Slide 1

Torrence-Lytle School Redevelopment Proposal



Little Sugar Creek Developments

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Little Sugar Creek Developments (LSCD) revitalizes overlooked and underused properties, particularly those near public assets such as schools, libraries, museums, parks and greenways.

We begin by understanding both the potential of the property and its place within the surrounding community.

Through thoughtful restoration and repositioning, underused properties can become enduring community assets and generate lasting economic value.

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Torrence-Lytle School – Imagined Redevelopment



Torrence-Lytle represents precisely the kind of opportunity for which Little Sugar Creek Developments was created: giving new purpose to a treasured historic property.

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Torrence-Lytle sits alongside two significant public assets: Waymer Recreation Center and Waymer Park.

Our proposal considers the school, recreation center, park, and surrounding community as parts of one connected place—creating value that extends beyond the property itself.

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Torrence-Lytle School 1937

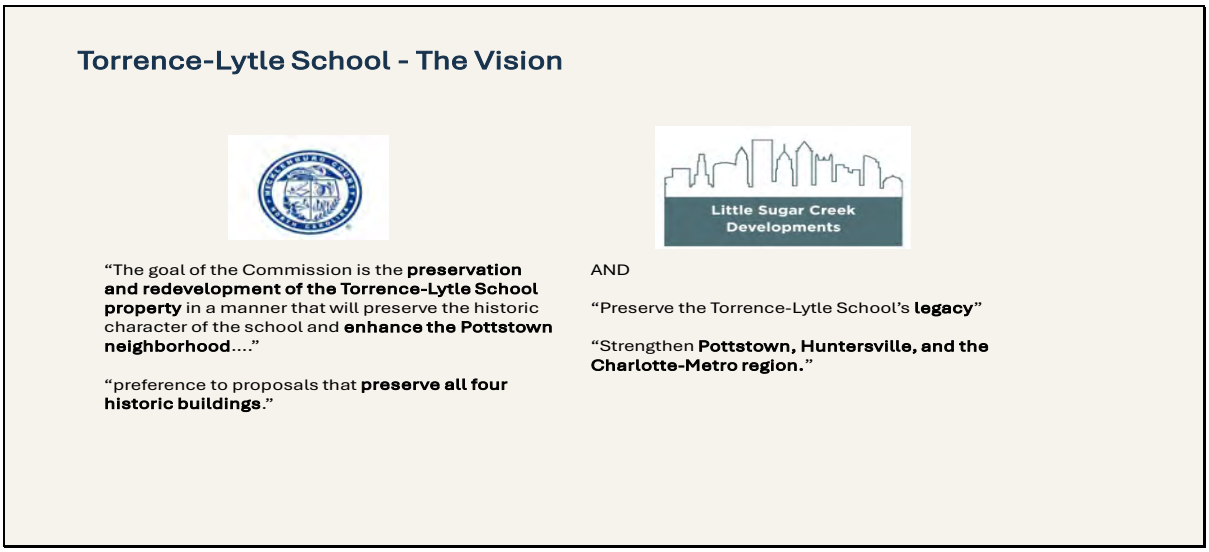


Torrence-Lytle's significance extends well beyond its role as a school for Black children during segregation.

It was a place where Black culture and community were nurtured, shared, and celebrated.

Little Sugar Creek Development believes its next chapter should preserve that spirit and sustain the community's connection to this historic place.

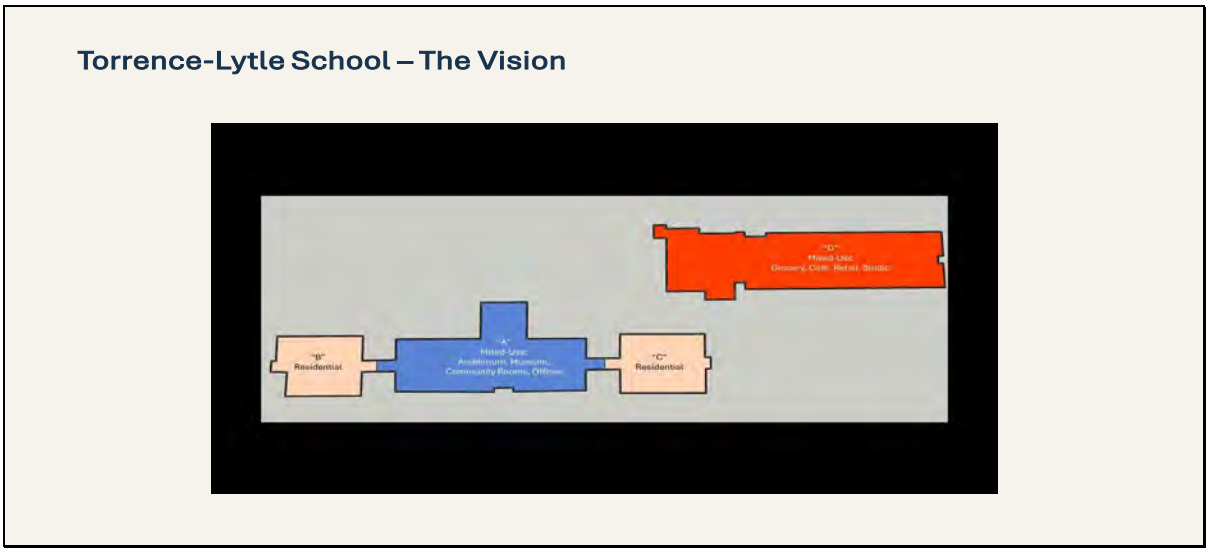
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The Historic Landmarks Commission's objectives form the foundation of our proposal: preserve Torrence-Lytle's historic character, retain all four historic buildings, and enhance the Pottstown neighborhood.

Our vision also seeks to carry the school's legacy forward while strengthening Pottstown, Huntersville, and the greater Charlotte region.

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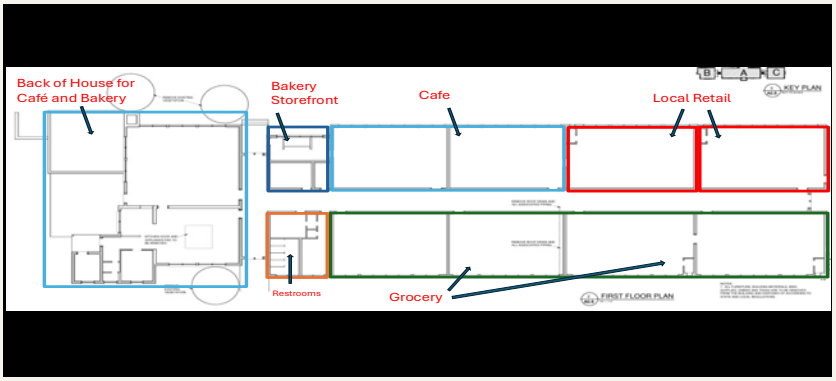
The Historic Landmarks Commission refers to the buildings as letters A, B, C, and D.

Our proposal combines three complementary components within these four buildings.

- A small, locally-oriented food and retail hub (Phase 1, Building D)
- A public and community-focused historic core (Phase 2, Building A)
- Residential lofts in the two former classroom wings (Phase 3, Buildings B and C)

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Torrence-Lytle School – Phase 1 – Modest-Sized, Local Retail Hub



The precise layout will evolve through continued study and community engagement.

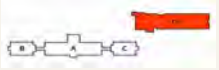
The concept provides sufficient space for several small, locally-operated businesses, along with outdoor gathering and dining areas.

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Torrence-Lytle School – Phase 1 – The Café and Bakery







The former kitchen and cafeteria could accommodate a café and bakery overlooking Waymer Park,
offering wholesome, affordable food in a welcoming setting for the surrounding community.

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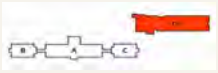


Outdoor seating would extend the café into the landscape, with gathering areas overlooking the open field and within the school courtyard.

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Torrence-Lytle School – Phase 1 – The Café and Bakery





The courtyard is envisioned as a welcoming outdoor extension of the café and the historic school building.

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A small neighborhood market could provide household essentials, fresh produce, locally made products, and reasonably priced ingredients for family meals.

This would be a market to serve the neighborhood, not a full-scale grocery store.

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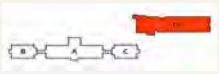
Additional space could support small local vendors and service businesses.

The goal is to meet neighborhood needs while creating accessible opportunities for local entrepreneurs.

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Torrence-Lytle School – Phase 1 – Central Ave. Entrance and Parking



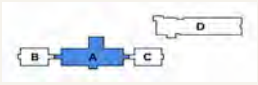


The primary vehicular entrance and parking access would be located along Central Avenue, with convenient access to both sides of the building.

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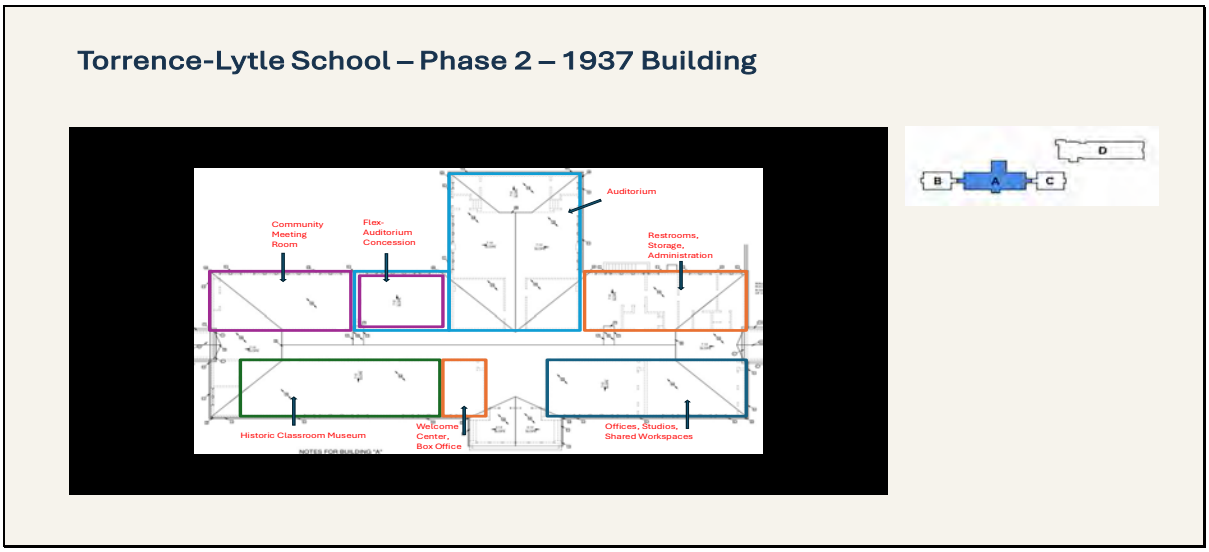
Torrence-Lytle School – Phase 2 – 1937 Building





The original 1937 schoolhouse would become the historic and community-focused heart of the redevelopment.

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The restored auditorium would accommodate performances, meetings, films, educational programs, and special events.

Surrounding spaces would support coworking, community meetings, and flexible programming.

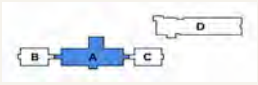
Nearly 2,000 square feet would be dedicated to interpreting the history of Torrence-Lytle and the people who shaped it. Alumni, Pottstown residents, and historians would help guide the museum's development and curation.

Many elements of this project can evolve, but the museum should remain a core part of the vision.

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Torrence-Lytle School – Phase 2 – 1937 Building – The Common Areas

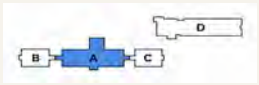




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Torrence-Lytle School – Phase 2 – 1937 Building – The Common Areas



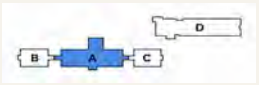


The common areas could feature historic photographs and interpretive materials celebrating Torrence-Lytle and the people who shaped the school and surrounding community.

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Torrence-Lytle School – Phase 2 – 1937 Building – Co-Working



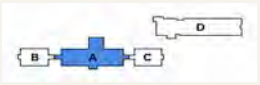


Coworking space would help keep the campus active during the day while generating customers for the café, bakery, market, and other neighborhood businesses.

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Torrence-Lytle School – Phase 2 – 1937 Building – Flex Rooms





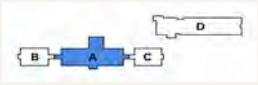
Flexible rooms would provide affordable space for community organizations, clubs, and recurring activities.

Groups could reserve space as needed rather than assuming the expense of a dedicated lease.

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Torrence-Lytle School – Phase 2 – 1937 Building – The Auditorium



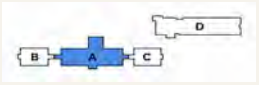


The restored auditorium could once again host concerts, performances, and cultural programs.

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Torrence-Lytle School – Phase 2 – 1937 Building – The Auditorium



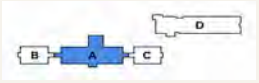


The auditorium could also provide a distinctive setting for community movie nights.

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Torrence-Lytle School – Phase 2 – 1937 Building – The Auditorium



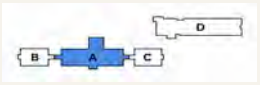


Game nights, trivia, and other informal programs could bring different generations together.

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Torrence-Lytle School – Phase 2 – 1937 Building – The Auditorium





The auditorium could generate activity and revenue by hosting weddings, anniversaries, reunions, and other special events.

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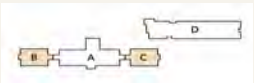
The museum would interpret Torrence-Lytle's history for students, residents, alumni, and visitors.

LSCD would like CMS to consider having its students visit multiple times during a child's education (1st grade, 6th grade, 12th grade) as it allows them to experience this history differently each time.

It could become both an educational destination and a place where former students and their descendants reconnect with the school and their community history.

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Torrence-Lytle School – Phase 3 – Buildings B & C (The Residential Wings)





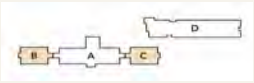
The final phase would adapt Buildings B and C into approximately 16 residential lofts averaging slightly more than 900 square feet each.

The concept supports the Huntersville 2040 Community Plan’s call for a greater variety of housing types.

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Torrence-Lytle School – Phase 3 – Buildings B & C (1BR Layout)





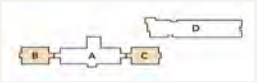
A typical one-bedroom plan illustrates how the historic classroom buildings could be adapted for residential use.

The homes are currently envisioned as market-rate housing, although final pricing would depend partly on the public and private resources secured for the project.

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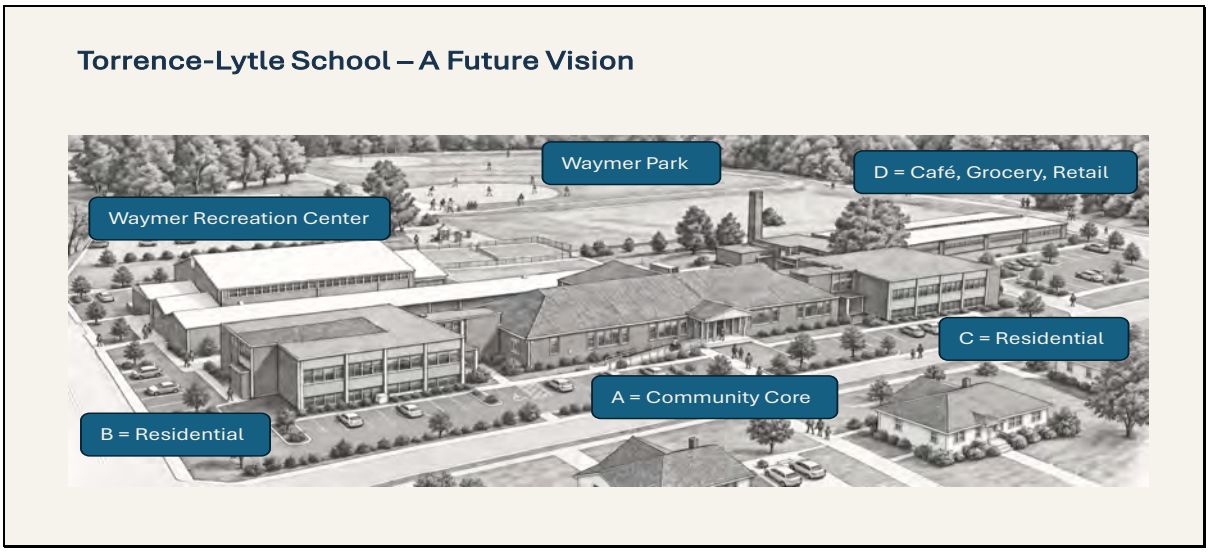
Torrence-Lytle School – Phase 3 – Buildings B & C (1BR Layout)





Historic windows would provide generous natural light and preserve the character of the former school buildings.

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The mix of uses is intentional. Residents, workers, customers, visitors, and park users would activate the campus at different times and for different purposes.

This consistent rhythm of activity would help create a safer, livelier, and more sustainable place.

The proposed uses are designed to reinforce one another.

Museum visitors might remain for lunch, coworking members could shop at the market, and families using the park could visit the café. Together, these activities would help sustain Torrence-Lytle over the long term.

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The Financial Reality

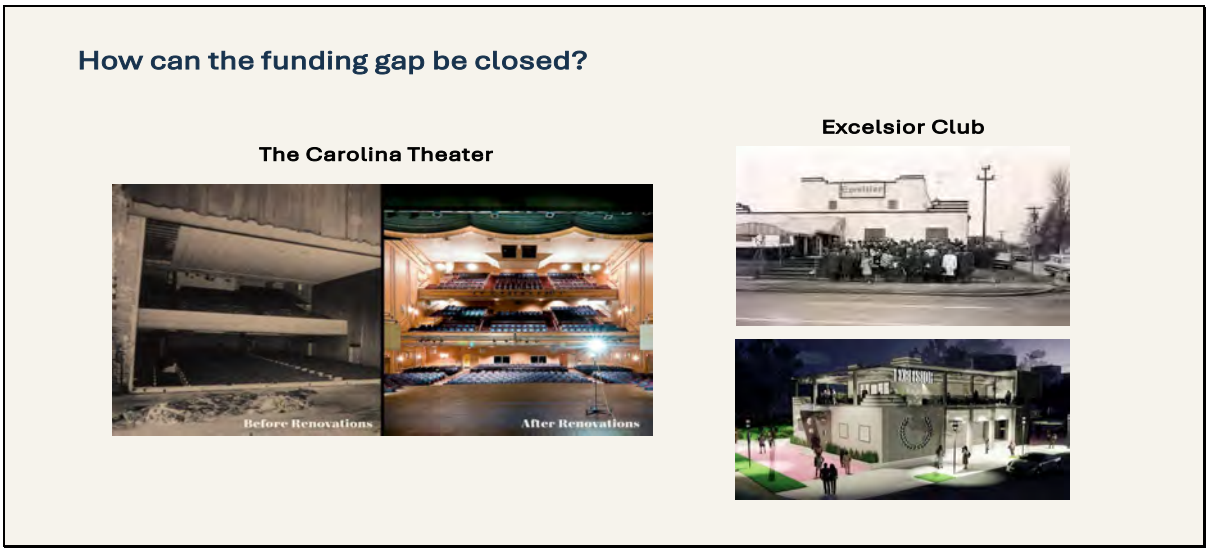


Cost to Rehabilitate will be greater than the Post-Renovation Property Value

The anticipated cost of rehabilitating Torrence-Lytle substantially exceeds the property's likely value after renovation.

Closing this funding gap will require investment that recognizes the school's historic, educational, cultural, and community value—benefits that a conventional property appraisal does not capture.

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Comparable local preservation projects, including the Carolina Theatre and the Excelsior Club, demonstrate the importance of combining public investment, philanthropy, historic-preservation resources, and private support.

Torrence-Lytle will likely require a similarly layered funding strategy.

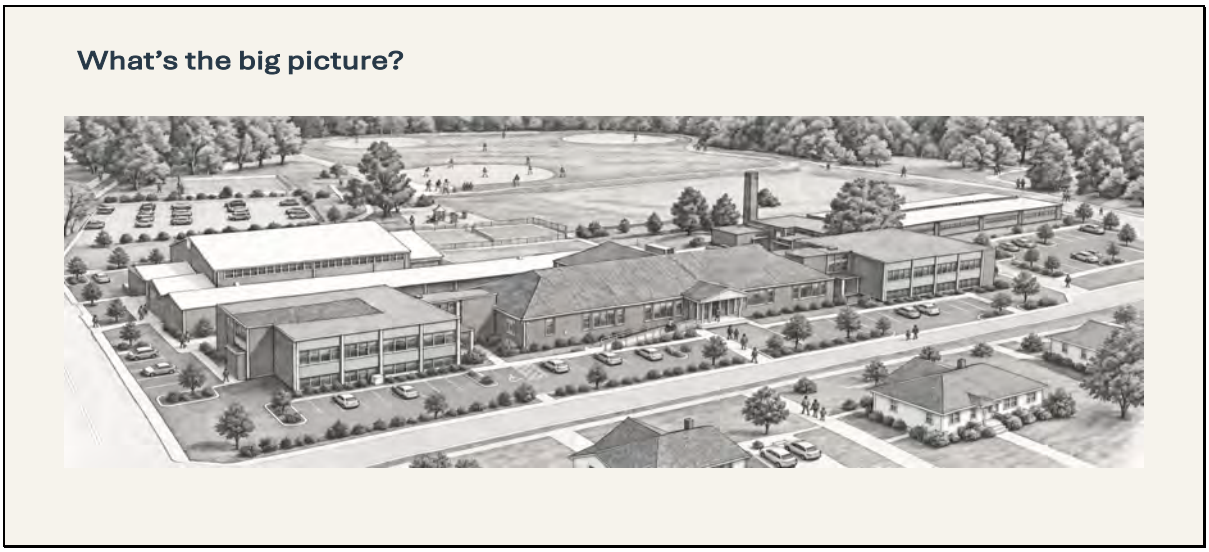
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Under the proposed structure, Torrence-Lytle School would remain under public or mission-driven nonprofit ownership, dedicated to its protection and long-term success.

LSCD would serve as Exclusive Master Developer and Development Manager, initially determining whether the necessary funding and partnerships can be assembled and, if successful, leading Torence-Lytle School's redevelopment.

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A site-control agreement would allow LSCD to pursue predevelopment funding, complete building assessments, establish a reliable rehabilitation budget, and begin assemble funding through a capital campaign and funding partnerships.

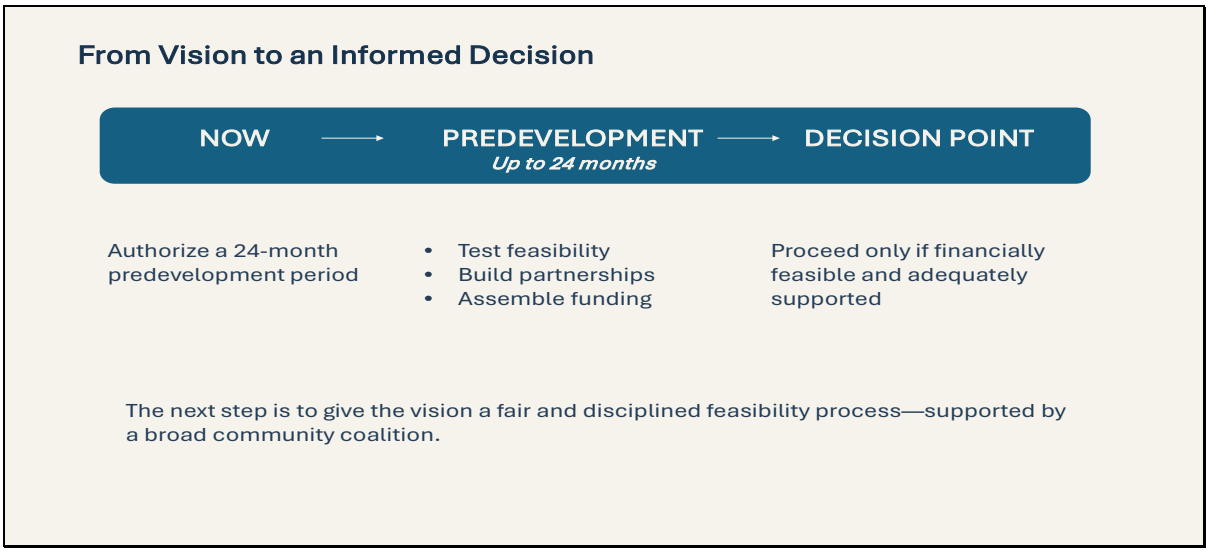
The project would proceed to design and construction only if sufficient funding can be secured.

Funding for this vision is not guaranteed.

We anticipate that approximately two years may be required to complete predevelopment work and determine whether the financial gap can be closed.

If successful, design, approvals, and construction would follow, with potential completion between 2030 and 2032.

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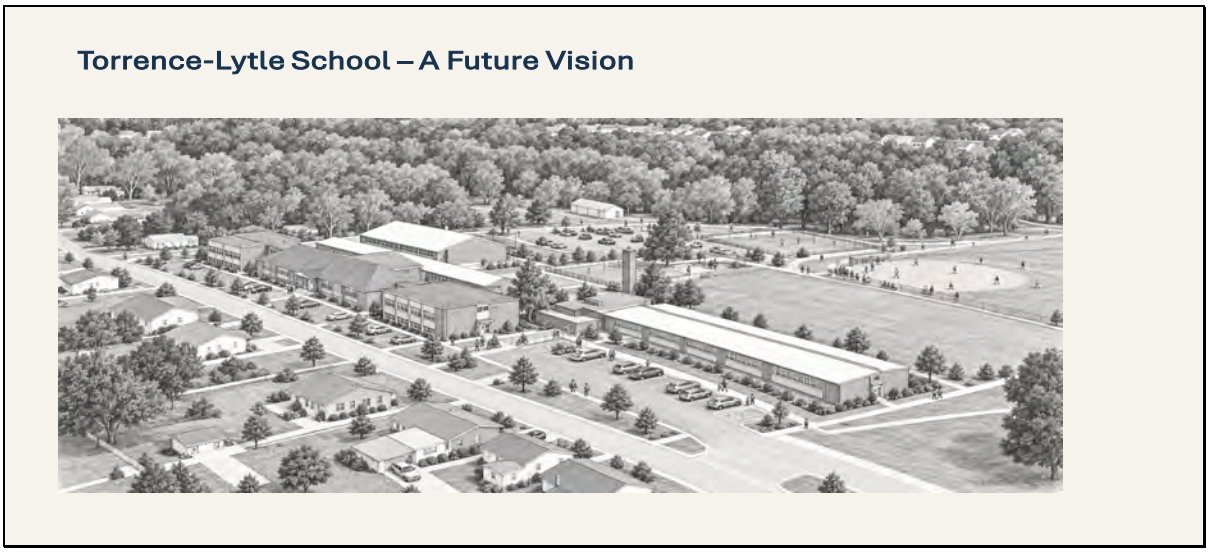
This proposal does not ask the Commission to determine today that the entire redevelopment will proceed. It asks for a defined predevelopment period in which the project's feasibility can be tested, partnerships developed, and potential funding assembled.

During that period, the development team would work with the HLC, residents, elected officials, public agencies, philanthropic organizations, and other community partners to determine whether the vision can be supported financially and operationally.

At the end of that process, the HLC would have substantially better information on which to make a go-or-no-go decision. If adequate resources and partnerships cannot be assembled, the project would not proceed under this plan.

Torrence-Lytle's challenges are significant, but so is its potential. A structured predevelopment period gives that potential a genuine opportunity to be tested—without asking the HLC to assume that success is guaranteed.

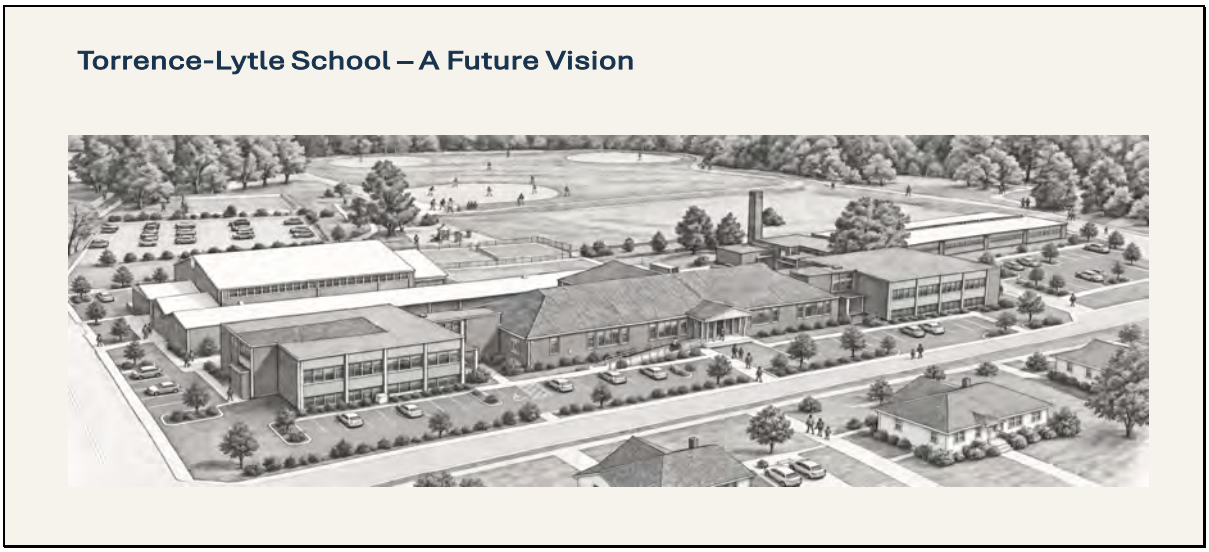
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Torrence-Lytle could once again become part of everyday community life: a place for coffee after exercise, a family meal after visiting the park, groceries on the way home, or ice cream after baseball practice.

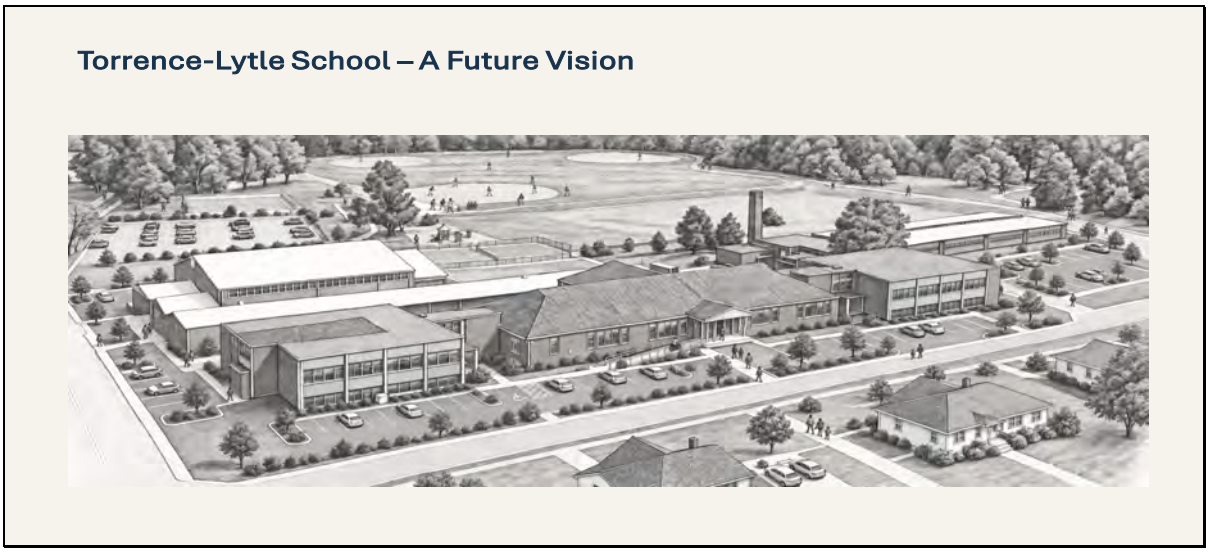
These ordinary moments are what transform a collection of buildings into a community gathering place.

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Torrence-Lytle could also become a regional destination for education, history, and culture—a place for school visits, reunions, weddings, community organizations, and the annual Torrence-Lytle Alumni Gala.

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Nearly 60 years after its closure, the school could once again be the gravitational center of the community for education, community, and life.