-
Still confused as to why the private non profit is listed as Global Education Resources, LLC yet the by-laws provided say "Rise Academy". Additionally, why is Torchlight Academy Schools, LLC listed as the Name of the Registered Agent? Please clarify all of this information provided.	Stephenie Clark	Private Non-
Are GER and Torchlight the same EMO? Can the applicant clarify the relationship between Torchlight, GER, and Rise? Who has accountability? Who has decision making power?	Nicole Charles	Private Non-
- No files attached	Sally Houston	Tax-Exempt S
Why is the applicant again missing appendices? If the private non-profit listed does not have 501(c)3 status, who does? How can the school be operated?	Nicole Charles	Tax-Exempt S
This section is riddled with typos. The wrong LEA is listed in the Projected Student Enrollment Section. How does this type of error happen?	Shannon Sellers	Certify Gove
The lack of materials provided and blank appendices is of concern. This section of the application, along with other sections, contains many errors which prevent adequate review.	Nicole Charles	Certify Gove
Appendix O is missing. Appendix F and G are blank. There is confusion about the relationship between GER and Torchlight.	Tammi Sutton	Certify Gove
What is the connection between Torchlight Academy Schools and GER? The articles of incorporation appendices states that "purpose of ht corporation is to establish a science technology engineering and math charter school, but RISE does not proport to be a STEAM school. This is clearly an AOI from another one of the GER or Torchlight Schools schools. Critical information is missing from this application which prohibits me from fully assessing its responsiveness.	Tracy Kelley	Certify Gove
Glad you answered this correctly - This application has "cut and paste" pieces from other applications.	Lindalyn Kakadelis	Certify Gove
Board lacks educators. Is it relying on GER for education expertise?	Sherry Reeves	Governance a
Where is Appendix G? The Articles of Incorporation list RISE Academy but earlier you state it's Global Resource Education? Why didn't you answer the question about the size of the board, powers, etc? How will the board be evaluated? What about the lead administrator and the EMO?	Shannon Sellers	Governance a
Applicant did not respond to the question around describing the size, current and desire composition, powers, and duties of the governing board. Description provided states that person must be at least 18 years old to serve as a director, but the by-laws provided state a director shall be at least 21 years of age. What is the criteria regarding the evaluation of the governing board, board members, lead administrator, and proposed Management Organization? Why do all board members have a National Background Check except A. Mehdi?	Stephenie Clark	Governance a
- Appendix F&G are blank. - Is there a term limit for each board member? IF so, what is the limit? - How do you remove someone from the board if need be? What are your removal procedures? - Why does the board only undergo a self-evaluation? Do teachers have a space to name how they feel about support from the board? (Disregard this question: explanation provided under "staffing plans. management, and hiring") - How does the evaluation of the lead administrator vary from the rest of the board? How do teachers provide feedback to the people that manage them daily? Will the	Sally Houston	Governance a

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board look at trends in teacher feedback to address leadership gaps/areas of improvement to make the school even stronger? - What is the rationale behind using self-evaluations for board members? Will teachers be able to submit feedback to the board? - Clarify: You noted the following "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." What recommendations will they make? What data will parents use to make recommendations? What are parents presenting to the Board of Directors?		
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. How did the team come together, who was the leader that brought the group together? What is the story and the connection to the community-Garner County? Had anyone on the team had any prior relationship or knowledge of GRE or Torchlight Academy Schools?	Tracy Kelley	Governance a
Is it sound practice to have a treasurer who is an unlicensed accountant? Under what circumstances would the board grow to an even number? If the board has power over the nonprofit corporation, are they also responsible for the 501(c)3? What is the role or GER and/or Torchlight? Is there a local search strategy for the Lead Admin? Why is the questions about size, composition, duties and success strategy not applicable? The articles of incorporation list Rise Charter not Torchlight or GER, can the applicant explain the relationship between the three? Also, the articles of incorporation explicitly list a STEAM school, can the applicant highlight STEAM in the education plan? This evaluator is missing several of the appendices. Can the applicant replace the blank attachments with the required documentation? Can the applicant be explicit about which topics are suited for sunshine law exceptions (personnel etc.)?	Nicole Charles	Governance a
Appendix I and K are missing, the school and the CMO evidences a lack of capacity to sufficiently respond to application questions.	Tracy Kelley	Proposed Man
What is the relationship between GER and Torchlight? Are they one in the same? The Appenices are blank. What evidence supports the success of GER schools or that of Torchlight Schools? How will this EMO help you meet your mission?	Shannon Sellers	Proposed Man
Did applicant provide SPGs for the three GER schools? How do they compare to the NC average SPG? Other than racial make-up how will the target population be similar to the enrollment populations of the three GER schools? How many applications did GER consult on (sign agreements with) in this application round? Didn't GER recently assume the former Heritage Collegiate charter school? Are the same programs being utilized with this school to turn it around?	Sherry Reeves	Proposed Man

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- Appendices I, J, K, and N are blank. - Clarify: What data do you have that shows these other schools have been financially stable and academically successful?	Sally Houston	Proposed Man
Is the applicant aware that the management organization selected is anticipated to assist several other applicants open a school in either the 2019 or 2020 school year and how will the governing board ensure that they will receive the services and "turnkey operation" as promised by the management group? What are the academic performance trends for other schools managed by the EMO/CMO, including student subgroup performance and overall school performance score and letter grades? If the school is contracting with Global Education Resources, LLC, why were the financials for Torchlight Academy LLC provided?	Stephenie Clark	Proposed Man
Again, could the applicant clarify the relationship between GER and Torchlight? Is there an executed contract? If not, at what point will a contract be executed? Is there data to support the assertion that GER schools have long history of success? Can this evidence be included in the application? The applicant mentions varying appendices but the attachments are in fact blank. Is there a reason for this? Is college and military acceptance of another school a good benchmark for success? What are the "excellent academic results" referenced? What financial and academic performance data can be provided from an operator the applicant highlights has many years of experience to justify its selection?	Nicole Charles	Proposed Man
How will you know that you have found teachers with the "aptitude to creatively differentiate instruction?" What traditional restrictions will you remove from teaching? Will you salary be sufficient to retain high quality teachers without state benefits? Why will you have 6 core teachers the first year fo 5 grade levels?	Shannon Sellers	Staffing Pla
Can the applicant clarify the recruitment strategy in addition to the promise to provide PD? Are Assistant Administrator and Administrative Assistant meant to be the same person? Will they function as Vice Principal or a Executive Assistant? Does the staffing support a sound educational plan for the number of proposed students? What does 'exercise their craft without traditional restrictions that impede teacher and student success' refer to? What are "research-based best practices in the retention of high- performing teachers" and are the budget implications for these practices? Is legal counsel document review adequately addressed in the budget? What does the applicant mean when describing that the board "makes recommendations for hiring and firing per review of Lead Administrator slate"? Is there potential conflict for the Lead Admin who serves as board advocate while also being the staff representative? If communication is "free flowing" why is the process for interacting so structured? What are the progressions of action taken for dismissing staff?	Nicole Charles	Staffing Pla

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Are the required dual roles during the "ramping up" period considered in the school calendar? For example, are specialists who serve as teaching assistant adequately able to plan lessons and support their students?		
- What sources are you using as "research-based best practices" for recruiting and retaining high-quality teachers? - How will you engage teachers in the decision making process at the school? - What feedback will teachers receive other than "data-driven feedback through MAP growth?" - What coaching will struggling teachers be offered? - What does "supervising all staff" entail for the lead administrator? Who is in charge of the professional development of staff? - What do you consider "regular contact with families?"	Sally Houston	Staffing Pla
Will EC teacher manage the EC program as well as provide daily services to EC students? (What is the expected EC population?) Who will provide health services? counseling? Will there be any elective courses? elective teachers?	Sherry Reeves	Staffing Pla
The recruitment and retention plan is underdeveloped, how will teachers quality be assessed, what evaluation process, structures will be used? How will roles and responsibilities be communicated to staff?	Tracy Kelley	Staffing Pla
Applicant uses the terms "Assistant Administrator" and "Administrative Assistant" interchangeably. The two titles have different connotations. Will the school employ a second lead administrator or an administrative assistant in year 1 and beyond? What are the class section break downs given there will be 5 grade levels served (K-4) and 6 core content teachers? What is the process for an employee if the grievance is about the lead administrator?	Stephenie Clark	Staffing Pla
- If a student misses 10 or more days of instruction, will the teacher still be evaluated for the student's growth? What if the student misses numerous days of instruction due to a suspension? - Will teacher have an equal balance of EC and ESL students across classrooms given this factor could influence MAP growth scores? - Will professional development and PLCSs take place during school hours or after school hours? - What is the start day of school? You note that the lead administrator will meet with each teacher for a coaching meeting an hour before school. Is this logistically feasible? - TLAC workshops often cost $800 - $1000+. Is $10,000 enough money to provide professional development for each staff member given you will likely need to cover transportation to and from the PD session? - How will you assign teacher mentors in Year 1 if you have no previous MAP data? - How will new teachers receive "even more" professional development in addition to the proposed 70 hours all staff will receive?	Sally Houston	Staff Evalua
Who is the on-Site clerical staff the applicant refers to? Is the Assistant Admin who is also the testing coordinator? Who, within the EMO/CMO (whether it's Torchlight or GER) will be the point for licensure and PD? Are the teacher specific evaluations like classroom observations or are student growth the only measure of success for staff? Who will serve as mentor if no students grow? The applicant mentioned external PD opportunity based on financial constraints. Why are these opportunities not built into the budget? With a small teaching staff, how will teacher mentors be identified in the early years of the school's operation?	Nicole Charles	Staff Evalua

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Given that the school is supposed to be a STEAM school, where are the PD opportunities for STEAM related activities?		
Will the lead administrator and board monitor how the management company is completing teacher licensure work? The application speaks to external development, but did not specifically pinpoint a program the school intends to use for teacher development. Has the board given any thought into what proposed external development training they will pursue and what will drive this decision? The applicant states in the mission statement that the school will focus on STEAM, but it is not evident that teachers will receive the corresponding professional development around this type of curriculum and instruction. Additionally, the applicant mentions using THINK literacy program, but there is also no professional development mentioned around this instructional program.	Stephenie Clark	Staff Evalua
How can Map data be the primary source for evaluation for your teachers? Is teacher instruction part of the evaluation? Who will serve s mentors for beginning teachers? Who is the on-site clerical staff that will work with the management company to ensure teacher licensure? How does the teacher communicate with the board regarding licensure? What is the start time for teachers and is it realistic to expect teachers to come in an hour early to meet with the lead administrator?	Shannon Sellers	Staff Evalua
Who and how will school leaders clearly communicate to staff school wide expectations for performance? Describe the process that will be used to evaluate staff, offer feedback, develop professional development goals and provide support in meeting the goals. How will, specifically, will staff performance be tied to student outcomes? How will PD be embedded as part of daily routines (i.e. coaching, staff meeting, collaborative time)? How will leaders ensure that PD addresses collective and individual needs of staff? How will job embedded coaching and other supports provide follow up on the implementation of what is learned through PD? Will school leverage coaches and teacher leaders? If so how will they be trained? How will time be built in to the school schedule for staff collaboration, with collaboration serving as PD, if at all? How will leader ensure that collaborative time is focused on taking instruction and learning to the next level of development while addressing social emotional developmental health needs of students? Who will be responsible for establishing and evaluating systems and protocols to guide collaborative discussions?	Tracy Kelley	Staff Evalua
The applicant mentions Wake and Johnston Counties in this section. Why are these LEAs not equally considered in other parts of the application? Is more detail available about which traditional and innovative approaches the applicant intends to use? The budget appears to reserve more dollars for marketing than professional development in the first year and the same amounts in subsequent years. How will marketing dollars be used after year 1?	Nicole Charles	Marketing Pl
What does RISE stand for? The marketing plan is vague and overly broad, so it is hard to assess effectiveness.	Tracy Kelley	Marketing Pl
- You have allotted $20k in your Operations Budget for marketing. How do you envision that $20k will break down with the marketing strategies described here?	Sally Houston	Marketing Pl
How will you financially be able to offer free summer-camp? What happens to parents that cannot volunteer?	Shannon Sellers	Parent and C
Who is providing the funding for the free summer camp? Are the per pupil costs allocated for this? How will taxpayers/funders feel about this if the school is not technically year round? How far is "slightly out of our immediate area" which would be the test ground for	Nicole Charles	Parent and C

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transportation? How will all children have access to camp while the school "perfects its plan?" How will parents who cannot attend events (perhaps due to work) be included in the involvement strategy? What are the exact ways of communication: texting, emailing, mailing, calling, door knocking? Given the target population, can the applicant be more specific about the outreach ideas?		
How will school acquire funds for summer camp?	Tracy Kelley	Parent and C
- Will you have a Spanish translator at information sessions to ensure the Q&A section is accessible for the demographics you described in the mission section of your application (27.86% Hispanic)? - Clarify: Please elaborate on your application review process in accordance to NCGS 115 C-281.45 regulations. What does this look like in action? - Is 20 days enough (roughly) for parents and students to develop a view of policy implementation?	Sally Houston	Admissions P
How can you select students in 2018 when the application doesn't start until 2019? There are many typos in this section. Why does the management company review the applications? What is on there to be reviewed?	Shannon Sellers	Admissions P
Is this section of the application from a previous year pr perhaps another school? The proposed plan has dates that have already passed.	Nicole Charles	Admissions P
This section is riddled with typos and errors. The selection process is slated to start in March of 2018, which is not possible. Additionally the plan for expansion in year 2 narrative talks about growing to K-4, but the proposed enrollment chart indicates that the school will operate as K-4 in year 1.	Stephenie Clark	Admissions P
This section references dates in 2018 that have already passed. Is this an old application that is being resubmitted?	Sherry Reeves	Admissions P
Which LEA is the applicant drawing students from? With a school in Garner, should the LEAs be Johnston and Wake rather than CMS?	Nicole Charles	Projected St
This school is set to open in Wake County, why is Charlotte Mecklenburg being used? Why isn't Johnston county used?	Shannon Sellers	Projected St
Table was completed inaccurately. The LEA selected is 600 - Charlotte-Mecklenburg Schools. Application indicates that the school proposes to locate in LEA 920- Wake County.	Stephenie Clark	Projected St
The LEA in previous sections was Garner County, not Charlotte Mecklenburg? Please explain the inconsistency and mis alignment?	Tracy Kelley	Projected St
Why 16 students in 5th grade year 2 and 23 in 6th grade in year 3? (and so on...)	Sherry Reeves	Projected St
Looks like all these students are coming from Mecklenburg - while school is located in Wake County?????	Lindalyn Kakadelis	Projected St
- Clarify: Earlier in your application, under mission, you wrote the following: "The diverse and economically disadvantaged student demographic in this community is being severely underserved" Why has the school decided not to use a weighted lottery if you believe you need to serve economically disadvantaged students?	Sally Houston	Weighted Lot
Why would RISE not desire to use a weighted lottery? Are you confident that you will attract your target population?	Sherry Reeves	Weighted Lot
N/A	Nicole Charles	Weighted Lot

Reviewer	Score
Alex Quigley	Fail
Bruce Friend	
Danielle Allen	
Ginger Cash	
Joe Maimone	
Lindalyn Kakadelis	Fail
Tracy Kelley	Fail
Nicole Charles	Fail

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Phyllis Gibbs	
Sally Houston	Fail
Shannon Sellers	Fail
Sherry Reeves	Fail
Stephenie Clark	Fail
Tammi Sutton	Fail

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V. **OPERATIONS**

Transportation Plan:

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

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

Rise 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

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

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

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

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

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

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

Health and Safety Requirements:

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

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

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risecharter   10/01/2018
_____

(Board Chair Signature)   (Date)

Facility:

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

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

The schools plan to obtain a building includes paying particular attention to issues such as heat, air conditioning, ventilation, lighting, handicap accessibility, and security features. We have been working with the commercial realtor to ensure that we identify a facility that meets that criteria. We identified a 5,457 SF facility located at 547 Benson Road, Garner, NC 27529. Upon approval of the Charter Application we will enter a Triple Net Lease for the 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.

We will lease the facility at an estimate cost of $9.00 per SF. Comparable facilities in the area range is cost per SF for leasing from $5.00 to $21.00 per SF.

Facility Contingency Plan: *Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.*
The School and the management company have been working with a Commercial Realtor to identify a facility. We currently have three backup facilities if the 547 Benson Road address becomes unavailable.

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
The applicant appears to fluctuate between certifying and not certifying the application despite the applicant clearly working with reproduced applications	Nicole Charles	Certify Oper
I have concerns about the small space for 6 grades and is $9 per square foot reasonable? What are the contingency plans if this doesn't work out?	Tammi Sutton	Certify Oper
Is $8000 feasible for 3-4 buses?	Sherry Reeves	Transportati
Is $8,000 realistic for 3-4 buses? Will $20,000 cover contracted drivers for 4 buses? What happens if a student has transportation as a related service?	Shannon Sellers	Transportati
The $20,000 for contracted drivers is not reflected in the budget. How does the school intend to use the purchased surplus buses to provide transportation? Which students will use the provided transportation over the car-rider option?	Stephenie Clark	Transportati
How will you provide transportation when outlined as a related service in an IEP for a student with a disability?	Ginger Cash	Transportati
- Most surplus buses currently range from $3k-4k. How will you purchase up to 4 buses at this rate if you've only allotted $8k for buses? (Averages come from the following site: http://ncschoolbussales.dpi.state.nc.us/)	Sally Houston	Transportati
can you get a surplus bus for $2,000?	Lindalyn Kakadelis	Transportati
Is the budget allocated realistic given the transportation needs? Does the $8000.00 for 3 to 4 buses match market rate? Where is the salary for the bus driver reflected?	Nicole Charles	Transportati
What is the contingency plan if you do not get approved for the National Lunch Program? Based on your targeted population, this could become an issue.	Shannon Sellers	School Lunch
Has the board began research and training on how to get the national school lunch program fully implemented? What will be the contingency plan if the school cannot fully implement the NSLP in the first year of operation? Has the board taken into consideration how being an accelerated applicant will affect their participation in the program for the first year of operation and whether it will be feasible to implement during that year given the time frame for application approval and opening?	Stephenie Clark	School Lunch
$10,000 for school lunch program is insufficient.	Sherry Reeves	School Lunch
- What measures will you take to ensure students with dietary restrictions have meals each day?	Sally Houston	School Lunch
Note the Errors and Omissions amount for insurance indicated in the table (not attachment L) does not meet the minimum requirement of $1,000,000 per occurrence.	Stephenie Clark	Civil Liabil
Is the one million dollar automobile liability for one vehicle only? How will the remaining 2 to 3 buses be covered?	Nicole Charles	Civil Liabil
Where is the insurance quote?	Shannon Sellers	Civil Liabil
The contingency plan does not include any estimated costs, timelines, whether the building can be upfit in time for operations August 2019, nor the maximum capacity of students that can be enrolled at the proposed location.	Stephenie Clark	Facility and
5,457 SF seems like a small space for six grade levels. $9 per SF seems very inexpensive for Garner area. What are the backup facilities? How do their sizes and costs compare with the currently identified facility?	Sherry Reeves	Facility and
Is less than 6000 square feet reasonable for 120 students? What is the cost to upfit a building that costs $9 SF?	Nicole Charles	Facility and

Is the building adjacent to educationally sound outdoor and recreational spaces as it does not appear to have those attached?		
What specific steps will the board take to acquire a facility. The contingency plan is vague and does not mention specific spatial needs.	Tracy Kelley	Facility and
= What are your 3 backup facility options?	Sally Houston	Facility and

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

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VI. FINANCIAL PLAN

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

Budget: Revenue Projections from each Year 1

SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL *Refer to the Resource Manual Finance Section for guidance on estimated funding amounts*	***State Funds***: *Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.* • *In year 1 – Base state allotments are determined by the LEA in which the student resides* • *In year 2 and beyond- Base State allotments are determined by the LEA in which the school is located.* ***Local Funds:*** *Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.* ***Federal Funds****: Charter schools must qualify and apply for the individual federal grants based on their population of students.* ***REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS***

LEA #1 600 - Charlotte-Mecklenburg Schools

Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	$5,291.06	120	$634,927.20
Local Funds	$2,420.00	120	$290,400.00
Federal EC Funds	$4,464.16	12	$53,569.92
Totals			$978,897.12

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Total Budget: Revenue Projections Year 1 through Year 5

INCOME: REVENUE PROJECTIONS	Year 1	Year 2	Year 3	Year 4	Year 5
-State ADM Funds	$634,927	$887,888	$1,156,195	$1,502,237	$1,946,181
-Local Per Pupil Funds	$290,400	$377,520	$491,260	$638,880	$827,640
-Exceptional Children Federal Funds	$53,570	$37,962	$49,424	$64,234	$83,215
-Other Funds*	$29,161	$0	$0	$0	$0
-Working Capital*	$50,000	$0	$0	$0	$0
Z - TOTAL REVENUE	$1,058,058	$1,303,370	$1,696,879	$2,205,351	$2,857,036

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

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

Personnel Budget: Expenditure Projections Year 1 through Year 5

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

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

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Retirement Plan--Other	2	$1,800	$3,600	2	$1,854	$3,708	2	$2,864	$5,728	2	$2,950	$5,900	2	$3,039	$6,078
Medicare	2	$900	$1,800	2	$927	$1,854	2	$955	$1,910	2	$983	$1,966	2	$1,013	$2,026
Social Security	2	$3,150	$6,300	2	$3,245	$6,490	2	$3,342	$6,684	2	$3,442	$6,884	2	$3,545	$7,090
D - Total Admin and Support Benefits:			$21,300			$21,652			$26,322			$26,750			$27,194
Instructional Personnel Benefits:															
Health Insurance	11	$4,800	$52,800	13	$4,800	$62,400	15	$6,000	$90,000	23	$6,000	$138,000	28	$6,000	$168,000
Retirement Plan--Other	11	$1,344	$14,784	13	$1,399	$18,187	15	$2,179	$32,685	23	$2,226	$51,198	28	$2,303	$64,484
Social Security	11	$2,351	$25,861	13	$2,449	$31,837	15	$2,179	$32,685	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			$166,260			$265,995			$329,224
D+E = F - Total Personnel Benefits			$122,137			$143,176			$192,582			$292,745			$356,418
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	2		$111,300	2		$114,352	2		$121,803	2		$125,095	2		$128,489
B+E = H - Total Instructional Personnel (Salary & Benefits)	11		$470,337	13		$576,269	15		$711,028	23		$1,119,413	28		$1,404,078
G+H = J - TOTAL PERSONNEL	13		$581,637	15		$690,621	17		$832,831	25		$1,244,508	30		$1,532,567

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Operations Budget: Expenditure Projections
Year 1 through Year 5

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		Year 1	Year 2	Year 3	Year 4	Year 5
	Administrative & Support:					
Office:	Office Supplies	$2,000	$2,000	$2,500	$2,500	$2,500
	Paper	$1,000	$1,000	$1,000	$1,000	$1,000
	Computers & Software	$1,000	$1,000	$1,000	$1,000	$1,000
	Communications & Telephone	$1,800	$1,800	$1,800	$1,800	$1,800
	Copier leases	$2,400	$2,400	$2,400	$2,400	$2,400
Management Company	Contract Fees	$0	$0	$0	$0	$0
Professional Contract	Legal Counsel	$2,000	$2,000	$2,000	$2,000	$2,000
	Student Accounting	$10,000	$10,000	$10,000	$10,000	$10,000
	Financial	$20,000	$20,000	$20,000	$20,000	$20,000
	Other Professional	$28,000	$28,000	$28,000	$28,000	$28,000
Facilities	Facility Lease/Mortgage	$72,000	$72,000	$72,000	$108,000	$168,000
	Maintenance	$5,000	$5,000	$5,000	$5,000	$5,000
	Custodial Supplies	$4,000	$4,000	$6,000	$6,000	$6,000
	Custodial Contract	$18,000	$18,000	$22,000	$22,000	$22,000
	Insurance (pg19)	$12,000	$12,000	$12,000	$12,000	$12,000
	Other	$2,000	$2,000	$2,000	$2,000	$2,000
Utilities	Electric	$36,000	$36,000	$36,000	$48,000	$60,000
	Gas	$6,000	$6,000	$6,000	$6,000	$6,000
	Water/Sewer	$12,000	$12,000	$18,000	$24,000	$24,000
	Trash	$8,400	$8,400	$8,400	$9,600	$12,000
Transportation	Buses	$8,000	$3,000	$3,000	$12,000	$12,000
	Gas	$35,000	$35,000	$40,000	$40,000	$40,000
	Oil/Tires & Maintenance	$6,000	$6,000	$8,000	$8,000	$8,000
Other	Marketing	$20,000	$10,000	$10,000	$10,000	$10,000
	Child nutrition	$10,000	$10,000	$10,000	$10,000	$10,000
	Travel	$1,000	$1,000	$1,000	$2,000	$2,000
	Other	$1,000	$1,000	$1,000	$1,000	$1,000
	K - TOTAL Administrative & Support Operations	$324,600	$309,600	$329,100	$394,300	$468,700
	Instructional:					
Instructional Contract	Staff Development	$10,000	$10,000	$10,000	$10,000	$10,000
Classroom Technology	Software	$6,000	$6,000	$10,000	$10,000	$10,000

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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	$1,000	$1,000
	L - TOTAL Instructional Operations	$43,000	$43,000	$47,000	$60,000	$60,000
	K+L = M - TOTAL OPERATIONS	$367,600	$352,600	$376,100	$454,300	$528,700

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	Year 1	Year 2	Year 3	Year 4	Year 5
J - TOTAL PERSONNEL	$581,637	$690,621	$832,831	$1,244,508	$1,532,567
M - TOTAL OPERATIONS	$367,600	$352,600	$376,100	$454,300	$528,700
J+ M =N TOTAL EXPENDITURES	$949,237	$1,043,221	$1,208,931	$1,698,808	$2,061,267
Z - TOTAL REVENUE	$1,058,058	$1,303,370	$1,696,879	$2,205,351	$2,857,036
Z - N = SURPLUS / (DEFICIT)	$108,821	$260,149	$487,948	$506,543	$795,769

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 Global Education Resources, LLC includes the provision of student accounting, financial services, custodial services, and exceptional children support services. Selection of external contracts for

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

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

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

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

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

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

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

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

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

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

As noted in the previous section, there is only one school of choice in this area, East Garner Middle, and it is a low-performing, partial magnet middle school that has failed to meet growth two of the past three years. The only other middle school, North Garner Middle, has performed better, but was most recently graded as a D school that failed to meet academic growth. Both of these middle schools have doubled the average short-term suspensions of Wake County middle schools with short-term suspensions of 30 and 24 for every 100 students, respectively.

Four out of five of the areas elementary schools achieve significantly below the state and district grade proficiency averages among Black and Hispanic academic subgroups. The only elementary school to achieve grade proficiency

higher than the state average is Rand Road Elementary, which is the least diverse and most affluent student population of all seven schools.

Garner is a diverse town that has a larger than average achievement gap when compared to the state. The largest school in the area, East Garner Middle, teaches over 1,200 students with over 63% of those students being classified as economically disadvantaged. The schools grade proficiency among this population is under 32%, compared to the state average of 44%. When calculated, East Garner Middle produced 242 grade proficient students out of its 756 economically disadvantaged population for the 2016 school year. For reference, only one other school teaches more than 756 total students in the area, North Garner Middle, with 788.

Clayton, in nearby Johnston County, has grown by ~150 percent since the year of 2000. The towns population growth projections are nearly 40,000 people by 2040. To ensure this fast-growing population has a positive impact on the school system is extremely important.

The lack of school choice, high volume of low performing schools, and significant achievement gap in the area drove the RISE Academy Board of Directors to come together and provide a solution to our struggling community.

Section VI: Financial Plan **Concerns and Additional Questions**	Reviewer	Page Reference
I have concerns about the cost of the facility, liability for all of the buses and the $10K for school lunch.	Tammi Sutton	Certify Fina
Previous concerns about certification and lack of materials stand.	Nicole Charles	Certify Fina
The confusion around the LEA is a huge concern. The budget has discrepancies.	Shannon Sellers	Certify Fina
The LEA identified as Charlotte Mecklenburg does not align with the mission and targeted population section in section 1.	Tracy Kelley	Budget Reven
The LEA is incorrect based on the RISE Academy being based in Garner, NC which is in Wake County. Why isn't Johnston county listed?	Shannon Sellers	Budget Reven
Is CMS the appropriate LEA for Rise Charter? Where is the content for Appendix J, K, N?	Nicole Charles	Budget Reven
LEA selected does not match the LEA the school has proposed to locate in.	Stephenie Clark	Budget Reven
Where is the anticipated other funds of $29,161 coming from?	Stephenie Clark	Total Budget
Why do you plan to receive less money in Year 2 for Exceptional children than you do in year 1 and year 3, 4, and 5? Has the LEA been corrected with these numbers? Where are other funds coming from? Appendix M is missing.	Shannon Sellers	Total Budget
- Why do you expect more EC Federal Funds in Year 1 than in Years 2 and 3 if you're increasing enrollment? - Appendix M is not included.	Sally Houston	Total Budget
Where do the $29,161 and $50,000 originate from? Which LEA is used for these calculations? Although the numbers work, how can the dollars be verified with three different LEAs referenced throughout the application?	Nicole Charles	Total Budget
The revenue assumptions are not aligned with other sections of the applications.	Tracy Kelley	Total Budget
Why are there no staff increases for ELL and Exceptional Children's staff in year 2-5 given the 30% student growth each year? How was student teacher ratio considered in these projections?	Nicole Charles	Personnel Bu
- Is 1 ELL teacher feasible in year 3 with 80 more students enrolled at the school than in year 1? How will you ensure you still implement pull-out instruction and 30-minute small group sessions with no more than 4 students as outlined under your instructional plan? - Does the school plan on hiring a counselor? (Earlier in the application you noted that student could receive counseling after earning repeated Level 1 disciplinary infractions)	Sally Houston	Personnel Bu
The personnel budget is not aligned to the other sections and there is a lack of clarity as to student teacher ratio.	Tracy Kelley	Personnel Bu
Will you have an Assistant Administrator or Administrative Assistant? These are two different positions but are interchanged throughout the application? Is $50,000 a year for the lead administrative going to be enough to attract a highly qualified candidate when the LEA pays a Principal a higher salary? Does the school plan to hire a counselor?	Shannon Sellers	Personnel Bu
Salary is low for teachers. Will school offer a supplement for staff?	Sherry Reeves	Personnel Bu
Clarify how gas and electric charges were calculated? What is the management fee and how will it be calculated?	Tracy Kelley	Operations B
Is $1000 enough to cover a year in paper and computer and software for the office? With more students in the upcoming years why does the budgeted amount not increase?	Shannon Sellers	Operations B

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Do you not have a fee for the management company? Is $8000 enough for 3-4 buses? Where is the budgeted amount for speech, psychologist, etc.? Is $5000 realistic for curriculum with all the sources you plan to use? What is the $1000 for other going to be used for?		
What other professionals are included in the professional contracted line for $28,000? Does this include the bus driver? Why are there no increases included for costs that are known to increase with students number increases (student accounting, supplies, telephone, computers etc.) or over time (utilities)?	Nicole Charles	Operations B
Does the $0.00 represented for the management fee align with the signed contract and services to be provided by the contracted company? How are there no budget variations for paper, computers and software, copier leases, and all professional contract budget lines over the first five years of operations? How does the board justify keeping the budget lines for utilities remaining the same over the first three years when there will be an increase in students each year? Does the budget line of $10,000 for child nutrition each year align with the school's target student population?	Stephenie Clark	Operations B
Where have you allotted money for contracting related services including psychological, speech, Occupational Therapy, Physical Therapy, etc?	Ginger Cash	Operations B
- Most surplus buses currently range from $3k-4k. How will you purchase up to 4 buses at this rate if you've only allotted $8k for buses? (Averages come from the following site: http://ncschoolbussales.dpi.state.nc.us/) - You noted teachers will attend TLAC professional development. These training often take place in Albany. Is a 1K travel budget realistic if numerous teachers are traveling to their PD opportunities? Additionally, - TLAC workshops often cost $800 - $1000+. Is $10,000 enough money to provide professional development for each staff member given you will likely need to cover transportation to and from the PD session?	Sally Houston	Operations B
Insurance cost is different from previous quote. Bus line item is not feasible. Did lease agreement state that the landlord would provide utilities? Marketing costs are more than double bus cost. Child nutrition figures is unrealistic. Instructional operational budget is only $43,000 for software, staff development, textbooks, paper, etc. This seems incredibly low.	Sherry Reeves	Operations B
revenue source is unverifiable.	Tracy Kelley	Total Expend
When adjustments are made to compensate for under budgeted items there will be no surplus.	Sherry Reeves	Total Expend
Is a surplus of almost $800,000 realistic especially given the budget calculations?	Nicole Charles	Total Expend
there are many questions surrounding the budget.	Shannon Sellers	Total Expend
- Clarify: You name that you will have 20 students per class. However, your budget narrative states the following: "The student to teacher ratio is 15 to 1." Which is accurate? - Clarify this statement: "The school has investigated a leasing arrangement for a copier and provided for the same it its budget." - What are the line item budget reductions you imagine implementing if a contingency plan is necessary? What are the other "agreed upon options?"	Sally Houston	Budget Narra
The student teacher ratio is 15 to 1, please explain how that will work year 1?	Tracy Kelley	Budget Narra
Why would the CMO/EMO provide $50,000? Since no documentation was provided, it is impossible to determine the terms of the contract. Is the empirical data indicating the need and desire for a charter especially given the	Nicole Charles	Budget Narra

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confusion around the comparison LEA? What does "scaling back on the entire operation" entail? Does this mean reduce number of students? What happens to the enrolled students if the board terminates or does this right to terminate only cover the time prior to school opening? Again, who is the management contract with GER or Torchlight?		
Is this break even number below statutory requirement? It's difficult to scale back a bare bones budget. Missing staff (counselor, nurse, support services).	Sherry Reeves	Budget Narra
Earlier the student teacher ratio was 20 to 1, why the change? What is the ratio? Where is the written agreement that the management company will give you $50,000? How will you scale back on the "entire operation?" Does this include number of students?	Shannon Sellers	Budget Narra
According to general statute 115C-218.1(b)(13), the number of students to be served shall be at least 80. Please explain the break even figure of 75 students as this is under the minimum required number of students. Can the applicant provide specific examples of scaling back the entire operation, line item budget reductions, and foregoing non-critical expenditures as a part of their financial contingency plan? The contracted services mentioned in this portion of the application do not necessarily align with the proposed budget. If GER will provide these services, why is there no management fee listed in the budget?	Stephenie Clark	Budget Narra
Although the applicant describes training for the board, what will the actual procedures be? How will conflict of interest be handled in the future?	Nicole Charles	Financial Au

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

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VII AGREEMENT PAGE

Application Fee:

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

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

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

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

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

risecharter   Date: 10/01/2018

Applicant Signature:

The foregoing application is submitted on behalf of Rise Academy *(name of non-profit corporationboard 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: risecharter

Board Position: Board Chair

Signature: _____   Date: 10/01/2018

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

92

_____
Notary Public   Official Seal

My commission expires: _____, 20_____.

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

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.

Total External Evaluator Votes	
No	**Yes**

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

Total Subcommittee Votes	
No	**Yes**

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

CSAB Votes	
No	**Yes**

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

Initial Screening

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

Mission, Purposes, and Goals	- stephenie_clark
Education Plan	- stephenie_clark
Governance and Capacity	- stephenie_clark
Operations	- stephenie_clark
Financial Plan	- stephenie_clark
OVERALL	- stephenie_clark Appendix P missing (nothing uploaded) - danielle_allen - danielle_allen

External Evaluator	
Mission, Purposes, and Goals	Mission Statement The mission statements are provided, however they are not sufficiently clear or focused and they are not specific enough to create a compelling purpose for the school. The mission statements do not sufficiently focus on educational outputs and are unlikely to result in increased student achievement - kelleytracy1 Mission Statement - What does it mean to be "globally minded" according to RISE? - How will RISE define "character?" Do families in the surrounding area have a say about what is deemed as moral? If so, how? - sallyhouston11 Mission Statement Describe how you "innovate" youth? The description does not address the "globally-minded" aspect of the mission. What will it look like to create globally-minded youth. What linear correlation between socioeconomically disadvantaged students and the more affluent demographic are you trying to draw using the Stanford study reference. It is unclear as written. - stephenie_clark Mission Statement How does the applicant plan to use STEAM to build morals and core values? What does the applicant consider "tomorrow's solutions" and "globally-minded"? Is the applicant planning to target demographics with the lowest achievement? If so how given current charter law and the overall demographic of Garner currently and the proposed Amazon employees? - nacharles

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Mission Statement
What is meant by "globally-minded youth? How do you innovate youth? What academic outcome does your mission strive to meet? - shannon9402

Mission Statement
Mission is vague. - sherryreeves

Mission Statement
There is nothing about STEAM in the mission statement - - kakadelis1

Mission Statement
The mission is vague and lacks STEAM if that will be a focus. - tammisutton1974

Educational Need and Targeted Student Population
What other LEAs or counties does the school anticipate to enroll students from? What specific LEA is the school anticipating drawing from? - kelleytracy1

Educational Need and Targeted Student Population
- How many people are on the RISE board? How many are parents in the area?
- Which techniques from TLAC does the school plan on implementing?
- Who will model the implementation of these teaching techniques in TLAC outside of the TLAC videos?
- How is TLAC different that the approaches used in surrounding schools?
- How will TLAC approaches be differentiated based on student tiers? For example, will all TLAC approaches be used with EC students?
- If two teachers come from the same Alma Mater, how will you determine the name of the homeroom? - sallyhouston11

Educational Need and Targeted Student Population
How does the use of Teach Like a Champion differ from the approaches used by the surrounding schools?

Corrections document provided by the applicant refers to a table in the educational need section, but there is no data available to support the narrative claims. - stephenie_clark

Educational Need and Targeted Student Population
Where is Appendix 1 referenced in this section?
Who makes up the group of community activists and parents (and subsequent board)?
What's the relationship between GER and the board?

Is there data to support the successes of GER's other schools?

With Garner predominately in Wake County, which LEA is RISE proposing to pull from? Are Johnston and Cleveland Counties included?

Who will implement TLAC (Uncommon's curricula)? Has GER been trained and will teach the staff?

Which LEA was included in the ADM calculation?
By blending promising (rather than proven?) models, is there a risk of losing fidelity and potentially success?

How will the STEAM curricula be different from the LEA (and which LEA)

How will the proposed curricula meet to mission to build globally-minded youth?

How does a uniform set high expectation?

How are kids in K-3 evaluated? Is the applicant using DIBELS?

 - nacharles

Educational Need and Targeted Student Population
ARe you targeting the entire Garner population or economically disadvantaged students and blacks? Your narrative is somewhat contradictory.
How will you effectively blend all of these instructional methods in your school. What assessments will be used for K-2?
Who is this different from the LEA?
How will GRE help you with these methods?
Which counties will your draw students from? - shannon9402

Educational Need and Targeted Student Population
Appendix 1 was blank. Does it provide data for all Global Education Resources schools?
Are you targeting Garner or other areas such as Clayton?
Do the GER schools in North Carolina utilize Teach Like a Champion, Core Knowledge and STEAM? If so, what are their successes with each of these components? (Success Academy Charter Schools are based in New York?) - sherryreeves

Educational Need and Targeted Student Population
Agree there is a need for choice in the area - kakadelis1

Purposes of Proposed Charter School
How, using what strategies, will teachers differentiate their instruction? (i.e. process, product, assessment, learning modality, learning style). How will the school hold it self accountable for measurable outcomes? - kelleytracy1

Purposes of Proposed Charter School
How do these purposes align with the mission to build globally-minded" students and how do they build morals and character?

Is there data to support that the purposes improve student outcomes? - nacharles

Purposes of Proposed Charter School
How does your purpose align with your mission to be "innovative globally-minded youth?"
How will instruction be differentiated?
Is MAP the only tool you will use to differentiate instruction when it is only given 3 times a year?
How will you change "the historically low civic engagement?"

 - shannon9402

Purposes of Proposed Charter School
Explain what is meant by a "goal of 80 minutes of direct instruction per day." What occurs during the remainder of the school day?
How does this plan provide parents/students with expanded educational choices?
 - sherryreeves

Purposes of Proposed Charter School

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special emphasis on at-risk or gifted - please go into more detail - kakadelis1

Goals for the Proposed Charter School
The goals are measurable but there are too many for the school, as designed, to manage especially in the absence plan to monitor progress toward meeting the goals. The goals do not clearly align to the schools mission. - kelleytracy1

Goals for the Proposed Charter School
- What tracking systems will you use to determine students are developing "morals, life skills, and core values?"

 - sallyhouston11

Goals for the Proposed Charter School
What are the specific goals for the school's governance in the first five years?

While the board outlined that a monthly report would be provided by the lead administrator, how will the board know that the proposed charter is working toward attaining the mission statement? - stephenie_clark

Goals for the Proposed Charter School
Although admirable and certain to improve student outcomes if achieved, do the proposed curricula support the aggressive goals?

There are goals listed for K-3 but are there supports in place?

Are EOG scores sufficient in measuring success along the way?

If the board receives monthly reports, what data that is available monthly will be shared? Are there internal measure that show updated performance metrics?

Audits generally occur annually, what financial health measures will be shared with the board?

How will parents' concerns be addressed between the proposed dtes and how will urgent matters be handled? - nacharles

Goals for the Proposed Charter School
Where is the goal for "innovating globally-minded youth?" How will you meet your mission? - shannon9402

Goals for the Proposed Charter School
Operational goals: low expectation of return on parent survey but 100% expectation of parent volunteerism. - sherryreeves

Goals for the Proposed Charter School
Can the management company show other schools they manage with these proficiency objectives - in year 5?
 - kakadelis1

Certify Mission, Plan, Goals
The application addresses, in the purposes section, what it will do but does not address or provide details on how it will accomplish the laws purposes. And in the absence of a compelling, clear, and focused mission statement its hard to assess if or how the purposes

	are linked to the teams educational philosophy. The schools goals are not anymore rigorous than the LEAs and without a plan to monitor progress the school is not likely to result in improved achievement levels for students. - kelleytracy1 Certify Mission, Plan, Goals This section is not entirely original. - sallyhouston11 Certify Mission, Plan, Goals Why is the applicant certifying when they've cited that the application is reproduced. - nacharles Certify Mission, Plan, Goals There is no concrete support that the mission will be met or monitored. - shannon9402 Certify Mission, Plan, Goals I do not see anything in the Mission statement about STEAM - - kakadelis1 Certify Mission, Plan, Goals The mission is vague and the goals need more specifics beyond EOG. - tammisutton1974
Education Plan	Instructional Program What schools in the state who have employed this method or something similar were consulted? Did the team or the board visit Success Academy schools to see first hand how this pedagogical approach works for similar student populations? Specific instructional practices are not address, why is that? There is no connection between the proposed instructional program and the schools mission, why is that? What about this specific approach makes it a good for Garner County families? How will instruction be differentiated to meet individual student needs? What systems, structures, and processess will need to be developed in order for teachers to effectively differentiate instruction.? What research based foundation was investigated to support this instructional model and why wasn't it mentioned or described with sufficient detail? Does the school have a set of criteria defining what effective high quality instruction looks like? How will the leaders prioritize daily takes to ensure they are regularly gathering evidence on instructional practices? How will the leaders prioritize daily takes to ensure they are regularly gathering evidence on instructional practices? - kelleytracy1 Instructional Program - Why does the Language Arts/English strand wait until 7th grade to integrate nonfiction? How will the school assess progress on students' nonfiction skills prior to EOG testing given that students are testing on nonfiction passages from 2nd grade up? - Clarify: What is unique about "active-based learning?" Please elaborate. - How will you blend state standards and the Core Knowledge Sequence? Will you write your own curriculum that incorporates both? How will you assess the mastery of state standards throughout the year? - How will teachers differentiate instruction while also being required to use the Core Knowledge Sequence? - What specific evidence are you referencing when you say "years of studies...validated active- based learning as an effective educational approach?" - sallyhouston11 Instructional Program Does the school think it is feasible to integrate so many components into the instructional programs (NCSOS, Core Knowledge Sequence, STEAM activities, SACS activity-based learning, and THINK literacy)? How will the school ensure that all of these elements are done with fidelity?

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Will the school use any additional assessment strategies beyond the NWEA Map test and how often are these MAP tests given?

- stephenie_clark

Instructional Program
Has this combination of curricula worked elsewhere and is the applicant able to share some highlights and data? Has GER established a proven track record of success using this educational plan?

Given the variety and breadth of instructional models, can the applicant share how success will be evaluated beyond NWEA MAP and how changes may be made if the outcomes for students are not what GER hoped for?

Can the applicant share more information about how activity based STEAM programming that nurtured global mindedness and morals is included in the proposed curriculum outline? - nacharles

Instructional Program
Is there documented evidence to support that all these instructional methods work effectively together to promote student success? How will GRE support your teachers, students, and parents with all of these?
What role will Success Academies play in your school?
Where is the focus for STEAM?
Other than MAP and EOC's what other assessments will be used to monitor student performance?
How do you know that these methods will be effective for your target population?

- shannon9402

Instructional Program
What is the purpose of limiting (?) direct instruction to 80 minutes per day?
What is the planned curriculum for math?
A lot of emphasis is given to the testing (data collection) but more details are needed regarding actual instruction. - sherryreeves

Instructional Program

How will data be provided to parents?

Appendix B - cut and paste from Core Knowledge - where do you see STEAM fitting? - kakadelis1

Curriculum and Instructional Design
The description of the curriculum presented does not provide sufficient detail regarding alignment, objectives, content,
and skills for all grades the school will serve, why is that?
Will teachers have an opportunity to engage in regular discussions of student learning expectations both horizontally and vertically? What instructional materials and technologies, aligned to curriculum maps, will be available to and used in classes?   How school leaders support teacher to develop and implement lessons based on curriculum maps (guidance and how will leaders ensure the lessons reflect high expectations for all students? How will leaders review lesson plans to monitor for alignment to maps and

pacing guides? How will periodic reviews of student learning inform revisions to maps, lesson plans, and related materials? What process will be in place to vet curricular refinelments that staff recommends? Who will monitor the quality of teaching and learning to ensure teachers provide students with lessons that are appropriate to their developmental and language proficiency levels; engage them with content and address academic social emotional needs; and promote higher order thinking? Does the school have a set of criteria defining what effective high quality instruction looks like? - kelleytracy1

Curriculum and Instructional Design
- If a teacher is unable to implement TLAC techniques in their classroom, how will the administrative team support him/her?
- Appendix B notes "writing." What are students writing? How will you scaffold writing across grade levels?
- Clarify: You name that you will have 20 students per class. However, your budget narrative states the following: "The student to teacher ratio is 15 to 1." Which is accurate?
- Clarify: What are the "instructional strategies" that will vary across grade levels and are specific to a certain grade level? In other words, what is an instructional strategy that an 8th grade reading teacher would use that a 7th grade reading teacher would not use?
- Clarify: How many days are dedicated to NWEA assessment administration? Consider distinguishing this from EOG testing on your school calendar.
- Will middle school teachers be experts in an assigned content area? Will students rotate between content teachers or will the middle school teachers be responsible for teaching all content areas?
- Clarify: "Math" is written under guided reading groups, but nothing else is written to describe the math vision. Please elaborate.
- How will you determine the shared text in grades 2-4? How will you ensure a balance of fiction/nonfiction?
- What criteria does a shared text need to me before being selected as a class book? - sallyhouston11

Curriculum and Instructional Design
What data and evidence can the applicant provide that the chosen instructional programs work for the target student population?

Does the board know at what year of operation the middle school grade students will be able to rotate among a team of teachers?

What instructional strategies are teachers expected to master with regards to the implementation of the Core Knowledge Sequence? - stephenie_clark

Curriculum and Instructional Design
Which portions of the proposed curricula is designed to "community oriented, culturally sensitive, active-learning environment?"

Although exposing students to colleges is always beneficial how will this heighten expectations?

Is single teacher instruction in support of the schools mission and goals?

Will teachers have an opportunity to weigh in on the success of the curricula?

How are career readiness included in the educational plan given the assertion that best

practices literature include it along with college readiness?

Is there evidence that Success Academy models will work in the target area? - nacharles

Curriculum and Instructional Design
Class size does not match your budget. Why?
How does your curriculum help reach your mission?
How much time is devoted to MAP?
How will instructional methods change across grade levels?
How will you real all students?
 - shannon9402

Curriculum and Instructional Design
Middle school teachers are not typically certified across subjects (i.e. English and Math).
How will this work for students in grades 7 and 8?
Curriculum and instructional design lack details. Information presented is vague and
confusing. - sherryreeves

Curriculum and Instructional Design
Specialist will teach Spanish and Art - what about core subjects- to help classroom teacher
weak in a specific core subject. - - kakadelis1

Special Programs and "At-Risk" Students
The school has no clear process to identify students who are
struggling academically and to determine the cause and how this need will be addressed;
why was there are there no details on how you will pride ongoing monitoring of these
special populations, why is that? - kelleytracy1

Special Programs and "At-Risk" Students
- Who determines that a student is "having difficulty" at Level 1? What data will be used
to determine if a student needs to move to a Level 2?
- Your Personnel Budget shows you will only hire one ELL teacher in years 1,2, and 3.
Will be possible for the ELL instructor to provide pull out services for all students in
need? How will the school adjust its budget if 1 teacher is not enough to meet the needs of
the students?
 - sallyhouston11

Special Programs and "At-Risk" Students
How will you measure "adequate academic progress and grade level success" to determine
what students need Level II supports? What is the timeline for students to receive Level
II, Level III, and/or Level IV supports? Do they have to receive Level II supports before
getting Level III supports before getting Level IV supports? If so, how will you respond if
a teacher, staff, or parent suspects a disability prior to the student getting to Level III? -
ginger_cash

Special Programs and "At-Risk" Students
How many Level III students is the school anticipating and is it feasible to provide them
all with one-to-one support including individual project assignments? Will these projects
be completed with the assistance of staff? What other support systems are provided
beyond those individual projects and tutoring?

What other services and supports will the school provide to AIG students beyond online
course work? - stephenie_clark

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Special Programs and "At-Risk" Students
What is the "independently constructed support system" that facilitates prevention and intervention? How will teachers determine who enters said system?

What are the details for identification?

Can the applicant provide more detail about each Level as the differentiation are not necessarily clear?

Is online instruction with yet additional curricula the soundest method to improve outcomes for all students?

How will successes in all areas be measured? - nacharles

Special Programs and "At-Risk" Students
Are students only moved at the end of the grading period?
Level III says that students will be provided 1-1 support; who will do this? How many students do you anticipate having on Level III? Is this realistic?
Once a student gets to the next level cna they move back up a level?
Will one ELL teacher be sufficient to meet the needs of ELL students?
How does the extra computer class work for Gifted Students? Should gifted students serve in a teacher role for struggling students? Will this occur daily, weekly, monthly? Will you use your gifted students to help you meet the 1-1 focus for students in Tier 3?
 - shannon9402

Special Programs and "At-Risk" Students
Why would the school administrator be tasked with identifying EL students and determining level of services and dismissal from program?
Will EOGs be the only identifying factor for AIG students?
Will AIG students be served in the classroom by the regular ed teacher? - sherryreeves

Special Programs and "At-Risk" Students
Where is there more info on Extensive - Support - Transitional Services? - Said it would be an Appendix - kakadelis1

Exceptional Children – Identification and Records
- Do teachers (or a team of teachers) need to collect any data before referring a student to the EC program? - sallyhouston11

Exceptional Children – Identification and Records
After asking the parent and requesting records, what will be your process for reviewing records for compliance and implementing the IEP on day 1 of instruction?
How will you document and respond to the referrals for evaluation being made by parents, teachers, and other school staff? What is your process for including the parent in the review of existing data, determining the need of evaluations, and informing them of the evaluations needed in order to obtain written consent to evaluate? - ginger_cash

Exceptional Children – Identification and Records
What is the process for identifying and providing services to students who may qualify for a 504 plan?

Eligibility for a student to receive exceptional children services should not be based on a majority vote by the IEP team. - stephenie_clark

Exceptional Children – Identification and Records
How will students who may need 504 plans be identified if they have not been at another school?

Does the applicant understand the regulations around IEP teams? Why is majority vote for eligibility rather than sound evaluative data? - nacharles

Exceptional Children – Identification and Records
What types of evaluation will the EC teacher complete?
How will students be referred to 504?
Majority vote is not in line with the law for students to have an IEP. The decision is based on data to support the need for the student to have specialized instruction.

 - shannon9402

Exceptional Children – Education Programming
What research on interventions and supporting materials will the school use to ensure exceptional students have access to the same core curriculum found in general ed classes? RtI is not mentioned, why is that? - kelleytracy1

Exceptional Children – Education Programming
- How will the EC teacher collaborate with content teachers? What instructional development, if any, will the EC teacher have when modifying and/or accommodating work?

- Clarify: Will the lead EC teacher be responsible for holding the content teacher accountable or will an administrator ensure that IEPs are implemented with fidelity? This question is in response to the following statement: Review each student IEP monthly to assure that each student is receiving the required services, determine whether records are properly maintained, and review student progress.

- Your Personnel Budget shows you plan on hiring 1 EC teacher in years 1, 2, and 3. Is it reasonable to assume you will only need one EC teacher for grade K-4 in year one and grades K-6 in year 3? - sallyhouston11

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
What lessons can the identified management group take away from servicing this particular demographic group, as they have under performed in past accountability results compared to other subgroups? - stephenie_clark

Exceptional Children – Education Programming
Given that the EMO has operated other schools, is there empirical data and learning from other sites?

 - nacharles

Exceptional Children – Education Programming

- shannon9402

Student Performance Standards
While a preliminary list of assessments
is provided; the assessment plan does not sufficiently address an anticipated schedule of frequency, or a plan
to select additional assessments, why? - kelleytracy1

Student Performance Standards
- Will students be able to make up late assignments? Why is there a nine to ten point range for earning a grade A, B, C, and D and a 60 point range for an F? Why has the school decided on this particular grading scale? If a student is absent and misses a graded assessment, how will grades be accounted for in the grade book?
- Will teachers use other reading data given that the Lexile level provided by MAP does not always account for text complexity? For example, some texts with very low Lexile levels are extremely complex. For example, The Sun Also Rises by Hemingway has a Lexile level of 610 while Diary of a Wimpy Kid has a Lexile level of 950.
- Who will design exit tickets? How will you ensure the rigor of the exit ticket aligns with the rigor of the EOG?
- How will this data inform curriculum over time?
- If assessments need to be modified for EC students, will the content teacher or the EC teacher provide those modifications?
- How does 8th grade promotion vary from other grade levels? - sallyhouston11

Student Performance Standards
What is the process for communicating possible retention decisions with families throughout the school year?

What are the performance standards for the school as a whole? - stephenie_clark

Student Performance Standards
Given the activity based model and STEAM components, can the applicant share what measures will be used to assess those programs on a more regular basis than EOG, BOG scores; and more broadly than MAP?

How is grade progression or lack thereof communicated to parents and when?

How are students with special needs promoted?

 - nacharles

Student Performance Standards
Who designs the Exit Ticket? Will this be uniform across the school?
Will the possibility of retention only be discussed after the EOG? Will there be conversations throughout the year about student performance?
How will the assessments drive instruction? Will MAP data be the only assessment data to drive instruction?
 - shannon9402

Student Conduct and Discipline
The student conduct response is not linked to the schools mission to prepare students and motivate them to become leaders, why is that?
How will AAL create and develop shared vision and plan for promoting, enhancing and

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sustaining a positive school climate? How will school set policies specifically promoting the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement, and a comprehensive system to address barriers to learning and teaching and reengage middle school students who have become disengaged? How will AAL practices be identified, prioritized and supported to promote the learning and positive social, emotional, ethical and civic

development of middle school students; enhance engagement in teaching, learning, and school-wide activities; address barriers to learning and teaching and; reengage those who have become disengaged; and develop and sustain the appropriate operational infrastructure and capacity building mechanisms in support of this effort? How will AAL create for Scotland County students an environment where they and their parents are welcomed,

supported, and feel safe in school: socially, emotionally, intellectually and physically? How will AAL develop meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to social justice, which is critical for this student population to have in order to thrive socially and academically? - kelleytracy1

Student Conduct and Discipline
- How does the school define "disrespect?"
- Has the school considered offering a detention of some sorts between Level 1 and Level 2 offenses rather than jumping from a verbal reprimand to possible suspension?
- Who handles counseling for Level 1 offenses? Clarify: How will you offer counseling to students if you have not allotted funds to hire a counselor according to your Personnel Budget?
- What is the dollar total considered "mild damage to property?
- Will students be able to complete their graded work if suspended out of school? Why would fighting or theft cause a student to lose two weeks of direct instruction? What is the advantage of suspending a student for 10 days instead of 5 days?
- Will parents/guardians be notified of Level 1 infractions? How will the school leverage family support to prevent the escalation of infractions?
- Discipline is not synonymous with consequence. What proactive supports has your school considered taking to prevent misbehavior?
- How will the school leverage behavior plans to support Tier 2 and Tier 3 students?
- How do consequences align with the core values referenced in the mission statement?
 - sallyhouston11

Student Conduct and Discipline
Response provided does not outline how the student code of conduct will address students with disabilities, specifically manifestation determination.

The level offenses seem to escalate pretty quickly from a verbal warning to resulting in an ISS/OSS for up to 10 days. Are there any offenses that may fall between Level 1 and Level 2 that may no need to escalate to an ISS/OSS decision?

Procedures outlined do not specifically address at what age a student can be expelled.

What are the due process rights, including grievance procedures when a student is suspended or expelled? - stephenie_clark

Student Conduct and Discipline
Does etiquette refer to positive schools culture?

	How does this student conduct plan support the realities of the target population?
	What kind of offenses might be covered under each Level? Cna the applicant share some examples?
	How do the educational models align with suspensions and expulsions? Does the school plan to use positive behavioral intervention supports? - nacharles
	Student Conduct and Discipline Is there a written etiquette curriculum? Where does Due Process come into play in the Code of Conduct? Is there anything in between verbal reprimand and in/out of school suspension? How does the Code of Conduct meet your mission? - shannon9402
	Certify Education Plan A plan for taking corrective action is only generally described, it does not include examples of interventions. Research is not provided to substantiate the selected assessments. The school proposes no plan for how it will evaluate the effectiveness of the academic program and no research is offered as to the academic programs effectiveness in serving similar student populations. - kelleytracy1
	Certify Education Plan - This plan is not entirely original. - sallyhouston11
	Certify Education Plan See previous certification notes - nacharles
	Certify Education Plan Alignment to the mission is missing. Key legal components for Exceptional Children are missing. - shannon9402
Governance and Capacity	Private Non-Profit Corporation - Missing Appendix D - sallyhouston11 Private Non-Profit Corporation Still confused as to why the private non profit is listed as Global Education Resources, LLC yet the by-laws provided say "Rise Academy". Additionally, why is Torchlight Academy Schools, LLC listed as the Name of the Registered Agent? Please clarify all of this information provided. - stephenie_clark Private Non-Profit Corporation Are GER and Torchlight the same EMO? Can the applicant clarify the relationship between Torchlight, GER, and Rise? Who has accountability? Who has decision making power? - nacharles Private Non-Profit Corporation What is the connection between Global Education Resources and Torchlight? - shannon9402 Tax-Exempt Status 501 (c)(3) - No files attached - sallyhouston11

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Tax-Exempt Status 501 (c)(3)
Why is the applicant again missing appendices?

If the private non-profit listed does not have 501(c)3 status, who does? How can the school be operated? - nacharles

Certify Governance
What is the connection between Torchlight Academy Schools and GER? The articles of incorporation appendices states that "purpose of ht corporation is to establish a science technology engineering and math charter school, but RISE does not proport to be a STEAM school. This is clearly an AOI from another one of the GER or Torchlight Schools schools. Critical information is missing from this application which prohibits me from fully assessing its responsiveness. - kelleytracy1

Certify Governance
The lack of materials provided and blank appendices is of concern. This section of the application, along with other sections, contains many errors which prevent adequate review. - nacharles

Certify Governance
This section is riddled with typos. The wrong LEA is listed in the Projected Student Enrollment Section. How does this type of error happen? - shannon9402

Certify Governance
Glad you answered this correctly -
This application has "cut and paste" pieces from other applications. - kakadelis1

Certify Governance
Appendix O is missing. Appendix F and G are blank. There is confusion about the relationship between GER and Torchlight. - tammisutton1974

Governance and Organizational Structure of Private Nonprofit Organization
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.
How did the team come together, who was the leader that brought the group together?
What is the story and the connection to the community-Garner County? Had anyone on the team had any prior relationship or knowledge of GRE or Torchlight Academy Schools? - kelleytracy1

Governance and Organizational Structure of Private Nonprofit Organization
- Appendix F&G are blank.
- Is there a term limit for each board member? IF so, what is the limit?
- How do you remove someone from the board if need be? What are your removal procedures?
- Why does the board only undergo a self-evaluation? Do teachers have a space to name how they feel about support from the board? (Disregard this question: explanation provided under "staffing plans. management, and hiring")
- How does the evaluation of the lead administrator vary from the rest of the board? How

do teachers provide feedback to the people that manage them daily? Will the board look at trends in teacher feedback to address leadership gaps/areas of improvement to make the school even stronger?
- What is the rationale behind using self-evaluations for board members? Will teachers be able to submit feedback to the board?
- Clarify: You noted the following "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." What recommendations will they make? What data will parents use to make recommendations? What are parents presenting to the Board of Directors?
 - sallyhouston11

Governance and Organizational Structure of Private Nonprofit Organization
Applicant did not respond to the question around describing the size, current and desire composition, powers, and duties of the governing board.

Description provided states that person must be at least 18 years old to serve as a director, but the by-laws provided state a director shall be at least 21 years of age.

What is the criteria regarding the evaluation of the governing board, board members, lead administrator, and proposed Management Organization?

Why do all board members have a National Background Check except A. Mehdi? - stephenie_clark

Governance and Organizational Structure of Private Nonprofit Organization
Is it sound practice to have a treasurer who is an unlicensed accountant?

Under what circumstances would the board grow to an even number?

If the board has power over the nonprofit corporation, are they also responsible for the 501(c)3? What is the role or GER and/or Torchlight?

Is there a local search strategy for the Lead Admin?

Why is the questions about size, composition, duties and success strategy not applicable?

The articles of incorporation list Rise Charter not Torchlight or GER, can the applicant explain the relationship between the three?

Also, the articles of incorporation explicitly list a STEAM school, can the applicant highlight STEAM in the education plan?

This evaluator is missing several of the appendices. Can the applicant replace the blank attachments with the required documentation?

Can the applicant be explicit about which topics are suited for sunshine law exceptions (personnel etc.)? - nacharles

Governance and Organizational Structure of Private Nonprofit Organization
Where is Appendix G?

The Articles of Incorporation list RISE Academy but earlier you state it's Global Resource Education?

Why didn't you answer the question about the size of the board, powers, etc?

How will the board be evaluated? What about the lead administrator and the EMO?

 - shannon9402

Governance and Organizational Structure of Private Nonprofit Organization
Board lacks educators. Is it relying on GER for education expertise? - sherryreeves

Proposed Management Organization (EMO/CMO)
Appendix I and K are missing, the school and the CMO evidences a lack of capacity to sufficiently respond to application questions. - kelleytracy1

Proposed Management Organization (EMO/CMO)
- Appendices I, J, K, and N are blank.
- Clarify: What data do you have that shows these other schools have been financially stable and academically successful? - sallyhouston11

Proposed Management Organization (EMO/CMO)
Is the applicant aware that the management organization selected is anticipated to assist several other applicants open a school in either the 2019 or 2020 school year and how will the governing board ensure that they will receive the services and "turnkey operation" as promised by the management group?

What are the academic performance trends for other schools managed by the EMO/CMO, including student subgroup performance and overall school performance score and letter grades?

If the school is contracting with Global Education Resources, LLC, why were the financials for Torchlight Academy LLC provided? - stephenie_clark

Proposed Management Organization (EMO/CMO)
Again, could the applicant clarify the relationship between GER and Torchlight?

Is there an executed contract? If not, at what point will a contract be executed?

Is there data to support the assertion that GER schools have long history of success? Can this evidence be included in the application?

The applicant mentions varying appendices but the attachments are in fact blank. Is there a reason for this?

Is college and military acceptance of another school a good benchmark for success?

What are the "excellent academic results" referenced?

What financial and academic performance data can be provided from an operator the applicant highlights has many years of experience to justify its selection? - nacharles

Proposed Management Organization (EMO/CMO)
What is the relationship between GER and Torchlight? Are they one in the same?
The Appenices are blank.

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What evidence supports the success of GER schools or that of Torchlight Schools?
How will this EMO help you meet your mission?

 - shannon9402

Proposed Management Organization (EMO/CMO)
Did applicant provide SPGs for the three GER schools? How do they compare to the NC average SPG?
Other than racial make-up how will the target population be similar to the enrollment populations of the three GER schools?
How many applications did GER consult on (sign agreements with) in this application round?
Didn't GER recently assume the former Heritage Collegiate charter school? Are the same programs being utilized with this school to turn it around? - sherryreeves

Staffing Plans, Hiring, and Management
The recruitment and retention plan is underdeveloped, how will teachers quality be assessed, what evaluation process, structures will be used? How will roles and responsibilities be communicated to staff? - kelleytracy1

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

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

What are the class section break downs given there will be 5 grade levels served (K-4) and 6 core content teachers?

What is the process for an employee if the grievance is about the lead administrator?
 - stephenie_clark

Staffing Plans, Hiring, and Management
Can the applicant clarify the recruitment strategy in addition to the promise to provide PD?

Are Assistant Administrator and Administrative Assistant meant to be the same person? Will they function as Vice Principal or a Executive Assistant?

Does the staffing support a sound educational plan for the number of proposed students?

What does 'exercise their craft without traditional restrictions that impede teacher and student success' refer to?

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What are "research-based best practices in the retention of high- performing teachers" and are the budget implications for these practices?

Is legal counsel document review adequately addressed in the budget?

What does the applicant mean when describing that the board "makes recommendations for hiring and firing per review of Lead Administrator slate"?

Is there potential conflict for the Lead Admin who serves as board advocate while also being the staff representative?

If communication is "free flowing" why is the process for interacting so structured?

What are the progressions of action taken for dismissing staff?

Are the required dual roles during the "ramping up" period considered in the school calendar? For example, are specialists who serve as teaching assistant adequately able to plan lessons and support their students? - nacharles

Staffing Plans, Hiring, and Management
How will you know that you have found teachers with the "aptitude to creatively differentiate instruction?" What traditional restrictions will you remove from teaching? Will you salary be sufficient to retain high quality teachers without state benefits? Why will you have 6 core teachers the first year fo 5 grade levels?
 - shannon9402

Staffing Plans, Hiring, and Management
Will EC teacher manage the EC program as well as provide daily services to EC students? (What is the expected EC population?)
Who will provide health services? counseling?
Will there be any elective courses? elective teachers? - sherryreeves

Staff Evaluation and Professional Development
Who and how will school leaders clearly communicate to staff school wide expectations for performance? Describe the process that will be used to evaluate staff, offer feedback, develop professional development goals and provide support in meeting the goals. How will, specifically, will staff performance be tied to student outcomes? How will PD be embedded as part of daily routines (i.e. coaching, staff meeting, collaborative time)? How will leaders ensure that PD addresses collective and individual needs of staff? How will job embedded coaching and other supports provide follow up on the implementation of what is learned through PD? Will school leverage coaches and teacher leaders? If so how will they be trained? How will time be built in to the school schedule for staff collaboration, with collaboration serving as PD, if at all? How will leader ensure that collaborative time is focused on taking instruction and learning to the next level of development while addressing social emotional developmental health needs of students? Who will be responsible for establishing and evaluating systems and protocols to guide collaborative discussions? - kelleytracy1

Staff Evaluation and Professional Development
- If a student misses 10 or more days of instruction, will the teacher still be evaluated for the student's growth? What if the student misses numerous days of instruction due to a suspension?
- Will teacher have an equal balance of EC and ESL students across classrooms given this

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factor could influence MAP growth scores?
- Will professional development and PLCSs take place during school hours or after school hours?
- What is the start day of school? You note that the lead administrator will meet with each teacher for a coaching meeting an hour before school. Is this logistically feasible?
- TLAC workshops often cost $800 - $1000+. Is $10,000 enough money to provide professional development for each staff member given you will likely need to cover transportation to and from the PD session?
- How will you assign teacher mentors in Year 1 if you have no previous MAP data?
- How will new teachers receive "even more" professional development in addition to the proposed 70 hours all staff will receive? - sallyhouston11

Staff Evaluation and Professional Development
Will the lead administrator and board monitor how the management company is completing teacher licensure work?

The application speaks to external development, but did not specifically pinpoint a program the school intends to use for teacher development. Has the board given any thought into what proposed external development training they will pursue and what will drive this decision?

The applicant states in the mission statement that the school will focus on STEAM, but it is not evident that teachers will receive the corresponding professional development around this type of curriculum and instruction. Additionally, the applicant mentions using THINK literacy program, but there is also no professional development mentioned around this instructional program.

 - stephenie_clark

Staff Evaluation and Professional Development
Who is the on-Site clerical staff the applicant refers to? Is the Assistant Admin who is also the testing coordinator?

Who, within the EMO/CMO (whether it's Torchlight or GER) will be the point for licensure and PD?

Are the teacher specific evaluations like classroom observations or are student growth the only measure of success for staff?

Who will serve as mentor if no students grow?

The applicant mentioned external PD opportunity based on financial constraints. Why are these opportunities not built into the budget?

With a small teaching staff, how will teacher mentors be identified in the early years of the school's operation?

Given that the school is supposed to be a STEAM school, where are the PD opportunities for STEAM related activities? - nacharles

Staff Evaluation and Professional Development
How can Map data be the primary source for evaluation for your teachers? Is teacher

instruction part of the evaluation?

Who will serve s mentors for beginning teachers?

Who is the on-site clerical staff that will work with the management company to ensure teacher licensure? How does the teacher communicate with the board regarding licensure?

What is the start time for teachers and is it realistic to expect teachers to come in an hour early to meet with the lead administrator?

 - shannon9402

Marketing Plan
What does RISE stand for? The marketing plan is vague and overly broad, so it is hard to assess effectiveness. - kelleytracy1

Marketing Plan
- You have allotted $20k in your Operations Budget for marketing. How do you envision that $20k will break down with the marketing strategies described here? - sallyhouston11

Marketing Plan
The applicant mentions Wake and Johnston Counties in this section. Why are these LEAs not equally considered in other parts of the application?

Is more detail available about which traditional and innovative approaches the applicant intends to use?

The budget appears to reserve more dollars for marketing than professional development in the first year and the same amounts in subsequent years. How will marketing dollars be used after year 1? - nacharles

Parent and Community Involvement
How will school acquire funds for summer camp? - kelleytracy1

Parent and Community Involvement
Who is providing the funding for the free summer camp? Are the per pupil costs allocated for this? How will taxpayers/funders feel about this if the school is not technically year round?

How far is "slightly out of our immediate area" which would be the test ground for transportation? How will all children have access to camp while the school "perfects its plan?"

How will parents who cannot attend events (perhaps due to work) be included in the involvement strategy? What are the exact ways of communication: texting, emailing, mailing, calling, door knocking? Given the target population, can the applicant be more specific about the outreach ideas?

 - nacharles

Parent and Community Involvement
How will you financially be able to offer free summer-camp?
What happens to parents that cannot volunteer? - shannon9402

Admissions Policy
- Will you have a Spanish translator at information sessions to ensure the Q&A section is

accessible for the demographics you described in the mission section of your application (27.86% Hispanic)?
- Clarify: Please elaborate on your application review process in accordance to NCGS 115 C-281.45 regulations. What does this look like in action?
- Is 20 days enough (roughly) for parents and students to develop a view of policy implementation?
 - sallyhouston11

Admissions Policy
This section is riddled with typos and errors. The selection process is slated to start in March of 2018, which is not possible. Additionally the plan for expansion in year 2 narrative talks about growing to K-4, but the proposed enrollment chart indicates that the school will operate as K-4 in year 1.

 - stephenie_clark

Admissions Policy
Is this section of the application from a previous year pr perhaps another school? The proposed plan has dates that have already passed. - nacharles

Admissions Policy
How can you select students in 2018 when the application doesn't start until 2019? There are many typos in this section.
Why does the management company review the applications? What is on there to be reviewed? - shannon9402

Admissions Policy
This section references dates in 2018 that have already passed. Is this an old application that is being resubmitted? - sherryreeves

Projected Student Enrollment (Table)
The LEA in previous sections was Garner County, not Charlotte Mecklenburg? Please explain the inconsistency and mis alignment? - kelleytracy1

Projected Student Enrollment (Table)
Table was completed inaccurately. The LEA selected is 600 - Charlotte-Mecklenburg Schools. Application indicates that the school proposes to locate in LEA 920- Wake County. - stephenie_clark

Projected Student Enrollment (Table)
Which LEA is the applicant drawing students from? With a school in Garner, should the LEAs be Johnston and Wake rather than CMS? - nacharles

Projected Student Enrollment (Table)
This school is set to open in Wake County, why is Charlotte Mecklenburg being used? Why isn't Johnston county used? - shannon9402

Projected Student Enrollment (Table)
Why 16 students in 5th grade year 2 and 23 in 6th grade in year 3? (and so on...) - sherryreeves

Projected Student Enrollment (Table)
Looks like all these students are coming from Mecklenburg - while school is located in Wake County?????

	- kakadelis1
	<u>Weighted Lottery</u> - Clarify: Earlier in your application, under mission, you wrote the following: "The diverse and economically disadvantaged student demographic in this community is being severely underserved" Why has the school decided not to use a weighted lottery if you believe you need to serve economically disadvantaged students? - sallyhouston11 <u>Weighted Lottery</u> N/A - nacharles <u>Weighted Lottery</u> Why would RISE not desire to use a weighted lottery? Are you confident that you will attract your target population? - sherryreeves
Operations	<u>Certify Operations</u> The applicant appears to fluctuate between certifying and not certifying the application despite the applicant clearly working with reproduced applications - nacharles <u>Certify Operations</u> I have concerns about the small space for 6 grades and is $9 per square foot reasonable? What are the contingency plans if this doesn't work out? - tammisutton1974 <u>Transportation Plan</u> - Most surplus buses currently range from $3k-4k. How will you purchase up to 4 buses at this rate if you've only allotted $8k for buses? (Averages come from the following site: http://ncschoolbussales.dpi.state.nc.us/) - sallyhouston11 <u>Transportation Plan</u> How will you provide transportation when outlined as a related service in an IEP for a student with a disability? - ginger_cash <u>Transportation Plan</u> The $20,000 for contracted drivers is not reflected in the budget. How does the school intend to use the purchased surplus buses to provide transportation? Which students will use the provided transportation over the car-rider option? - stephenie_clark <u>Transportation Plan</u> Is the budget allocated realistic given the transportation needs? Does the $8000.00 for 3 to 4 buses match market rate? Where is the salary for the bus driver reflected? - nacharles <u>Transportation Plan</u> Is $8,000 realistic for 3-4 buses? Will $20,000 cover contracted drivers for 4 buses? What happens if a student has transportation as a related service? - shannon9402 <u>Transportation Plan</u> Is $8000 feasible for 3-4 buses? - sherryreeves <u>Transportation Plan</u> can you get a surplus bus for $2,000? - kakadelis1

School Lunch Plan
- What measures will you take to ensure students with dietary restrictions have meals each day?

 - sallyhouston11

School Lunch Plan
Has the board began research and training on how to get the national school lunch program fully implemented?

What will be the contingency plan if the school cannot fully implement the NSLP in the first year of operation? Has the board taken into consideration how being an accelerated applicant will affect their participation in the program for the first year of operation and whether it will be feasible to implement during that year given the time frame for application approval and opening? - stephenie_clark

School Lunch Plan
What is the contingency plan if you do not get approved for the National Lunch Program? Based on your targeted population, this could become an issue. - shannon9402

School Lunch Plan
$10,000 for school lunch program is insufficient. - sherryreeves

Civil Liability and Insurance
Note the Errors and Omissions amount for insurance indicated in the table (not attachment L) does not meet the minimum requirement of $1,000,000 per occurrence. - stephenie_clark

Civil Liability and Insurance
Is the one million dollar automobile liability for one vehicle only? How will the remaining 2 to 3 buses be covered?

 - nacharles

Civil Liability and Insurance
Where is the insurance quote? - shannon9402

Facility and Facility Contingency Plan
What specific steps will the board take to acquire a facility. The contingency plan is vague and does not mention specific spatial needs. - kelleytracy1

Facility and Facility Contingency Plan
= What are your 3 backup facility options? - sallyhouston11

Facility and Facility Contingency Plan
The contingency plan does not include any estimated costs, timelines, whether the building can be upfit in time for operations August 2019, nor the maximum capacity of students that can be enrolled at the proposed location. - stephenie_clark

Facility and Facility Contingency Plan
Is less than 6000 square feet reasonable for 120 students?

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	What is the cost to upfit a building that costs $9 SF? Is the building adjacent to educationally sound outdoor and recreational spaces as it does not appear to have those attached? - nacharles <u>Facility and Facility Contingency Plan</u> 5,457 SF seems like a small space for six grade levels. $9 per SF seems very inexpensive for Garner area. What are the backup facilities? How do their sizes and costs compare with the currently identified facility? - sherryreeves
Financial Plan	<u>Certify Finance</u> Previous concerns about certification and lack of materials stand. - nacharles <u>Certify Finance</u> The confusion around the LEA is a huge concern. The budget has discrepancies. - shannon9402 <u>Certify Finance</u> I have concerns about the cost of the facility, liability for all of the buses and the $10K for school lunch. - tammisutton1974 <u>Budget Revenue Projections from Each LEA (Table)</u> The LEA identified as Charlotte Mecklenburg does not align with the mission and targeted population section in section 1. - kelleytracy1 <u>Budget Revenue Projections from Each LEA (Table)</u> LEA selected does not match the LEA the school has proposed to locate in. - stephenie_clark <u>Budget Revenue Projections from Each LEA (Table)</u> Is CMS the appropriate LEA for Rise Charter? Where is the content for Appendix J, K, N? - nacharles <u>Budget Revenue Projections from Each LEA (Table)</u> The LEA is incorrect based on the RISE Academy being based in Garner, NC which is in Wake County. Why isn't Johnston county listed? - shannon9402 <u>Total Budget Revenue Projections 2018-2023 (Table)</u> The revenue assumptions are not aligned with other sections of the applications. - kelleytracy1 <u>Total Budget Revenue Projections 2018-2023 (Table)</u> - Why do you expect more EC Federal Funds in Year 1 than in Years 2 and 3 if you're increasing enrollment? - Appendix M is not included. - sallyhouston11 <u>Total Budget Revenue Projections 2018-2023 (Table)</u> Where is the anticipated other funds of $29,161 coming from? - stephenie_clark <u>Total Budget Revenue Projections 2018-2023 (Table)</u> Where do the $29,161 and $50,000 originate from?

Which LEA is used for these calculations?

Although the numbers work, how can the dollars be verified with three different LEAs referenced throughout the application? - nacharles

Total Budget Revenue Projections 2018-2023 (Table)
Why do you plan to receive less money in Year 2 for Exceptional children than you do in year 1 and year 3, 4, and 5?
Has the LEA been corrected with these numbers?
Where are other funds coming from? Appendix M is missing. - shannon9402

Personnel Budget: Expenditures 2018-2023 (Table)
The personnel budget is not aligned to the other sections and there is a lack of clarity as to student teacher ratio. - kelleytracy1

Personnel Budget: Expenditures 2018-2023 (Table)
- Is 1 ELL teacher feasible in year 3 with 80 more students enrolled at the school than in year 1? How will you ensure you still implement pull-out instruction and 30-minute small group sessions with no more than 4 students as outlined under your instructional plan?
- Does the school plan on hiring a counselor? (Earlier in the application you noted that student could receive counseling after earning repeated Level 1 disciplinary infractions) - sallyhouston11

Personnel Budget: Expenditures 2018-2023 (Table)
Why are there no staff increases for ELL and Exceptional Children's staff in year 2-5 given the 30% student growth each year?

How was student teacher ratio considered in these projections? - nacharles

Personnel Budget: Expenditures 2018-2023 (Table)
Will you have an Assistant Administrator or Administrative Assistant? These are two different positions but are interchanged throughout the application?
Is $50,000 a year for the lead administrative going to be enough to attract a highly qualified candidate when the LEA pays a Principal a higher salary?
Does the school plan to hire a counselor?
 - shannon9402

Personnel Budget: Expenditures 2018-2023 (Table)
Salary is low for teachers. Will school offer a supplement for staff?
 - sherryreeves

Operations Budget: Expenditures 2018-2023 (Table)
Clarify how gas and electric charges were calculated? What is the management fee and how will it be calculated? - kelleytracy1

Operations Budget: Expenditures 2018-2023 (Table)
- Most surplus buses currently range from $3k-4k. How will you purchase up to 4 buses at this rate if you've only allotted $8k for buses? (Averages come from the following site: http://ncschoolbussales.dpi.state.nc.us/)
- You noted teachers will attend TLAC professional development. These training often take place in Albany. Is a 1K travel budget realistic if numerous teachers are traveling to their PD opportunities? Additionally, - TLAC workshops often cost $800 - $1000+. Is $10,000 enough money to provide professional development for each staff member given you will likely need to cover transportation to and from the PD session? - sallyhouston11

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Operations Budget: Expenditures 2018-2023 (Table)
Where have you allotted money for contracting related services including psychological, speech, Occupational Therapy, Physical Therapy, etc? - ginger_cash

Operations Budget: Expenditures 2018-2023 (Table)
Does the $0.00 represented for the management fee align with the signed contract and services to be provided by the contracted company?

How are there no budget variations for paper, computers and software, copier leases, and all professional contract budget lines over the first five years of operations?

How does the board justify keeping the budget lines for utilities remaining the same over the first three years when there will be an increase in students each year?

Does the budget line of $10,000 for child nutrition each year align with the school's target student population? - stephenie_clark

Operations Budget: Expenditures 2018-2023 (Table)
What other professionals are included in the professional contracted line for $28,000? Does this include the bus driver?

Why are there no increases included for costs that are known to increase with students number increases (student accounting, supplies, telephone, computers etc.) or over time (utilities)? - nacharles

Operations Budget: Expenditures 2018-2023 (Table)
Is $1000 enough to cover a year in paper and computer and software for the office? With more students in the upcoming years why does the budgeted amount not increase?
Do you not have a fee for the management company?
Is $8000 enough for 3-4 buses?
Where is the budgeted amount for speech, psychologist, etc.?
Is $5000 realistic for curriculum with all the sources you plan to use?
What is the $1000 for other going to be used for?

 - shannon9402

Operations Budget: Expenditures 2018-2023 (Table)
Insurance cost is different from previous quote.
Bus line item is not feasible.
Did lease agreement state that the landlord would provide utilities?
Marketing costs are more than double bus cost.
Child nutrition figures is unrealistic.
Instructional operational budget is only $43,000 for software, staff development, textbooks, paper, etc. This seems incredibly low. - sherryreeves

Total Expenditure Projections (Table)
revenue source is unverifiable. - kelleytracy1

Total Expenditure Projections (Table)
Is a surplus of almost $800,000 realistic especially given the budget calculations?

 - nacharles

Total Expenditure Projections (Table)

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there are many questions surrounding the budget. - shannon9402

Total Expenditure Projections (Table)
When adjustments are made to compensate for under budgeted items there will be no surplus. - sherryreeves

Budget Narrative
The student teacher ratio is 15 to 1, please explain how that will work year 1? - kelleytracy1

Budget Narrative
- Clarify: You name that you will have 20 students per class. However, your budget narrative states the following: "The student to teacher ratio is 15 to 1." Which is accurate?
- Clarify this statement: "The school has investigated a leasing arrangement for a copier and provided for the same it its budget."
- What are the line item budget reductions you imagine implementing if a contingency plan is necessary? What are the other "agreed upon options?" - sallyhouston11

Budget Narrative
According to general statute 115C-218.1(b)(13), the number of students to be served shall be at least 80. Please explain the break even figure of 75 students as this is under the minimum required number of students.

Can the applicant provide specific examples of scaling back the entire operation, line item budget reductions, and foregoing non-critical expenditures as a part of their financial contingency plan?

The contracted services mentioned in this portion of the application do not necessarily align with the proposed budget. If GER will provide these services, why is there no management fee listed in the budget?

 - stephenie_clark

Budget Narrative
Why would the CMO/EMO provide $50,000? Since no documentation was provided, it is impossible to determine the terms of the contract.

Is the empirical data indicating the need and desire for a charter especially given the confusion around the comparison LEA?

What does "scaling back on the entire operation" entail? Does this mean reduce number of students?

What happens to the enrolled students if the board terminates or does this right to terminate only cover the time prior to school opening?

Again, who is the management contract with GER or Torchlight? - nacharles

Budget Narrative
Earlier the student teacher ratio was 20 to 1, why the change? What is the ratio?
Where is the written agreement that the management company will give you $50,000?
How will you scale back on the "entire operation?" Does this include number of students?

	- shannon9402 Budget Narrative Is this break even number below statutory requirement? It's difficult to scale back a bare bones budget. Missing staff (counselor, nurse, support services). - sherryreeves Financial Audits Although the applicant describes training for the board, what will the actual procedures be? How will conflict of interest be handled in the future? - nacharles
OVERALL	Cover Page - Clarify: What data do you have that shows GER has had a "profound impact" on the communities they serve? - sallyhouston11 Cover Page Why is the name of the non-profit organization listed as "Global Education Resources, LLC" when the applicant's by-laws state the corporation is named "Rise Academy"? What is the relationship between Global Education Resources and Torchlight Academy, LLC? Why was Torchlight Academy, LLC not listed as a third party who assisted with preparing this application as numerous appendicies in the correction responses PDF have Torchlight Academy LLC listed.? - stephenie_clark Cover Page What is the relationship between GER and the school? - nacharles Cover Page What partners does GER have? Is this Torchlight? What is the relationship between the school and GER and its partners? - shannon9402 Acceleration What verifiable quantifiable evidence does the GER have evidencing that they have the internal capacity to operationalize a school that is likely to improve educational achievement levels for Garner County students? Please clarify why Amazon decision to locate in Garner is relevant and is compelling evidence supporting acceleration? - kelleytracy1 Acceleration What can the board attribute to only having received 44 survey results after 2 years of working towards establishing a charter school? Should the number not be higher? - stephenie_clark Acceleration Can the applicant provide details for the acceleration need? - nacharles Acceleration Why is acceleration needed at this time? Why do you list Amazon as a reason for acceleration? Where is the Appendix A2? - shannon9402 Acceleration

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	Document in appendix states the proposed property is 10,000 SF but application states 5,457 SF. Evidence of need and survey document were blank. - sherryreeves Acceleration I could not download Appendix A2 - Do they have evidence of property ready to lease maybe a MOU or something? - kakadelis1 Grade Levels Served and Total Student Enrollment: There is no evidence supporting the notion that GER has the internal capacity to operationalize the school design. The enrollment projections are unrealistic as they would require families to transition after 1st grade. - kelleytracy1 Grade Levels Served and Total Student Enrollment: - These enrollment targets happen to exactly match the enrollment targets of Lighthouse Academy and North Davidson Academy. How did you determine these enrollment numbers to ensure this aligns with enrollment targets in Garner? - sallyhouston11 Grade Levels Served and Total Student Enrollment: What is the rationale for starting with K-4 especially since projected enrollment is only 120 students? - sherryreeves Grade Levels Served and Total Student Enrollment: Will be held accountable for grades 3 & 4 the first year - will that be a concern - what will be done for intervention for students behind grade level? - kakadelis1 Certify Application The GER CMO did not provide evidence of need for acceleration. The issue pertaining to the facility is not convincing and GER would benefit from taking a planning year to demonstrate that they have the internal capacity to operationalize the school program. - kelleytracy1 Certify Application - This application is not entirely original. It is very similar to applications submitted by Torchlight, Global Education Resources, and Alpha Academy. How have you tailored this application to meet the specific needs of your area? - sallyhouston11 Certify Application There is no proof for acceleration. This application looks familiar to other Torchlight Applications although Torchlight isn't named as a Management Company. - shannon9402 Certify Application I have questions about GER and its relationship to Torchlight? DOes GER have evidence to support academic results? There is mention of a STEAM focus but that is missing from the mission statement. Based on the application, they would benefit from a planning year. - tammisutton1974

Charter School Advisory Board Subcommittee	
Mission, Purposes, and	

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

Goals	
Education Plan	
Governance and Capacity	
Operations	
Financial Plan	
OVERALL	

Overall Summary

Initial Screening	The Office of Charter Schools deemed this application incomplete on October 5, 2018. The following is needed for application evaluation: Appendix A1, A2, F, G, I, K, L, M, N, P: Blank document uploaded Applicant responded to the incomplete information request by the October 12, 2018 deadline; however, the response submitted still contained incomplete or missing information. The following information remains outstanding: Appendix P was not signed by the board chair.
Application Review	* Dr. Allen stated the school is proposed to locate in Wake 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 ratings for this applicant. She stated the applicant is requesting acceleration and is not a repeat applicant. She stated the applicant received assistance from Global Education Resources. * Ms. Renorda Pryor introduced herself as the Board Chair and explained her fellow board members qualifications. She explained how they are professionals and also passionate. She explained the mission statement of the school and how the board considered how the board wants the students to be globally-minded. She introduced Global Education Resources ("GER") and explained the boards partnership with the organization. * Mr. Quigley asked for clarification regarding the management company. Ms. Pryor stated it is Global Education Resources. * Mr. Quigley asked about the missing signature on Appendix P. Mr. Quigley asked if there have been similar situations like this missing signature. Dr. Allen stated not that she can recall. Ms. Pryor stated it was a clerical error. * Ms. Sherry Reeves asked if the applicant knew what deemed incomplete. Dr. Allen

	stated it was completely blank at first, so the applicant was told to submit Appendix P. * Mr. Steven Walker asked for more detail about what exactly was missing from the Appendix P. Dr. Allen clarified the purpose of Appendix P and how it shows how the board has consulted with different service providers. He stated he has more of a problem with the fact that the details regarding consultations with attorneys, auditors, and other service providers were left blank even though there are signatures under each statement. Mr. Quigley stated it appears that instructions were not followed. Ms. Pryor stated she would have to defer to GER and that they did meet with the board attorney and accountant. Ms. Reeves asked who submitted the document. Ms. Pryor stated GER. * Mr. Joseph Maimone stated he is a non-voting member of the CSAB and expressed his disappointment in the quality of the applications submitted by GER given the experience of the group. * Ms. Lindalyn Kakadelis stated she has many questions on the application and is concerned with so many initiatives in the application. Ms. Pryor spoke about the curriculum initiatives and the mission. She spoke about other schools the board spoke with regarding STEAM curriculum. * Mr. Quigley expressed that he believes the failure to meet the basic expectations of the application and the failing ratings, especially all failing ratings in the governance section, makes it hard to rationalize getting this application out of clarification. * Ms. Kakadelis stated she did not believe the application was the quality it needed to be, especially given acceleration, and she didnt see surveys showing interest. Ms. Reeves stated there were 44 surveys but originally it was blank. Ms. Reeves stated that nonetheless, 44 surveys does not merit acceleration. Ms. Reeves stated she failed every aspect of the application. Ms. Sutton stated she agrees with fellow board members that this application doesnt appear ready. LK motion not to recommend Rise to full interview. SR second. Passed unanimously. AQ Full CSAB motion not to recommend Rise to full interview. SR second. Passed unanimously. * Mr. Quigley stated he believes there are some good components in the application, but it needs some more work. He stated there is a need in the area, but we must have top quality.
Application Interview	
OVERALL	