

NORTH CAROLINA CHARTER APPLICATIONS



NC Public Charters

Organization Information

Organization Name *

Empowerment Leadership Academy

Email *

carmi504@gmail.com

Telephone *

704-500-6252

Fax

Address *

3701 Ashbrook Drive Northwest

Unit/Suite

1004

Zip Code *

27896

City *

Wilson

State *

North Carolina

Application Type *

Standard

Proposal Type *

Standard

Operator Type *

Independent



Primary Contact Name

Carmi Green

Has the School Leader Been Identified?

Yes No

Do you have any Corporate Partnerships?

Yes No

Proposed Leader Name *

Proposed School Leader Current Job/Position *

List any principal/leadership programs the proposed leader is currently enrolled in or have completed

Opening Year *

2022

Enrollment Projections

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5	Year at capacity
Kindergarten	46	46	46	46	46	230
1st Grade	46	46	46	46	46	230
2nd Grade	46	46	46	46	46	230
3rd Grade		46	46	46	46	184
4th Grade			46	46	46	138
5th Grade				46	46	92
6th Grade					50	50

Team Members Roaster

Name	Title	Position	Email Address
Carmi Green	Ms.	Founder	Carmi504@gmail.com

Board Members Roaster



Name	Street Address	Zip Code	Email	Expertise
Priscilla Wall	204 Burris street	28174	cilla1117@gmail.com	Business
Pastor Roosevelt Moss	15415 Superior Street, Charlotte, NC	28273	rmosse@wearemetro.org	Account Manager/Finance/Taxes/Payroll
Dr. Myah Standford Davis	5753 Seths Drive Charlotte, NC	28269	myah386@gmail.com	Curriculum writer, Project Director, Site Coordinator, Servant Leader
Dr. Leon Johnson	221 W Nash Street, Wilson, NC	27896	NCInsightTherapy@Gmail.com	State Certified School Counselor
Patrick Williams	3701 Ashbrook Drive SW, Wilson, NC	27896	Pwill2306@yahoo.com	Technology/Business
Racshunn Farrington	11824 Erwin Ridge Avenue, Charlotte, NC	28213	racshunnfarrington@yahoo.com	Real Estate Paralegal



1. Application Contact Information

Q1. Organization Type

- Municipality
 Nonprofit Corporation

Q2. Name of the nonprofit organization

Empowerment Leadership Academy

Comments :

Q3. Has the organization applied for 501C3 nonprofit status?

- Yes
 No

Q4. The next few questions will inquire about the person who will serve as the primary contact for this Application. The primary contact will serve as the contact for follow-up, interviews, and notices regarding this Application.

Please provide the Primary Contact's Title/Relationship to Non-Profit

Carmi Lynean Green

Q5. Primary Contact's

Mailing Address City, State, Zip

3925 Priceton Drive

Monroe, NC 28110

Q6. Primary Contact's Primary Telephone Number

704-500-6252

Q7. Primary Contact's Alternate Telephone Number

832-386-5823

Q8. Geographic County in which charter school will reside

Wilson County

Q9. LEA/District Name

Wilson County School District

Q10. Projected School Opening Month

August 2022

Q11. Will this school operate on a year-round schedule?

- Yes
 No



Q12. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan outlined above.

Empowerment Leadership Academy (ELA) target enrollment for year one will be made of 138 girls. The board has selected to begin with 138 students for year one based on three benefactors. First, the board of directors has researched the demographics of the Wilson County School District. The need in the area to seek an all female school is very demanding. Second, the enrollment target is strategically planned and budgeted to meet the educational plan set forth by the board of directors. Third, the board of directors has voted on 138 students based on the beginning size of a secured facility that supports the current needs of ELA. ELA board of directors has voted to work with grades K-2nd grade in the first year. The plan of ELA is to add a grade each year. This decision is based on being able to teach our curriculum and model our guiding principles to the girls that will lead them to become successful 21st century females. Concluding, the board of directors strongly feels that targeting the girls at a prime age will project growth that will prepare them to become lifelong learners.

Q13. Projected Enrollment Demographics

Q14. Certification of Originality



8. General-Mission Purposes, and Goals

8.1. Mission and Vision

Q15. The mission statement of the proposed charter school is as follows (35 words or less)

Empowerment Leadership Academy will create a student-centered environment using project based learning to challenge at-risk girls to become courageous leaders, innovative thinkers, and build self-confidence within while becoming life long-learners.

Q16. What is the vision of the proposed school? What will the school look like when it is achieving the mission?

Empowerment Leadership Academy's vision is that 100% of the student academic population will perform at or above grade level to prepare them to become life-long learners. The girls of Empowerment Leadership Academy will become great examples of what a 21st century female is and how she will be prepared to lead the world. Our students will become innovative thinkers by showing that they are able to think above and beyond typical students. By using project-based learning, we will create engaging lessons that will challenge students to perform at high standards on state benchmark assessments as well as end-of-grade tests. Finally, to show that Empowerment Leadership Academy is successfully achieving our mission, we aim to have 100% of parental involvement. By inviting parents into the school to volunteer, serve on the board, and participate in community outreach programs, parents are more likely to stay involved in their child's education.

Q17. 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. Additionally, how it will reflect the socioeconomic status of the LEA, SWD population, and ELL population of the district? See G.S. 115C-218.45(e).

Empowerment Leadership Academy plans (ELA) plans to serve low-income, at-risk girls throughout the the Wilson County area. In the first year, ELA will target 90 girls, in grades K-2. ELA is committed to working with and targeting girls of low socioeconomic status and diverse backgrounds living in the Eastern part of Wilson County. Our targeted student population will be made of girls that are failing and not succeeding academically and socially in the traditional public school setting. After reviewing the public school data in Wilson County, we can predict that our student population will mirror the racial/ethnic diversity of the local LEA. We can predict that our student body will be predominantly girls who are underserved, students who are receiving free/reduced lunch, as well as students with disabilities.

There are 11,610 students attending Wilson County Public Schools. Of that population, 49% are girls. African American girls make up 20%, Hispanic girls make up 19%, Caucasian girls make up 10% of the population. Further, over 43% of students participate in the free lunch program and 5% in the reduced lunch program where 10% are ELL students and 3% are SWD. The median family income of the targeted area is \$42,769. Wilson County median income is \$11,068 lower than the median North Carolina household income, and \$19,618 less than the US median household income. Wilson County also has a poverty rate of 20.2% of people who are born in the US, and a rate of 26.6% of citizens that were born outside of the US. ELA is prepared to serve population at hand with two benefactors in mind. First, ELA plans to locate a building near access to the Wilson County Public Transportation System. With this plan, this will allow



students and parents the opportunity to have easy access to reaching the school building. Having access to the school is very important to ELA. We highly promote parent involvement in our school. For the targeted population to remain involved in the school. We have to be located near public transportation for our parents to have easy access to the building. The second benefactor, ELA intends to enroll in the free and reduced lunch program to meet the needs of the students of the low socioeconomic status of all students. ELA will also participate in providing buses for all students who cannot access the public transportation system.

After speaking with the community and research, we believe that an all girls charter school in the Wilson County area is in high demand. With the data presented, ELA will make a significant impact on the community and provide at-risk, low income girls with a different approach to the traditional school setting.

Q18. What are the enrollment trends and academic performance outcomes of surrounding schools in the selected community? What elements of your educational model will meet the needs of your target student population?

Attached are the enrollment trends and academic performance outcomes of surrounding schools in the Wilson County area. Empowerment Leadership Academy's educational model will meet the needs of the targeted student population by providing our girls with skills that will empower them to become courageous leaders and innovative thinkers. We will do this by using Project Based Learning (PBL) along with other curriculums to meet the needs of our student population. PBL allows a student-centered approach that will acquire students to think deeper and use knowledge to engage in real world problems and challenges. Using PBL's in our educational model will provide students skills to think deeper and will be able to perform higher on State Standardized test. Based on the area of target, we see trends in that particular area where students are failing and not meeting growth goals. ELA's educational model is tailored to meet the needs of Students with Disabilities, English Language Learners, and students that are failing in the traditional public school system. The educational model will meet those targeted student needs based on three metrics:

1. Teachers will be trained extensively on using PBL's in the classroom to show students how to think deeper. This will allow students to using these thinking skills on assessments provide in the school and on state level.
2. Learning Objectives for students will be set daily by teachers to ensure that students are aware of what they will be learning each day. Learning objectives are important to our population of students so that the students will be aware of when they have reached mastery of the given objective.
3. The educational model used will reflect the Common Core State Standards and will be in compliance with No Child Left Behind rules and regulations. The educational model will also meet state and federal laws with Individualized Education Plans for Students with Disabilities.

ELA's educational model will improve the academic performance outcomes of the targeted area in the Wilson County School District by making sure that our target student population academic needs are met daily, quarterly, and yearly.

Evidence :



Wilson County Schools ADM.docx

Q19. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA in grades 9-12).

In the first year, Empowerment Leadership Academy (ELA) will serve 138 girls with a cap at 8th grade serving a total of 514 students. ELA has a plan to begin with grades K-2nd and adding one grade level per year. We are looking to have two classes per grade level, with Kindergarten having three classrooms to promote small classrooms. This represents under 2.2% of LEA total student enrollment per grade.

Q20. Summarize what the proposed school will do differently than the schools that are now serving the targeted population. What will make this school unique and more effective than the currently available public-school options?

As an all girls school, Empowerment Leadership Academy (ELA) we will provide a student-centered education where the focus is directed towards the students. We will do this by using project based learning. Bringing an all girls school to the Wilson County area will provide great benefits for at-risk and underserved girls. The girls will be given a chance to gain skills that are used in the 21st first century. According to the LEA website (<https://www.wilsonschoolsnc.net/> (<https://www.wilsonschoolsnc.net/>)), there are fourteen elementary schools and six middle schools in the Wilson County area. Out of the twenty schools there aren't any schools that offer a project-based learning approach. With little exposure to problem solving skills, engaging projects that are focused around real world problems and rigorous lessons students will not be prepared for high school and college. In the target area that ELA is looking to serve, the three schools (Barnes Elementary, Hearne Elementary and Tosinot Middle) have not met their growth. With this data this shows that there is a greater need for a project-based learning approach to better prepare the students for life-long learning.

ELA's main focus is to prepare and educate the girls with the skills needed to function in the real world. ELA sees that there is a need in the area to make a change with at-risk and underserved girls. With this, ELA strongly believes that this population of girls must gain the knowledge, skills, and exposure to become life long-learners. ELA's project-based curriculum will offer the girls a student-centered approach that will provide them with skills that will teach them how to problem solve while achieving Common Core State Standards.

Finally, to continue improving student learning we have elected to have a Curriculum Developer/Writer on the Board of Directors. This allows ELA to use her knowledge to develop a well rounded curriculum that will meet the needs of the school and the state. ELA plans to provide teachers with a mapped out scope and sequence that teachers will follow. With a provided scope and sequence, teachers will be able to keep up with how long to remain on a standard, and when the standard should be taught. Teachers will also be provided with professional development(s) that will be held during the summer and through out the school year.



Q21. Describe the relationships that have been established to generate support for the school. How have you assessed demand for the school? Briefly describe these activities and summarize their results

Empowerment Leadership Academy (ELA) has had the opportunity to connect with local leaders, pastors/churches, schools and other businesses in the Wilson County area. We have held community events where we have gone into the community and spoken with families about our mission and vision. We have connected with pastors by going to speak with their church and congregation. We have also spoken with pastors about partnering our school with their church and becoming a community partners. Furthermore, we have made connections with local businesses on how we will be able to support them in our school. Board members have also had the chance to connect with other charter schools in the area on their program and what made it successful. We learned how the school is conducted and has remained successful in the community. We have also had the chance to meet with the Mayor of Wilson (Mr. Carlton Stevens), who strongly believes that an all girls school serving the targeted population will be a great education addition to the Wilson County area. Finally, we have completed a family/community survey and sent it out to parents, businesses, and locals of Wilson, NC. With these efforts made, ELA Board of Directors, strongly feels that our effort in the community has been accepted and we have a strong lead in opening our school.





Please see Appendix A for evidence of Community/Parent Support.

Q22. Attach Appendix A: Evidence of Community/Parent Support.

Provide evidence that demonstrates parents and guardians have committed to enrolling their children in your school. 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).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Evidence :

		
Needs Survey.pdf	LOI ELA.pdf	MMCC LOI FOR ELA.pdf
		
Survey Results .pdf		

8.2. Purposes of the Proposed Charter School

Q23. In one page or less, describe how the proposed charter school will achieve one or more of the six legislative purposes, as specifically addressed in the NC charter school statute GS 115C-218, 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.

Empowerment Leadership Academy will achieve one or more of the six legislative purposes. You will find the legislative purposes attached below.

Evidence :



Question 104.docx

8.3. Goals for the Proposed Charter School

Q24. 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.

The Board of Directors of Empowerment Leadership Academy (ELA) has established a number of measurable organizational goals based upon the schools Mission Statement. The Board will review these goals at each Board meeting to measure the schools progress and to ensure that these goals are being met. The list of goals will be found in the attachment below.

Evidence :



105- Goals for ELA .docx

Q25. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?

The goals listed and created by the Board of Empowerment Leadership Academy (ELA) were chosen because we believe that completing them will help us to fulfill our mission. As such, the monthly board meetings will be centered around evaluating the progress of the charter. At the beginning of each monthly board meeting, we will evaluate the progress of each goal set forth. ELA has developed a list of measures that will ensure the governing board is working towards the mission:

Operations



1. Each month the Head of School will prepare a presentation of the goals to the Board of Directors. For example, the Lead Administrator will use the schools monthly attendance, and data from quarterly assessments to report the growth and enrollment to the Board. The Board will evaluate each reported goal(s) and decide if the school is on track for growth. If the school is not on track with a particular goal, then the Lead Administrator will need to present a plan of action that will meet the goal by the next calendar Board Meeting.

Teacher and Student Engagement:

1. Teachers and students will be invited to share with the board how they are using Project-Based Learning in the classroom. Teachers will share their experience with curriculum, the learning environment, and highlight academic success in their classrooms. Students will share different artifacts of their projects that they have been working on, their learning environment, and any academic achievements they have made while attending ELA.
2. The Board will be invited to attend any school wide events, including PTOs, School Fundraisers, and Project Learning presentation day(s).

Fiscal Responsibility:

1. Each meeting the Board will discuss year to date financial statements and end of year financial projections to ensure that ELA is on track with all financial responsibilities and in compliance with all federal laws.
2. The Board will determine the schools budget, and make sure the school is staying within the projected budget. This will be reviewed by the Treasure as well as the Board of Directors, as needed.
3. The Board and Lead Administrator will work together to come up with a plan that will meet the future financial goals of ELA.

School culture, parent engagement, staff satisfaction:

1. All staff and parents will have the chance to attend all Board meetings. The Board encourages all staff and parents who attend to share success of the school, concerns that have come up, and anything the Board should be made aware of. Any concerns, that the Board is made aware of will be addressed with the Lead Administrator, and will be readdressed in the following Board meeting.
2. Parent surveys on the school, staff, and teachers will be discussed annually.



9. Educational Plan

9.1. Instructional Program

Q26. 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

The Board of Directors of Empowerment Leadership Academy (ELA) recognizes the challenges faced by low income, at-risk girls in the traditional school setting. Often, many of the teaching methods offered in the traditional school setting lacks the flexibility needed to ensure the success of various backgrounds. ELA seeks to close that achievement gap with at-risk girls by ensuring that our instructional program meets various needs and backgrounds when it comes to curriculum development, instructional methods, and assessments. Empowerment Leadership Academy's goal is to provide at-risk, underserved girls with an educational experience that will teach them to become critical thinkers that will lead them to be life-long learners.

In order to achieve the goal of providing at-risk and underserved girls the opportunity to close the achievement gap, ELA will first create an environment that will challenge our girls to maintain high levels of motivation while instilling our core values of Achievement, Perseverance, Professionalism, Leadership and Empowerment. ELA's curriculum developer has researched and developed a well thought out rigorous curriculum that will address all students needs and levels. The academic program utilizes different instructional methods that have been proven by researchers to be effective for our targeted students. Teachers will be provided with training supported by our Head of School and Curriculum Developer on how to instruct students on using critical thinking skills when performing in the classroom. To also assist the girls with developing critical thinking skills, ELA will offer our girls a chance to learn to play chess. Chess will teach our girls problem solving skills, patience, creative thinking, and calmness while under pressure. Research has shown that Chess will improve their reading skills and it increases their problem solving skills. By providing our girls critical thinking and problem solving skills our girls will succeed on state and local assessments. We also believe that implementing critical thinking skills will lead the girls to develop other skills such as higher level thinking and leadership development.

ELA has chosen to use Project-Based Learning as one method of instruction for our students. By using project-based learning, students will develop projects over time and use higher order thinking skills to solve real-world problems. Students will be able to use interpretation, reflection, evaluation, inference, explanation, problem solving, and decision making to develop their projects (Skillsyouneed.com). Teachers will deliver a high level of rigor that will challenge and engage students. Using Project-Based learning students will be able to use North Carolina Standards Course of Study and produce projects each quarter. ELA will create learning objectives for our students that will allow them to take ownership of their own learning. ELA's teachers will plan their projects based on the standards that are



being learned for that quarter. Finally, ELA firmly believes that the student-centered approach promotes student achievement. Using the student-centered approach, learning will be put back on the students, while teachers are responsible for delivering the content and support students when needed.

ELA wants to ensure that students develop life skills that while they are attending our school. To do this students will participate in a Life Skills period each day. Some goals of the Life Skills period will focus on teaching girls the importance of Professionalism and Leadership. Building in a life skills period into the daily schedule will build confidence in the girls that will prepare them for the real-world. It is important that teachers instill in our girls why we should have life skills to use in our everyday life.

In conjunction with Project-Based Learning, ELA will also supply a structured curriculum that teachers will use. ELA has researched and found that Eureka Math and Amplify Core Knowledge Language Arts (CKLA) are aligned to NCSCOS. *Eureka Math* helps teachers deliver unparalleled math instruction that provides students with a deep understanding and fluency in math (greatminds.org). CKLA will provide a diverse curriculum that supports the needs of all students on all levels. Both Eureka Math and CKLA provide lessons, homework assignments and assessments. Using these two curriculums, teachers will be able to have more time to focus on instruction and tailoring the lessons to meet the needs of their students as well as provide small groups that will better meet the child where they are. Although Eureka Math and CKLA have built in assessments, teachers will be required to administer MAP testing throughout Kindergarten through Second grade. Using MAP Growth insights, teachers can confidently tailor instruction to challenge every student, whether they are below, at, or above grade level (NWEA.org). Grades 3rd-8th will use the built in curriculum assessments in the curriculum as well as the state benchmarks, Beginning of the year assessments and End of year assessments.

ELA strongly feels that these instructional methods and assessment strategies are needed to support the targeted group of girls in the Wilson County area. The provided strategies will be beneficial based on all ability levels that attend Empowerment Leadership Academy.

Q27. 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.

Empowerment Leadership Academy will provide a safe, clean, positive and engaging learning environment for all girls. Girls will know that they are respected and valued while attending Empowerment Leadership Academy. By creating this environment will help support our mission by building self confidence within our girls.



In the elementary classrooms (K-5) students will be self-contained with one teacher providing direct instruction throughout the day. Each classroom in grades K-2 will contain 46 girls in each grade level with two classrooms making up 1st grade and 2nd grade. Kindergarten will have three classrooms with about 15 girls in each class. In grades 3rd-5th we will have about 22-23 girls in each class, with two classrooms making up each grade level. Grade levels will share an SPED teachers/aids. For example, K-3 will share a SPED teacher/aid. K-5 Classrooms will use mobile computer carts that supports their use of technology. Students will have programs such as Study Island for practice in the classroom. Study Island is a standards-based program that uses test preparation for e-learning in all subjects. Study Island will be an aid to help teachers with classroom instruction.

Middle school girls, grades 6th-8th grade will be departmentalized. There will be four teachers each grade level. With a total of 100 girls in each grade level. Each teacher will have at least 25 girls in each class. Classes will consist of Math, Language Arts, and Science and Social Studies. Middle school girls will also have electives such as Chess, Health/PE, Foreign language, and life skills electives. Each grade level will have one SPED aid that will push into classrooms as well as provide some pull out sessions based on their IEP. Middle school classrooms will also use i-Ready in the classroom to support their learning. Study Island offers rigorous content build from NCSCOS to prepare for End-of-Grade exams. To support the use of technology, girls will have 1-to-1 computer usage.

To meet the needs of our targeted population we are aiming to keep small class room sizes for students and teachers. We believe that our teachers will be able to provide more small group instruction and develop strong relationships with the students to better meet their needs. As such, ELA will run on the traditional school schedule. However, we will provide extended day camp for students to get homework assistance and extra classroom support with lessons learned in class.

Q28. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model. Provide evidence that the chosen curriculum has been successful with the target student population, how the plan will drive academic improvement for all students, and how it has been successful in closing achievement gaps

Empowerment Leadership Academy's chosen curriculum is a direct reflection of our mission statement. First, ELA has chosen a curriculum that will challenge our targeted population of at-risk and underserved girls. By using a structured curriculum for Reading and Math, students will be prepared for benchmarks, in class-assessments, and any end of the year test. A structured curriculum will also provide teachers with support to ensure that they are targeting all North Carolina Standards. ELA has implemented different tools that teachers will use in the classroom to instruct our students. Teachers will be able to use the programs and curriculum to pull data from and will allow students to take ownership of their learning. Additionally, PBL's will be incorporated in our lessons as well. PBL's provide students with the chance to problem solve real world problems by using critical thinking skills that will lead them to become life-long learners. Our targeted population of girls, need these skills to prepare them for the real-world.



Our structured curriculum, Eureka Math and Amplify CKLA has proven research that has shown to be effective for all students on various levels. The curriculum will offer diagnostic tests that will test where the students are and then teachers will know where instruction needs to begin. Both curriculums offer homework, chapter assessments, lesson exit tickets, and intervention plans that will support the students. Teachers can use all these tools to support student learning in the classroom. Project Based Learning is known for increasing retention of content, and improving students attitude towards learning. With these findings, ELA believes that Eureka Math and CKLA will fit the needs of our school.

The North Carolina Accountability Model aligns with ELA's curriculum through our rigorous lessons/activities, assessments, technology programs, and projects. ELA's lessons, activities and projects are aligned with NCSCOS. Assessments/Benchmarks such as EOC/EOGs are state assessments, last, all technology programs such as Study Island is aligned with NCSCOS as well. ELA will continue to meet the NC Accountability model by having an MTSS Coordinator that will implement classroom interventions for students that are struggling academically and non-academically. Teachers will also meet weekly with the MTSS Coordinator to discuss data from benchmarks and struggling students that need the extra support in the classroom. Teachers will collect accurate data on student(s) and bring to the meetings to discuss putting them in the MTSS process. With this thought-out plan, ELA will meet the needs of the NC Accountability Model.

Q29. 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

ELA plans to hire highly qualified staff that are licensed in their particular area of hire. Hiring teachers that are licensed in their particular area of instruction will ensure that students are placed in the classroom with teachers who are aware of the importance of increasing academic achievement. ELA's plan to implement Project-Based Learning will acquire ongoing professional development for teachers to ensure mastery of students is being met. There are seven Instructional Strategies that teachers are expected to master that will result in increased academic achievement in at-risk, underserved girls.

1. **Cooperative Learning-** Teachers will need to master their use of small group instruction as well as whole group instruction. Having Cooperative Learning, students will master their communication and critical thinking skills which is very important in and out of the classroom.
2. **Active Learning-** Teachers will need to master their use of exit tickets, use of think-pair-share, and the use of student reflection. Using Active learning in the classroom will show immediately if the students are actively engaged in the lesson, if the student understands the lesson, and if the lesson needs to be retaught.
3. **Differentiation-** Teachers will need to master their use of differentiation in the classroom on students who are struggling with the assignments given. Differentiation is important with the targeted population because it will ensure that no child is left behind, and given work on a scaffold level.
4. **Implementing Technology-** Teachers will need to master their use of technology in the classroom. Teachers will need to show they are able to use and implement technology in their lessons. This is important because students in the 21st century will need



5. **Assessment Based-** Teachers will need to master their use of assessments/quizzes given, grades, and homework practice. Using Assessment Based Instructional strategies will assess where the students are and where teachers will need to get them. Having homework practice will reinforce what students have learned in the classroom as practice at home.

6. **Teacher/ Team Collaboration-** Teachers will be observed on team collaboration. Teachers will work in their teams during Professional Developments and trainings to come up with plans for struggling students and develop reteach plans for standards not mastered.

7. **Implementing Project Based Learning-** Teachers will be observed on how they implement project based learning into their lessons. Having PBLs implemented will create critical thinking skills for students to use beyond the classroom.

Q30. 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

Although ELA will only serve K-8, will ensure that each student is ready to transition from grade to grade. The goal of ELA is to ensure that we are increasing all learning activities for girls. With ELA's instructional plan students in K-7th grade will gain the skills needed to move forward to the next grade and 8th graders will be well prepared to transition into high school.

First, our Life Skills program and use of Project Based Learning is built to ensure that we are giving the girls critical thinking skills as well as life skills that will build them to become life-long learners. We believe that our Life Skills program will prepare all students, no matter where they are academically for the real world. We will provide students daily with a life skill that will relate to their academic studies as well as real world scenarios. Life Skills are an important component to our instructional program because it will align with our mission and vision as it will prepare them for the next grade level. ELA will also use Project Based Learning through out our program. PBL's are known to help students with retaining information learned in the classroom. PBL's are vital to our program because students will have the opportunity to learn critical thinking skills that will lead to them mastering standards and assessments. Which will then provide them with the tools to be prepared for the next grade level. To ensure students are mastering PBL's teachers will use rubrics to assess student performance and mastery of standards.

Next, ELA will use assessments to ensure students are ready to move to next grade level. Teachers will look at data over time, while having conversations with Leadership and families about their child's progress throughout the year. Teachers will have parent teacher conferences with families, as they will cover the students strengths as well as areas of improvement needed for promotion. However, ELA's instructional program is built for the school and teachers to meet a number of students with various needs and abilities.

Finally, ELA will have a Educational Goal Plan (EGP) that parents will fill out upon enrollment. These are goals set by the parents, that they want their child to master by the end of the year. The EGP will be used over time in parent teacher conferences to measure if the students are meeting the goals of the parents. Along with the EGP our population will



serve predominately at-risk students. The implementation of MTSS will be used to serve at-risk students who fall behind. Although they may fall behind, the MTSS process is put into place to provide interventions to assist students with catching up. The MTSS process will also make sure they are meeting goals that prepares them for the next grade level. Collectively, ELA sets forth a plan that will close the achievement gap and increase student learning opportunities. Our plan is designed to promote student learning and promote students to the next grade level.

Q31. Describe in a brief narrative below on how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.

Empowerment Leadership Academy's 2022-2023 academic calendar is made of 190 instructional days broken into 4 quarters. Although we are running a traditional school calendar, we believe that our students will benefit from the extra added days by continuing students learning. We also thoroughly believe students will still gain the academic growth with the extra added days into the calendar year. Because ELA is an all girls school, we have chosen to run on Wilson County Public school calendar to be mindful of other siblings that will not attend ELA. ELA has taken careful consideration of parents who have other children in other schools. We plan to carefully align our teacher work days, school closures, and professional development days with the local LEA. ELA has planned 14 teacher work days/Professional Development where teachers will be in meetings concerning student data as well as mental health trainings and project based learning trainings. ELA has also built in Parent Teacher Conferences and 2 Project Learning Parent Nights to view what students have learned throughout the year.

Q32. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning.

Empowerment Leadership Academy will operate 7 hours from 7:30-3:00pm. ELA will offer a before care for students as well as after care. Before care will begin at 6:30am until 7:30am when students are released to class. ELA will begin dismissal at promptly at 3:00pm. Students who need aftercare will be released to go at 3:00pm. After care will last from 3:00-6:00pm. Each day grades K-5 will begin their day with 30 minutes of Life Skills. Once life skills for the day are complete, students will begin their core subjects. In grades K-5 students will have 90 minutes of Reading/Language Arts, 75 minutes of Math, 60 minutes of Science (2days a week), and 60 minutes of Social Studies (2days a week). ELA will have electives for students in grades K-5 consisting of Health/PE, Spanish, Music, and Art, Chess. Students will have each elective once a week for 60 minutes. Also built in the schedule will be 30 minutes of interventions with students who are in the MTSS Process or who need the extra support. The remaining time from the day will include recess and lunch. PBL's will coincide with Science and Social Studies. Appendix E, will contain daily and weekly schedules for grades K-5.

Grades 6th-8th grade are more content specific and daily/weekly schedule will differ. Students will begin their day in homeroom from 7:30-7:45. Students will then move into their daily schedules. Grades 6-8 will have 70 minutes in Science and Social Studies. Language Arts and Math will be extended blocks with 80 minutes in each block totally 5 hours of core instruction. Students will then have electives that will consist of Health/PE, Spanish, Life Skills, and Chess. Each day students will have 60 minutes once a week in their elective classes. Grades 6-8 will also have



structured free time/lunch 20 minutes of free time and 30 minutes in lunch. At the end of the day students will return to homeroom and have study hall/Interventions until dismissal. PBL's will be taught in Science and Social Studies classes. Appendix E, will contain daily and weekly schedules for grades 6th-8th.

Q33. Describe a typical day for a teacher and a student in the school's first year of operation

The first year of operation sets the tone for the school. ELA plans to have a structured schedule that teachers and students will follow each day. Having a structured schedule is important to the daily routines of the school. This will ensure that the school has a successful school day.

Morning Routine for the first year:

Teachers will arrive to school each day at 7:30. At 7:30, students will be entering the school building. It is essential that teachers report to work and in their duty spot on time. This is done so that adequate supervision in the school is upheld. While students are entering, Teachers should be taking attendance as well as lunch count for the day. During their morning routine, students will recite the school creed and begin preparing for the day. Teachers will then begin their morning life skills lessons that will last 30 minutes each day. Reading/Language Arts will follow. Students will be on the carpet where teachers will do their mini lessons in phonics and read aloud. Teachers will then go into small groups and centers. Once Reading/Language Arts has ended teachers will be given a 60 minute break. During the break teachers will go into planning with their team. Students will be in electives. Then transition into lunch/recess.

Afternoon Routine for the first year:

Once students transition from lunch students will begin their math block. Teachers will teach their mini lesson and then transition into math centers. Once math is completed for the day, students will then begin Science or Social Studies. These subjects will be taught on alternate days. For example Monday/Tuesday teachers will teach Science. Whereas on Wednesday/Thursdays students will learn Social Studies. During Science and Social Studies teachers will need to implement PBL's. Days that Science/SS are not taught, students will use that hour to work on their project. Students will end each of their days in intervention block. Interventions will consist of any student that is falling behind and need the extra support. Intervention blocks can also consist of students who did not master a certain assessment and need to be retaught that standard. On Fridays, teachers will need to hold data meetings with the girls instead of interventions. This is done so that the girls will see their progress throughout the week on any assessments/homework/exit tickets and determine what they will need to work on the following week.

End of the day:

Once interventions/ data meetings have ended students will remain on the carpet and wait until their certain transportation has arrived. Dismissal will begin promptly at 3:00pm. After schoolers will be dismissed at 3pm, then buses and car riders/walkers. Before teachers leave for the day, rooms should be cleaned and prepared for learning

the following day. Each Tuesday, teachers, staff members, and leadership will have a afternoon meeting/training.

Q34. Will this proposed school include a high school?

- Yes
- No

Q35. High School Graduation and Post Secondary Readiness Describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered

Not Applicable

Q36. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

Not Applicable

Q37. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements

Not Applicable

Q38. Attachments Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve).

One sample curriculum outline (in graph form) in the Appendices for one core subject (specific to the school's purpose) for each grade span the school would ultimately serve.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 28 Total Files Count: 5

Evidence :

AmplifyReading_ScopeSequence_03...	AmplifyReading_ScopeSequence_04...	6-8th Standards Scope and Sequenc...
ELA 6-8 Scope and Sequence .docx		

Q39. If applicable, attach Appendix C: 9-12 Core Content Electives

Provide a visual description of what courses (both 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.


Not Applicable

Q40. Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)

Upload Required File Type: pdf, image, word Max File Size: 30 Total Files Count: 3

Evidence :






ELA-school-calendar.pdf

Q41. Attach Appendix E: Daily and Weekly Schedule


Provide a sample daily and weekly schedule for each grade band (K-5, 6-8, and 9-12) the school ultimately plans to serve.

-
-


Evidence :



K-2 Sample Schedule .docx



3-5 Sample Schedule .docx



Sample Schedule 6-8.docx

9.2. Special Populations and “At-Risk” Students

Q42. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students

The mission of ELA is to serve "at-risk" girls by providing them with an education to become life-long learners. To be able to meet our mission, Empowerment Leadership Academy (ELA) will identify the needs of our students who are performing below grade level in various ways. First, ELA's Educational Goal Plan that is filled out in the beginning of the year will have parents list all their concerns and educational needs of their child. The EGP will be the first indicator of any girl that attends ELA that is performing below grade level. ELA will then implement the EGP in the classrooms to know where to provide support to teachers. Second, ELA will implement Formative assessments to measure students comprehension in and reading and math. ELA will also implement Interim Assessments to measure their learning progress over time. Formative assessments will be given daily or weekly. Whereas Interim assessments will be give between 6-8 weeks at a time. ELA will then use the data from the EGP and assessments and implement the Multi-Tiered Systems of Support also known as MTSS. MTSS is a multi-tiered framework which promotes school improvement for all students through engaging, research-based academic and behavioral practices. Administrators, Teachers, Parents, and the student(s) will work collectively to ensure we are implementing the MTSS Program throughout our program with fidelity. Our daily schedule has built in time each day for teachers and our MTSS Coordinator to provide interventions for all students who are falling behind.

Empowerment Leadership MTSS Program:

Tier 1: Core Differentiated Instruction- Tier 1 is provided by classroom teachers for all students with differentiated instruction and assignments. Teachers will administer formative assessments and then use the data to scaffold instruction in the classroom. Tier 1 should be explicit, differentiated and include flexible grouping and active student



engagement. To make sure that 80% of instruction is met, teachers will need to provide high quality instruction. However, if students are not progressing in Tier 1, then students will be moved into Tier 2. Tier 2 will provide more intense interventions for the student(s).

Tier 2: Supplemental Instruction- Tier 2 more supplemental instruction is provided. Once students are assessed and data reviewed students will participate in 20-30minutes of small group interventions. A collaborative team (teachers, MTSS Coordinator, administrators) will meet together and tailor a plan that will meet the needs of the student. Tier 2 provides targeted instructional interventions that are progress is regularly monitored. The overall goal of Tier 2 is targeted instruction that is implemented for students who are not successful in Tier 1. Approximately 15% of all students will respond with success to core and supplemental instruction. However, if student(s) are still not progressing then students will move to Tier 3, Intensive instruction.

Tier 3: Intensive Instruction- Tier 3 is the most intensive Tier out of the three tiers. In Tier 3 students will receive a combination of Tier 1 and 2. During this Tier students are progressed monitored a lot. The goal of is to have students progress and move out of Tier 3. However, only about 5% of students are successful in Tier 3. Students who are not successful will then be referred to for Special Education Services.

Q43. Describe the extent to which one or more of the founding board members has experience working with special populations (students with disabilities, students with 504 Plans, ELs, students identified as gifted, and students at risk of dropping out). If no founding board members have experience working with special populations, describe the school's pre-opening plan to prepare for special populations.

Empowerment Leadership Academy is very fortunate to have several Founding Board Members with experience working with the special population of students. Their expertise in the school system has brought about the vision and mission of Empowerment Leadership Academy to service various needs and abilities.

First, our Board President, Dr. Myah Davis. Dr. Davis has 13 years in education holding various positions in Title One Charter and Public Schools. Dr. Davis recently worked for Albemarle Road Elementary School as a Dean of Students. This position entailed her working closing with the Principal serving at-risk youth with behavior, MTSS, and directly handling their school wide PBIS system. Previously, Dr. Davis held a position as a Curriculum Developer and Specialist with Celerity Charter Schools in Baton Rouge, Louisiana. With this responsibility Dr. Davis worked countless days and nights developing a well thought-out curriculum for at-risk students in her school. Although she developed the curriculum, she also held the responsibility of directly training teachers during professional developments and classroom observations. Currently, Dr. Davis will hold the position as the Primary School Principal with Charlotte Lab School. Dr. Davis was considered for this position as the Board Chair because of her work and experience with all title one schools and her heart for serving her community.



Second, Dr. Leon Johnson. Dr. Johnson is a school Counselor with Vick Elementary. He has counseled all ages for over 20 years. Dr. Johnson currently serves about 350 students that has challenges that consist of IEPs, 504s, EL, and general studies. Most of the students that Dr. Johnson serves come from low income and poverty homes. Dr. Johnson feels his responsibility and purpose is to encourage each child to show case their individual talent for personal growth and development, which leads to personal success. Dr. Johnson is a amazing asset to the Founding Board Members of ELA. With his background in serving a high population of students daily, we believe that Dr. Johnson will provide ELA with resources that we will be able to use and implement in our school.

Third, Mr. Patrick Williams. Mr. Williams expertise is held in Technology. However, he has experience working with and coaching at-risk girls and boys. He has worked in his community tirelessly ensuring that students that are falling behind have what they need in the schools. Mr. Williams has partnered with Little Saints Academy located in downtown Jackson, Mississippi to provide resources and tutoring opportunities for students who are in need.

Fourth, Ms. Racshunn Farrington. Ms. Farrington has experience working with at-risk foster students in the Charlotte, NC area. She has taken courses in how to serve and become more involved with underserved youth.

Although Founding Board Members of ELA have a diverse range of backgrounds and expertise, Board Members will continue you having ongoing trainings on working with the special population of students. However, we do believe the strong backgrounds that each member does hold makes up the success of Empowerment Leadership Academy.

Q44. Explain how the instructional plan and curriculum will meet the needs of English Learners (EL), including the following:
a. Methods for identifying EL students (and avoiding misidentification).
b. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for EL students.
c. Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.
d. Means for providing qualified staffing for EL students.

Empowerment Leadership Academy (ELA) will ensure that all English Language Learners will participate in our quality instructional program that will support the development of positive self identity as well as foster pride and intercultural understanding. ELA will place emphasis on providing ELL students with access to the Common Core State Standards as well as English Language instruction ELA also plans on hiring qualified staff that with experience and certification in ESL/EL. The ESL/EL teacher will push into the classroom to provide support to teachers as well hold Professional Developments for teachers.

Programs:

ELA has developed a EL program within our school that will support students, families and teachers with students who identify as a EL. The English Language Program (TELP) is a intense program that provides emphasis on assisting students and families with coursework and language development. Teachers will hold parent teacher conferences



twice a quarter to meet with parents about their language development progress. ELA will promote parent involvement.

Testing/Exiting:

ELA will adhere to the NC State Board of Education policy GCS-K-000 (16 NCAC 6D.0106) which states that a home language survey shall be administered to every student at the time of enrollment and maintained in the student's permanent record. Based on the results of The Home Language Survey, ELA will administer the ACCESS Assessment to all students who qualify within 14 days of enrolling. Students will be progress monitored regularly. The policy continues to state if the child is not making progress we will need to conduct an evaluation of the student's program and make modification as needed. However, ELA will ensure that our girls are making improvements throughout the program that will promote them to exit. To ensure students exit the program, ELA will use results from the annual ACCESS Assessment. Students must also meet the Comprehensive Objective Composite (COC) as a means to exit as well. The goal of ELA is to ensure that every child in the program will be able to function fully in a regular classroom setting without support.

Instructional Strategies:

ELA will accommodate all EL students in the classroom by providing specific language instruction to support their English language proficiency. ELA will use all factors to ensure that students are getting the appropriate amount of instruction, including previous school records and teacher recommendations. ELA will also provide purposeful planning when planning. Purposeful planning requires the teacher to plan strategically based on content and language objectives. Another strategy that ELA will implement will utilize visuals in the classroom. Finally, ELA will scaffold all learning all learning to ensure EL students are not left behind.

Q45. Explain how the school will identify and meet the needs of gifted students, including the following:
a. Specific research-based 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 gifted students; and means for providing qualified staffing for gifted students.

Although Empowerment Leadership Academy's mission states we will focus on serving at-risk girls, ELA recognizes the importance of providing an all inclusive learning environment that will recognize and develop all students to their highest abilities. Academically or Intellectually Gifted Students also known as Article 9B, provides emphasis on challenging all students to aim for academic excellence and that academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment. ELA will identify gifted students by teacher recommendations, former school records, and information from the Educational Goal Plan that parents will complete at the beginning of the year. Although those are different means of identification, ELA will administer the Cognitive Abilities Test, known as CogAT. The CogAT test is administered at the beginning of third grade for all students. ELA plans to higher a qualified AIG instructor that will be able to provide small groups and/or push in services to students. The AIG instructor will administer the CogAT test as well as serve grades 3-5 in the gifted



program. In our daily schedule ELA provides a intervention block for students. The intervention block will be used as the time the AIG instructor will provide small groups for students. Because ELA will have an inclusive learning environment, The AIG instructor will provide trainings to teachers on how to support and move gifted students in the classroom. The AIG instructor, along with teachers will communicate with parents on a regular basis on the progress of their child.

9.3. Exceptional Children

Q46. Identification and Records 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.

ELA will ensure that we are complying with all federal and state laws when providing services to students with disabilities. ELA plans to hire one EC Director that will oversee the entire EC Department including EC teachers, maintaining student with disabilities records, conduct IEP meetings, assist teachers with writing new IEP Goals, and ensure that students are getting the accurate amount of minutes stated in their IEP. As our enrollment grows, and if our population of student with disabilities grows, we will hire more EC Teachers that will serve in the classroom and will support core teachers with their students. However, for the 2022-2023 school year, ELA will hire one EC Director and a EC Teacher. If ELA develops a high number of EC population in the first year of enrollment, we will adjust the amount of teachers to ensure we are following student to teacher ratios. To ensure all teachers know when/how to identify possible students with disabilities, ELA will conduct ongoing trainings for teachers throughout the school year.

The first step in identifying students who have been found eligible for special education services or protection under Section 504 would be to look into previous schools records and student applications. Upon enrollment ELAs Administration Team will meet together and review over applications. The Admin team will review records and then have the EC Director follow up with parents concerning the information provided. If further information is required, parents will be notified and will need to provide it to the school. This action step will take place to ensure that we are keeping accurate records on all of our students so that we are able to provide appropriate services as well as complying with all state and federal laws. However, if this step is not successful, ELA will get written parent consent to contact the previous school(s) listed on the application as well as checking ECATS. ECATS is known as Every Child Accountability and Tracking System. ECATS is the tracking and data system used for MTSS, Service Documentation, and Specials Education. ECATS, will be able to provide ELAs EC Director with information regarding student with disabilities, so that we are able to determine if students qualify or are currently enrolled in special education services.

Q47. 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. Include how the school will avoid misidentification of special education students.

It is important that all of our girls are provided with an exceptional education. To do so, ELA will need to be able to identify all of the students with special needs/disabilities. ELA has developed a thorough plan that will locate and evaluate students who have not identified. First, Project Child Find is in place to locate all children with disabilities residing in the State, including children with disabilities attending private schools regardless of the severity of their



disability, and who are in need of special education and related services (<https://ec.ncpublicschools.gov/policies/project-child-find/child-find-combined-memo.pdf> (<https://ec.ncpublicschools.gov/policies/project-child-find/child-find-combined-memo.pdf>)). ELA will follow all steps, procedures and materials provided from Child Find needed to identify any students in our school for EC services.

To do so ELA will develop a School Improvement Team (SIT) that will consist of administrators, school counselor, EC Director and the EC Teacher. Once referred by the classroom teacher after Tier 1 classroom interventions have not worked, SIT will contact the parents for consent and begin the MTSS process. Once consent is given, SIT will conduct classroom observations, collect any assessments and classwork that can be used as data, and conduct parent/teacher interviews. Finally, SIT will then review collected information and work together to develop Tier 2 classroom level interventions for the student. The EC Director will conduct a meeting with the classroom teacher/EC Teacher and parent to go over the different interventions that will be provided. Tier 2 Interventions will last between 4-6 weeks. After 4-6 weeks of interventions, SIT will reevaluate the student and their progress and provide more intensive individualized interventions if Tier 2 interventions did not work. Tier 3 Interventions will be more intense and involve more explicit individualized instruction for student(s). If students are still not making improvements in Tier 3, then student(s) will begin the evaluation process for an IEP. Although the process can be lengthy, ELA wants to ensure that we are using the MTSS process with fidelity to ensure that we avoid misidentification of our girls.

Q48. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:
a. Requesting Records from previous schools
b. Record Confidentiality (on site)
c. Record Compliance (on site)

Requesting Records:

ELA will provide parents with a Records Consent Form that ELA will use to contact previous schools to retrieve student records. Consent forms will have the student names, names/phone numbers/addresses of all past schools that we will need to contact, forms needed to be retrieved, and parent(s) signature and date. The EC Director will first make contact with the school concerning retrieving records and then faxing over a copy of the copy to the appropriate designee. ELA will maintain professional relationships with LEAs to ensure that we are retrieving the appropriate records for students.

Record Confidentiality:

It is the full responsibility of the EC Director to ensure all records of students who are eligible or protected under Section 504 and remain confidential. Records will be kept in a organized locked and secured area/cabinet in the front office. Student IEPs will be kept locked in the front office of the EC Director in a secured file cabinet. To ensure that all requested student records are sent over in confidentiality, the EC Director will have a separate fax number in his/her office that records are retrieved on. Records should include the students past/present school referrals for special education services, the evaluation process (if conducted), and accommodations.

Record Compliance:



To ensure that ELA is remaining in compliance, we will develop record compliance checklists. The Record Checklists will be used to ensure that all records kept are in compliance with Section 504 IDEA. It will be the responsibility of the EC Director to ensure checklist are completed and all records are in compliance with state and federal laws. It will also

be the responsibility of the EC Director to ensure that if there is a noncompliance that it is corrected and completed in a timely manner. It will be the Head of School responsibility to check periodically to ensure all records are remaining in compliance.

Q49. Exceptional Children's Programming Explain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.

Least Restrictive Environment (LRE) is a part of the Individuals with Disabilities Education Act (IDEA). IDEA states that, children who receive special education should learn in the least restrictive environment. This means they should spend as much time as possible with peers who do not receive special education. ELA plans to have the least restrictive environment for our girls with learning needs. However, ELA does understand that students who need more restrictive support will need to be away from peers. Although students should be in a least restrictive environment, we understand that some girls will need more support. With such, ELAs main goal is to ensure that all students are in general education classes with their peers learning together. ELAs EC teacher will provide push in and pull out services with the student(s) who identify as having learning/behavioral disabilities. The EC teacher will work closely with the classroom teacher to ensure the student remains in the classroom with other students under IDEA. If teachers are struggling with the needs of students with disabilities, then the EC teacher will provide classroom strategies that supports the needs of the learner. The teacher should be aware of the federal and state laws regarding students with disabilities and being in a general educational classroom setting. However, as stated, if students are a continuous harm or threat to others in the classroom, we will meet with the School Improvement Team and parents to determine more appropriate services for the child.

Q50. Describe the specific educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities. How will the school ensure students' access to the general education curriculum?

ELAs educational programs, strategies, and additional support for students with disabilities is designed to provide all girls with a Free and Appropriate Public Education in the least restrictive environment. ELA will provide a variety of resources, teacher and peer support, and research based strategies that will promote academic success within our girls. To ensure that we are fulfilling our educational program, ELA will first provide the EC teacher with an adequate space to provide push in and pull out services. It is important that the girls are in the classroom with their peers as much as possible. As such, ELA will make sure there is a section in each classroom for EC teachers to provide push-in services for students. The EC teacher will also have a classroom where he/she will provide pull out services to students as well. However, it is our goal to ensure all students are in the same classroom learning with their peers. Next, ELA has chosen a curriculum that will provide classroom teachers with differentiated instruction for students with disabilities. Amplify CKLA and Eureka Math both provide differentiated instruction for students who need the extra classroom support. Each lesson in both curriculums provides differentiated lessons and resources that will improve



students understandings of the particular topic being taught. By choosing a curriculum that provides differentiated instruction and lessons, ELA teachers will be able to focus more on instructing students vs extended time on pulling resources. This will also ensure that all students are learning the same thing at the same time, just on a scaffolded level. Last, all teachers in the school will have continued trainings on serving students with disabilities. Trainings will be offered during professional development opportunities, online modules, and monthly staff meetings.

Evidence :



ELA_The-research-behind-the-appro...

Q51. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).

It is our goal at Empowerment Leadership Academy to provide all students with disabilities with a Free and Appropriate Public Education (FAPE) in the least restrictive environment. ELA will ensure that we are providing all students with all the appropriate tools to complete their lessons. ELA will provide an EC Teacher that will have experience working and serving the population of students who qualify for EC services. The EC teacher will push into the classrooms and provide services to students while in their general education class. It is our goal to ensure that students are able to remain with their peers as much as possible. EC Teachers will work with the students in small groups to ensure that they are getting the appropriate amount of services that their IEP calls for. ELA will also provide all students with all the materials and resources that is stated in their IEP. For example, if the student IEP calls for assistive technology, ELA will provide the students with the technology that they will also be able to take home, if needed, and assist them with their homework. Last, ELA will also ensure that all accommodations and related services for our girls are followed with fidelity. Related services could include speech services, occupational therapist, counseling or a physical therapist. ELA Board of Directors will comply with all federal and state laws to ensure that our students provide with FAPE. We will ensure that we are providing all students with an education that will meet their needs.

Q52. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.

Empowerment Leadership Academy will hire a qualified Exceptional Children's Director and Teacher to ensure that all IEPs are monitored and reported to students, parents, counselor, and Head of School. The EC Director will oversee all EC Teachers and ensure that they are thoroughly providing all involved parties the appropriate information needed regarding the students IEP. During the enrollment process, The EC Teacher will contact all parents that enroll in our school with an IEP. The initial contact will be to speak with parents about the services that their child's current IEP calls for. ELAs EC Department will use all forms provided from the NC Department of Instruction to ensure all records are accurate. ELA will implement record compliance check lists that the School Improvement Team will be able to use to ensure that all records are in compliance with State, local and federal laws. However, if a record is in noncompliance is found within a record, SIT will take action immediately. Once action is completed the EC Director and either the Head of School or Assistant Head of School will need to sign off on the student record that was found in noncompliance. This will ensure that we all are aware that there was a noncompliance in a record, but have taken action to get it



completed. Last, ELAs EC Director will use our ECATS system to monitor all IEPs on a consistent basis. Throughout the school year, all student parents will be contacted for parent teacher conferences, IEP meetings and regular parent checkins. ELA students will be aware of their IEP daily, by accomplishing their goals that are outlined in their IEP. All relevant staff members will meet on a weekly basis to discuss progress in student goals.

Q53. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.

To ensure that ELA is providing qualified related services, ELA will provide the adequate staffing needed to fulfill these positions. Having qualified related service providers is a important part of ELAs EC Department. If the need arises for qualified related service providers, ELA will contract with a third-party service provider that will provide related services for our students. If the student IEP determines that we will need related services such as, but not limited to a speech-language pathologist, physical therapist, occupational therapist, school health professionals including a school nurse, and counseling services, ELA will plans to contract any related services that is determined in the students IEP. We will assess the need at the beginning of the year to ensure we have the appropriate staff in place to serve students.

ELA will have a qualified EC Director and qualified EC Teachers on staff that will provide staff members with skills needed to service the students in the classroom. Throughout the school year, ELAs EC Director will be required to hold ongoing professional developments with all staff members to ensure that they are given the appropriate skills to appropriately service our students outside of the EC Department. However, ELAs EC Director and EC Teachers will be in house throughout the day to provide support when needed.

9.4. Student Performance Standards

Q54. Describe the student performance standards for the school as a whole.

ELA has set forth high standards for our all of our girls to ensure we are meeting our performance goals at the end of each academic calendar. ELA Board of Directors has developed a quality educational plan, goals for our students, teachers, and school that are attainable, and designed a strong model for hiring qualified staff and teachers that see our vision and challenge our students to perform high. As such, our performance goal will remain above 70% each year. To do so, ELA will follow the North Carolina Accountability Model. The mission of the Accountability Services Division is to promote the academic achievement of all North Carolina public school students and to assist stakeholders in understanding and gauging this achievement against state and national standards. To will follow the NC Accountability Model, ELA will achieve the following goals:

- 1: By the end of year one, 70% of ELA students will be at or above grade level. ELA will use NWEA MAP testing and benchmarks assessments to measure students growth to ensure student growth by the end of the year.
- 2: By the end of year two 75% of ELA students will be at or above grade level. ELA will NWEA MAP testing, End-Of-Grade testing, and benchmarks, NC Checkins to measure student growth.



3: By the end of year three-five 80% of ELA students will be at or above grade level. ELA will NWEA MAP testing, benchmarks, NC Checkins and EOGs to measure academic growth by the end of the year.

Q55. 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.

In addition to any state or federally mandated tests, ELA will have performance-based standards based on NCSCOS and our curriculum that we will use to evaluate our students. ELA will use Project Based Learning to evaluate the students understanding of their particular standards being taught. 100% of our students will participate in the schools presentation day. ELA will host PBL Nights where students will present their Projects to the audience. Students will be evaluated on how well they are able to explain the effectiveness of their project, participation, as well as how they have mastered the standards of the project.

Q56. 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.

Promotion:

ELA believes that 100% of our academic body will successfully meet their academic growth goals by the end of each academic calendar year. All students should be on grade level or approaching grade level. ELA staff and teachers will ensure that we are providing all students with the skills needed to be on grade level by the end of the year for promotion. To ensure that ELA is reasonably promoting students, ELAs Board of Directors have developed various measures that will be taken into consideration when promoting our students.

1. K-2 students will meet proficiency on all NWEA MAP Testing. MAP testing will be administered to students three times a academic year. First in the beginning, middle and end of the year. Each time students complete their MAP testing, students will be given a RIT score. The RIT Score represents the students achievement level. Teachers will use the RIT Scores as one indicator for promotion for grades K-2. Teachers will develop growth charts for parents to see their child's growth over time and present to parents incase retention is on the table.
2. 3rd-8th grade students meet proficiency on all state and local mandated testing. All end of grade tests, benchmarks, and assessments will be taken into consideration when promoting students. Teachers should collect data overtime to represent the child's proficiency.
3. All students will be graded on classroom performance, based on teacher input. Final, indicator will be classroom performance. Teachers will use their judgement and provide data on student performance in the classroom. Classroom performance can include homework, classwork, PBLs, exit tickets, and any other assignments assigned from the teacher.

Retention:

ELA Head of School holds the right to promote and retain students. Head of School will follow all state laws when it comes retention. Head of School will consider the following when retaining a student:

1. Previous retention, has the student been retained previously.
2. Grade level performance, is the student performing at grade level, approaching grade level, or below grade level.
3. Classroom performance, how does the student perform on any classroom assignments, classroom tests, and overall academic performance.



4. Performance on state and local test

Parent Notification

At the beginning of the year, upon enrollment students and parents will sign off on receiving the parent/student handbook. During the information night held at the beginning of the school year, Head of School along with the Curriculum Specialist will communicate with parents the promotion and retention policy that is stated in the handbook. However, there will be various times of communications throughout the year if a child is at risk of being retained. Throughout the year, parents will also receive communication from teachers regarding students progress. Communication efforts will be done through, parent teacher conferences, phone calls, report cards, progress reports, SIT Meetings, and IEP Meetings.

Students with Disabilities:

Students with disabilities will be held to same standards as all other students in the school. However, students with disabilities may be exempt from the promotion standards if it is determined by the child's IEP. The school will thoroughly review the students IEP, have constant communication with parents, and hold meetings with the IEP team to determine if the student will be retained based on their overall performance. If a student is retained, the SIT team will need to develop a Retention Action Plan for the student that will ensure that she will meet grade level standards for the following year.

Q57. 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 students at risk of dropping out.

Empowerment Leadership Academy students will exit our school by using North Carolina Accountability Standards. Based on NC Accountability Standards, ELA will follow all testing such as NC End of Grade test given to all 3rd-8th grade students for Reading and Mathematics, and NC End of Grade test for Science given to students in grades 5th and 8th. Throughout the year students will be given assessments and benchmarks to ensure they are meeting standards and prepare them for EOG tests.

Grading Scale:

Students will earn their grades based off their performance in class. ELA will use the NC grading scales to give students their grades.

A: 93-100

A-: 90-92

B+: 87-89



B: 83-86

B-: 80-82

C+: 77-79

C: 73-76

C-: 70-72

D+: 67-69

D: 63-66

D-: 60-62

F: Below 60

ELA will put forth all efforts to ensure that all of our students are academically prepared to exit our program. Students will be supported by all teachers and staff and provide the necessary services needed for students are not at risk for retention. However, if a student is at-risk for failing and not exiting the program, ELA will provide extended instructional time at the end of the year to allow for recovery.

9.5. School Culture and Discipline

Q58. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development

School Culture:

Empowerment Leadership Academy will provide a safe, clean, positive and engaging learning environment for all girls. Girls will know that they are respected and valued while attending Empowerment Leadership Academy. By creating this environment will help support our mission by building self confidence within our girls. Upon enrollment, ELA will host a parent information night where parents will participate in meeting with the Head of School, Board Members, and any other school personnel to learn about our mission, curriculum, and how to get involved in the school. ELA will create a culture where parents are welcomed into the school and are involved in all aspects of the child and their education. The primary goal of ELA is to provide a positive learning environment that will develop each students potential for learning and to develop positive relationships amongst the school. To do so, ELA will expect each student to behave in a respectful manner free of distractions and disruptions that will not interfere with their learning. However, to ensure that we are providing a safe and positive environment, if disruption does occur students will be held accountable for their actions.

Q59. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter the school mid-year.

ELA will create and implement a positive culture for students, teachers, administrators, and parents starting from the first day of school. ELA Board of Directors have developed various systems that we will use to ensure that our school is positive and promotes academic success.

Parental Involvement:

Upon enrollment the school will host a parent night where parents will need to attend. During the parent night we will speak about the importance of parent involvement and how the school will expect all parents to be involved in the school and the child's academic success. ELAs Parent Engagement Plan will offer chances for parent to be involved in the school and their child's education. The Parent Engagement Plan will also allow parents to have additional support in the school. The plan welcomes parents into the school to volunteer in the classrooms/school, joining our school advisory board for parents, running the school PTO, and committing to supporting the classroom teachers. As such, the school will provide parents with different trainings on how to support their child needs at home. We will provide mental health trainings, curriculum nights that will show parents how to better support their child with their studies, and finally, we will offer after school hours to reach the teachers with questions. We believe that all parents make a big impact on how the child develops in school and having parental involvement will develop positivity in the school.

Systems:

ELA will use a Positive Behavioral Interventions and Supports also known as PBIS. PBIS will be used to track and monitor all student behaviors, positive or negative. ELA will offer rewards for students at the end of the week based on the PBIS system. By offering rewards school wide, PBIS will aim to promote positive behaviors in the classroom so that teachers are able to teach and students are able to learn, disruption free. Parents will access to their child's account to track their own behavior at home. Teachers will use the tracking system in the school to track students behaviors as well as develop classroom incentives for students. ELA will have school wide behavior expectations that will posted around the school that students will follow,

1. Use Self-Control- quite in the hallway, walk, use inside voices, keep hands and feet to your self.
2. Take Responsibility- watch for your car or bus, help younger students, make sure you have all your materials before leaving school
3. Have a positive attitude- start each day with a smile and leaving knowing you learned something
4. Respect others- follow directions, wait quietly



5. Be safe- walk, keep hands and feet to your self, wait until adults give you directions, and remain in adult vision

Mid-Year Students:

All students entering ELA, regardless of time frame will be held to the same behavior and academic standards of all students. ELA understands that it will take time for students to settle in. However, we expect all students entering our school to know our expectations. Upon Mid-year enrollment, ELA will Head of School, teacher, and Curriculum Specialist will sit down with parents and student and go over the parent/student handbook. Parents will be aware of our Parent Engagement Plan and how they will be able to be involved in the school. Throughout the first month of enrollment, two things will happen. Teachers will make contact with the parents at least twice to speak about the students adjustment to the school and their classroom, and the student will do weekly checkins with the school counselor to ensure they are adjusting to the school well.

Q60. Provide a brief narrative that delineates 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:

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

Empowerment Leadership Academy will strive to ensure that we are promoting a safe and positive environment for our students, teachers, administration and staff. ELA will hold all of our students accountable for their student conduct. ELA will expect all students to behavior in a positive manner that will reflect our guiding principles of Achievement, Perseverance, Professionalism, Leadership, and Empowerment. ELA Board of Directors have developed rules and expectations that will promote effective discipline within the school such as establishing clear expectation, setting appropriate limits, promoting positive reinforcement, modeling right behaviors at all times, and providing the right guidance. However, to ensure that ELA is effectively handling all student actions, ELA will work off an offense system:

1. First Offense: 1 day suspension, can be in school suspension or out of school suspension
2. Second Offense: 3 days suspension, can be in school suspension or out of school suspension
3. Third Offense: 5 days suspension, can be in school or out of school suspension
4. Fourth Offense: Long term suspension will be considered, also alternative placement will be recommended.

To ensure that we are running an effective program that focuses around all girls, ELA Board of Directors have developed a list of offenses that will result in suspension or expulsion if violated.

1. injuring someone, or trying or threatening to do so
2. possessing, using, or being under the influence of alcohol or illegal drugs, or giving them to another student
3. harassing or bullying other students (including sexual harassment and cyberbullying)
4. stealing or trying to steal from another person or the school itself

5. damaging property, or trying to do so
6. engaging in obscene acts or habitual profanity
7. repeatedly disrupting school activities, and
8. continuing to disobey or defy teachers or other school officials.

Students with Disabilities will be taken into consideration when looking into suspension or expulsion. ELAs IEP Team will look into the students IEP that will outline their policy on suspension. The IEP Team and Head of School will meet to discuss students with disabilities concerning their rights. Parents of students with special needs/disabilities will need to submit all complaints and grievances to the EC Director and Head of School. Both, will need to sit down and speak with all parties involved in the incident, prior to parent filing a Due Process Hearing. The Head of School will initiate coming to resolution with the parents. However, if the complaint is not resolved, parents may file request a Due Process Hearing within 2 years of hearing of the action. The school will then have 15 days to provide parents with a resolution.

9.6. Certify

Q61. **This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application**

- Yes
 No

Q62. **Explanation (optional):**

Not Applicable



10. Governance and Capacity

10.1. School Governing Body

Q63. Name of Private Non-profit

- Private Non-profit Corporation (NCGS 115C-218.1)
- The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

Empowerment Leadership Academy

Q64. Mailing Address

3701 Ashbrook Drive NW

Apt 1004

Wilson, NC 27896

Q65. Street Address

3701 Asbrook Drive

Q66. City/State/Zip

Wilson, NC 27896

Q67. Phone (xxx-xxx-xxxx)

704-500-6252

Q68. Fax: (xxx-xxx-xxxx)

Not Applicable

Q69. Name of Registered Agent and Address

Carmi Green

3701 Ashbrook Drive NW

Apt 1004

Wilson, NC 27896

Q70. The private non-profit listed as the responsible organization for the proposed charter school has 501(c)(3) status.

- Federal Tax-Exempt Status (NCGS 115C-218.15)
- If the non-profit organization has yet to obtain 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.

Yes

No

N/A. The applicant is a tax-exempt municipality

Q71. If applicable, attach Appendix F Federal Documentation of Tax-Exempt Status

Not Applicable

Q72. **Federal Tax ID:**

85-1324378

10.2. Governance

The private nonprofit corporation or municipality 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.

Q73. **Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization**

Please find the attached template depicting the initial members of Empowerment Leadership Academy.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 3

Resources :



Evidence :

Initial Members of the Nonprofit Or...

Q74. **Describe 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 Board of Directors (BOD) shall be the governing body of Empowerment Leadership Academy. The governing board will have the ultimate responsibility and authority for creating and advising on school policies, while the school administrator will be responsible for implementing that policy. The Board will also have the responsibility of ensuring that all decisions related to finances, instruction and hiring supports the mission of ELA. The board will conduct monthly board meetings the first of every month to address concerns, finances, policies, and structure of the school. Meetings are held publicly and the Board will welcome parents, teachers, students and the community into all meetings to address any concerns. Furthermore to ensure that ELA is in compliance, ELA Board of Directors will adhere to all local, state and federal regulations.



To effectively carry out the duties of BODs, ELA has created committees for key aspects of the schools governance. First, the Finance Committee. The Finance Committee will report to the Board during Board Meetings and provide information on the fiscal management of the school, including budgets that will be approved or not approved, as well as fiscal policies. The overall responsibility of the Finance Committee will be to ensure the schools assets are safeguarded and to minimize risk. Next, the Educational Committee. The Educational Committee will develop academic goals and objectives for the school. The Educational Committee will also oversee curriculum and instruction as well as ensuring that ELA is following all state, federal, and local regulations in the school. Finally, The Parent Advisory Committee (PAC). The PAC will assist with fundraisers, PTOs, and ensuring that parents are upholding their responsibility in volunteering in the school. Each Board member has a responsibility in the school as the leaders. Dr. Myah Davis will sit as the Boards President, Mr. Patrick Williams will sit as the Boards Vice President, Ms. Priscilla Wall will sit as the Boards Secretary, Mr. Roosevelt Moss, will sit as the Boards Treasurer/CFO, Ms. Rachshunn Farrington and Dr. Leon Johnson will serve as Board members.

It will be the responsibility of ELA Board of Directors to hire and oversee the Head of School. BODs will ensure the Head of School is aligned with the mission and vision of ELA. The Head of School will then ensure the mission and vision is upheld and carried throughout the school. The responsibility of the Head of School will to ultimately carry out the mission of ELA. To ensure that the Head of School is meeting the goals set forth by the BODs, The Head of School will be given a yearly review at the end of each year.

Q75. Describe the size, current and desired composition, powers, and duties of the governing board

The Board of Empowerment Leadership Academy will consist of six Founding Members, and we will actively seek and search for three more Board member over the next few months. To ensure that accurate decision making is made for ELA, the Board will each have specific roles designed for appropriate decision making. The duties that Board members will hold will be goal setting, attend monthly meetings, participating in board decisions, voting on matters that are in the best interest of ELA and students, and hiring/evaluating/and removing the Head of School. The current roles of ELA Board of Directors will be the President, Vice President, Secretary, and the Treasurer. The President assumes responsibility for the overall functioning of the board. The President facilitates board meetings, oversees the work of the committees, and works most closely with the school leader. The Vice President, helps the board chair lead the full charter school board to achieve its goals and operate in accordance with its bylaws. The Secretary of a charter school board has responsibility for communicating with board members about meetings, recording and maintaining minutes of all meetings, keeping all board records and important documents, and upholding legal compliance in matters of reporting and transparency. The Treasurer oversees all matters related to the school's finances, property, and budget.

To ensure that ELA that will have enough members to govern the responsibility of the committees, ELA will add the additional three Board members to our Governing Board. We will seek members that have experience in education, finances, and working with the population at hand. Out of the three members, ELA will seek to add one parent to the Governing Board that will work on the Parent Advisory Committee. The Governing Board will have a total of nine members, with three members on each committee.



Q76. Describe the founding board's individual and collective qualifications for implementing the school design successfully, including capacity in such areas as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent/community engagement.

Each Founding Board Member of ELA brings about a range of expertise that will greatly benefit the governance of the school. The current Board Members consist of a range backgrounds including Educational, Finance, Technology, Social Work and Counseling. Each selected Board Member also carries over 10 years of experience working with the targeted population that ELA seeks to serve. With the variety of backgrounds, the current Board Members of ELA will oversee and govern the school effectively. The founding Board of ELA collectively have experience in successively running businesses, leadership in schools and administration, school development, trainings/ professional development, curriculum writing/curriculum development, student counseling, and budgeting/finances.

Three of our Founding Members have experience working in Leadership, Administration, instruction, performance management, and community engagement. President, Dr. Myah Davis has 13 years in the educational field. Her experience includes curriculum development/design, administration/leadership, school professional developments and trainings. Dr. Leon Johnson has experience with school leadership, counseling, 504s, and the EL population. Vice President, Patrick Williams has worked in the community serving at-risk youth with coaching, mentoring and tutoring. Three of our Founding Board members Secretary Priscilla Wall, Treasurer Roosevelt Moss, and Dr. Leon Johnson all are Business owners that have experience with performance management and parent/community engagement. Ms. Racshunn Farrington has experience working in performance management and parent/community engagement. As stated earlier, we will be in search of three members that bring experience in education, finances, and community engagement. All of our Governing Board Members were selected based on their qualifications to lead Empowerment Leadership Academy and meet the mission that has been set forth.

Q77. Explain how this governance structure and composition will help ensure that a. The school will be an educational and operational success; b. The board will evaluate the success of the school and school leader; and c. There will be active and effective representation of key stakeholders, including parents.

The governance structure and composition of ELA will help ensure that the educational and operational success based on the expertise and knowledge of all our Founding Board Members. The Board will not have less than a total of nine members to ensure that subcommittees (Finance Committee, Education Committee, Parent Advisory Committee) and are upheld accordingly, and there are not any oversights in each goal that the board has developed. Board meetings will be held once a month for a total of 10 meetings during the academic calendar and one annual meeting.

The board will evaluate the success of the Head of School by student growth, implementing policies, instructional leadership, and organizational management. The Board will work closely with the Head of School ensure all policies are implemented with fidelity. The Head of school will attend all board meetings and provide reports that covers the schools progress. The Board will evaluate the reports with the Head of school by reviewing goals, and ensuring that all state and federal educational laws are being met.



The board members and parents are the key stakeholders in the success of Empowerment Leadership Academy. Our board is made of educators, business owners, real-estate developers and key community leaders. ELA will have parent representation that will serve on the Parent Advisory Board. All board members will follow the bylaws with meeting attendance as meetings will be held publicly for parents, teachers, and the community to attend.

Q78. 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 current founding board members have been recruited and selected by the Founder of Empowerment Leadership Academy. Dr. Myah Davis was recruited as the ELAs founding President. Once recruited, Davis and Founder researched and recruited the other founding board members. Board Members were recruited based on their abilities, knowledge and backgrounds in the education and the community. ELA sought after certain characteristics that board members should possess when governing ELA.

1. Understanding the population that we are seeking to serve.
2. Committing time for board meetings, committee meetings, and special school events.
3. Community ties and relationships
4. Team players

Currently, the board is seeking to recruit two more members that will complete our board. The goal is looking to fill the position with people that believe in the mission of ELA as well as people that will bring their expertise to the current board. These individuals are actively being recruited and the positions will be filled by January 1, 2021.

Q79. Describe the group's ties to and/or knowledge of the target community.

All of the founding board members have knowledge and ties to the targeted community. Two of our founding board member are local residents of the Wilson County area. Dr. Leon Johnson is current school counselor of a title one school that directly deals with the targeted community. Mr. Patrick Williams is a local resident that has previous experience working with at-risk youth. Dr. Myah Davis, Priscilla Wall, Racshunn Farrington and Mr. Roosevelt Moss also all hold knowledge and skills with working the targeted community and population of students. ELA has a strong and diverse board that are all knowledgeable with working with and serving the targeted community and believe in the mission of the school.

Q80. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.

The Board of Directors of Empowerment Leadership Academy will meet the first of every month including one annual meeting.

Q81. 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.

All board members will participate in Board Member orientation training. Board orientation training will provide all board members with clear understanding of their roles, duties and expectations. Board Members will complete part of their trainings virtually through North Carolina Department of Public Instruction Governance Training for Boards. The other part of their training will be held in person/virtually. Presenters will present to the board on various topics



such as board member Job description and duties, Policies, School goals/organizational management, Student Achievement, Planning, Finance, and At-Risk Student Training. The Board President and Head of the school will provide trainings for all new Board Members.

Ongoing Professional Development will be provided for all Board Members. Board members will be required to complete two professional development trainings a year. Ongoing trainings will continue to cover topics such as financial oversight and fiduciary responsibilities of the school.

Timetable:

Please find the attached appendix for trainings.

Evidence :



Q82. 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

Empowerment Leadership Academy Bylaws have included a Conflict of Interest Policy designed so that any new board members will avoid any conflicts of interest. The policy states all Board members are expected to disclose any potential conflict of interest that is pertinent to Empowerment Leadership Academy. Also, at time will any Board member be hired for a position in Empowerment Leadership Academy. During Orientation all Board Members will be expected to review and sign a conflict of interest policy. If conflict between Board Members do arise, Board members must relieve themselves from all voting/decision rights. However, ELA has selected appropriate Boards members that will avoid any conflicts of interest.

Q83. Explain the decision-making processes the board will use to develop school policies.

Empowerment Leadership Academy Board of Directors will make all decisions regarding ELA. All strategic decisions that are made within ELA will meet the schools mission and vision, students are kept in mind, as well as the well being of the school. The Board will focus on the governance of the school, as the Head of School will focus on the day-to-day operations/decision making of the school. However, the Board will delegate responsibilities for running the school and implementing Board policies to the Head of School and Assistant Administrators. The Board subcommittees will research and present new policies that will better the school. The Board will then vote on the new policies, if majority vote wins, the Head of School will carry the new policy throughout the school and then report back to ensure the policies are implemented and effective. By working in subcommittees, ELA Board of Directors will be able effectively have a voice in the decision making process of the school. Because ELA is built on community support and



involvement, ELA Board of Directors will seek out assistance from other charter school boards, parents, educators and the Head of School concerning policies that have/has worked in their school or organization. However, all policies must be presented to the Board of Directors and receive a majority vote before implementing the policy.

Q84. 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 will be made of several committees ensure that everyone on the Board has a voice in the decision making of the school. Finance Committee is made of the CFO/Treasurer and two other board members who will be in charge of reporting the overall fiscal of the school. The Finance committee will report all finances to the Board and provide information on the school budget. Parent Advisory Committee (PAC) will be comprised of a parent of students that attend the school as well as two other Board Members. PAC will work with the school conducting volunteer services, fundraisers, and school performance. PAC will make recommendations from time to time regarding student affairs. Education Committee- The Education Committee with consist of board members and will ensure high academic standards are being maintained. The Education Committee will also oversee the hiring of teachers and staff, as well as maintain and report all local, state, and federal laws.

Q85. Discuss the school's grievance process for parents and staff members

1. **Grievance Process for Parents:** Parents who would like to file a complaint should follow ELA's grievance policy located in the Parent/Student Handbook to determine the appropriate steps to take to file a complaint. The schools grievance policy must be followed to its entirety. Parents who have a complaint should first seek to speak with the child's teacher, if the complaint is not handled to its entirety, then parents should come to the the Head of School to address their concerns. If the parent is not satisfied, then the parent will be able to take their complaint the Board of Directors. However, Parents must follow the appropriate protocol when it comes to filing a grievance with the Empowerment Leadership Academy. In order to file the grievance, written documentation must be received from parents. ELA will ensure that all parents complaints and concerns are handled in a timely manner and handled respectfully.

2. **Grievance Process for Staff Members:** Employees who would like to file a complaint should follow ELA's grievance policy locate din the Employee/Staff Handbook to determine the appropriate steps to take to file a complaint. Employees should follow the schools grievance policy to its entirety as well. Employees who have a complaint should go directly to their direct supervisor, The Head of School. The staff member will then meet with the Head of School and see if their is a resolution to the grievance. If a resolution cannot be reached then the staff member can take their grievance to the Board of Directors, who will then investigate the concern and come to resolution for the employee. ELA will ensure that all staff member complaints and concerns are handled in a timely and respectful manner as well.

ELAs overall goal is to ensure that all grievances that are received will be handled in a respectful and timely manner. ELA Head of School and Board of Directors will make sure that every voice is heard and given a fair chance without discrimination to share their concerns and complaints.

Q86. Attach Appendix G Organizational Chart

- 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).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Evidence :

ELA Organizational Chart .pdf

Q87. [Attach Appendix H Charter School Board Member Information Form and Resume](#)

- A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form

Upload Required File Type: pdf, excel, word Max File Size: 30 Total Files Count: 50

Resources :



Evidence :

Patrick Williams Resume.pdf	Myah Davis Resume.pdf	Leon Johnson Resume 2016.pdf
Resized_20200721_121152.pdf	Resized_20200721_121235.pdf	Resized_20200721_121300.pdf
Myah Davis Informationsheet.pdf	Priscilla Wall Informationform.pdf	Patrick Williams Background Inform...
Racshunn Farrington Background In...	Resume, Racshunn Farrington.pdf	Roosevelt Moss Charter School Boar...
Roosevelt Moss Resume.pdf	Resume, Priscilla Green.pdf	

Q88. [Attach Appendix I Charter School Board Member Background Certification Statement and Completed Background Check for Each Board Member](#)

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 50



Comments :

Dr. Leon Johnson and Racshunn Farrington, will complete their background check once they are cleared to go into the building to have it completed.

Resources :



Evidence :

RooseveltMossCharter School Board...	Myah Davis Background Check .PDF	Priscilla Wall Background Check.PDF
Patrick Williams Background Check....	Resized_20200721_121337.pdf	Roosevelt Moss Background check
Racshunn Farrington, Background C...	Background Check Forms.pdf	

Q89. [Attach Appendix J Proposed By-Laws of the Nonprofit Organization or Municipality](#)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.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 3

Comments :

Evidence :

My Non-Profit Bylaws.docx.pdf

Q90. [Attach Appendix K Articles of Incorporation or Municipal Charter](#)If the applicant is a non-profit board of directors, attach a copy of the articles of incorporation from the NC Department of the Secretary of State.If the applicant is a municipality, attach a copy of the municipal charter.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Evidence :



ELA Articles of Inc. .pdf

10.3. Staffing Plans, Hiring, and Management

Q91. Projected Staff Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models. Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings, and align with the proposed budget.

Please find the attached projected staff.

Resources :



Evidence :



ELA Staffing Chart Template.xlsx

Q92. Staffing Plans, Hiring, and Management. Explain the board's strategy for recruiting and retaining high-performing teachers.

Empowerment Leadership Academy understands the challenges with hiring and retaining qualified high performing teachers. Hiring will be one of the main responsibilities of the Head of School. However, the Board of Directors will also interview with potential candidates as well. The Head of School will create a environment for high performing teachers, positive school culture, and opportunities for professional growth. The Board of Directors will create an environment of shared decision making that will motivate and encourage excellence from employees. The Board of Directors will work closely with the Head of School to ensure that ELA offers competitive and comprehensive benefits that include,

1. Competitive Pay
2. Benefits
3. 401K w/company match
4. Education Reimbursements for required state testing for the area hired in.
5. Ongoing Professional Development

The primary goal is to ensure that all employees have a voice in the school and are treated with respect. ELA Board of Directors will continue researching and finding other practices to hire and retain highly qualified staff throughout the years.



Q93. If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Provide specific evidence that demonstrates the capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. If no candidate has been identified, provide the job description or qualifications, and discuss the timeline, criteria, and recruiting/selection process for hiring the school leader

ELA Board of Directors has not identified a Head of School. However, ELA Board of Directors will actively recruit and hire a strong leader that will align with the mission and vision of ELA, upon approval of the application. To look for the presumed leader, ELA Board of Directors will utilize online hiring platforms such as Indeed, and ELA Social Media Page to recruit and select our Head of School. Once a Head of School is selected, ELA Board of Directors will interview the potential candidate with a panel interview consisting of two rounds. Next, the Board of Directors will vote on the decision of the Head of the school. Last, an offer will be made to the potential candidate.

Job Description: The Head of School will manage and oversee the day-to-day operations of Empowerment Leadership Academy. The Head of School will work with the Board of Directors and implement school policies and procedures that are set forth by the Board. The Head of School will create a positive, healthy, and safe learning environment for staff, parents, and students while meeting the mission and vision of ELA. Duties include but not limited to the following, Manage staff, teachers, and personnel, manage outside vendors, hire teachers and staff, working with Board of Directors, attend monthly meetings with Board and Community, handles all parent and families concerns, and ensure curriculum is implemented with fidelity.

Qualifications: Experience working with school age students, Masters Degree in Education/Educational Leadership; required, Administration License; preferred, leadership experience, experience working with at-risk youth, experience working in a single gendered school; preferred.

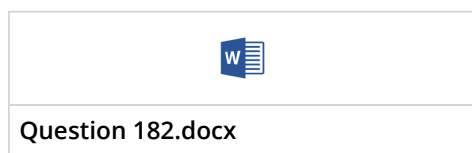
Q94. Attach in Appendix O the School Leader's Resumelf school leader has been identified, include the school leader's one-page resume in Appendix O.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Comments :

ELA Board of Directors have not identified a school leader. However, ELA plans to hire a qualified, well-rounded, and experienced Head of School. Please find the attached explanation that addresses ELAs Head of School search.

Evidence :



Q95. Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.



The Board of Directors will recruit, hire, and evaluate the Head of School. The Head of school will then hire staff, teachers and any other personnel with the direction of the Board of Directors. All employees are collectively employed by Empowerment Leadership Academy Board of Directions.

Q96. Outline the school's proposed salary range and employment benefits for all levels of employment.

Empowerment Leadership Academy plans to offer salaries that are based on North Carolina Public Schools but are also competitive with Wilson County Public Schools. It is important that ELA offers competitive salaries to be able to attract and retain highly qualified teachers. Empowerment Leadership Academy will participate in the North Carolina State Health Care Plan for all Full-time Employees. ELA will not participate in the State Employee Retirement plan, ELA will offer 401K with company match up to 3%. ELA will not offer health care, retirement, or life insurance for part-time employees. Below you will see the proposed salary ranges below:

Head of School: \$50,000-\$85,000

Assistant Head of School: \$55,000-\$70,000

EC Director: \$40,000-\$60,000

Curriculum Director: \$40,000-\$50,000

Guidance Counselor: 40,000-50,000

Administrative Assistant: \$25,000-\$35,000

Finance/Business Manager: \$40,000-\$55,000

Core Teachers: \$40,000-\$50,000

Elective Teachers: \$38,000-\$50,000

Support Staff: \$20,000- \$30,000

Food Service: \$15,000-\$30,000

Custodian/Maintenance: \$15,000-\$35,000

Transportation: \$15,000-\$25,000

As ELA grows, the Board of Directors will assess the need over time and add more support staff and teachers as needed.

Q97. Provide the procedures for handling employee grievances and/or termination



Grievances: Empowerment Leadership Academy will handle and treat all employee grievances with importance and handle all grievances in a timely manner. If an employee of Empowerment Leadership Academy does file a grievance against the company, the Head of School and the employee(s) will sit down together and try to resolve the issue first. The Head of School will be the first point of contact to try to resolve the grievance with the employee. The Head of School will first try to identify the problem, next, conduct an investigation if needed, then, speak with all parties involved in the situation, last, try to come up with at least two or more resolutions for the issue at hand. The Head of school will then follow up with the employee concerning the situation. If, these action steps go unresolved, then the employee may file a formal grievance with the Board of Directors. The Board of Directors will then investigate the situation, and contact the employee directly with their plan of action. Empowerment Leadership Academy reserves all rights to immediately terminate any employee, at any time. However, ELA will work on a discipline system for employees. Employees will follow the Staff/Employee handbook that outlines the discipline system. First, Employees will be given a verbal warning. Verbal warnings are documented stating that employees were spoken with on the certain date/time as well as a description of the incident. Next, a written warning/action plan will take place if the incident occurs again. Teachers will receive a Action Plan that will outline in detail what actions need to be taken in order to remain employed with ELA. The Action Plan will also outline how long the staff member will remain on a Action Plan, and the staff member will having periodic check ins with the Head of School throughout the length of the Action Plan. The last step if action plan is not followed, will be termination. Although ELA will implement steps to try to work with employees, ELA will reserve all rights to immediately terminate employees at any cause.

Q98. Identify any positions that will have dual responsibilities and the funding source for each position

Empowerment Leadership Academy does not expect to have any dual responsibilities during the five years of operations.

Q99. Describe the plans to have qualified staffing adequate for the anticipated special needs population and means for providing qualified staffing for EL and gifted students

Empowerment Leadership Academy will ensure that we have recruited and higher qualified staffing that will support our special needs, EL and Gifted population. ELA will ensure that the Director of Exceptional Children will ensure that all state and federal laws are upheld within the school. During the first year of operation, ELA will employ one EC director and one EC teacher. The EC teacher will provide push in/pull out services to classroom teachers ensuring all academic minutes are met. Based on our needs, ELA will hire a part time ELL Teacher that will provide EL services to students that enroll and identify as EL. Within in our second and third year, ELA will look to hire a AIG teacher that will assist the school with our gifted population.

Q100. Provide a narrative detailing the roles and responsibilities, qualifications, and appropriate licenses that each position must have to be hired by the school's board of directors and effectively perform the job function(s).

It is the goal of Empowerment Leadership Academy to hire and retain employees with a range of abilities, qualifications and skills. ELA looks to hire a diverse staff with a range of abilities that will create the success of ELA. All staff members that are hired should believe in the mission of ELA, understand the population of students we are looking to serve, ability to work collaboratively with a team of professionals including teachers and administration, bring a range of instructional strategies including project-based learning, and have commitment to their personal growth. Below you will find projected positions and their job descriptions:



Head of School:

The Head of School runs the day-to-day functions and operation of the school. To be the most effective leader, The Head of School will need to have a wide range of skills that will be needed to run the operations of ELA. Skills include Management skills in Elementary and Middle School level, Leadership experience, Effective Communication with staff/students/parents, the ability to problem solve issues that occur in the school, complete knowledge and understanding of the schools mission and vision, experience working with the targeted population ELA is looking to serve, thorough understanding of the schools policies and procedures that are set by the Board of Directors, and knowledge of the North Carolina Standards Course of Study. The Head of School will be employed by the Board of Directors. Head of School will report directly to the Board of Directors. Required minimum qualifications, 5 years of Leadership experience, Master Degree in Education/Administration/Curriculum Instruction. Preferred experience, Masters Degree in School Administration, and licensed in school administration.

Assistant Head of School:

The Assistant Head of school is responsible for assisting the Head of School in with the daily management of the school. The main job of the Assistant Head of School will to oversee all Instructional and Non-Instructional staff. The required qualifications of the Assistant Head of School should be thorough knowledge of NCSCOS, effective communication with staff/parents/teachers/staff, management/leadership skills, motivate all instructional and non-instructional to reach their full potential, and assist with creating a positive learning environment. The Assistant Head of school will report directly to the Head of School. The Assistant Head should hold a Masters Degree in Education/School Administration/Curriculum Instruction. Assistant Head of School should have at least 3 years of Leadership experience.

Finance Manager/Business Management:

The Finance Officer/Administrative Assistant is an administrative role that will report directly to the The Head of School. This role is responsible for preparing and maintaining records, data management, payroll, and preparing financial reports for the Board of Directors. The Finance/Business Manager required qualifications are a bachelors degree in Business with a focus in finance or accounting.

Curriculum Specialist:



The Curriculum Specialist will oversee all of the curriculum and instruction for the program. The Curriculum Specialist will be responsible for leadership of teachers, development of the curriculum, growth of teachers, providing classroom support, oversee testing throughout the school, conduct weekly grade level meetings with teachers and support staff, oversee the MTSS/intervention program, and develop data presentations for The Head of School and Board of Directors. The Curriculum Specialist will report directly to Head of School/Assistant Head of School. Curriculum Specialist position will require a Masters Degree in Curriculum Instruction with 2-3 years of data management or Bachelors with 5 years experience in data management, and experience with implementing Project-Based Learning.

Guidance Counselor:

This position is responsible for the overall guidance and counseling of our targeted student population. The Guidance Counselor will also be responsible for being apart of MTSS program and attending all meetings. The Guidance Counselor will report directly to the Head of School. The Guidance Counselor position will require a Masters Degree in Counseling and experience working with our Targeted Population.

Teacher:

The Teacher position will require teachers to plan, implement, and deliver high quality instruction to students. Teachers should monitor students and their progress over time, participate in weekly data meetings, promote classroom management, select and differentiate student lessons to meet the needs of the students, effectively communicate with parents, staff, students and all key stakeholders, and maintain appropriate classroom records to speak with parents about during parent teach conferences. Teachers should report directly to the Head of School/Assistant Head of School. Teachers should hold at minimum a Bachelors Degree, and licensed with the North Carolina Department of Public Instruction, at least 2 years working serving at-risk students, and implementing Project-Based Learning.

Bus Driver:

This position responsible of operating and transporting students to and from home in a safe manner. Bus Drivers are also responsible for transporting staff to and from special events, such as field trips. Bus Drivers will need to report directly to the Head of School. Bus Drivers will need to hold at minimum a High School Diploma/GED as well as a North Carolina Drivers License and complete all required drivers trainings by the State of NC.

Custodian:

The Custodian Position is responsible for the overall daily cleaning and sanitation of the school. Custodians will report directly to the Head of School/Assistant Head of School. Custodians should hold at minimum a High School Diploma/GED.

Cafeteria:

The Cafeteria position is responsible for the overall planning, managing and serving breakfast and lunch to students. Cafeteria staff will need to report directly to the Head of School. Cafeteria staff members should hold a High School Diploma/GED.

10.4. Staff Evaluations and Professional Development

Q101. Identify the positions responsible for maintaining teacher license requirements and professional development.

Essentially it will be the Head of School responsibility to maintain Teacher Licenses. It will be the Curriculum Specialist job to conduct and hold all Professional Development while assisting the Head of School with upholding teacher licenses.

Q102. 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 and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.

Empowerment Leadership Academy finds the importance of hiring well qualified teachers. Passionate teachers are the most powerful determinant of student success. It is very important that ELA hires qualified teachers with experience working with at-risk girls. In-order to retain the best qualified staff, ELA will create a school environment that demonstrates prepared teachers that are dedicated, supported, and believes in our mission.

Mentoring:

Empowerment Leadership Academy will incorporate a Beginning Teacher Program to support all beginning teachers. ELA will provide all beginning teachers with a experienced mentor to provide them with guaranteed support while in the classroom. Mentors will be seasoned teachers that have experience in the classroom and demonstrate leadership qualities as well. Mentors will guide new teachers in delivering core content, implementing school polices and procedures, providing them with successful teaching strategies, and provide beginning teachers with constructive feedback from observations in a timely manner. Beginning Teacher Mentors will be provided with mentor training upon the first day of school. Training will clearly define the beginning teacher mentor role and duties. Having a beginning teacher program is vital to the development and growth of his all beginning teachers that work with ELA. ELAs beginning teacher program will meet the NC Mentor Standards that will also be outlined in the NC Mentor program handbook. Mentor Standards will be as followed:

Standard 1: Mentors Support Beginning Teachers to Demonstrate Leadership



Standard 2: Mentors Support Beginning Teachers to Establish a Respectful Environment for a Diverse Population of Students

Standard 3: Mentors Support Beginning Teachers to Know the Content They Teach

Standard 4: Mentors Support Beginning Teachers to Facilitate Learning for Their Students

Standard 5: Mentors Support Beginning Teachers to Reflect on Their Practice

Retention:

It is the plan of ELA to ensure that we retain highly qualified teachers in our school. Retaining highly qualified teachers will have a major impact on the success of our girls. The Board of Directors of ELA will establish policies and procedures that creates a positive all inclusive learning environment that builds professional growth and promotes shared decision making within the school. By inviting teachers to become involved in the decision making process it will show that teachers are apart of our community and we value their opinions as well. With this thought process, we will be able to retain highly qualified teachers.

Evaluation:

Teachers will be evaluated using the North Carolina Professional Teaching Standards. The Head of School will formally complete teacher observations through the North Carolina Educator Effectiveness System (NCEES). At the beginning of the year, teachers must complete the self-assessment through NCEES and rate their own performance based on NC State Board of Education rubric. Then teachers will use the completed self-assessment and create the Professional Development Plan. The Professional Development Plan will identify areas of professional growth for teachers. ELAs teacher evaluation process will include the following 8 components:

Component 1: Training- Before participating in the evaluation process all teachers, principals and peer evaluators must complete training on the evaluation process.

Component 2: Orientation- Within two weeks of teacher’s first day, the principal will provide teachers with orientation

Component 3: Teacher Self-Assessment- Using the Rubric for Evaluating North Carolina Teachers, the teacher shall rate his or her performance and reflect on his or her performance throughout the year.

Component 4 :Pre-observation Conference- Before the first formal observation, the principal meets with the teacher to discuss: self-assessment, professional growth plan and a written description of the lessons to be observed.

Component 5: Pre-Observations- ELA will conduct teacher observations to ensure success in the classroom.



Component 6: Post-Observations- The principal shall conduct a post-observation conference no later than ten school days after each formal observation.

Component 7: Summary Evaluation Conference and Scoring the Teacher Summary Rating Form- Prior to end of school, the principal conducts a summary evaluation conference with teacher to discuss components of the evaluation cycle type used. Comprehensive or Standard.

Component 8: Professional Development Plans- ELA will prepare with the teacher based on their scores.

Q103. Describe the core components of the professional development plan and how these components will support the 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.

ELA will use different sources when it comes to leading highly qualified professional developments for their staff. ELA will assess the need of different trainings that are needed throughout the year. ELA will use student data, teacher content delivery, classroom observations, and mentor reports to pinpoint what professional development will be held that particular day. For example, if teachers are struggling with delivering content, ELA will provide a professional development on how to delivery effective instruction/content to students. ELA will outsource certain trainings along with the Head of School and Curriculum Specialist to deliver quality PDs for teachers. ELA main source of PD will be Inservice Professional Development with outside sources that will provide training in the school. Teachers will be encouraged to complete online professional development modules, attend workshops, and conferences that will create professional growth.

Q104. 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.

ELAs 2022-2023 academic calendar has set aside 14 professional development days a year for teachers and staff. July 18-July 29 ELA will conduct professional development opportunities for all teachers and staff. Within these two week ELA will place heavy emphasis on:

Effectively working with at-risk students- ELA will serve a large at-risk population requiring all staff members to be well trained and informed on best practices on how to teach and relate to the students that we are looking to serve. Teachers will be trained on how to motivate, empower, and challenge at-risk students in the classroom.

Classroom Management- All staff members will receive trainings on effective classroom management. It is important that while serving at-risk girls ELA has a strong behavior management system in place. Teachers will be trained on using our school wide behavior system and how to implement it positively in the classroom.

Project-Based Learning- The mission of ELA is to challenge at-risk girls to become life long learners. To do so, ELA will place a strong emphasis on using PBLs in the classroom. Proven research has shown that PBLs are effective for students when teaching critical thinking skills, problem solving, and student collaboration.



Teacher Evaluation System- Teachers will be trained on the teacher evaluation system that will be used to evaluate teachers throughout the year. Teachers will be aware of standards and observations that will be conducted on them.

Effective Relationship Building- It is important for staff members to develop healthy and professional relationships with the targeted population and other colleagues. Therefore, ELA will ensure to have a thorough training on building effective relationships. To do so, ELA will conduct team building activities, watch videos, and listen to presentations on how to build effective relationships with at-risk girls and other staff members in the school.

Content (Eureka Math/CKLA)- It is important that teachers know how to deliver and implement the content in the classroom. With our targeted population ELA will not be able to take loopholes when it comes to teaching at-risk students. ELA will use outsourced curriculum trainers to train our staff to effectively implement the curriculum in the classroom.

Policy and Procedures- All staff members will be trained on the schools policies and procedures using staff handbooks to review.

Parent Involvement- An important part of a child's education is having parent involvement. ELA will conduct trainings on how to effectively involve parents in the classroom and school.

Q105. 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.

In our projected 2022-2023 academic calendar, ELA has set aside 14 Professional Development/Teacher work days. During the summer ELA will conduct 10 Teacher Professional Development days to ensure teachers are well trained on developing/implementing curriculum, implementing Project-Based Learning, At-Risk student training, special population training, classroom management, school wide discipline policy, and school wide policies and procedures. ELA will also conduct 4 Professional Development days over the course of the school year. These days will provide teachers with ongoing/required trainings that will promote professional growth within teachers. All teacher professional development days will focus around the need of our school, students, and teachers. Training each day will begin at 8A.M. until 12:00P.M. with a 1 hour lunch break until 1P.M. Teachers will return for another hour of professional development then released to collaborate with their teammates and classroom preparation. Professional Development is mandatory until 4pm. ELA Professional Development will be held by all the Leadership team-members including Head of School, Assistant Head of School, Curriculum Specialist, EC Director, and the Business manager. ELA will encourage all teachers to seek other outside professional development as well as NCDPI online professional development trainings that can be done outside of the school.

10.5. Marketing, Recruitment, and Enrollment

Reaching the full capacity for enrollment will be critical to obtaining 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 115C-218.45 carefully.



Q106. **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)).

Empowerment Leadership Academy goal is to ensure that we promotes an all inclusive environment. ELA will do so by ensuring that we professionally bring the community into our school to support our mission and vision for the girls. Marketing is vital to our mission as we strive to give at-risk girls the opportunity to grow and become life-long learners regardless of their background, ethnicity or income level. ELAs direct marketing strategy includes direct communication with our local community churches, leaders, businesses, and families. ELA will speak with local ethnic pastors to post brochures in the community lobby areas, school informational workshops, all brochures/task cards/and company cards will be located at all local preschools, summer camps, and off campus after school programs.

Marketing Elements will include:

Website Development: ELA has developed a well rounded website that will highlight our exceptional educational program. Potential families will be able to access our mission, curriculum, information about enrollment, school calendar, school events, parent handbook, and ways to get involved in our school

<https://sites.google.com/view/empowerment-leadership-academy>

Direct Mail- ELA, will mail out direct information packets about the school to local families in the targeted area.

Public Relations- Open house is vital to promoting the school and providing information about our mission and vision. ELA will strongly encourage all parents to end an hour presentation as parents will have the chance to learn imperative information about our unique school. We strongly seek to have parents attend to provide enrollment packets as well as free uniform give aways for the upcoming school year.

Partnership Marketing- Involving the community is very important to the development of the school. ELA has partnered with a local community church that will assist ELA with marketing the school. Mt. Moriah Community Church and ELA will be community partners as we strive to bring our mission and vision to the Wilson County area. Within our partnership, ELA will be able to have access to local businesses, daycares, summer camps, and access to at-risk girls in the Wilson County area.



Recent Marketing:

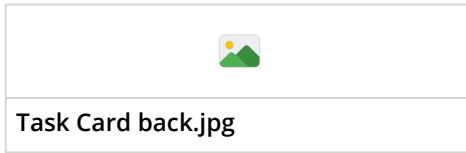
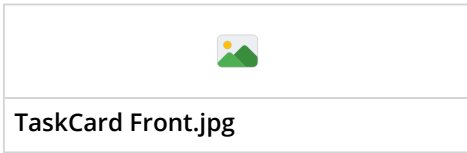
**** Meeting with Mt. Moriah Community Church of Wilson

**** Local businesses to hand out task cards and business cards

**** Developed a Facebook page that has mentioned information about the school and getting local to like and share our page

***** Actively developing a website for the school.

Evidence :



Q107. Describe how parents and other members of the community will be informed about the school.

Parents and other members of the community are vital to development of ELA, we believe that our girls will need the support and guidance of parents and the community to help us reach and fulfill our mission. At ELA, we believe that parental involvement is critical in the child's education. We have worked together to put forth a plan of action that will support parents to make sure they are involved in their child's education. The Parent Engagement Plan is a plan that allows parents to have additional support in the school. The plan welcomes parents into the school to volunteer in the classrooms/school, joining our school advisory board for parents, running the school PTO, and committing to supporting the classroom teachers. As such, the school will provide parents with different trainings on how to support their child needs at home. We will provide mental health trainings, curriculum nights that will show parents how to better support their child with their studies, and finally, we will offer after school hours to reach the teachers with questions. ELA will continue to engage all community members and parents through social media, local churches, promotional videos and using our community partnership to assist with bringing in parents throughout the year.

Q108. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.

Empowerment Leadership Academy understands that we will need to maintain student enrollment to open the doors of the school. In order to ensure that we meet our target opening enrollment number, ELA will implement social media/school website, direct parent contact, and hosting community events held by the Board of Director as our means of student recruit. To ensure that we are continuously advertising for enrollment,

Time Line:

July 2020-July 2021: Application Phase



Goal: Continue working with the community to gather information on female families, and their need of an all girls charter school.

1. Website-enrollment tab uploaded, parent/student handbook uploaded
2. Recruit three more board members, if not already recruited
3. Create email chains that will be sent out to locals.
4. Continue boosting our Facebook Page and getting families to like and share information about the school.

August 2021-February 2022: Ready to Open Period

Goal: gather at least 70% of enrollment applications committing to joining the ELA family.

Action:

1. Host a parent night/informational session
2. Along side the Board, Recruit a team of potential parents who will actively pass out fliers, brochures, and enrollment packets
3. Parents will also assist with making packets for the community
4. Manage the Facebook page by reaching a bigger audience in the Wilson County area.
5. Along side our community partner, host a recruiting fair for families to come and enroll
6. Reach out local newspapers and advertise in the newspapers.
7. Create email chains that will be sent out to locals.

February 2022-August 2022) Open Enrollment:

Goal: 100% at capacity in the building

Action:

1. Continuous recruitment
2. February 1, 2022 application will be open and ready for the public
3. Continuous Family information sessions
4. Introduction of the founding Head of School
5. Community Fall Festival with our community partner

Q109. Describe how students will be given an equal opportunity to attend the school. Specifically, describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at-risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.

Empowerment Leadership Academy will enroll any eligible girl under the North Carolina Charter Law. Girls will be admitted according to Law 115C-218.45. "Except as otherwise provided by law or the mission of the school as set out in the charter, the school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, or disability. A charter school shall not limit admission to students on the



basis of race, creed, national origin, religion, or ancestry. A charter school whose mission is single-sex education may limit admission on the basis of sex. Within one year after the charter school begins operation, the charter school shall make efforts for the population of the school to reasonably reflect the racial and ethnic composition of the general population residing within the local school administrative unit in which the school is located or the racial and ethnic composition of the special population that the school seeks to serve residing within the local school administrative unit in which the school is located.”

Area of Focus:

Empowerment Leadership Academy area of focus will be to serve at-risk girls in the Wilson County area. We believe that our girls deserve a chance to empower and change the world as courageous leaders. We want to build self-confidence within girls who have struggled in the traditional school setting. Finally, ELA believes that we will challenge our girls and provide them with the skills needed to be professional women in the world. We plan to market our focus to community by attending local preschools, gathering with families who are in the local community, continue marketing our vision/mission with our community partner as they are assisting with enrollment, create community events, and ordering ELA paraphernalia that will be given to families in passing.

Q110. What established community organizations would you target for marketing and recruitment?

Community organizations that ELA will target for marketing and recruitment purposes will be local community churches, The Wilson County Partnership for Children, summer camps, Wilson County Parks and Receptions, Wilson Family YMCA, Wilson County Department of Social Services, Affordable Housing of Wilson, local colleges, American Legion, American RedCross, United Way of Wilson, and Habitat for Humanity of Wilson. ELA will make efforts to connect and recruit with each organization on an ongoing basis.

10.6. Parent and Community Involvement

Q111. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.

Empowerment Leadership Academy will communicate with and engage parents and community members from the time that the school is approved through opening by hosting community and potential family meetings, the use of social media, local preschools, community churches, and using our community partner to communicate and engage parents and the community. After meeting with Mayor Carlton Stevens, he has made efforts to pass out task cards and speak with the hispanic population about the future of Empowerment Leadership Academy.

Q112. 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.

At ELA, we believe that parental involvement is critical in the child’s education. We have worked together to put forth a plan of action that will support parents to make sure they are involved in their child’s education. The Parent Engagement Plan is a plan that allows parents to have additional support in the school. The plan welcomes parents into the school to volunteer in the classrooms/school, joining our school advisory board for parents, running the school PTO, and committing to supporting the classroom teachers. As such, the school will provide parents with



different trainings on how to support their child needs at home. We will provide mental health trainings, curriculum nights that will show parents how to better support their child with their studies, and finally, we will offer after school hours to reach the teachers with questions.

Q113. If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.

Having parental involvement within ELA is vital to the success of our school. ELA believes in the statement by Every Student Succeeds Act, "If the parent succeeds, the child succeeds." ELA has developed that theory and we believe that if we create programs that support our families, then our girls will succeed in the classroom. First, ELA will ensure that parents have access to McKinney-Vento. Subtitle VII-B of The McKinney-Vento Homeless Assistance Act authorizes the federal Education for Homeless Children and Youth (EHCY) Program (https://nche.ed.gov/wp-content/uploads/2018/12/ehcy_profile.pdf) and is the primary piece of federal legislation related to the education of children and youth experiencing homelessness. It was reauthorized in December 2015 by Title IX, Part A, of the Every Student Succeeds Act (ESSA) (<https://nche.ed.gov/title-1-part-a/>). Because we are serving a high population of at-risk girls, we want to ensure that our girls have a safe and warm place to go to after school hours. In order for our girls to succeed in the classroom, parents have to succeed as well. Next, ELA will create a Adult Assistance Night. This program will be geared towards helping families once a month with resumes, applying for jobs, homework assistance, and getting information about college. ELA will bring the community into the school by having local college students, businesses, teachers, and professionals come in for one hour and assist families. Finally, ELA will offer Family Nights once a quarter in counseling, curriculum nights, and parent teacher conferences. All of these efforts are made with our students in mind that will meet our mission of serving at-risk girls.

10.7. Admissions Policy

Q114. Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:
a. 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.**
b. Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.
c. Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
d. Explanation of the purpose of any pre-admission activities (if any) for students or parents.
e. Clear policies and procedures for student withdrawals and transfers.

1. Upon approval of Empowerment Leadership Academy, ELA will then begin advertising to the community about open enrollment for the school. ELA will enroll any eligible girls without discrimination in accordance to G.S. 115C-238.29F (g)(5). The open enrollment period for the 2022-2023 school year will begin around January 10, 2022 and will run until March 10, 2022. As applications come in, ELA will date each application with a signature from an administrator. We will order each application as we receive them by grade levels. After March 10, 2022. ELA will close the open enrollment period to the public. We will take the time and sort through each grade level applications to ensure we have enough applications to fill all the slots in each grade level. However, if we have an overflow of girls in a particular grade level, each girl will be placed on a waitlist in the order that their application was received and informed when a spot has opened up.
2. Empowerment Leadership Academy will put forth best efforts to allow all girls the chance to become apart of our program. However, in the event that ELA receives a high number of applications in a particular grade level, that



exceeds the number of available spots, ELA will host a public lottery. The public lottery for admission will grant girls admission into the school. Within 5 business days, girls will receive their official admissions letter in the mail. If, the family still wants to be apart of ELA, letter of acceptance must be returned within 2 weeks. If not, we will pull the next girl from the list.

3. A waitlist will be developed if there is still a high number of applicants in each grade level based on the lottery and open enrollment. ELA will keep each girl name on the waitlist until they are asked to be removed or have name has been pulled by the school.

4. Re-Enrollment will be a period for parents to recommit to ELA for the following school year. Re-enrollment will happen in the spring of each academic year. Parents will have the online option to re-enroll or can come into the school and choose a re-enrollment form. We will ask all parents to re-enroll by the last day of the academic calendar.

5. Withdrawals should be made in person, verbally, or written notice by the parent or guardian of the student. Parents will need to include the effective date, and establishing reason for withdrawal, and the transfer school. ELA will then send over student records within 2-3 business days of receiving the withdrawal request and filling out the Records Request Form. However, if records are needed immediately we ask 24 hours to have records sent to the transferring school.

6. Once transferred into our program, parents will be responsible for completing and requiring all documents turned into the school. Parents will need to complete a Records Request Form and we will send the request to the previous school to have all student records sent over. Once ELA receives all records, the Administrative Assistant will need to upload all information into our student enrollment tracker.

Q115. **Weighted Lottery** Does your school plan to use a weighted lottery?

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.

Yes

No

Q116. **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

According to Publiccharter.org, Weighted lotteries may now be used under three circumstances:

- When necessary to comply with Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; section 504 of the Rehabilitation Act of 1973; Title II of the Americans with Disabilities Act of 1990, as applicable; the equal protection clause of the Constitution; or applicable state law;



- To give a slightly better chance for admission to students seeking to change schools under the public school choice provisions of Title I, Part A of the ESEA for the limited purpose of providing greater choice to students covered by those provisions; and
- To give slightly better chances for admission to all or a subset of educationally disadvantaged students if state law permits the use of such weighted lotteries.

ELA has opted to use weighted lottery for our school. The mission of Empowerment Leadership Academy meets the need of a weighted lottery based on our mission to create a student centered environment that will challenge at risk girls to become courageous leaders, innovative thinkers and build self-confidence within. ELA plans to serve a high number of economically disadvantage students, ELL students, students with disabilities, neglected students, and homeless students. By doing so, ELA will use the weighted lottery to admit all students.

Q117. 2) A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.

Empowerment Leadership Academy will follow the process to effectuate the weighted lottery:

1. Determine the open slots in each grade level.
2. Online Application will be downloaded and complete, there will be written applications available as well. Families will have a time frame for applications to be completed and sent back into the office.
3. Filter Applications by grade level to assess the need of each grade level. We will then place each grade level applications with stamped numbers for the pull of each number for each grade level. Numbers will be given to parents prior to the lottery pull, based on the number on their application.
4. ELA will host a public lottery for students and parents to attend. One Board member will publicly pull a number, as it is projected for parents to publicly see. Prior to pulling numbers, we will inform each parent on how many slots there are for each grade level pulled.
5. Process all student applications and complete enrollment for students

Procedure:

ELA will have a public lottery based on the number of applications received at the time of open enrollment. The lottery hosted will be a public lottery for all parents, guardians, and students. However, attendance is not required ELA will have each family name placed in a grade level box and pulled in front of all attendees. As applications are received, we will place a number on each application. Prior to pulling numbers, ELA will provide each family with their application number. That number will be used to pull during the lottery. Once numbers are pulled each family will be notified within 5 days. Each family will then have 10 days to accept admission. ELA will follow N.C.G.S. § 115C-238.29F stating, A charter school shall not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. Except as otherwise provided by law or the mission of the school as set out in the charter, the school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. Within one year after the charter school begins operation, the charter school shall make efforts for the population of the school to reasonably reflect the racial and ethnic composition of the general population residing within the local school administrative unit in which the school is located or the racial and ethnic composition of the special population that the school seeks to serve residing within the local school administrative unit in which the school is located.



Q118. 3) The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.

Empowerment Leadership is requesting the weighted lottery option based on the the underlying research, pedagogical, education, psychometric and legal that supports the need of disadvantage girls in the Wilson County area. According to the Department of education, "The Department of Education strongly encourages public charter schools that use weighted lotteries to do so as part of a broader strategy that includes fulfillment of their existing responsibilities related to outreach, recruitment, and retention for all students, including educationally disadvantaged students." Having a weighted lottery will not limit ELA to just one targeted demographic of students, but will open a door for more students to be able to participate in our program. Because we are looking to serve the economically disadvantaged students, the research shows that having a weighted lottery for "educationally disadvantage students" identifies as, students who are economically disadvantaged, students with disabilities, migrant students, limited-English-proficient students, neglected or delinquent students, and homeless students. ELA looks to recruit and retain all girls not based just on their economic status.

Q119. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application

Yes

No

Q120. Explanation (optional):

Not Applicable



11. Operations

Q121. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application

Yes

No

Q122. Explanation (optional):

Not Applicable

11.1. Transportation Plan

Q123. Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. Include budgetary assumptions and the impact of transportation on the overall budget. The details of this plan should align with the mission, identified need for the charter school, targeted student population, and the budget proposal.

If you plan to provide transportation, include the following: a. Describe the plan for oversight of transportation options (e.g., whether the school will provide its own transportation, contract out for transportation, attempt to contract with a district, or a combination thereof) and who on the staff will provide this daily oversight. b. Describe how the school will transport students with special transportation needs and how that will impact your budget. c. Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services

Because ELA is looking to serve at-risk youth, ELA will seek to a location that will be near the Wilson County Public Transportation System. We believe that our families will need access to be able to get to the school if they do not have their own means of transportation. Providing parents with a school that has close encounters to public transportation system will attract families to our school. However, we will also seek to provide other means of transportation for our girls.

1. Oversight of transportation: ELA Board of Directions have spoken with a charter bus company, called Charter School Bus and Transportation Co. ELA plans to offer bus services to all students who attend. We will contract our services with the company to be able to provide transportation to all students. Parents will have the option to choose our bussing transportation upon enrolling in our school. Based on staffing, The contracted bus company will provide their own staffing for the buses. ELA believes that no child should be denied access to school due to transportation. For that reason, buses for all students who choose this option will be provided. ELA families will also have the option to walk, carpool, as well as public transportation (with adult accompany).

2. ELA will coordinate and provide transportation for students with special needs. If needed, ELA will assess the need of the population that will need special transportation, and coordinate with the charter school busing company and provide transportation to the students. However, students with special needs will require a IEP that specifies special transportation services for the student. However, if the IEP does not address special transportation needs, students will have access to the same transportation as students in general education.

3. Public charter schools follow NC General Statute 115C-218.40: "The charter school shall develop a transportation plan so that transportation is not a barrier to any student who resides in the local school administrative unit in which the school is located." ELA will ensure that all students are given the appropriate means of transportation needed to and from school. ELA will remain in compliance with all state and federal laws when providing transportation and will follow all safety rules and regulations set forth.



11.2. School Lunch Plan

Q124. 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. If the school intends to participate in the National School Lunch Program, include the following components in the response: a. How the school will comply with applicable local, state, and federal guidelines and regulations; b. Any plans to meet the needs of low-income students; and c. Include how the school intends to collect free- and reduced-price lunch information from qualified families. If a school intends to participate in the Community Eligibility Provision, describe the methodology the school will use to determine eligibility.

Empowerment Leadership Academy is committed to providing all students who attend a with a healthy breakfast and lunch. ELA Board of Directors can predict that the girls who attend our school will economically disadvantaged. Therefore, ELA will participate in the USDA National School Lunch Program, also known as free and reduce lunch. The National School Lunch Program (NSLP) is a federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day. The program was established under the National School Lunch Act, signed by President Harry Truman in 1946. Based on our facility, ELA will provide a full cafeteria that will serve students daily. However, if the facility does not fulfill the need of a full cafeteria within the school, the ELA will contract services to vendors that have experience serving our targeted population of students that will receive free or reduced lunch services. Along with other forms to fill-out upon enrollment, ELA will have a free or reduce lunch form that qualifying parents will fill out for their child. To determine if student(s) are able to qualify for the program, families will need to fall in certain categories such as the students identified as either homeless, migrant, runaway, or foster child, children enrolled in a federally-funded Head Start Program, or a comparable State-funded pre-kindergarten program, are also categorically eligible for free meals. Children can also qualify for free or reduced price school meals based on household income and family size. Finally, children from families with incomes at or below 130 percent of the Federal poverty level are eligible for free meals. Those with incomes between 130 and 185 percent of the Federal poverty level are eligible for reduced price meals. Schools may not charge children more than 40 cents for a reduced price lunch. Because ELA is committed to serving and providing all girls with an appropriate education, we understand that providing students with a healthy meal is imperative to their development throughout the school. ELA will comply with all local, state and federal guidelines and regulations to meet the needs of the free or reduced lunch program.

11.3. Civil Liability and Insurance

The Nonprofit 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:

1. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
2. General Liability: one million dollars (\$1,000,000) per occurrence;
3. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
4. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
5. Automobile Liability: one million dollars (\$1,000,000) per occurrence; and
6. Workers' Compensation: as specified by Chapter 97 of NC General Statute, Workers' Compensation Law




Q125. Complete the attached table, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.

Please find the attached table for ELA's Civil and Liability Insurance.

Resources :



Evidence :


ELA Insurance Coverage Template .x...

Q126. Attach Appendix L: Insurance Quotes


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.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Comments :

Please find the attached appendix for from Insurance People for our insurance covering.

Evidence :


2020 ELA Premium Estimate .pdf

11.4. Health and Safety Requirements

All public charter schools are required to follow the regulations regarding health and safety as stated in G.S. 115C 218.75.

Q127.

We, the Board members 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.

The Board Chair must sign this question.

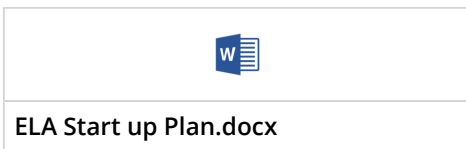
Signature



Q128. Start-Up Plan Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).

Please find the attached document outlining our preliminary start up plan.

Evidence :



Q129. Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.

Empowerment Leadership Academy will put forth every effort to overcome any challenges that we are presented with during the start up of the school. However, we do believe that our two challenges will be securing a facility that will meet our needs and enrollment. ELA has recruited a Relator/Broker in the Wilson County area that is currently working on securing a building that will meet our needs. Our Relator has been in contact through weekly updates concerning our needs as well as potential areas, and facilities that ELA will call home. Another challenge that ELA could foresee will be the enrollment of our students. Because we are seeking a single gendered school, ELA could see challenges of other siblings that will not attend our program. However, ELA has made efforts to run on the same schedule as Wilson County Public Schools to ensure that we are mirroring their calendar and hours of operations. We believe that this challenge will be addressed by continuous strategies of speaking with parents/guardians about their concerns and address them in a time efficient manner to ensure parents needs are met.

11.5. Facility

Q130. What is your plan to obtain a building? Identify specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation

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



Empowerment Leadership Academy is using the assistance of LaFan Forbes of Forbes Real Estate Group to be able to provide assistance with our search of a facility that will meet our needs. With the work of Mr. Forbes, ELA has several areas that we are looking at that will have access to Wilson County Public Transportation System. Mr. Forbes has posed two different options to the Board to be able to obtain a facility. Option one will include renting from a local community church. Option 2, will be looking into preschools that have closed down in the area. ELA Board of Directors will take specific steps to identify a building that meets our needs:

1. Have Mr. Forbes to set up a virtual/in person tour of the education facility of available churches or preschools
2. Create a check list of needs that ELA will be looking for in a building to present when decision is made from the Board. Checklists will be used during tours to check off details that meet our school needs.
3. Once all potential buildings have been toured, Board of Directors will call a board meeting and present each facility and place votes on a facility.
4. ELA Board Chair will contact Mr. Forbes and speak with him about the chosen building.
5. By April 2022, ELA will have a secured building.
6. If building needs any updates or construction, ELA will Board of Directors will ensure that all updates are made and apply for Certificate of Occupancy for Educational use before opening.
7. Obtain Certificate of Occupancy for Educational use by May 2022 and submitted to Office of Charter Schools.

Q131. Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.

Looking at our needs list for the start up of the school, ELA will need

1. Front Office Space= 800 sqft
2. total 800 sqft
3. 10 full classrooms for each core teacher 500 sqft
4. Cafeteria- lunches will be in classrooms
5. Total= 5,000 sqft
6. Cafeteria (1) = 1000 sqft
7. Restroom Facilities (2) =800 sqft
8. Total= 1600 sqft
9. Staff Restrooms (2) = 160
10. Total= 320 sqft
11. Offices (4) = 150 sqft
12. Total= 600 sqft
13. Staff/Teacher Lounge = 300 sqft
14. Total = 300 sqft

Total Sqft of the facility= 9,000 sqft



Short Term Plan- ELA will enter a leasing agreement with a building facility managers of a building for 2 years. Entering a leasing agreement for 2 years will allow ELA to look for another space as we continue to grow over the years. During the first two years, we will operate with grades K-2 for year one, and add on 3rd grade the following year. Having a building this size will meet the needs of our school.

Long Term Plan- ELAs long term plan will include us searching for a building for year three and up. We will be in search for a facility that will be able to accommodate all grades K-8. We will continue using the services of Mr. LaFan Forbes of Forbes Real Estate Group throughout our search for facility needs.

Q132. Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, and other spaces

As ELA plans to grow, we will need more space. Within the first years of operation, we will need:

1. Classrooms: ELA will look for a building that will be sufficient enough to hold 15 students each and 1 teacher. The first year we will need 6 classrooms for all core lead teachers, 1 classroom for the EC Department, 1 classroom for the Art teacher, 1 classroom for the Curriculum Specialist that will also consist of curriculum storage and classroom set of books for students.
2. Main office: Our main office we are looking to have in the front of the school building for administration purposes. Within our main office we are looking to have 1 office for the business manager, 1 office for the Head of School, 1 office for the EC Director, and 1 office designated for sick children. Please note the Assistant Head of School will not need an office in the first couple years of operation. We will add an Assistant Head of School Office based on our needs in the coming years.
3. Cafeteria: Our cafeteria for the first year will be a full size kitchen based on the needs state guidelines. However, based upon the facility, students will be required to eat in the classroom.
4. Teacher/Staff workroom: 1 Teacher/Staff workroom, that will hold the copiers, staff fridge, and classroom supplies.

Q133. 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

Mr. Forbes has presented us with a couple of building options that are currently vacant in the area. Looking at the buildings the cost per sqft is about \$12 per sqft. Which includes a parking lot, classrooms, full size kitchens, and office space. Looking in the area that facility is located in, is comparable to other commercial and educational spaces in the area.

Q134. 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

ELA will make every effort to ensure that our potential school will be ready upon opening. However, if the school is not open before our preliminary date, we will call an emergency board meeting. We will also have our Realtor with us during the Board Meeting that will bring other potential buildings that we could use until the building will be ready. There will be several things that the Board will need to look for when choosing a "temporary location." We will need to



look for the size and if the building meets our needs, the location of the building and ensure that it is accessible to public transportation, we will also need to look at the cost for the building and if it meets our budget we are looking to stay within, we will also need to meet with a firm to ensure that we will be able to obtain an Education Occupancy Certificate for this particular building, finally, we will need to see how the building fits our operational needs, such as . Once the Board/Relator has met and discussed options, we will then hold a voting decision on each potential building. Our Relator will then go into negotiations for the temporary location.

Q135. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

The Board of Directors, Mr. Roosevelt Moss has 7 years of experience with conducting real estate business renovations. He experience with building renovations, blueprints, and organizational space of the building. Mr. Moss has and currently renovated several businesses in the charlotte area, and brings a great deal of insight on real estate and development. Ms. Racshunn Farrington is currently a Senior Commercial Paralegal. Ms. Farrington has experience handling commercial real-estate, leasing, property management, real-estate development, and real estate financing. Dr. Myah Davis has worked in several schools in the Charlotte area and currently serving as a Principal for a local charter school has experience in facilities acquisition and management. Ms. Priscilla Wall, a business owner has over 10 years of experience in Business Development, that includes experience in managing and overseeing several properties. Mr. Patrick Williams has experience with construction sightings and development. With our experience, we believe that we are able to secure a facility and manage the development of the school.



12. Financial Plan

Q136. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

Yes

No

Q137. Explanation (optional):

Not Applicable

12.1. Charter School Budget

Q138. If applicable, attach Appendix M: Revenue Assurances. Assurances are needed to confirm the commitment of any additional sources of revenue.

Not Applicable

Q139. Attach Appendix N: Proposed Budget for Year 1 through Year 5

Click "Resources" (to the right of this text) to access and download the Budget Template.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Resources :



Evidence :



ELACharter Application Budget Tem...

12.2. Budget Narrative

Q140. How was the student enrollment number projected?

The total projected number for student is projected was based on surveys, speaking to local community leaders, and our community partner that we have met with and went into the community to speak with families. ELA board of Directors has selected to begin with 138 girls within the first year. After seeing the number of responses from the community and surveys, we believe that we have a lead on our program that will meet our projected enrollment number.

Q141. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection



Empowerment Leadership Academy looks to begin a school in the Wilson County because of the high needs of female leadership in the community. Looking at the Wilson County Public Schools System we have notice trends with the girls in the public school system. The girls in the school system continue to face academic challenges with achievement. Based on the data from a 2018 educational data report, African American and Hispanic girls in the Wilson County Public Schools tested 15% below other minorities in the school. ELA believes that our projected enrollment will be able to close the achievement gap of girls in the Wilson County Area. Our designed curriculum will be able to challenge our girls and provide them with the academic chance to show growth within education. However, we are building our classrooms on small sizes so that teachers will be able to successfully meet the needs of all the girls.

Q142. Provide the break-even point of student enrollment

With our preliminary budget, the lowest amount of students that we must enroll to break even is 134 out of 138 students. This estimate is based on the preliminary budget that we have put together. However, ELA looks to enroll approximately 138 girls within the first year to ensure that we are meeting our budgeting goals.

Q143. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated

If any school financial needs and revenues are not received or lower than estimated, ELA will ensure that we take precautions to cut any extra costs necessary. First, because we are entering a lease, we will work with Mr. Forbes our relator and our board member Ms. Farrington to renegotiate the lease terms and price for any areas in the building we are not occupying. If we are not using the area in the facility, then we will work with the leasing company to ensure that we are paying for the areas in the building that we will have access to. Second, we will make reductions in costs in the building. As a Board, we will all sit and meet with the Head of the School and go over some of the items in the school that can be eliminated or cut from the budget. Third, we will seek to have a personal business loan taken out to meet needs of the school. ELA, will also to seek to market and enroll more students into the school. Because we will be the first all girls school in the Wilson County area, we believe that our marketing efforts to increase enrollment will help with balancing out the financial needs of the school. However, ELA plans to ensure that all the budgeting decisions that are made within the year, will be cautiously and effectively to be able to successfully run the school.

Q144. 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. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices.

ELA will rely on state, county and federal funds. However, in the future, and if needed ELA will be in contact with banks, as well as pursue private foundational grants.

Q145. Provide the student to teacher ratio that the budget is built on

The current teacher ratio that our budget is built on is as followed:



1st year we will serve grades K-2, looking to serve 138 girls. Each grade level will make up 46 girls. Kindergarten classrooms is built to serve smaller classrooms so we have about 15 girls in each classroom, no more that 16. Our Kindergarten ratio will be 16:1. 1st-2nd grade will have a ratio of 23:1. Each year we are projected to add a grade. Each grade 3-5 will be projected to have a ratio of 23:1. Middle school teacher will be projected to have a ratio of 25:1.

Q146. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully

Empowerment Leadership Academy Board of Directors all have experience with implementing the financial plan successfully. Out of the six Board members, ELA has four of out our six members who are business owners and all have experience with budgeting and financial expenses. Dr. Davis, who is a current school Principal has experience looking over budgeting, ensuring that the school stays with their given budget guidelines as well. She is also responsible for creating a school budget and submitting it to her Board of Directors. Mr. Roosevelt Moss who is our current CFO/Treasurer has degree in Finance, as well as a business owner worked for 13 years for a CPA firm. Mr. Patrick Williams, who is a current business owner, has experience with budgeting for his company, implementing and approving orders. Ms. Priscilla Wall who is also a business owner has experience with over seeing million dollar contracts and ensuring that the company is staying within their budget when ordering, shipping and providing services to a company. Dr. Leon Johnson is also a business owner, and has experience with overseeing and approving the budget for his company. Ms. Farrington is not a current business owner, but does bring experience with budgeting financials, and experience in commercial loan refinancing,

Q147. Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated

Because ELA will have serve a high number of at risk girls, we believe that our budget might be affected by having to add in more support staff to support the needs of the students. ELA will ensure that we are meeting the needs of our students by having the Board of Directors adjust our budget to ensure that we are able to add in enough support staff to meet the needs of our students. ELA will also go into the community to speak with other schools who are serving the same population. By speaking with other schools we are able to gain insight on how to restructure our support staff to be able to meet all the needs of our students.

Q148. If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance.

ELA will hire a Financial Business manager in-house that will serve and handle all payroll and benefits. ELA will outsource for a financial auditor that will oversee our annual audits to ensure full accuracy of all ELAs financials . ELA has narrowed down to two companies to do our financial audits. In choosing the best auditor for ELA, we have looked over the success rate of the auditors as well as years of experience in the field and company. ELA Board of Directors will oversee anyone that is hired to oversee any company funds.

Q149. 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



Empowerment Leadership Academy does not intend to contract for any custodial support of the school within the first year of operation. We will contract for a financial auditor of the school. ELA will also seek outside sources for exceptional children instructional support based on the girls needs and enrollment, food services, and buses. The outside instructional support will only be sought if needed, only. Support such as a Speech Pathologist will be contracted once ELA assess the need based on student applications and previous and past school records. ELA Board of Directors will first identify the need of contracted services, then research different local companies that offer the services needed, last ELA Board of Directors will meet with the companies and review over resumes of potential candidates that will come into the school to provide services. The main criteria that ELA will look for in candidates, is the ability and experience to serve the student population in our school. We will also look for degrees and license for the particular position. ELA will accept vendors for food services to ensure that we are meeting the state and federal laws regarding healthy breakfast and lunches for students. Food Vendors should have experience handling free and reduce lunch and serving the population of students we are looking to serve. ELA will also contract for buses. ELA will contract for one bus company that will follow all the safety rules and regulations outlined by all stated and federal laws. Last, ELA will contract services to track records of enrollment, grades and attendance through PowerSchool.

Q150. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs

ELA is committed to meeting our mission through all aspects of our school. Our budget meets the mission by ELA being able to serve an at-risk population of girls in the Wilson County area and provide a challenging curriculum that will prepare them to become life-long learners. In order for ELA to be able to meet our mission first, we will need to provide our students with a facility that is welcoming and dedicated to learning. ELA Board of Directors has budgeted for a facility that is large enough to meet the needs of our enrollment and meet our mission of providing a student centered approach where we are focused on the student first. Next our budget meets the mission by offering a challenging curriculum for our girls. ELA Board Chair Dr. Myah Davis, has researched and provided much insight on a differentiated curriculum that will serve our population of girls. By using Eureka Math, CKLA, and embedding PBL into Science and Social Studies, ELA will be able to purchase all the materials needed to provide the challenging piece to our curriculum. Along with the curriculum, ELAs budget reflects our mission by having highly qualified teachers to deliver the curriculum. Although we are starting small, ELA plans to offer a competitive wages and benefits for our teachers to ensure that they are challenging our students. The salaries contained in the budget reflect our understanding of the need to recruit qualified teachers and to make sure salaries remain competitive with those being paid by Wilson County Public Schools. Finally, ELAs budget has budgeted to contract our bus services so that our students will safe reliable transportation for our girls to travel safely to and from the school. The bus company that we looking to contract with has been in service for over 10 years and provide exceptional service for their clients. Transportation meets our mission because we know that students who are underserved are sometimes not able to get to and from school. By providing a clean and safe way for our girls to get to school, students will be able to meet their attendance goals by coming to school daily.

Q151. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.

Empowerment Leadership Academy's governing boards general fund balance goal is 3-8% of revenue. The school anticipates that the general fund balance goals will be tied to student staffing and general costs of the school operations.



Q152. Provide a description of proposed financing structure. Include financing of facilities, other asset financing and leases

Empowerment Leadership Academy is seeking the guidance of Mr. LaFan Forbes of Forbes Realty to assist with finding a facility that will meet our needs. ELA looks to enter a year-to-year lease a potential building owner. We are potentially looking for a facility that includes water in the lease to cut down on an extra expense for our facility. However, we have budgeted for water expenses if it is not included in our lease with the building owner. Our funds for the potential facility will be used from our operating revenue of the budget. ELA does not currently have any other asset financing or leases. Although we do not have any other assets and leases, we seek to ensure that we are keeping cause down and cutting causes when and where we see necessary. Ms. Farrington will work with Mr. Forbes on the leasing terms and conditions of the facility and present to the Board of Directors during our meetings.

Q153. 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.

The Board of Directors will not have any assets from other sources. ELA expects to use funds from operational revenue to purchase furniture, chairs, computers, and lease our facility.

12.3. Financial Compliance

Q154. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate recording keeping?

Empowerment Leadership Academy will adopt Internal Control Policies that will be reviewed annually.

Segregation of duties: ELAs Financial duties will be evenly distributed between our Board Treasurer, Business manager, Head of School and our Financial Auditor to ensure there are not any fraudulent activities and errors in book keeping.

- Writing, signing, and mailing of checks will be the responsibility of the Head of School and Business Manager
- Ordering, paying for, and receiving of materials will be the responsibility of the Business Manager
- Handling cash and recording cash in accounting system will be the responsibility of the Treasurer/CFO, and Business Manager.
- Accepting customer orders, fulfilling orders, and invoicing customers will be the responsibility of the Business Manager and Head of School
- Review of all Finances: Financial Auditor and Treasurer
- reported to the full board of directors when necessary.

Safeguarding of assets:



All blank checks, debit, school credit cards and signature stamps (if needed) will be secured in a locked safe in the Business Manager office. All checks and cash will be handled by the Business Manager and deposited daily to ensure that there is not any cash or checks around the school. All checks, when received will be stamped "for deposit only." All checks over \$2,000 will require two signatures before sending out.

Adequate record keeping:

Record keeping will be done by the Treasurer and the Business Manager. The Treasurer will do a monthly record check of financing records to ensure that all transactions are accounted for. All invoices, bank statements, bills and receipts that are filed should be filed by the month. Invoices will need to have the original, a photo copy, and the receipt of purchase stapled together before filing. The Board Treasurer will review over the records with the Business Manager. This will ensure that transactions and deposits are properly handled. All files should be locked safely in the office of the Business Manager.

Q155. Provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved)

Empowerment Leadership Academy does not have any known or possible related party transactions. ELA will uphold all financial integrity through our financial policies and procedures. All Board members, Head of School, and Business Manager will review all financial policies and procedures and sign off once reviewed over.

Q156. Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number and fax number. If a firm has yet to be identified, please list the firms the board has investigated

The Founding Board of Empowerment Leadership Academy is in the process of recruiting and retaining a selected auditor for the annual audit. We have been in contact with a possibility of two firms listed below.

Jason B. Creel, CPA

Partner

Anthony & Tabb, P.A.

2536 Ward Blvd

Wilson, NC 27893

Cell/Text: 252-468-2501

Office: 252-243-2200

Fax: 252-243-7101



Bradley's Tax & Financial Management

Office: (252) 243-5349

Toll-Free: (888) 575-1040

Fax:(252) 243-2681

2810 Fieldstream Drive N

Wilson, NC 27896



13. Other Forms

Q157. Sign the attached Charter School Required Signature Certification document and upload it as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1


Comments :

Empowerment Leadership Academy is in the search for a Attorney that will oversee the Board of Directors. ELA will have a selected Board attorney recruited and retained within the next year. However, Board of Directors have reviewed, agreed, and signed the signature page for the corporate bylaws. ELA Board of Directors have also reviewed all information regarding an annual auditor as well.

Resources :



Evidence :


Require Signature Certification.pdf

Q158. Sign the attached Contracting Certification Form document and upload it as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Comments :

Please find attached Appendix

Resources :



Evidence :


Contracting Signatures.pdf

14. Third-party Application Preparation

Q159. Was this application prepared with the assistance of a third-party person or group?

- Yes
- No



15. Application Fee

Pursuant to G.S. 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 **July 24, 2020 at 5:00 pm EST** for Fast Track and Accelerated applications, and **July 24, 2020 at 5:00 pm EST** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash is not accepted.

Q160. ***Application Note:** The applicant must mail the certified check along with the Application Fee Payment Form before or on the due date of July 24, 2020 at 5:00 pm EST for Fast Track and Accelerated applicants, and July 24, 2020 at 5:00 pm EST for traditional timeline applicants. 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

6307 Mail Service Center

Raleigh, NC 27699-6307

I understand



16. Signature page

Q161. Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Resources :



Evidence :


SignaturePage.pdf

Q162. Complete

I have finished the application

* Q163. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

Empowerment Leadership Academy will provide an equal opportunity to all without regard to race, color, religion, creed, sex, age, national origin, veteran status, disability or any other condition protected by federal or state laws.

Hiring:

During the hiring process all applicants will be required to complete and sign their employment application. Any misleading information or information we are not aware of during the hiring process or on the application, will automatically forfeit the candidates position with Empowerment Leadership Academy.

All offers of employment are contingent on the successful passing of the background screening, drug screening, and physical exam. ELAs hiring process will begin with the completion of the application, followed by a phone interview with the Head of School, then a in person/virtual interview with the Head of School and Board of Directors, once an offer is made, the candidate will have 10 business days to complete their background check, physical exam, and drug screening. All school personnel, volunteers, faculty, and administrators will complete a criminal background check before working in the school. All background checks are required by law and will be conducted before an official offer is given.

Dismissal:



Empowerment Leadership Academy will be an at-will employer and reserves the right to terminate with or without cause or notice. All employees will follow our discipline policy in the event that disciplinary action needs to take place. ELA will take the following steps when disciplining an employee; first time will be a verbal warning, followed by a written warning, if further action needs to be taken, ELA will implement a plan of action or termination of employment.

Resignations:

Because ELA is an at-will employer, employees reserves all rights to end their contract with us at anytime throughout the school year. However, all staff/employees will need to submit a written letter addressed to the Head of the School addressing their resignation. We will ask that all employees who do resign, to give at minimum, a two-week notice to be reconsidered for hiring in the near future.

Whether an employee is terminated or resigns, ELA will handle all terminations and resignations in a professional and confidential manner. ELA will ensure that we are conducting a thorough and consistent exiting process by providing an exit interview to all employees that will be conducted by the Business manager.

Sample Empowerment Leadership Academy 3-5 Daily/Weekly Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30	Arrival	Arrival	Arrival	Arrival	Arrival
8:00-8:30	Life Skills	Life Skills	Life Skills	Life Skills	Life Skills
8:30-9:30	Electives	Electives	Electives	Electives	Electives
9:30-11:00	Reading/ELA	Reading/ELA	Reading/ELA	Reading/ELA	Reading/ELA
11:00-11:30	Lunch	Lunch	Lunch	Lunch	Lunch
11:30-12:00	Recess	Recess	Recess	Recess	Recess
12:00-1:15	Math	Math	Math	Math	Math
1:15-2:15	Social Studies/PBL	Science/PBL	Social Studies/PBL	Science/PBL	PBL
2:15-2:45	Intervention Block	Intervention Block	Intervention Block	Intervention Block	Intervention Block
2:45-3:00	D.E.A.R/Dismissal	D.E.A.R/Dismissal	D.E.A.R/Dismissal	D.E.A.R/Dismissal	D.E.A.R/Dismissal

Craft and Structure	
<p>CCSS.ELA-LITERACY.CCRA.R.4</p> <p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>Book 1: Chapters 2, 3, 4, 6, 7, 8</p> <p>Book 2: All chapters</p> <p>Book 3: All chapters</p>
<p>CCSS.ELA-LITERACY.CCRA.R.5</p> <p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>Book 2: Chapters 9, 11, 13, 15, 16</p> <p>Book 3: All chapters</p>
<p>CCSS.ELA-LITERACY.CCRA.R.6</p> <p>Assess how point of view or purpose shapes the content and style of a text.</p>	<p>Book 2: Chapters 9, 11, 16</p> <p>Book 3: At least 50% of the chapters</p>

Integration and Knowledge and Ideas	
<p>CCSS.ELA-LITERACY.CCRA.R.7</p> <p>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>Book 3: At least 50% of the chapters</p>
<p>CCSS.ELA-LITERACY.CCRA.R.8</p> <p>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>Book 1: Chapters 1, 5, 8</p> <p>Book 2: Chapters 9, 11, 13, 15</p> <p>Book 3: At least 50% of the chapters</p>
<p>CCSS.ELA-LITERACY.CCRA.R.9</p> <p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>Book 3: At least 50% of the chapters</p>

ANCHOR STANDARD	CHAPTERS
Key Ideas and Details	
<p>CCSS.ELA-LITERACY.CCRA.R.1</p> <p>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>Books 1, 2, 3: All chapters</p>
<p>CCSS.ELA-LITERACY.CCRA.R.2</p> <p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>Book 2: Chapters 9, 10, 12, 14, 16</p> <p>Book 3: All chapters</p>
<p>CCSS.ELA-LITERACY.CCRA.R.3</p> <p>Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p>	<p>Book 2: Chapters 10, 12, 14</p> <p>Book 3: All chapters</p>

Range of Reading and Level of Text Complexity	
<p>CCSS.ELA-LITERACY.CCRA.R.10</p> <p>Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>Books 1, 2, 3: All chapters</p>

Finances:

Goal 1: The finance goals shall be reviewed each quarter by Empowerment Leadership Academy's governing board where indicated:

- a. Empowerment Leadership Academy (ELA) will remain at 95% of capacity to ensure financial stability.
- b. ELA will receive an annual audit.
- c. ELA will remain in good standing with investors, creditors and the Department of Instruction for the State of North Carolina.
- d. ELA's Lead Administrator will report all expenses and budgets to the board for approval.
- e. ELA will

Operations:

Goal 2: Empowerment Leadership Academy's Lead (ELA) school administrator will be responsible for meeting the following goals as well as reporting to the governing board monthly:

- a. School attrition rate will remain at or below 10% each year.
- b. ELA will be in compliance with the State laws, Federal laws, and State Board of Education.
- c. ELA will follow all No Child Left Behind rules and regulations.

Governance:

Goal 3: Empowerment Leadership Academy's (ELA) governance board will meet once a month to govern the following:

- a. The schools Lead Administrator will report to the Board monthly on operations, hiring, and finances/budgets.
- b. The Board's President will call meetings as needed to discuss the schools progress and concern.
- c. All Board members will receive training on the school's by-laws, conflict of interest, and all trainings that staff will receive.
- d. Board members will have at least 95% attendance to all board meetings.

Academics:

Goal 4: Empowerment Leadership Academy (ELA) will increase academic achievement and learning by achieving the following:

- a. Students will meet the academic achievement set by the State Board of Education.
- b. In year one, 60% of girls will be proficient. K-2 will be measured by using NWEA MAP testing for Reading and Math.
- c. In year two, 70% of girls will be proficient. K-2 will be measured by using NWEA MAP testing for Reading and Math. 3rd grade will be measured by State Standardized Benchmarks/End of Grade Tests.

- d. In year three-five, 80-90% of the girls will be proficient by using NWEA MAP testing for Reading and Math. 3-8th grade will be measured by State Standardized Benchmarks/EOG tests.

Staff/Teachers:

Goal 5: Empowerment Leadership Academy (ELA) will ensure quality personnel are hired and trained in all positions:

- a. Staff will meet state licensure requirement in all areas of hire.
- b. Staff will align with the school's mission and vision.
- c. Staff will complete the school's orientation/training upon hiring.
- d. Staff will have extensive experience/training on the population we are serving at hand.
- e. Staff will complete Professional Development throughout the year.
- f. ELA will have a 90% retention rate on teachers and staff each year.

INSURANCE PEOPLE

Below are the estimated annual premiums for **Empowerment Leadership Academy**

Property Premium Estimate **\$450**

Contents	\$250,000
Deductible	\$1,000
Form	Special
Equipment Breakdown Included	

General Liability Premium Estimate **\$1,453**

Rating Basis:	Students	250
	Faculty	15

Limits:

Per Occurrence Limit	\$1,000,000
Annual Aggregate	\$3,000,000
Sexual Abuse & Molestation	\$1,000,000 per occurrence \$3,000,000 aggregate
Employee Benefits	\$1,000,000 per occurrence \$3,000,000 aggregate

School District & Educators Legal Liability (D&O/ E&O)

Premium Estimate **\$4,277**

	\$1,000,000 per occurrence
	\$2,000,000 aggregate
Additional Defense	\$100,000/\$50,000/\$100,000

Named insured includes the insured Organization (School Entity), it's school board, School Committee, Board of Trustees, Board of Governors or similar governing body, elected or appointed members of the Board of Education, Board of Trustees, School Directors, School Committee, Board of Governors or similar governing board, Employees, Student Teachers, School Volunteers, and students while serving in a supervised internship program sponsored by the "educational institution".

Wrongful Act to include any actual or alleged act, error, omission, misstatement, misleading statement, neglect, or breach of duty by or on behalf of the Insured Organization, including educational malpractice or failure to educate, negligent instruction, failure to supervise, inadequate or negligent academic guidance of counseling, improper or inappropriate academic placement or discipline.

INSURANCE PEOPLE

Fidelity Bond Estimate		\$332
Limit	\$250,000	
Auto Premium Estimate		\$181
Hired & Non-Owned Auto Liability Only		
Limit of Liability	\$1,000,000	
Head of Class Endorsement		\$82
Workers Compensation Premium Estimate		\$3,053
Statutory State - NC		
Employers Liability	\$500/ \$500/ \$500	
Payroll Estimate	\$484,000	
Umbrella Premium Estimate		\$2,387
Limit of Liability	\$1,000,000	
TOTAL ESTIMATED PREMIUM		\$12,215
Student Accident Coverage		\$7.00/ student

These premiums are subject to change based on Underwriter review and approval of completed applications.

Disclaimer: The abbreviated outlines of coverages used throughout this proposal are not intended to express legal opinion as to the nature of coverage. They are only visuals to a basic understanding of coverages. The policy terms, conditions, and exclusions will prevail. Please read the policy forms for specific details of coverage

07/08/2020

Scope and sequence

Amplify Reading is designed hand-in-hand with experts, drawing from the latest research. In addition to covering foundational skills, vocabulary, and comprehension, the program guides students toward building mental models as they read—a practice known as *microcomprehension*. Each of the program's games maps to specific skills and aligns to the most rigorous reading standards.

G = Game(s) **B** = Interactive book activity **V** = Vocabulary app **T** = TFE

Phonological awareness		
Kindergarten standards	G: Rhyming; Blending compound words; Segmenting compound words; Blending syllables; Segmenting syllables; Blending onset-rime; Segmenting onset-rime; Blending phonemes; Beginning/ending sound isolation	RF.K.2 • RF.K.2.A • RF.K.2.B • RF.K.2.C • RF.K.2.D • RF.K.2.E
Grade 1 standards	G: Beginning/ending/middle sound isolation; Blending phonemes; Segmenting phonemes; Counting phonemes	RF.1.2 • RF.1.2.B • RF.1.2.C • RF.1.2.D
Phonics & fluency		
Kindergarten standards	G: Individual letter sounds; Decoding VC and CVC words; Decoding words with common word families; Decoding words with consonant blends; Sight word reading; Applying skills in text reading	RF.K.3 • RF.K.3.A • RF.K.3.B • RF.K.3.C • RF.K.3.D • RF.K.4
Grade 1 standards	G: Individual letter sounds; Letter combinations (digraphs and vowel teams); Decoding words with common word families; Decoding words with consonant blends; Reading words with complex letter patterns (e.g., letter combinations, VCe); Reading words with inflectional endings; Sight word reading; Applying skills in text reading	RF.1.3 • RF.1.3.A • RF.1.3.B • RF.1.3.C • RF.1.3.E • RF.1.3.F • RF.1.3.G • RF.1.4
Grade 2 standards	G: Reading words with complex letter patterns (e.g., advanced letter combinations, various syllable types); Reading multisyllabic words; Sight word reading; Applying skills in text reading	RF.2.3 • RF.2.3.A • RF.2.3.B • RF.2.3.C • RF.2.3.D • RF.2.3.E • RF.2.3.F • RF.2.4
Grade 3 standards	G: Multisyllabic decoding G, B: Reading fluency	RF.3.3A • RF.3.3B • RF.3.3C • RF.3.4
Grade 4 standards	G, B: Reading fluency	RF.4.4
Grade 5 standards	G, B: Reading fluency	RF.5.4
Microcomprehension		
Kindergarten standards	G, B: Inference	RL.K.1
Grade 1 standards	G, B: Inference; Syntactic awareness G: Cognitive flexibility	RL.1.1 • RI.1.3 • L.1.1
Grade 2 standards	G, B: Inference; Syntactic awareness G: Cause/effect; Comprehension monitoring; Text structure	RL.2.10 • RI.2.3 • RI.2.5 • L.2.1 • L.2.3
Grade 3 standards	G: Building a mental model, Text schema, Comprehension monitoring, Syntactic awareness B: Figurative language B, G: Text structure	RL.3.1; • RI.3.3; • RL.3.4 • RL.3.5 • RI.3.5 • RL.3.10 • L.3.1 • L.3.3
Grade 4 standards	G: Building a mental model, Text schema, Comprehension monitoring, Syntactic awareness B: Text structure B, G: Figurative language T: Causal reasoning, Tone	RL.4.1 • RL.4.4 • RL.4.5 • RI.4.5 • RI.4.8 • RL.4.10 • L.4.1
Grade 5 standards	G: Building a mental model, Figurative language, Text schema B: Text structure B, G: Figurative language T: Figurative language	RL.5.1 • RL.5.4 • RL.5.5 • RI.5.5

Comprehension

Kindergarten standards	<p>G, B: Story elements: character, setting, problem, solution</p> <p>G: Main idea</p> <p>B: Retell and sequence; Genre characteristics</p>	<p>RL.K.1 • RL.K.2 • RL.K.3 • RL.K.4 • RL.K.5 • RL.K.10 • RI.K.1 • RI.K.2 • RI.K.4 • RI.K.10</p>
Grade 1 standards	<p>G, B: Story elements: character, setting, problem, solution</p> <p>G: Main idea; Character traits</p> <p>B: Retell and sequence; Character point of view; Genre characteristics</p>	<p>RL.1.1 • RL.1.2 • RL.1.3 • RL.1.4 • RL.1.5 • RL.1.6 • RL.1.10 • RI.1.2 • RI.1.3 • RI.1.4 • RI.1.8 • RI.1.9 • RI.1.10</p>
Grade 2 standards	<p>G, B: Story elements: character, setting, problem, solution; Character traits</p> <p>G: Main idea; Supporting inference with evidence; Comparing texts; Text schema; Evaluate evidence with statements</p> <p>B: Retell and sequence; Character point of view; Genre characteristics; Diagrams in text; Author's purpose</p>	<p>RL.2.1 • RL.2.2 • RL.2.3 • RL.2.4 • RL.2.5 • RL.2.6 • RL.2.9 • RL.2.10 • RI.2.1 • RI.2.2 • RI.2.3 • RI.2.4 • RI.2.5 • RI.2.6 • RI.2.7 • RI.2.8 • RI.2.9 • RI.2.10</p>
Grade 3 standards	<p>G: Supporting inference with evidence, Character traits, Connecting claims to evidence, Comparing texts</p> <p>B: Inference, Theme, Character motivation, Character change, Nonfiction connections, Point of view</p> <p>B, G: Main idea, Plot structure</p>	<p>RL.3.1 • RI.3.1 • RL.3.2 • RI.3.2 • RL.3.3 • RI.3.3 • RL.3.5 • RL.3.6 • RI.3.8; • RL.3.9 • RI.3.9</p>
Grade 4 standards	<p>G: Supporting inference with evidence, Character traits, Poetry, Comparing texts</p> <p>B: Inference, Theme, Character change, Nonfiction connections, Point of view</p> <p>B, G: Main idea, Character motivation, Genre/plot structure</p> <p>T: Setting and Mood; Text Structure: Description and Sequence; Characterization; Text Structure: Compare/Contrast and Problem/Solution; Point of View, Intro to Claim, Evidence, Reason</p>	<p>RL.4.1 • RI.4.1 • RL.4.2 • RI.4.2 • RL.4.3 • RI.4.3 • RL.4.4 • RL.4.5 • RL.4.6; • RL.4.9 • RI.5.8</p>
Grade 5 standards	<p>G: Supporting inference with evidence, Character traits, Poetry, Comparing texts</p> <p>B: Inference, Theme, Character motivation, Character change, Nonfiction connections, Point of view</p> <p>B, G: Main idea, Genre/plot structure</p> <p>T: Text Structure: Cause and Effect; Character Conflict; Intro to Ethos/Pathos/Logos; Conflict Resolution and Character Change; Symbolism and Theme; Counterclaims/Rebuttals; Text Structure: Argument</p>	<p>RL.5.1 • RI.5.1 • RL.5.2 • RI.5.2 • RL.5.3 • RI.5.3; • RL.5.4 • RL.5.5 • RI.5.5 • RL.5.6 • RI.5.8 • RI.5.9</p>

Vocabulary

Kindergarten standards	<p>G: Word categories</p> <p>B: Words in context</p>	<p>RL.K.4 • RI.K.4 • L.K.5.A</p>
Grade 1 standards	<p>G: Synonyms; Antonyms; Affixes; Word categories; Shades of meaning</p> <p>B: Words in context</p>	<p>RF.K.4 • RI.K.4 • L.1.4.B • L.1.5 • L.1.5.A • L.1.5.B • L.1.5.C • L.1.5.D</p>
Grade 2 standards	<p>G: Synonyms; Antonyms; Affixes; Word categories; Shades of meaning; Multiple meanings</p> <p>B: Words in context; Descriptive words and phrases</p>	<p>RL.2.4 • RI.2.4 • L.2.4 • L.2.4.A • L.2.4.B • L.2.5 • L.2.5.A • L.2.5.B</p>
Grade 3 standards	<p>G: Multiple meanings, Idioms</p> <p>B, V: Words in context</p> <p>B, G: Affixes and roots</p> <p>V: Synonyms & Antonyms</p>	<p>RL.3.4 • L.3.4 • L.3.4.A • L.3.4.B • L.3.5 • L.3.6</p>
Grade 4 standards	<p>G: Idioms</p> <p>B, V: Words in context</p> <p>B, G: Affixes and roots</p> <p>V: Synonyms & Antonyms</p>	<p>RL.4.4 • L.4.4 • L.4.4.A • L.4.4.B • L.4.5.B • L.4.5.C • L.4.6</p>
Grade 5 standards	<p>G: Idioms</p> <p>B, V: Words in context</p> <p>B, G: Affixes and roots</p> <p>V: Synonyms & Antonyms</p>	<p>RL.5.4 • L.5.4 • L.5.4.A • L.5.4.B • L.5.5.B • L.5.5.C • L.5.6</p>

Scope and sequence

Amplify Reading is designed hand-in-hand with experts, drawing from the latest research. In addition to covering foundational skills, vocabulary, and comprehension, the program guides students toward building mental models as they read. Each of the program's games maps to specific skills and aligns to the most rigorous reading standards.

	Phonological Awareness	Phonics & fluency	Comprehension skills	Comprehension	Vocabulary
Grade K	<ul style="list-style-type: none"> Rhyming Blending compound words Segmenting compound words Blending syllable Segmenting syllables Blending onset-rime Segmenting onset-rime Blending phonem Beginning/ending sound isolation 	<ul style="list-style-type: none"> Individual letter sounds Decoding VC and CVC words Decoding words with common word families Decoding words with consonant blends Sight word reading Applying skills in text reading 	<ul style="list-style-type: none"> Inference 	<ul style="list-style-type: none"> Story elements: character, setting, problem, solution Main idea Retell and sequence Genre characteristics 	<ul style="list-style-type: none"> Word categories Words in context
Grade 1	<ul style="list-style-type: none"> Beginning/ending/middle sound isolation Blending phonemes Segmenting phonemes Counting phonemes 	<ul style="list-style-type: none"> Individual letter sounds Letter combinations (diagraphs and vowel teams) Decoding words with common word families Decoding words with consonant blends Reading words with complex letter patterns (e.g., letter combinations, VCe) Reading words with inflectional endings Sight word reading Applying skills in text reading 	<ul style="list-style-type: none"> Inference Syntactic awareness Cognitive flexibility 	<ul style="list-style-type: none"> Story elements: character, setting, problem, solution Main idea Character traits Retell and sequence Character point of view Genre characteristics 	<ul style="list-style-type: none"> Synonyms Antonyms Affixes Word categories Shades of meaning Words in context
Grade 2		<ul style="list-style-type: none"> Reading words with complex letter patterns (e.g., advanced letter combinations, various syllable types) Reading multisyllabic words Sight word reading Applying skills in text reading 	<ul style="list-style-type: none"> Inference Syntactic awareness Cause/effect Comprehension monitoring Text structure 	<ul style="list-style-type: none"> Story elements: character, setting, problem, solution Character traits Main idea Supporting inference with evidence Comparing texts Text schema Evaluate evidence with statements Retell and sequence Character point of view Genre characteristics Diagrams in text Author's purpose 	<ul style="list-style-type: none"> Synonyms Antonyms Affixes Word categories Shades of meaning Multiple meanings Words in context Descriptive words and phrases

	Phonological Awareness	Phonics & fluency	Comprehension skills	Comprehension	Vocabulary
Grade 3		<ul style="list-style-type: none"> Multisyllabic decoding Reading fluency 	<ul style="list-style-type: none"> Building a mental model Text schema Comprehension monitoring Syntactic awareness Figurative language Text structure 	<ul style="list-style-type: none"> Supporting inference with evidence Character traits Connecting claims to evidence Comparing texts Inference Theme Character motivation Character change Nonfiction connections Point of view Main idea Plot structure 	<ul style="list-style-type: none"> Multiple meanings Idioms Words in context Affixes and roots Synonyms & Antonyms
Grade 4		<ul style="list-style-type: none"> Reading fluency 	<ul style="list-style-type: none"> Building a mental model Text schema Comprehension monitoring Syntactic awareness Text structure Figurative language Causal reasoning Tone 	<ul style="list-style-type: none"> Supporting inference with evidence Character traits Poetry Comparing texts Inference Theme Character change Nonfiction connections Point of view Main idea Character motivation Genre/plot structure Setting and Mood Text Structure Description and Sequence Characterization Text Structure Compare/Contrast and Problem/Solution Point of View Intro to Claim Evidence Reason 	<ul style="list-style-type: none"> Idioms Words in context Affixes and roots Synonyms & Antonyms
Grade 5		<ul style="list-style-type: none"> Reading fluency 	<ul style="list-style-type: none"> Building a mental model Figurative language Text schema Text structure Figurative language 	<ul style="list-style-type: none"> Supporting inference with evidence Character traits Poetry Comparing texts Inference Theme Character motivation Character change, Nonfiction connections, Point of view Main idea Genre/plot structure Text Structure Cause and Effect; Character Conflict; Intro to Ethos/Pathos/Logos Conflict Resolution and Character Change Symbolism and Theme; Counterclaims/Rebuttals Text Structure: Argument 	<ul style="list-style-type: none"> Idioms Words in context Affixes and roots Synonyms & Antonyms

- ❖ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.

- Name of the Contact for Selected EMO/CMO:

N/A

- Date of Review:

July 13, 2020

- Signature of Board Members Present (Add Signature Lines as Needed):

- [Signature]
 - Andrea Lee
 - [Signature]
 - Myah Davis
 - Dr. Leon Johnson
 - Rachelle Harrison

- ❖ If contracting with a financial management service provider that the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.

- Name of the Contact:

N/A

- Name of the Selected Financial Service Provider:

N/A

- Date of Review:

July 13, 2020

- Signature of Board Members Present (Add Signature Lines as Needed):

- [Signature]
 - Andrea Lee
 - [Signature]
 - Myah Davis
 - Dr. Leon Johnson
 - Rachelle Harrison

- ❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool that the service provider has reviewed all of the financial processes and services provided.

- Name of the Contact:

N/A

- Name of the Selected PowerSchool Service Provider:

N/A

- Date of Review:

July 13, 2020

- Signature of Board Members Present (Add Signature Lines as Needed):

- [Signature]
 - Andrea Lee
 - [Signature]

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

- Myah Davis
- Dr. Leon Johnson
- Francis J. Jarriston

Certification

I, Myah Davis, as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina State Board of Education as Empowerment Leadership Academy Charter School is true and correct in every respect.

Signature Myah Davis
Date July 13, 2020

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

Grade 6**Dahl & Narrative**

4 sub-units | 31 lessons | 4–6 weeks

Mysteries & Investigations1 assessment lesson
6 sub-units | 32 lessons | 4–6 weeks**The Greeks**
Myth World Quest1 assessment lesson
6 sub-units | 24 lessons | 4–6 weeks**Grade 7****Red Scarf Girl**

4 sub-units | 30 lessons | 4–6 weeks

Character & Conflict1 assessment lesson
5 sub-units | 29 lessons | 4–6 weeks**Brain Science**
Perception Academy Quest1 assessment lesson
5 sub-units | 26 lessons | 4–6 weeks**Grade 8****Dahl, World War II & Narrative**

4 sub-units | 33 lessons | 4–6 weeks

The Holocaust & The 1936 Olympics1 assessment lesson
4 sub-units | 21 lessons | 4–6 weeks**Liberty & Equality**
The Emancipation Project Quest1 assessment lesson
6 sub-units | 29 lessons | 4–6 weeks**Summer of the Mariposas**1 assessment lesson
5 sub-units | 25 lessons | 4–6 weeks**The Titanic Collection**1 assessment lesson
3 sub-units | 24 lessons | 4–6 weeks**The Chocolate Collection**1 assessment lesson
5 sub-units | 24 lessons | 4–6 weeks**Beginner Story Writing Unit**

3 sub-units | 24 lessons

Poetry & Poe**The "Who Killed Edgar Allen Poe" Quest**1 assessment lesson
6 sub-units | 40 lessons | 4–6 weeks**Shakespeare's Romeo & Juliet**1 assessment lesson
3 sub-units | 22 lessons | 4–6 weeks**The Gold Rush Collection**1 assessment lesson
5 sub-units | 25 lessons | 4–6 weeks**Intermediate Story Writing Unit**

3 sub-units | 23 lessons

The Frida & Diego Collection1 assessment lesson
4 sub-units | 27 lessons | 4–6 weeks**Science & Science Fiction**1 assessment lesson
6 sub-units | 25 lessons | 4–6 weeks**The Space Race Collection**1 assessment lesson
5 sub-units | 25 lessons | 4–6 weeks**Advanced Story Writing Unit**

3 sub-units | 22 lessons

Beginner Story Writing Unit

3 sub-units | 24 lessons

Grammar unit

6 sub-units | 34 lessons

6 sub-units | 34 lessons

Intermediate Story Writing Unit

3 sub-units | 23 lessons

Grammar unit

6 sub-units | 34 lessons

6 sub-units | 34 lessons

Advanced Story Writing Unit

3 sub-units | 22 lessons

Grammar unit

6 sub-units | 34 lessons

6 sub-units | 34 lessons



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

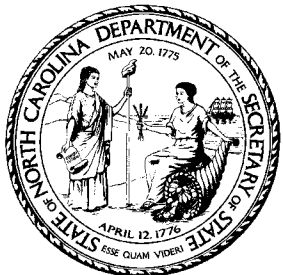
I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

EMPOWERMENT LEADERSHIP ACADEMY

the original of which was filed in this office on the 26th day of June, 2020.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 26th day of June, 2020.

Elaine F. Marshall

Secretary of State

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

1. The name of the nonprofit corporation is: Empowerment Leadership Academy.

2. (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).

3. The name of the initial registered agent is: Carmi Green.

4. The street address and county of the initial registered agent's office of the corporation is:

Number and Street: 3925 Priceton Drive

City: Monroe State: NC Zip Code: 28110 County: Union

The mailing address *if different from the street address* of the initial registered agent's office is:

Number and Street or PO Box: _____

City: _____ State: NC Zip Code: _____ County: _____

5. The name and address of each incorporator is as follows:

Name	Address
<u>Carmi Green</u>	<u>3925 Priceton drive Monroe, NC 28110</u>
_____	_____
_____	_____

6. (Check either "a" or "b" below.)

a. The corporation will have members.

b. The corporation will not have members.

7. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.

8. Any other provisions which the corporation elects to include are attached.

Principal Office Telephone Number: 704-500-6252

Number and Street: 3925 Priceton drive

City: Monroe State: NC Zip Code: 28110 County: Union

The mailing address *if different from the street address* of the principal office is:

Number and Street or PO Box: _____

City: _____ State: _____ Zip Code: _____ County: _____

10. (Optional): Listing of Officers (See instructions for why this is important)

Name	Address	Title
Myah Davis	5753 Seths Drive Charlotte, NC 28269	President/Board Chair
Priscilla Wall	204 Burris Street Wingate, NC 28174	Secretary

11. (Optional): Please provide a business e-mail address: Privacy Redaction

The Secretary of State's Office will e-mail the business automatically at the address provided at no charge when a document is filed. The e-mail provided will not be viewable on the website. For more information on why this service is being offered, please see the instructions for this document.

12. These articles will be effective upon filing, unless a future time and/or date is specified: _____

This is the 23 day of June, 2020.

Empowerment Leadership Academy

Incorporator Business Entity Name

Carmi Green Digitally signed by Carmi Green
Date: 2020.06.23 15:34:14 -04'00'

Signature of Incorporator

Carmi L. Green, Founder

Type or print Incorporator's name and title, if any

NOTES:

1. Filing fee is \$60. This document must be filed with the Secretary of State.

BUSINESS REGISTRATION DIVISION
(Revised August, 2017)

P. O. BOX 29622

RALEIGH, NC 27626-0622
Form N-01

Purpose of Corporation

This corporation is organized for the following purpose(s) (*check as applicable*):

- religious,
- charitable,
- educational,
- testing for public safety,
- scientific,
- literary,
- fostering national or international amateur sports competition, and/or
- prevention of cruelty to children or animals,

including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 (herein the "Code") (or the corresponding provisions of any future United States Internal Revenue Code).

Prohibited Activities

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to, its members, directors, officers, or other private persons except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of purposes set forth in these articles of incorporation. No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

Distributions Upon Dissolution

Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for religious, charitable, educational, scientific or literary purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code as the Board of Directors shall determine, or to federal, state, or local governments to be used exclusively for public purposes. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organizations, such as the court shall determine, which are organized and operated exclusively for such purposes, or to such governments for such purposes.

Area of Proposed Coverage

Comprehensive General Liability

Officers and Directors/Errors and Omissions

Property Insurance

Automobile Liability

Crime Coverage - Minimum/Maximum Amount

Worker's Compensation

Other Coverage

Total Cost

Proposed Amount of Coverage

\$1,000,000.00/occurrence

\$1,000,000.00/occurrence

\$1,000,000.00/occurrence

\$250,000.00 | \$250,000.00

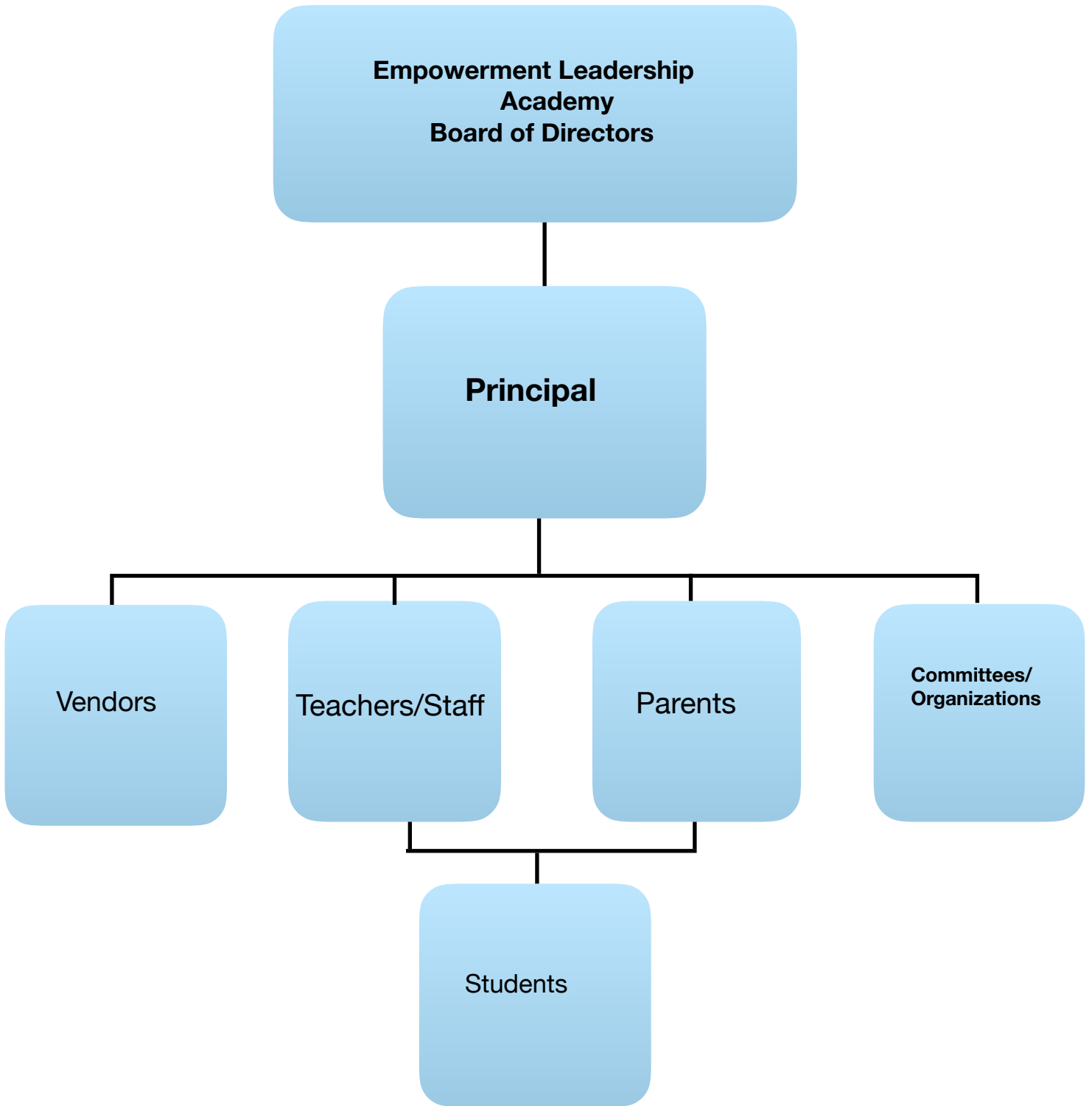
\$500,000.00



Cost (Quote)

\$1,453.00
\$4,277.00
\$450
\$181.00
\$332.00
\$3,053.00
\$2,469.00
\$12,215.00

Empowerment Leadership Academy
Organizational Chart



<u>Position</u>	<u>2022-2023</u>	<u>2023-2024</u>
Head of School	1	1
Assistant Head of School	0	0
Curriculum Specialist	1	1
Core Classroom Teachers	6	8
Exceptional Children's Director	1	1
Guidance Counselor	1	1
School Operations Support Staff	1	1
Administrative Assistant	1	1
Finance/Business Manager	1	1
Elementary Elective Teachers	3	2
Middle School Elective Teachers	0	0
Food Service	1	1
Custodian	1	1
Transportation	1	1

2024-2025

2025-2026

2026-2027

1		1	1
0		1	1
1		1	1
10		12	16
1		1	1
1		1	2
1		1	1
1		1	1
1		1	1
3		3	2
0		0	2
1		2	1
1		1	2
1		1	2

Empowerment Leadership Academy Start up Plan

Task	Time-Frame	Responsible Staff
Identify Head of School	By January 2021	All Board Members
Recruit one or more Board of Directors member	January 2021-February 2021	Board Chair/CFO/Founder
ELA Board of Directors will search for a building.	January 2021-March 2021	
State Charter school Planning/Trainings	Monthly	Board members/Head of School
School Recruitment/Open enrollment	January 2022-March 2022	All Founding Board members/Community Partners
Advertising/Recruitment	Ongoing	
Staff Recruitment begins	January 202, ongoing	Head of School/Board Members
Finalize contracts with vendors (food service, if needed) (busses)	March 2022	Board of Directors/Head of School
Weighted Lottery Admission Letters sent	April 2022	Head of School/Board of Directors
Secure Building	April 2022	Board of Directors/LaFan Forbes
EC Director Hired, and will begin meeting with families who have IEPs	May 2022	Head of School/Board of Directors
Ordering of Curriculum, supplies, and school furniture		
Building will be up to compliance and ready for first day of students	June 2022	Head of School

Empowerment Leadership Academy Start up Plan

Handbooks finalized for both Staff and Parents	June 2022	Head of School/Board of Directors
All Student and staff Files completed	June-August	Office manager/Business Manager
Teacher Professional Development	July 2022	Head of School/Curriculum Specialist/Business Manager/EC Director
Parent Open house ELA First Day	August 2022	All Staff Board of Directors

2022-2023 Traditional School Calendar

July 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Empowerment Leadership Academy

July 18-29	Professional Development Days
Aug 1	First Day of School for Students
Sep 2	Labor Day
Sep 12	Professional Development Day
Oct 10-14	Fall Break
Oct 31	End of 1st Quarter
Nov 7	Report Cards
Nov 9	Parent Teacher Conferences/PBL Night
Nov 23-24	Thanksgiving Break
Dec 19-30	Christmas Break
Jan 2	Professional Development
Jan 3	Students Return
Jan 20	Martin Luther King, Jr. Holiday
Jan 23	End of 2nd Quarter
Jan 30	Report Cards
Jan 31	Parent Teacher Conferences/PBL Night
Feb 20	Presidents Day
March 15	Professional Development
April 6	Holiday
April 7	End of 3rd Quarter
April 17	Report Cards
April 18	Parent Teacher Conferences
May 31	Memorial Holiday
June 1	End of 4th Quarter
June 2	Last Day for Students
June 5	Report Cards
June 6	Professional Development

January 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						




May 2023						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2023						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Category of Events	
Aug 13	Right-aligned description

Category of Events	
Aug 13	Right-aligned description

Category of Events	
Aug 13	Right-aligned description

	End of the quarter		Teacher Professional Development	(no students)		Parent Teacher Conferences/PBL Nig
	School Closed/Holiday		Report Cards			First & Last Day of School

Enrollment Projections Year 1 through Year 5

In the following tables, please list for each year and grade level, the numbers of students that the school receives. Please indicate any plans to increase the grade levels offered by the school over time and be sure these figures are accurate.

The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school.

LEA #1:	980 Wilson County Schools	What percentage of
LEA #2:		What percentage of
LEA #3:		What percentage of

Grade	Year 1			Year 2		
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3
	980			980		
Kindergarten	46			46		
Grade 1	46			46		
Grade 2	46			46		
Grade 3				46		
Grade 4						
Grade 5						
Grade 6						
Grade 7						
Grade 8						
Grade 9						
Grade 10						
Grade 11						
Grade 12						
LEA Totals:	138	0	0	184	0	0

For the first two years the State will fund the school up to the maximum projected enrollment for each of the subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).



asonably expects to enroll. In addition,
ures match those on the initial cover page.

ool at any particular level.

students from the LEA selected above will qualify for EC funding? 25%

students from the LEA selected above will qualify for EC funding?

students from the LEA selected above will qualify for EC funding?

Year 3			Year 4			
LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1
980			980			980
46			46			46
46			46			46
46			46			46
46			46			46
46			46			46
			46			46
						50
230	0	0	276	0	0	326

ose years as set forth and approved in the projected enrollment tables. However, in

Year 5	
LEA #2	LEA #3

0	0
----------	----------

Budget: Revenue Projections from each LEA Year 1

State Funds: Charter schools receive an equivalent amount per student as the local education agency 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 student resides.

Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA.

State EC Funds: Charter schools receive a per pupil share of state funds per student with disabilities are limited to 12.75% of the local education agency's average daily membership (ADM).

Federal EC Funds: Charter schools must qualify and apply for the individual federal grants based on the federal funding opportunity.

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCES

LEA #1:		980 Wilson County Schools	
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	
State Funds	\$5,872.52	138	
Local Funds	\$1,870.58	138	
State EC Funds	\$4,509.25	18	
Federal EC Funds	\$1,514.35	18	
			Total:

LEA #2:			
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	
State Funds		0	
Local Funds		0	
State EC Funds		0	
Federal EC Funds		0	
			Total:

LEA #3:			
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	
State Funds			
Local Funds			
State EC Funds			
Federal EC Funds			
			Total:



y (LEA) receives per student receives

nt resides.

hich the school is located.

EA in which the student resides.

s (school-aged 5 through 21). Funds

their population of students.

RCE DOCUMENTS

Approximate funding for Year 1
\$810,407.76
\$258,140.04
\$79,340.25
\$26,644.99
\$1,174,533.04

Approximate funding for Year 1
\$0.00

Approximate funding for Year 1
\$0.00

Total Budget: Revenue Projections Year 1 through Year 5

All per pupil amounts are from the most current information and would be approximations for Year 1.

Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying on one to meet budgetary goals.

These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in Year 1.

For local funding amounts, applicants will need to contact their local offices or LEA.

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4
State ADM Funds	\$ 810,408	\$ 1,080,544	\$ 1,350,680	\$ 1,620,816
Local Per Pupil Funds	\$ 258,140	\$ 344,187	\$ 430,233	\$ 516,280
State EC Funds	\$ 79,340	\$ 105,787	\$ 132,234	\$ 158,681
Federal EC Funds	-	\$ 26,645	\$ 44,408	\$ 53,290
Other Funds*				
Working Capital*				
TOTAL REVENUE:	\$ 1,147,888	\$ 1,557,162	\$ 1,957,555	\$ 2,349,066

*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate add those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the oper provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of th 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



federal funding in year

Year 5	
\$	1,914,442
\$	609,809
\$	187,427
\$	62,944
\$	2,774,622

*ditional questions by
ating budget, please
ese funds. If these*

M.

Personnel Budget: Expenditure Projections

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary
Administrative & Support Personnel															
Lead Administrator	1	\$ 60,000	\$ 60,000	1	\$ 65,000	\$ 65,000	1	\$ 70,000	\$ 70,000	1	\$ 75,000	\$ 75,000	1	\$ 80,000	\$ 80,000
Assistant Administrator	0	\$ -	\$ -	0	\$ -	\$ -	1	\$ 58,000	\$ 58,000	1	\$ 62,000	\$ 62,000	1	\$ 66,000	\$ 66,000
Finance Officer	1	\$ 40,000	\$ 40,000	1	\$ 42,000	\$ 42,000	1	\$ 45,000	\$ 45,000	1	\$ 48,000	\$ 48,000	1	\$ 50,000	\$ 50,000
Clerical	1	\$ 25,000	\$ 25,000	1	\$ 25,500	\$ 25,500	1	\$ 30,000	\$ 30,000	1	\$ 33,000	\$ 33,000	1	\$ 35,000	\$ 35,000
Food Service Staff	1	\$ 20,000	\$ 20,000	1	\$ 23,000	\$ 23,000	2	\$ 23,000	\$ 46,000	2	\$ 25,000	\$ 50,000	2	\$ 25,000	\$ 50,000
Custodians	1	\$ 20,000	\$ 20,000	1	\$ 20,000	\$ 20,000	1	\$ 20,000	\$ 20,000	3	\$ 25,000	\$ 75,000	3	\$ 25,000	\$ 75,000
Transportation Staff		\$ -	\$ -	0	\$ -	\$ -		\$ -	\$ -	1	\$ -	\$ -		\$ -	\$ -
EC Director	1	\$ 40,000	\$ 40,000	1	\$ 40,500	\$ 40,500	1	\$ 43,000	\$ 43,000	1	\$ 45,000	\$ 45,000	1	\$ 42,000	\$ 42,000
Curriculum Specialist		\$ -	\$ -	1	\$ 40,000	\$ 40,000	1	\$ 43,000	\$ 43,000	1	\$ 45,000	\$ 45,000	1	\$ 50,000	\$ 50,000
Guidance Counselor		\$ -	\$ -	1	\$ 40,000	\$ 40,000	1	\$ 43,000	\$ 43,000	1	\$ 45,000	\$ 45,000	1	\$ 50,000	\$ 50,000
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Admin and Support:	6		\$ 205,000	8		\$ 296,000	10		\$ 398,000	13		\$ 478,000	12		\$ 498,000
Instructional Personnel															
Core Content Teacher(s)	7	\$ 40,000	\$ 280,000	9	\$ 42,000	\$ 378,000	11	\$ 45,000	\$ 495,000	13	\$ 47,000	\$ 611,000	17	\$ 49,000	\$ 833,000
Electives/Specialty Teacher(s)	3	\$ 38,000	\$ 114,000	4	\$ 40,000	\$ 160,000	4	\$ 42,000	\$ 168,000	5	\$ 43,000	\$ 215,000	5	\$ 44,000	\$ 220,000
Exceptional Children Teacher(s)	1	\$ 35,000	\$ 35,000	1	\$ 38,000	\$ 38,000	2	\$ 40,000	\$ 80,000	2	\$ 42,000	\$ 84,000	2	\$ 42,000	\$ 84,000
Instructional Support		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Teacher Assistants		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Part-Time Chess Teacher	1	\$ 12,000	\$ 12,000	1	\$ 12,000	\$ 12,000	1	\$ 12,000	\$ 12,000	2	\$ 12,000	\$ 24,000	2	\$ 12,000	\$ 24,000
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Instructional Personnel:	12		\$ 441,000	15		\$ 588,000	18		\$ 755,000	22		\$ 934,000	26		\$ 1,161,000
Total Admin, Support and Instructional Personnel:	18		\$ 646,000	23		\$ 884,000	28		\$ 1,153,000	35		\$ 1,412,000.00	38		\$ 1,659,000

Benefits	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total
Administrative & Support Benefits															
Health Insurance	6	\$ 3,900	\$ 23,400	8	\$ 3,900	\$ 31,200	10	\$ 3,900	\$ 39,000	12	\$ 3,900	\$ 46,800	11	\$ 3,900	\$ 42,900
Retirement Plan--NC State			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other	6	\$ 2,000	\$ 12,000	8	\$ 2,000	\$ 16,000	10	\$ 2,000	\$ 20,000	12	\$ 2,000	\$ 24,000	11	\$ 2,000	\$ 22,000
Life Insurance			\$ -			\$ -			\$ -			\$ -			\$ -
Disability			\$ -			\$ -			\$ -			\$ -			\$ -
Medicare	6	\$ 600	\$ 3,600	8	\$ 600	\$ 4,800	10	\$ 600	\$ 6,000	12	\$ 600	\$ 7,200	11	\$ 600	\$ 6,600
Social Security	6	\$ 1,840	\$ 11,040	8	\$ 1,840	\$ 14,720	10	\$ 1,840	\$ 18,400	12	\$ 1,840	\$ 22,080	11	\$ 1,840	\$ 20,240
Vision	6	\$ 349	\$ 2,094	9	\$ 349	\$ 3,141	10	\$ 349	\$ 3,490	12	\$ 349	\$ 4,188	11	\$ 349	\$ 3,839
Dental	6	\$ 112	\$ 672	9	\$ 112	\$ 1,008	10	\$ 112	\$ 1,120	12	\$ 112	\$ 1,344	11	\$ 112	\$ 1,232
*** Edit text as needed. ***			\$ -	8		\$ -			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
Total Admin and Support Benefits:			\$ 52,806			\$ 70,869			\$ 88,010			\$ 105,612			\$ 96,811
Instructional Personnel Benefits															
Health Insurance	11	\$ 3,900	\$ 42,900	14	\$ 3,900	\$ 54,600	17	\$ 3,900	\$ 66,300	19	\$ 3,900	\$ 74,100	26	\$ 3,900	\$ 101,400
Retirement Plan--NC State			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other	11	\$ 2,000	\$ 22,000	14	\$ 2,000	\$ 28,000	17	\$ 2,000	\$ 34,000	19	\$ 2,000	\$ 38,000	26	\$ 2,000	\$ 52,000
Social Security	11	\$ 1,840	\$ 20,240	14	\$ 1,840	\$ 25,760	17	\$ 1,840	\$ 31,280	19	\$ 1,840	\$ 34,960	26	\$ 1,840	\$ 47,840
Disability			\$ -			\$ -			\$ -			\$ -			\$ -
Medicare	11	\$ 600	\$ 6,600	14	\$ 600	\$ 8,400	17	\$ 600	\$ 10,200	19	\$ 600	\$ 11,400	26	\$ 600	\$ 15,600
Life Insurance			\$ -			\$ -			\$ -			\$ -			\$ -
Dental	11	\$ 112	\$ 1,232	14	\$ 112	\$ 1,568	17	\$ 112	\$ 1,904	19	\$ 112	\$ 2,128	26	\$ 112	\$ 2,912
Vision	11	\$ 349	\$ 3,839	14	\$ 349	\$ 4,866	17	\$ 349	\$ 5,933	19	\$ 349	\$ 6,631	26	\$ 349	\$ 9,074
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
Total Instructional Personnel Benefits:			\$ 96,811			\$ 123,214			\$ 149,617			\$ 167,219			\$ 228,826
Total Personnel Benefits:			\$ 149,617			\$ 194,083			\$ 237,627			\$ 272,831			\$ 325,637
Total Admin & Support Personnel (Salary & Benefits):	6		\$ 257,806	8		\$ 366,869	10		\$ 486,010	13		\$ 583,612.00	12		\$ 594,811
Total Instructional Personnel (Salary & Benefits):	12		\$ 537,811	15		\$ 711,214	18		\$ 904,617	22		\$ 1,101,219	26		\$ 1,389,826
TOTAL PERSONNEL:	18		\$ 795,617	23		\$ 1,078,083	28		\$ 1,390,627	35		\$ 1,684,831	38		\$ 1,984,637

*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.

Operations Budget: Expenditure Projections

The following list of expenditure items is presented as an example. Applicants should modify to meet their needs.

OPERATIONS BUDGET: Administrative and Support			
	Year 1	Year 2	Year 3
Office			
Office Supplies	\$ 4,000.00	\$ 5,000.00	\$ 8,000.00
Paper	\$ 5,000.00	\$ 8,000.00	\$ 10,000.00
Computers & Software	\$ 3,000.00	\$ 4,000.00	\$ 4,000.00
Communications & Telephone	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
Copier leases	\$ 3,000.00	\$ 3,000.00	\$ 6,000.00
Powerschool	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
*** Insert rows and edit text as needed. ***			
Management Company			
Contract Fees			
Other			
*** Insert rows and edit text as needed. ***			
Professional Contract			
Legal Counsel	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00
Student Accounting			
Financial	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00
Other			
*** Insert rows and edit text as needed. ***			
Facilities			
Facility Lease/Mortgage	\$ 108,000.00	\$ 108,000.00	\$ 108,000.00
Maintenance	\$ -	\$ -	\$ -
Custodial Supplies	\$ 10,000.00	\$ 15,000.00	\$ 15,000.00
Custodial Contract	\$ -	\$ -	\$ -
Insurance (pg19)	\$ 12,215.00	\$ 12,215.00	\$ 12,215.00
Furniture	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00
*** Insert rows and edit text as needed. ***			
Utilities			
Electric	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00
Gas	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Water/Sewer	\$ 10,000.00	\$ 10,000.00	\$ 15,000.00
Trash	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
Other			
*** Insert rows and edit text as needed. ***			
Transportation			
Buses			
Gas			
Oil/Tires & Maintenance			
Other			
Bus Services Contract	\$ 25,000.00	\$ 25,000.00	\$ 40,000.00

Other			
Marketing	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
Food Services Contract	\$ 25,000.00	\$ 35,000.00	\$ 40,000.00
Travel	\$ 2,500.00	\$ 5,000.00	\$ 10,000.00
Computers			
Total Administrative & Support Operations:	\$ 270,215.00	\$ 292,715.00	\$ 330,715.00

OPERATIONS BUDGET: Instructional			
	Year 1	Year 2	Year 3
Classroom Technology			
Software	\$ 20,000.00	\$ 20,000.00	\$ 25,000.00
Other	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
*** Insert rows and edit text as needed. ***			
Instructional Contract			
Staff Development	\$ 5,000.00	\$ 8,000.00	\$ 10,000.00
Other			
*** Insert rows and edit text as needed. ***			
Books and Supplies			
Instructional Materials	\$ 10,000.00	\$ 20,000.00	\$ 40,000.00
Curriculum/Texts	\$ 10,000.00	\$ 10,000.00	\$ 15,000.00
Copy Paper	\$ 5,000.00	\$ 6,000.00	\$ 10,000.00
Testing Supplies	\$ 4,000.00	\$ 10,000.00	\$ 15,000.00
Other	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
*** Insert rows and edit text as needed. ***			
Total Instructional Operations:	\$ 56,000.00	\$ 76,000.00	\$ 117,000.00
TOTAL OPERATIONS:	\$ 326,215.00	\$ 368,715.00	\$ 447,715.00

**Applicants may amend this table and the position titles to fit their Education and Operations Plans.*

Year 4		Year 5	
\$	10,000.00	\$	15,000.00
\$	11,000.00	\$	12,000.00
\$	7,000.00	\$	8,000.00
\$	3,000.00	\$	3,000.00
\$	6,000.00	\$	6,000.00
\$	5,000.00	\$	5,000.00
\$	2,500.00	\$	2,500.00
\$	7,000.00	\$	10,000.00
\$	108,000.00	\$	108,000.00
\$	-	\$	-
\$	20,000.00	\$	30,000.00
\$	-	\$	-
\$	12,215.00	\$	12,215.00
\$	10,000.00	\$	10,000.00
\$	30,000.00	\$	35,000.00
\$	1,000.00	\$	1,000.00
\$	15,000.00	\$	25,000.00
\$	2,000.00	\$	2,000.00
\$	50,000.00	\$	80,000.00

\$ 4,000.00	\$ 5,000.00
\$ 50,000.00	\$ 60,000.00
\$ 10,000.00	\$ 10,000.00
\$ 363,715.00	\$ 439,715.00

Year 4		Year 5	
\$	40,000.00	\$	50,000.00
\$	1,000.00	\$	1,000.00
\$	20,000.00	\$	30,000.00
\$	60,000.00	\$	80,000.00
\$	15,000.00	\$	10,000.00
\$	10,000.00	\$	10,000.00
\$	30,000.00	\$	40,000.00
\$	1,000.00	\$	1,000.00
\$	177,000.00	\$	222,000.00
\$	540,715.00	\$	661,715.00

Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4
Total Personnel	J	\$ 795,617.00	\$ 1,078,083.00	\$ 1,390,627.00	\$ 1,684,831.00
Total Operations	M	\$ 326,215.00	\$ 368,715.00	\$ 447,715.00	\$ 540,715.00
Total Expenditures	N = J + M	\$ 1,121,832.00	\$ 1,446,798.00	\$ 1,838,342.00	\$ 2,225,546.00
Total Revenue	Z	\$ 1,147,888.05	\$ 1,557,162.39	\$ 1,957,555.07	\$ 2,349,066.08
Surplus / (Deficit)	= Z - N	\$ 26,056.05	\$ 110,364.39	\$ 119,213.07	\$ 123,520.08



Year 5	
\$	1,984,637.00
\$	661,715.00
\$	2,646,352.00
\$	2,774,621.53
\$	128,269.53

RESEARCH BASE

Amplify ELA: The research behind the approach to differentiation

Table of contents

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The following research, supporting the use of differentiation within Amplify, is organized in several ways.

Differentiated levels:

The first section organizes research and rationale within Amplify by differentiated levels. Descriptions are included of specific differentiation strategies within levels.

Differentiation throughout the curriculum:

The second section organizes research and rationale within Amplify by each strategy. These strategies are not only included in levels, but often integrated within lessons in the core content.

Research background is also within this document:

https://docs.google.com/document/d/1JFJTvpIfqY33bfLu27ztKiRAsXVuup_D7TSXtAllrog/edit

The basis of Amplify’s approach to differentiation is rooted in the work of Carol Tomlinson and the components of differentiation along with Kate Kinsella’s access strategies. Within Tomlinson’s work, differentiation occurs within Content, Process, Product, and Environment. Kinsella’s work focuses on strategies to access general education curricula without adjusting the rigor of the content. Within Amplify’s core ELA platform, the goal is to maintain grade-level rigor while focusing on accessibility for students who struggle. For readers below grade-level, Amplify has supplemental materials to assist with remediation work in fluency and reading comprehension.

Differentiated levels

The first section organizes research and rationale within Amplify by differentiated levels. Descriptions are included of specific differentiation strategies within levels.

Substantial

Specific for students with special needs or students two years behind in reading

This level of support is designed for students who need significant scaffolding to access complex texts. These students need support in processing one task at a time, visual supports to comprehend text written above their instructional level, word banks for students to gain vocabulary acquisition, graphic organizers to assist in organizing thought processes, and sentence frames to model appropriate sentence syntax and complexity.

Strategy used: Use simplified, correct language

Rationale (synthesis of research presented):

Simplified, correct language allows for students to access complex comprehension skills at grade-level while working around fluency issues. Although there is a correlation between fluency and comprehension in the lower grades, in upper grades the correlation diminishes. Although fluency may be an issue, the comprehension may not be (Chen, 2009). For students with special needs, the use of simplified language allows for a scaffold of correct language structure that is often characteristic of different categories of disabilities, while allowing access to more rigorous academic tasks.

For students who are struggling with language acquisition, the simplified correct language provides a model of correct usage while allowing ELL students to work around language acquisition gaps and accessing complex, grade-level skills.

Special education, ELL, or gifted?

- Special education
- ELL

Research

Special education research:

Chen, H.Y. (2009). Online reading comprehension strategies among general and special education elementary and middle school students. *Online Submission*. Online Submission.

Tomlinson, C. A. (2018). Measuring doesn't come first. *Educational Leadership*, (5), 90.

CEC Professional Standards. (2018). Retrieved from: <https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards>

ELL research:

Pang, Y. (2013). Graphic organizers and other visual strategies to improve young ELLs' reading comprehension. *New England Reading Association Journal*, 48(2), 52–58.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: <https://wida.wisc.edu/>

Strategy used: Visual supports (comprehension and vocabulary)

Rationale (synthesis of research presented):

Visual supports provide clarity and engagement, and assist in comprehension.

They also assist in provision of visual representations of abstract concepts and provide a schema for students to organize their ideas and ground concepts in a core idea. Visual supports allow for comprehension of complex ideas while working around fluency deficits in order to allow students to access rigor and challenging academic tasks.

For students with special needs, visual supports provide accessibility for comprehension and serve as a tool to work around fluency issues in order to access a grade-level skill.

For ELL students, visual supports provide accessibility for comprehension when language deficits create fluency concerns.

Special education, ELL, or gifted?

- Special education
- ELL

Research

Special education research:

Mrstik, S. L., Vasquez, E., & Pearl, C. (2018). The effects of mentor instruction on teaching visual supports to novice, special education teachers. *International Journal of Instruction*, 11(1), 411–424.

Rao, S.M. & Gagle, B. (2006). Learning through seeing and doing: Visual supports for children with autism. *Teaching Exceptional Children*, 38(6), 26–33.

Hodgdon, M. (1995). Visual supports: Helping your child understand and communicate. Retrieved from: http://www.bbbaautism.com/pdf/article_15_visual_supports.pdf

CEC Professional Standards. (2018). Retrieved from: <https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards>

Tomlinson, C. A. (2018). Measuring doesn't come first. *Educational Leadership*, (5), 90.

Tomlinson, C. A. (2015). Teaching for excellence in academically diverse classrooms. *Society*, (3), 203.

ELL research:

Vander Woude, E. I. (2016). Vocabulary instruction for ELLs. *Michigan Reading Journal*, 48(2), 18–26.

Wright, K., Eslami, Z., McTigue, E., & Reynolds, D. (2015). Picture perfect. *Science Teacher*, 82(4), 41–46.

Pang, Y. (2013). Graphic organizers and other visual strategies to improve young ELLs' reading comprehension. *New England Reading Association Journal*, 48(2), 52–58.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. *Illinois Reading Council Journal*, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: <https://wida.wisc.edu/>

Strategy used: Provide graphic organizers to complete with an oral reading

Rationale (synthesis of research presented):

The use of graphic organizers assists students with deficits in language or language acquisition due to a learning disability, and helps them organize undeveloped ideas and thoughts into clear sequential thought processes. They also assist in provision of visual representations of abstract concepts and provide students with a mind map to organize their ideas.

Furthermore, graphic organizers helps students develop a framework for different types of sentences and provide a visual organization system to help students discern the distinctions between sentence types and syntax.

The purpose of graphic organizers is to maintain rigor within a core curriculum while providing a tool for students to use to develop complex schemas and mind maps in order to assist them with grade-level concepts.

For students with disabilities, cognitive deficits often provide barriers to comprehension. Graphic organizers allow students to organize their thoughts and mental schemas to gain access to complex academic tasks.

For ELL students, graphic organizers provide those with language acquisition issues a model of appropriate language sequencing and helps them develop appropriate academic discourse, while also assisting them with code-switching issues.

Special education, ELL, or gifted?

- Special education
- ELL

Research

Special education research:

Ewoldt, K. B., & Morgan, J. J. (2017). Color-coded graphic organizers for teaching writing to students with learning disabilities. *Teaching Exceptional Children*, 49(3), 175–184.

Singleton, S. M., & Filce, H. G. (2015). Graphic organizers for secondary students with learning disabilities. *Teaching Exceptional Children*, 48(2), 110–117

Dexter, D.D., & Hughes, C.A. (2011). Graphic organizers and students with learning disabilities: A meta-analysis. *Learning Disability Quarterly*, (1), 51.

Graham, S. & Harris, K. (2009). Almost 30 years of writing research. *Learning Disabilities Research & Practice*, 24(2), 58–68.

CEC Professional Standards. (2018). Retrieved from: <https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards>

ELL research:

Vander Woude, E. I. (2016). Vocabulary instruction for ELLs. *Michigan Reading Journal*, 48(2), 18–26.

Pang, Y. (2013). Graphic organizers and other visual strategies to improve young ELLs' reading comprehension. *New England Reading Association Journal*, 48(2), 52–58.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. *Illinois Reading Council Journal*, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: <https://wida.wisc.edu/>

Strategy used: Sentence starters

Rationale (synthesis of research presented):

The use of sentence starters assists students with deficits in language or language acquisition due to a learning disability, and helps them organize undeveloped ideas and thoughts into clear sequential thought processes. Furthermore, sentence starters help students develop a framework for different types of sentences and provide a visual organization system to discern the distinctions between sentence types and syntax.

The purpose of sentence starters and frames is to maintain rigor within a core curriculum while providing a tool for students to use to develop complex schemas in order to assist them with grade-level concepts.

For students with disabilities, cognitive deficits often provide barriers for comprehension. Sentence starters allow students to organize their thoughts and mental schemas to gain access to complex academic tasks, and provide strong modeling of sentence structure.

Sentence starters provide students with language acquisition issues a model of appropriate language sequencing and helps them to develop appropriate academic discourse while assisting them with code-switching issues. Sentence starters also provide a model of correct sentence structures for students struggling with language acquisition.

Special education, ELL, or gifted?

- Special education
- ELL

Research

Special education research:

Pennington, R., Flick, A., & Smith-Wehr, K. (2018). The use of response prompting and frames for teaching sentence writing to students with moderate intellectual disability. *Focus on Autism and Other Developmental Disabilities*, 33(3), 142–149.

Mitchell, D. R. (2008). *What really works in special and inclusive education: Using evidence-based teaching strategies*. Abingdon, UK: Routledge, 2008

CEC Professional Standards. (2018). Retrieved from: <https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards>

ELL research:

Vander Woude, E. I. (2016). Vocabulary instruction for ELLs. *Michigan Reading Journal*, 48(2), 18–26.

Hutchison, C. S. L. (2018). Sentence frames used as the method of instruction and the achievement of English learners and non-English learners in fourth-grade math. *Dissertation Abstracts International Section A: Humanities and Social Sciences*. ProQuest Information & Learning.

Donnelly, W.B. & Roe, C.J. (2010). Using sentence frames to develop academic vocabulary for English learners. *The Reading Teacher*, (2), 131.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: <https://wida.wisc.edu/>

Strategy used: Word banks (writing)

Rationale (synthesis of research presented):

Word banks help students with special needs develop vocabulary at a higher level while accessing grade-level complex tasks. Amplify includes word banks to allow students with special needs and ELL students to work at a higher level of rigor within concepts, working around vocabulary acquisition deficits. This strategy allows students who demonstrate significant vocabulary deficits to simultaneously work with more complex vocabulary and work within grade-level content at a higher level of rigor.

For students with special needs, word banks provide vocabulary development while allowing students to focus on complex academic tasks.

For ELL students, word banks provide a tool for vocabulary deficits, a typical characteristic of ELLs. Word banks provide accurate vocabulary to increase vocabulary development, while providing a tool for students to work around these deficits and access grade-level, complex tasks.

Special education, ELL, or gifted?

- Special education
- ELL

Research

Special education research:

Bryant, D.P., Linan-Thompson, S., Ugel, N., Hamff, A., & Hougén, M. (2001). The effects of professional development for middle school general and special education teachers on implementation of reading strategies in inclusive content area classes. *Learning Disability Quarterly*, (4), 251

Mitchell, D. R. (2008). *What really works in special and inclusive education: Using evidence-based teaching strategies*. Abingdon, UK: Routledge, 2008

CEC Professional Standards. (2018). Retrieved from: <https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards>

ELL research:

Tissington, L., & LaCour, M. (2010). Strategies and content areas for teaching English language learners. *Reading Improvement*, 47(3), 166–172.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. *Illinois Reading Council Journal*, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: <https://wida.wisc.edu/>

Strategy used: Match illustrations/pictures with words

Rationale (synthesis of research presented):

Visual supports provide clarity and engagement, and assist in comprehension.

They also assist in provision of visual representations of abstract concepts and provide students with a schema to organize their ideas and ground concepts in a core idea. Visual supports allow for comprehension of complex ideas while working around fluency deficits in order to allow students to access rigor and challenging academic tasks.

Furthermore, the ability for students to identify complex sentence models and comprehend the sentence with a visual support is an important tool to work around fluency deficits while addressing and providing access to the grade-level content.

For students with special needs, visual supports provide accessibility for comprehension and act as tools to work around fluency issues in order to access the grade-level skill.

For ELL students, visual supports provide accessibility for comprehension when language deficits create fluency concerns.

Special education, ELL, or gifted?

- Special education
- ELL

Research

Special education research:

Rao, S.M. & Gagle, B. (2006). Learning through seeing and doing: Visual supports for children with autism. *Teaching Exceptional Children*, 38(6), 26–33.

Hodgdon, M. (1995). Visual supports: Helping your child understand and communicate. Retrieved from: http://www.bbbautism.com/pdf/article_15_visual_supports.pdf

Bryant, D.P., Linan-Thompson, S., Ugel, N., Hamff, A., & Hougen, M. (2001). The effects of professional development for middle school general and special education teachers on implementation of reading strategies in inclusive content area classes. *Learning Disability Quarterly*, (4), 251

CEC Professional Standards. (2018). Retrieved from: <https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards>

ELL research:

Tissington, L., & LaCour, M. (2010). Strategies and content areas for teaching English language learners. *Reading Improvement*, 47(3), 166–172.

Pang, Y. (2013). Graphic organizers and other visual strategies to improve young ELLs' reading comprehension. *New England Reading Association Journal*, 48(2), 52–58.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. *Illinois Reading Council Journal*, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: <https://wida.wisc.edu/>

Strategy used: Yes/no questions

Rationale (synthesis of research presented):

Within Amplify, the provision of yes/no questions is not the end of a task, but rather an embedded support to provide a scaffold for students to reach the end goal of a complex thought or academic task. Simplified yes/no questions are often found within Amplify as a beginning prompt embedded within a strong scaffold of prompts to progress students sequentially within rigor to reach grade-level content. This level of scaffolding provides support for students who struggle with the development of cognitive schemas, in order to help them map their own thought processes while gaining access to more complex processes and academic tasks.

For students with special needs, the provision of yes/no questions is a scaffold to assist students in developing a cognitive schema which often is a challenge with many categories of disabilities.

For ELL students, the provision of yes/no questions allows a scaffold for students to gain comprehension within complex tasks.

Special education, ELL, or gifted?

- Special education
- ELL

Research

Special education research:

Mitchell, D. R. (2008). *What really works in special and inclusive education: Using evidence-based teaching strategies*. Abingdon, UK: Routledge, 2008

CEC Professional Standards. (2018). Retrieved from: <https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards>

ELL research:

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: <https://wida.wisc.edu/>

Strategy used:

One step directions/break writing prompts into smaller chunks (to consider processing one task at a time)

Rationale (synthesis of research presented):

For students with special needs, the breaking down of tasks is an essential instructional strategy in order to not over-tax short-term memory or processing capacity. Often, students with learning disabilities or cognitive disabilities struggle with processing deficits or short- or long-term memory deficits, and must have instructional assistance in tackling academic tasks one step at a time while potentially still reaching the same level of rigor as their peers. Amplify has provided levels of differentiation to assist in breaking down tasks, while still maintaining grade-level rigor.

For ELL students, the breaking down of tasks is an essential instructional strategy in order to not over-tax short-term memory. Although short-term memory is often not an issue for students with language acquisition concerns, one must discern the level of tasks being asked of a student while they're also trying to learn vocabulary, syntax, forms of expression, and sentence word order, coupled with the academic task at hand.

Special education, ELL, or gifted?

- Special education
- ELL

Research

Special education research:

Bryant, D.P., Linan-Thompson, S., Ugel, N., Hamff, A., & Hougen, M. (2001). The effects of professional development for middle school general and special education teachers on implementation of reading strategies in inclusive content area classes. *Learning Disability Quarterly*, (4), 251

Mitchell, D. R. (2008). *What really works in special and inclusive education: Using evidence-based teaching strategies*. Abingdon, UK: Routledge, 2008

Chen, H.-Y. (2009, August 5). Online reading comprehension strategies among general and special education elementary and middle school students. *Online Submission*. Online Submission.

CEC Professional Standards. (2018). Retrieved from: <https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards>

ELL research:

Campbell, Y. C., & Filimon, C. (2018). Supporting the argumentative writing of students in linguistically diverse classrooms: An action research study. *Research in Middle Level Education Online*, 41(1), 1–10.

Daniel, M. C. (2007). Authentic literacy practices for English language learners: A balanced curriculum design. *Journal of Reading Education*, 32(2), 18–25.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: <https://wida.wisc.edu/>

Strategy used: Reduced text or quotes from text

Rationale (synthesis of research presented):

Reduced text allows students to access complex comprehension skills at grade-level while working around fluency issues. Although there is a correlation between fluency and comprehension in the lower grades, in upper grades the correlation diminishes. Although fluency may be an issue, the comprehension may not be (Chen, 2009). For students who are struggling with fluency, the usage of reduced text or quotes allows students to access smaller fluency passages in order to grapple with complex grade-level tasks while working around language acquisition gaps.

For students with special needs, fluency is consistently a challenge for many categories of disability. To allow students with special needs to access complex grade-level texts, the provision of reduced text or specific quotes is a tool to work around fluency challenges and focus on grade-level comprehension.

For ELL students, fluency is a challenge due to language acquisition issues and a deficit in comprehension of complex sentence structures. The provision of reduced text and/or quotes from the text minimizes the struggle of fluency and allows ELL students to access complex grade-level tasks.

Special education, ELL, or gifted?

- Special education
- ELL

Research

Special education research:

Mitchell, D. R. (2008). *What really works in special and inclusive education: Using evidence-based teaching strategies*. Abingdon, UK: Routledge, 2008

Chen, H.-Y. (2009, August 5). Online reading comprehension strategies among general and special education elementary and middle school students. *Online Submission*. Online Submission.

CEC Professional Standards. (2018). Retrieved from: <https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards>

ELL research:

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. *Illinois Reading Council Journal*, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: <https://wida.wisc.edu/>

ELL (Dev)

Specific for ELLs WIDA Developing Level 2–3

This level of support is designed for students who need significant scaffolding to read complex texts. These students need significant support with vocabulary acquisition, visual cues for understanding grade-level vocabulary, word banks of grade-level vocabulary, and sentence frames to model appropriate grade-level sentence syntax and complexity.

Strategy used:

Visual supports (comprehension and vocabulary)

Rationale (synthesis of research presented):

Visual supports provide clarity and engagement, and assist in comprehension.

They also assist in provision of visual representations of abstract concepts and provide students with a schema to organize their ideas and ground concepts in a core idea.

For ELL students, visual supports provide accessibility for comprehension when language deficits create fluency concerns.

Special education, ELL, or gifted?

- ELL

Research

ELL research:

Vander Woude, E. I. (2016). Vocabulary instruction for ELLs. *Michigan Reading Journal*, 48(2), 18–26.

Wright, K., Eslami, Z., McTigue, E., & Reynolds, D. (2015). Picture perfect. *Science Teacher*, 82(4), 41–46.

Pang, Y. (2013). Graphic organizers and other visual strategies to improve young ELLs' reading comprehension. *New England Reading Association Journal*, 48(2), 52–58.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. *Illinois Reading Council Journal*, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: <https://wida.wisc.edu/>

Strategy used: Use simplified, correct language

Rationale (synthesis of research presented):

Simplified, correct language allows for students to access complex comprehension skills at grade-level while working around fluency issues. Although there is a correlation between fluency and comprehension in the lower grades, in upper grades the correlation diminishes. Although fluency may be an issue, the comprehension may not be (Chen, 2009). For students who are struggling with language acquisition, the simplified correct language provides a model of correct usage while allowing ELL students to work around language acquisition gaps and access complex grade-level skills.

Special education, ELL, or gifted?

- ELL

Research

ELL research:

Pang, Y. (2013). Graphic organizers and other visual strategies to improve young ELLs' reading comprehension. *New England Reading Association Journal*, 48(2), 52–58.

Brandes, D. R., & McMaster, K. L. (2017). A review of morphological analysis strategies on vocabulary outcomes with ELLs. *Insights into Learning Disabilities*, 14(1), 53–72.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: <https://wida.wisc.edu/>

Strategy used: Think-alouds to model process and language

Rationale (synthesis of research presented):

Think-alouds are used throughout Amplify to provide a model for students to build schemas around complex tasks. For ELL students, the provision of a think-aloud allows students to model their own thinking within new language and to build the skills of code switching appropriately while completing complex, grade-level tasks.

Special education, ELL, or gifted?

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Research

ELL research:

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. *Illinois Reading Council Journal*, 38(4), 14–19.

Brandes, D. R., & McMaster, K. L. (2017). A review of morphological analysis strategies on vocabulary outcomes with ELLs. *Insights into Learning Disabilities*, 14(1), 53–72.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: <https://wida.wisc.edu/>

Strategy used: Provide graphic organizers to complete with an oral reading

Rationale (synthesis of research presented):

The use of graphic organizers assists students with deficits in language or language acquisition due to a learning disability, and helps them organize undeveloped ideas and thoughts into clear sequential thought processes. They also assist in provision of visual representations of abstract concepts and provide students with a mind map to organize their ideas.

Furthermore, graphic organizers help students to develop a framework for different types of sentences and provides a visual organization system to discern the distinctions between sentence types and syntax.

The purpose of graphic organizers is to maintain rigor within a core curriculum while providing a tool for students to use to develop complex schemas and mind maps in order to help them understand grade-level concepts.

Special education, ELL, or gifted?

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Research

ELL research:

Vander Woude, E. I. (2016). Vocabulary instruction for ELLs. *Michigan Reading Journal*, 48(2), 18–26.

Pang, Y. (2013). Graphic organizers and other visual strategies to improve young ELLs' reading comprehension. *New England Reading Association Journal*, 48(2), 52–58.

Brandes, D. R., & McMaster, K. L. (2017). A review of morphological analysis strategies on vocabulary outcomes with ELLs. *Insights into Learning Disabilities*, 14(1), 53–72.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. *Illinois Reading Council Journal*, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: <https://wida.wisc.edu/>

Strategy used: Word or phrase banks (Writing and Speaking)

Rationale (synthesis of research presented):

Word banks assist students with special needs to develop vocabulary at a higher level while accessing grade-level complex tasks. Amplify includes word banks to allow ELL students to work at a higher level of rigor in order to work around vocabulary acquisition deficits. This strategy allows students who demonstrate significant vocabulary deficits to simultaneously work with more complex vocabulary and work within grade-level content at a higher level of rigor.

Special education, ELL, or gifted?

- ELL

Research

ELL research:

Tissington, L., & LaCour, M. (2010). Strategies and content areas for teaching English language learners. *Reading Improvement, 47*(3), 166–172.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. *Illinois Reading Council Journal, 38*(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: <https://wida.wisc.edu/>

Strategy used: Match illustrations/pictures with words

Rationale (synthesis of research presented):

Visual supports provide clarity and engagement, and assist in comprehension.

They also assist in provision of visual representations of abstract concepts and provide students with a schema to organize their ideas and ground concepts in a core idea. Visual supports allow for comprehension of complex ideas while working around fluency deficits in order to allow students to access rigor and challenging academic tasks.

Furthermore, the ability for students to identify complex sentence models and comprehend the sentence with a visual support is an important tool to work around fluency deficits while addressing and providing access to the grade-level content.

For ELL students, visual supports provide accessibility for comprehension when language deficits create fluency concerns.

Special education, ELL, or gifted?

- ELL

Research

ELL research:

Tissington, L., & LaCour, M. (2010). Strategies and content areas for teaching English language learners. *Reading Improvement*, 47(3), 166–172.

Pang, Y. (2013). Graphic organizers and other visual strategies to improve young ELLs' reading comprehension. *New England Reading Association Journal*, 48(2), 52–58.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. *Illinois Reading Council Journal*, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: <https://wida.wisc.edu/>

Strategy used: Yes/no questions

Rationale (synthesis of research presented):

Within Amplify, the provision of yes/no questions is not the end of a task, but rather an embedded support to provide a scaffold for students to reach the end goal of a complex thought or academic task. Simplified yes/no questions are often found within Amplify as a beginning prompt embedded within a strong scaffold of prompts to progress students sequentially within rigor to reach grade-level content. This level of scaffolding provides support for students who struggle with the development of cognitive schemas, in order to help them map their own thought processes while gaining access to more complex processes and academic tasks.

For ELL students, the provision of yes/no questions allows a scaffold for students to gain comprehension within complex tasks.

Special education, ELL, or gifted?

- ELL

Research

ELL research:

Brandes, D. R., & McMaster, K. L. (2017). A review of morphological analysis strategies on vocabulary outcomes with ELLs. *Insights into Learning Disabilities*, 14(1), 53–72.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: <https://wida.wisc.edu/>

Strategy used: Simple wh- questions

Rationale (synthesis of research presented):

Within Amplify, the provision of wh- questions is not the end of a task, but rather an embedded support to provide a scaffold for students to reach the end goal of a complex thought or academic task. Simplified wh- questions are often found within Amplify as a beginning prompt embedded within a strong scaffold of prompts to progress students sequentially within rigor to reach grade-level content. This level of scaffolding provides support for students who struggle with the development of cognitive schemas, in order to help them map their own thought processes while gaining access to more complex processes and academic tasks.

Special education, ELL, or gifted?

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Research

ELL research:

Brandes, D. R., & McMaster, K. L. (2017). A review of morphological analysis strategies on vocabulary outcomes with ELLs. *Insights into Learning Disabilities*, 14(1), 53–72.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: <https://wida.wisc.edu/>

Strategy used: Provide sentence examples & models

Rationale (synthesis of research presented):

The use of sentence starters assists students with deficits in language due to language acquisition in developing organization for undeveloped ideas and thoughts into a clear sequential thought process. Furthermore, sentence starters help students to develop a framework for different types of sentences and provides a visual organization system to discern the distinctions between sentence types and syntax.

The purpose of sentence starters and frames is to maintain rigor within a core curriculum while providing a tool for students to use to develop complex schemas in order to help them understand grade-level concepts.

Furthermore, the ability for students to identify complex sentence models and model their own writing after them is an important tool to work around writing composition deficits while addressing and providing access to the grade-level content.

Special education, ELL, or gifted?

—

Research

ELL research:

Brandes, D. R., & McMaster, K. L. (2017). A review of morphological analysis strategies on vocabulary outcomes with ELLs. *Insights into Learning Disabilities*, 14(1), 53–72.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. *Illinois Reading Council Journal*, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: <https://wida.wisc.edu/>

Strategy used: Sentence starters

Rationale (synthesis of research presented):

The use of sentence starters assists students with deficits in language due to language acquisition in developing organization for undeveloped ideas and thoughts into a clear sequential thought process. Furthermore, sentence starters help students to develop a framework for different types of sentences and provides a visual organization and system to discern the distinctions between sentence types and syntax.

The purpose of sentence starters and frames is to maintain rigor within a core curriculum while providing a tool for students to use to develop complex schemas in order to help them understand grade-level concepts.

Special education, ELL, or gifted?

—

Research

ELL research:

Vander Woude, E. I. (2016). Vocabulary instruction for ELLs. *Michigan Reading Journal*, 48(2), 18–26.

Hutchison, C. S. L. (2018). Sentence frames used as the method of instruction and the achievement of English learners and non-English learners in fourth-grade math. *Dissertation Abstracts International Section A: Humanities and Social Sciences*. ProQuest Information & Learning.

Donnelly, W.B. & Roe, C.J. (2010). Using sentence frames to develop academic vocabulary for English learners. *The Reading Teacher*, (2), 131.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: <https://wida.wisc.edu/>

Strategy used: More partner work

Rationale (synthesis of research presented):

There is ample research supporting the inclusion of verbal instruction in the ELL classroom, combined with the provision of practice with verbal sentence structures. Amplify embeds many verbal experiences throughout lessons to increase ELLs' ability to acquire language while also grappling with complex academic tasks.

Special education, ELL, or gifted?

—

Research

ELL research:

Brandes, D. R., & McMaster, K. L. (2017). A review of morphological analysis strategies on vocabulary outcomes with ELLs. *Insights into Learning Disabilities*, 14(1), 53–72.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. *Illinois Reading Council Journal*, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: <https://wida.wisc.edu/>

Strategy used: One-step directions/break writing prompts into smaller chunks

Rationale (synthesis of research presented):

For ELL students, the breaking down of tasks is an essential instructional strategy in order to not over-tax short-term memory. Although short-term memory is often not an issue for students with language acquisition concerns, one must discern the level of tasks being asked of a student while they're also trying to learn vocabulary, syntax, forms of expression, and sentence word order, coupled with the academic task at hand.

Special education, ELL, or gifted?

- ELL

Research

ELL research:

Campbell, Y. C., & Filimon, C. (2018). Supporting the argumentative writing of students in linguistically diverse classrooms: An action research study. *Research in Middle Level Education Online*, 41(1), 1–10.

Daniel, M. C. (2007). Authentic literacy practices for English language learners: A balanced curriculum design. *Journal of Reading Education*, 32(2), 18–25.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: <https://wida.wisc.edu/>

Strategy used: Reduced text or quotes from text

Rationale (synthesis of research presented):

Reduced text allows for students to access complex comprehension skills at grade-level while working around fluency issues. Although there is a correlation between fluency and comprehension in the lower grades, in upper grades the correlation diminishes. Although fluency may be an issue, the comprehension may not be (Chen, 2009). For students who are struggling with fluency, the usage of reduced text or quotes allows students to access smaller fluency passages in order to grapple with complex grade-level tasks while working around language acquisition gaps.

For ELL students, fluency is a challenge due to language acquisition issues and a deficit in comprehension of complex sentence structures. The provision of reduced text and/or quotes from the text, minimizes the struggle of fluency and allows ELL students to access complex grade-level tasks.

Special education, ELL, or gifted?

- ELL

Research

ELL research:

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. *Illinois Reading Council Journal*, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: <https://wida.wisc.edu/>

Moderate

Supports for ELL at the Expanding Level (WIDA Level 4–5) Moderate supports for special education and below-grade-level readers

This level of support is designed for students who need clear and regular supports to work with the vocabulary, language, and syntax in complex texts.

These students may struggle with composing complex sentences, vocabulary acquisition, and grammar conventions.

Strategy used: Visual supports (comprehension and vocabulary)

Rationale (synthesis of research presented):

Visual supports provide clarity and engagement, and assist in comprehension.

They also assist in provision of visual representations of abstract concepts and provide students with a schema to organize their ideas and ground concepts in a core idea.

For students with special needs, visual supports provide accessibility for comprehension and serve as tools to help students work around fluency issues in order to access the grade-level skill.

For ELL students, visual supports provide accessibility for comprehension when language deficits create fluency concerns.

Special education, ELL, or gifted?

- Special education
- ELL

Research

Special education research:

Mrstik, S. L., Vasquez, E., & Pearl, C. (2018). The effects of mentor instruction on teaching visual supports to novice, special education teachers. *International Journal of Instruction*, 11(1), 411–424.

Rao, S.M. & Gagle, B. (2006). Learning through seeing and doing: Visual supports for children with autism. *Teaching Exceptional Children*, 38(6), 26–33.

Hodgdon, M. (1995). Visual supports: Helping your child understand and communicate. Retrieved from: http://www.bbbautism.com/pdf/article_15_visual_supports.pdf

CEC Professional Standards. (2018). Retrieved from: <https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards>

Tomlinson, C. A. (2018). Measuring doesn't come first. *Educational Leadership*, (5), 90. Retrieved from <https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsgao&AN=edsgcl.527623181&site=eds-live&scope=site>

ELL research:

Vander Woude, E. I. (2016). Vocabulary instruction for ELLs. *Michigan Reading Journal*, 48(2), 18–26.

Wright, K., Eslami, Z., McTigue, E., & Reynolds, D. (2015). Picture perfect. *Science Teacher*, 82(4), 41–46.

Pang, Y. (2013). Graphic organizers and other visual strategies to improve young ELLs' reading comprehension. *New England Reading Association Journal*, 48(2), 52–58.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. *Illinois Reading Council Journal*, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: <https://wida.wisc.edu/>

Strategy used: Use increasingly complex language, paraphrasing as needed

Rationale (synthesis of research presented):

For students with disabilities, often cognitive deficits provide barriers for comprehension. Sentence models and an increase in complex language allow students to organize their thoughts and mental schemas to gain access to complex academic tasks along with provision of strong modeling of sentence structure.

For ELL students, the use of increasingly complex language assists with language acquisition issues and provides a model of appropriate language sequencing, helping students develop appropriate academic discourse while assisting them with code-switching issues. The use of increasingly complex language also provides students with a model of correct sentence structures for those struggling with language acquisition.

Special education, ELL, or gifted?

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Research

Special education research:

Chen, H.-Y. (2009, August 5). Online reading comprehension strategies among general and special education elementary and middle school students. *Online Submission*. Online Submission.

Tomlinson, C. A. (2018). Measuring doesn't come first. *Educational Leadership*, (5), 90.

CEC Professional Standards. (2018). Retrieved from: <https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards>

ELL research:

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: <https://wida.wisc.edu/>

Strategy used: Think-alouds to model process and language

Rationale (synthesis of research presented):

Think-alouds are used throughout Amplify to provide a model for students to build schemas around complex tasks. For students with special needs, the cognitive deficits that are characteristic of many categories of disabilities stand in the way of accessing grade-level content. The inclusion of think-alouds allows students with cognitive deficits to build complex schemas to provide a model and scaffolding to reach the rigor of grade-level content.

The provision of a think-aloud allows ELL students to model their own thinking within new language and to build the skills of code switching appropriately while reaching complex, grade-level tasks.

Special education, ELL, or gifted?

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Research

Special education research:

Mitchell, D. R. (2008). *What really works in special and inclusive education: Using evidence-based teaching strategies*. Abingdon, UK: Routledge, 2008

CEC Professional Standards. (2018). Retrieved from: <https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards>

ELL research:

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. *Illinois Reading Council Journal*, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: <https://wida.wisc.edu/>

Strategy used: Graphic organizers to complete with an oral reading

Rationale (synthesis of research presented):

The use of graphic organizers assists students with deficits in language or language acquisition due to a learning disability, and helps them organize undeveloped ideas and thoughts into clear sequential thought processes. They also assist in provision of visual representations of abstract concepts and provide students with a mind map to organize their ideas.

Furthermore, graphic organizers help students to develop a framework for different types of sentences and provide them with a visual organization system to discern the distinctions between sentence types and syntax.

The purpose of graphic organizers is to maintain rigor within a core curriculum while providing a tool for students to use to develop complex schemas and mind maps in order to help them understand grade-level concepts.

For students with disabilities, often cognitive deficits provide barriers for comprehension. Graphic organizers allow students to organize their thoughts and mental schemas to gain access to complex academic tasks.

Graphic organizers assist ELL students with language acquisition issues by providing a model of appropriate language sequencing and academic discourse, while also assisting them with code-switching issues.

Special education, ELL, or gifted?

Research

Special education research:

Ewoldt, K. B., & Morgan, J. J. (2017). Color-coded graphic organizers for teaching writing to students with learning disabilities. *Teaching Exceptional Children*, 49(3), 175–184.

Singleton, S. M., & Filce, H. G. (2015). Graphic organizers for secondary students with learning disabilities. *Teaching Exceptional Children*, 48(2), 110–117

Douglas D. Dexter, & Charles A. Hughes. (2011). Graphic organizers and students with learning disabilities: A meta-analysis. *Learning Disability Quarterly*, (1), 51.

Graham, S. & Harris, K. (2009). Almost 30 years of writing research. *Learning Disabilities Research & Practice*, 24(2), 58–68.

CEC Professional Standards. (2018). Retrieved from: <https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards>

ELL research:

Vander Woude, E. I. (2016). Vocabulary instruction for ELLs. *Michigan Reading Journal*, 48(2), 18–26.

Pang, Y. (2013). Graphic organizers and other visual strategies to improve young ELLs' reading comprehension. *New England Reading Association Journal*, 48(2), 52–58.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. *Illinois Reading Council Journal*, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: <https://wida.wisc.edu/>

Strategy used: Guiding questions to help organize writing

Rationale (synthesis of research presented):

Guiding questions are used throughout Amplify to provide a model for students to build schemas around complex tasks.

For students with special needs, the cognitive deficits that are characteristic of many categories of disabilities stand in the way of accessing grade-level content. The inclusion of guiding questions allows students with cognitive deficits to build complex schemas to provide a model and scaffolding to reach the rigor of grade-level content.

For ELL students, the provision of guiding questions allows them to model their own thinking within new language and to build the skills of code switching appropriately while reaching complex, grade-level tasks. It further provides models of correct sentence structure while minimize the cognitive load so students can focus on the complex academic tasks.

Special education, ELL, or gifted?

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Research

Special education research:

Mitchell, D. R. (2008). *What really works in special and inclusive education: Using evidence-based teaching strategies*. Abingdon, UK: Routledge, 2008

CEC Professional Standards. (2018). Retrieved from: <https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards>

ELL research:

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. *Illinois Reading Council Journal*, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: <https://wida.wisc.edu/>

Strategy used: Word/phrase banks

Rationale (synthesis of research presented):

Word banks help students with special needs to develop vocabulary at a higher level while accessing grade-level complex tasks. Amplify includes word banks to allow students with special needs and ELL students to work at a higher level of rigor within concepts to work around vocabulary acquisition deficits. This strategy allows students who demonstrate significant vocabulary deficits to simultaneously work with more complex vocabulary and work within grade-level content at a higher level of rigor.

For students with special needs, word banks provide vocabulary development while allowing them to focus on complex academic tasks.

For ELL students, word banks provide a tool for vocabulary deficits (a typical characteristic in ELLs). The use of a word bank provides accurate vocabulary to increase vocabulary development, and serves as a tool for students to work around these deficits and access grade-level, complex tasks.

Special education, ELL, or gifted?

- Special education
- ELL

Research

Special education research:

Bryant, D.P., Linan-Thompson, S., Ugel, N., Hamff, A., & Hougen, M. (2001). The effects of professional development for middle school general and special education teachers on implementation of reading strategies in inclusive content area classes. *Learning Disability Quarterly*, (4), 251

Mitchell, D. R. (2008). *What really works in special and inclusive education: Using evidence-based teaching strategies*. Abingdon, UK: Routledge, 2008

CEC Professional Standards. (2018). Retrieved from: <https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards>

ELL research:

Tissington, L., & LaCour, M. (2010). Strategies and content areas for teaching English language learners. *Reading Improvement*, 47(3), 166–172.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. *Illinois Reading Council Journal*, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: <https://wida.wisc.edu/>

Strategy used: Match illustrations to phrases/sentences

Rationale (synthesis of research presented):

Visual supports provide clarity and engagement, and assist in comprehension.

They also assist in provision of visual representations of abstract concepts and provide students with a schema to organize their ideas and ground concepts in a core idea. Visual supports allow for comprehension of complex ideas while working around fluency deficits in order to allow students to access rigor and challenging academic tasks.

Furthermore, the ability for students to identify complex sentence models and comprehend the sentence with a visual support is an important tool to work around fluency deficits while addressing and providing access to the grade-level content.

For students with special needs, visual supports provide accessibility for comprehension and serve as tools to work around fluency issues in order to access the grade-level skill.

For ELL students, visual supports provide accessibility for comprehension when language deficits create fluency concerns.

Special education, ELL, or gifted?

- Special education
- ELL

Research

Special education research:

Rao, S.M. & Gagle, B. (2006). Learning through seeing and doing: Visual supports for children with autism. *Teaching Exceptional Children*, 38(6), 26–33.

Hodgdon, M. (1995). Visual supports: Helping your child understand and communicate. Retrieved from: http://www.bbbautism.com/pdf/article_15_visual_supports.pdf

Bryant, D.P., Linan-Thompson, S., Ugel, N., Hamff, A., & Hougen, M. (2001). The effects of professional development for middle school general and special education teachers on implementation of reading strategies in inclusive content area classes. *Learning Disability Quarterly*, (4), 251

CEC Professional Standards. (2018). Retrieved from: <https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards>

ELL research:

Tissington, L., & LaCour, M. (2010). Strategies and content areas for teaching English language learners. *Reading Improvement*, 47(3), 166–172.

Pang, Y. (2013). Graphic organizers and other visual strategies to improve young ELLs' reading comprehension. *New England Reading Association Journal*, 48(2), 52–58.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. *Illinois Reading Council Journal*, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: <https://wida.wisc.edu/>

Strategy used: Wh- questions

Rationale (synthesis of research presented):

Within Amplify, the provision of wh- questions is not the end of a task, but rather an embedded support to provide a scaffold for students to reach the end goal of a complex thought or academic task. Simplified wh- questions are often found within Amplify as a beginning prompt embedded within a strong scaffold of prompts to progress students sequentially within rigor to reach grade-level content. This level of scaffolding helps students who struggle with developing cognitive schemas to map their own thought processes while gaining access to more complex thought processes and academic tasks.

Special education, ELL, or gifted?

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Research

ELL research:

Brandes, D. R., & McMaster, K. L. (2017). A review of morphological analysis strategies on vocabulary outcomes with ELLs. *Insights into Learning Disabilities*, 14(1), 53–72.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: <https://wida.wisc.edu/>

Strategy used: Short sentence models

Rationale (synthesis of research presented):

The use of sentence models assists students with deficits in language or language acquisition due to a learning disability, and helps them organize undeveloped ideas and thoughts into clear sequential thought processes. Furthermore, sentence starters help students to develop a framework for different types of sentences and provide a visual organization system to discern the distinctions between sentence types and syntax.

The purpose of sentence starters and frames is to maintain rigor within a core curriculum while providing a tool for students to use to develop complex schemas in order to help them understand grade-level concepts.

For students with disabilities, often cognitive deficits provide barriers for comprehension. Sentence models allow students to organize their thoughts and mental schemas to gain access to complex academic tasks.

For ELL students, sentence models assist students with language acquisition issues by providing a model of appropriate language sequencing to help them develop appropriate academic discourse while assisting students in code-switching issues. Sentence models also provide a model of correct sentence structures for students struggling with language acquisition.

Special education, ELL, or gifted?

Research

Special education research:

Mitchell, D. R. (2008). *What really works in special and inclusive education: Using evidence-based teaching strategies*. Abingdon, UK: Routledge, 2008

Chen, H.-Y. (2009, August 5). Online reading comprehension strategies among general and special education elementary and middle school students. *Online Submission*. Online Submission.

CEC Professional Standards. (2018). Retrieved from: <https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards>

ELL research:

Vander Woude, E. I. (2016). Vocabulary instruction for ELLs. *Michigan Reading Journal*, 48(2), 18–26.

Hutchison, C. S. L. (2018). Sentence frames used as the method of instruction and the achievement of English learners and non-English learners in fourth-grade math. *Dissertation Abstracts International Section A: Humanities and Social Sciences*. ProQuest Information & Learning.

Donnelly, W.B. & Roe, C.J. (2010). Using sentence frames to develop academic vocabulary for English learners. *The Reading Teacher*, (2), 131.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: <https://wida.wisc.edu/>

Strategy used:

Sentence starters and frames for high-quality academic discourse (“As a result of the interaction between _____ and _____, . . . ”)

Rationale (synthesis of research presented):

The use of sentence starters assists students with deficits in language or language acquisition due to a learning disability, and helps them organize undeveloped ideas and thoughts into clear sequential thought processes. Furthermore, sentence starters help students to develop a framework for different types of sentences and provide a visual organization system to discern the distinctions between sentence types and syntax.

The purpose of sentence starters and frames is to maintain rigor within a core curriculum while providing a tool for students to use to develop complex schemas in order to help them understand grade-level concepts.

Within the moderate level, Amplify increasingly models sentence starters with more complex sentence structure to embed scaffolding of complexity.

For students with disabilities, often cognitive deficits provide barriers for comprehension. Sentence starters allow students to organize their thoughts and mental schemas to gain access to complex academic tasks, and also provide strong modeling of sentence structure.

Sentence starters assist ELL students with language acquisition issues by providing a model of appropriate language sequencing to help them develop appropriate academic discourse, while also assisting them with code-switching issues. Sentence starters also provide a model of correct sentence structures for students struggling with language acquisition.

Special education, ELL, or gifted?

- Special

Research

Special education research:

Mitchell, D. R. (2008). *What really works in special and inclusive education: Using evidence-based teaching strategies*. Abingdon, UK: Routledge, 2008

Chen, H.-Y. (2009, August 5). Online reading comprehension strategies among general and special education elementary and middle school students. Online Submission. Online Submission.

CEC Professional Standards. (2018). Retrieved from: <https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards>

ELL research:

Vander Woude, E. I. (2016). Vocabulary instruction for ELLs. *Michigan Reading Journal*, 48(2), 18–26.

Hutchison, C. S. L. (2018). Sentence frames used as the method of instruction and the achievement of English learners and non-English learners in fourth-grade math. *Dissertation Abstracts International Section A: Humanities and Social Sciences*. ProQuest Information & Learning.

Donnelly, W.B. & Roe, C.J. (2010). Using sentence frames to develop academic vocabulary for English learners. *The Reading Teacher*, (2), 131.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: <https://wida.wisc.edu/>

Strategy used: More partner work

Rationale (synthesis of research presented):

For students with special needs, the characteristics of many categories of disabilities include the necessity to address social skills along with the ability to master academic discourse. The increase and inclusion of multiple opportunities within Amplify for partner and group provide ways for students to increase social skills as addressed within many IEPs, as do the academic discourse models provided by their peers and the multiple opportunities students have to practice their own verbal academic discourse.

There is ample research supporting the inclusion of verbal instruction in the ELL classroom, combined with the provision of practice with verbal sentence structures. Amplify embeds many verbal experiences throughout lessons to increase ELLs' ability to acquire language while also grappling with complex academic tasks.

Special education, ELL, or gifted?

- Special

Research

Special education research:

Mitchell, D. R. (2008). *What really works in special and inclusive education: Using evidence-based teaching strategies*. Abingdon, UK: Routledge, 2008

Chen, H.-Y. (2009, August 5). Online reading comprehension strategies among general and special education elementary and middle school students. *Online Submission*. Online Submission.

CEC Professional Standards. (2018). Retrieved from: <https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards>

ELL research:

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. *Illinois Reading Council Journal*, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: <https://wida.wisc.edu/>

Strategy used: Reduced text

Rationale (synthesis of research presented):

Reduced text allows for students to access complex comprehension skills at grade-level while working around fluency issues. Although there is a correlation between fluency and comprehension in the lower grades, in upper grades the correlation diminishes. Although fluency may be an issue, the comprehension may not be (Chen, 2009). For students who are struggling with fluency, the usage of reduced text or quotes allows students to access smaller fluency passages in order to grapple with complex grade-level tasks while working around language acquisition gaps.

For students with special needs, fluency is consistently a challenge for many categories of disability. To allow students with special needs to access complex grade-level texts, the provision of reduced text or specific quotes provides a tool to work around fluency challenges and focus on grade-level comprehension.

For ELL students, fluency is a challenge due to language acquisition issues and a deficit in complex sentence structures. The provision of reduced text and/or quotes from the text, minimizes the struggle of fluency and allows ELL students to access complex grade-level tasks.

Special education, ELL, or gifted?

- Special education
- ELL

Research

Special education research:

Mitchell, D. R. (2008). *What really works in special and inclusive education: Using evidence-based teaching strategies*. Abingdon, UK: Routledge, 2008

Chen, H.-Y. (2009, August 5). Online reading comprehension strategies among general and special education elementary and middle school students. *Online Submission*. Online Submission.

CEC Professional Standards. (2018). Retrieved from: <https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards>

ELL research:

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. *Illinois Reading Council Journal*, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: <https://wida.wisc.edu/>

Light

Supports for ELLs at the Bridging level (WIDA Level 6) Light support for students slightly below grade-level in reading.

This level is designed for students who are approaching grade-level reading and writing. They are often able to work independently with the vocabulary, language, and syntax in complex texts, but may struggle with sophisticated vocabulary, nuances of language, or organizing their writing either sequentially or in a logical manner.

Strategy used: Visual support for sophisticated vocabulary

Rationale (synthesis of research presented):

Visual supports provide clarity and engagement, and assist in comprehension.

They also assist in provision of visual representations of abstract concepts and provide students with a schema to organize their ideas and ground concepts in a core idea.

For students with special needs, visual supports provide accessibility for comprehension and serve as a tool to work around fluency issues in order to access the grade-level skill.

For ELL students, visual supports provide accessibility for comprehension when language deficits create fluency concerns.

Special education, ELL, or gifted?

- Special education
- ELL

Research

Special education research:

Mrstik, S. L., Vasquez, E., & Pearl, C. (2018). The effects of mentor instruction on teaching visual supports to novice, special education teachers. *International Journal of Instruction*, 11(1), 411–424.

Rao, S.M. & Gagle, B. (2006). Learning through seeing and doing: Visual supports for children with autism. *Teaching Exceptional Children*, 38(6), 26–33.

Hodgdon, M. (1995). Visual supports: Helping your child understand and communicate. Retrieved from: http://www.bbbaautism.com/pdf/article_15_visual_supports.pdf

CEC Professional Standards. (2018). Retrieved from: <https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards>

ELL research:

Vander Woude, E. I. (2016). Vocabulary instruction for ELLs. *Michigan Reading Journal*, 48(2), 18–26.

Wright, K., Eslami, Z., McTigue, E., & Reynolds, D. (2015). Picture perfect. *Science Teacher*, 82(4), 41–46.

Pang, Y. (2013). Graphic organizers and other visual strategies to improve young ELLs' reading comprehension. *New England Reading Association Journal*, 48(2), 52–58.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. *Illinois Reading Council Journal*, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: <https://wida.wisc.edu/>

Strategy used:

Sentence starters and frames for high-quality academic discourse (“When I _____ I always have fun because _____.”) —Speaking

(“In accordance with our hypothesis, . . .”) —Writing

Rationale (synthesis of research presented):

The use of sentence starters assists students with deficits in language or language acquisition due to a learning disability, and helps them organize undeveloped ideas and thoughts into clear sequential thought processes. Furthermore, sentence starters help students to develop a framework for different types of sentences and provide a visual organization system to discern the distinctions between sentence types and syntax.

The purpose of sentence starters and frames is to maintain rigor within a core curriculum while providing a tool for students to use to develop complex schemas in order to help them understand grade-level concepts.

Within the light level, Amplify increasingly models sentence starters with more complex sentence structure to embed scaffolding of complexity.

For students with disabilities, often cognitive deficits provide barriers for comprehension. Sentence starters allow students to organize their thoughts and mental schemas to gain access to complex academic tasks along.

Sentence starters assist ELL students with language acquisition issues by providing a model of appropriate language sequencing to help them develop appropriate academic discourse, while also assisting them with code-switching issues. Sentence starters also provide a model of correct sentence structures for students struggling with language acquisition.

Special education, ELL, or gifted?

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Research

Special education research:

Mitchell, D. R. (2008). *What really works in special and inclusive education: Using evidence-based teaching strategies*. Abingdon, UK: Routledge, 2008

Chen, H.-Y. (2009, August 5). Online reading comprehension strategies among general and special education elementary and middle school students. *Online Submission*. Online Submission.

CEC Professional Standards. (2018). Retrieved from: <https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards>

ELL research:

Vander Woude, E. I. (2016). Vocabulary instruction for ELLs. *Michigan Reading Journal*, 48(2), 18–26.

Wright, K., Eslami, Z., McTigue, E., & Reynolds, D. (2015). Picture perfect. *Science Teacher*, 82(4), 41–46.

Pang, Y. (2013). Graphic organizers and other visual strategies to improve young ELLs' reading comprehension. *New England Reading Association Journal*, 48(2), 52–58.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. *Illinois Reading Council Journal*, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: <https://wida.wisc.edu/>

Differentiation throughout the curriculum

The second section organizes research and rationale within Amplify by each strategy. These strategies are not only included in levels, but often integrated within lessons in the core content.

ELL:

Background:

Over the past decade, the number of English language learners (ELLs) has grown significantly across the United States. Roughly 10% of students across the country are identified as ELLs. Regardless of their level of English language proficiency, these students are exposed to, and expected to succeed in, Common Core-aligned instruction. ELLs face major challenges as they work to acquire conversational skills and the academic language necessary to learn content in English. To ensure ELLs achieve academic success, Amplify ELA incorporates differentiated access strategies, which guide the teacher to adjust instruction so that ELLs may access content at the same pace as their English-proficient classmates. The goal of differentiated instruction is to present the same content in different ways and at different language levels, while maintaining academic rigor and high cognitive demand. Differentiated access strategies scaffold the language demands of learning by modifying either the process (how content is being learned) or the product (how students show what they have learned), while keeping the content and goals of the learning the same. Amplify encourages teachers to use a wide variety of differentiation strategies to ensure ELLs' success. Amplify focuses on four high-leverage strategies:

- Differentiated access strategy 1: Modified prompts
- Differentiated access strategy 2: Language production supports
- Differentiated access strategy 3: Reduced text-processing demands
- Differentiated access strategy 4: Alternative vocabulary exercises

Amplify's differentiated access strategies reduce linguistic barriers to mastering the core ELA lessons, and are woven into the curriculum, making them easy to implement according to ELLs' individual needs. They are marked explicitly with a + sign on the activity icon for student-facing material or "ELL Tip" for teacher-facing material, alerting teachers to moments when ELLs may need something different in order for them to reach the same learning objectives as their English-proficient peers.

Differentiated access strategy 1: Modified prompts

Teachers adjust the wording of questions and writing assignments to ensure they are comprehensible to ELLs. ELLs are capable of meeting the same academic challenges as their English-proficient peers. However, complex language can impede ELLs'

ability to understand what is asked of them. The goal of this strategy is to keep cognitive demand high while reducing linguistic barriers to comprehension: ELLs do complex, challenging work, but explanations of what to do are stated in more transparent language.

Differentiated access strategy 2: Language production supports

Teachers provide sentence starters and word banks to enable ELLs to produce linguistically complex writing and speech.

All people can comprehend more language than they can produce. Even adults know what it's like to understand a word that they have never used themselves, or to be unable to imitate an accent that they can perfectly comprehend. ELLs are no different: they may understand very well what is asked of them but be unsure of how to convey their understanding. Word banks and sentence starters help eliminate linguistic barriers to ELLs showing what they know. Students can use these linguistic scaffolds to produce writing and speech beyond what they could have done independently, giving the teacher a better sense of where their true understanding is.

Differentiated access strategy 3: Reduced text-processing demands

Teachers (1) highlight portions of text for ELLs to focus in on, and (2) pre-select key vocabulary for ELLs to look for.

Reducing text-processing demands makes content accessible to ELLs. Often, ELLs are confronted with material that is beyond their independent reading levels and must use it to answer a question or study an idea. If they must wade through an entire text word by word, they may become exhausted and discouraged, and could miss the most important parts of the passage entirely. By reducing the amount of text, providing basic definitions of unknown words, or highlighting a certain area of text to focus in on, teachers ensure that ELLs have less language to decipher and can attend to the content. These practices reduce unnecessary complexity, but still require ELLs to engage with challenging concepts and skills appropriate to their grade-level.

Differentiated access strategy 4: Alternative vocabulary exercises

Teachers ensure their ELLs complete daily vocabulary practice targeted to their level of English proficiency. More advanced ELLs may do the mainstream vocabulary work; ELLs with less English knowledge may use the Word Match vocabulary game.

While all students in Amplify classrooms work on vocabulary every day, the core ELA lessons also include alternative vocabulary work specifically for ELLs. Like the mainstream vocabulary words, the words chosen for ELLs to study are essential to understanding the passage and will appear in many texts students encounter in the future, but are likely to already be familiar to non-ELLs and unfamiliar to ELLs.

Special education:

Definitions:

High Leverage Practices: Defined by the Council for Exceptional Children (CEC, 2016) these practices are the characteristics embodied by effective special education teachers.

High Leverage Strategies: Strategies defined within the High Leverage Practices of instructional strategies special education teachers implement within the classroom to assist students with special needs.

Background:

With approximately 13% of the student population across the country identified for special education services, the need for additional supports within curricula is more critical than ever. Students with special needs—as a result of No Child Left Behind (2001), IDEA (2004) and the National Office of Special Education (OSEP) increasing accountability through Results Driven Accountability (RDA)—are held to the grade-level standards of their non-disabled peers. Furthermore, IDEA (2006) mandates IEP goals should address current levels of student performance and access to the general education standards. This is indicative of a strong understanding of gauging growth for students with special needs across grade levels. As a result, curriculum development and instruction has become much more complex. Furthermore, with more students with special needs being included within general education, the provision of increased access is aligned with mandated legislation, however, the inclusion of these students doesn't guarantee access without a teacher including instructional strategies to assist this access for students with special needs (King-Sears, M. E. 2008). High leverage practices for teachers indicate what skills are necessary for teachers to embody to increase student achievement. Amplify focuses on differentiation within curriculum to assist teachers in accommodating grade-level curriculum to allow for access to grade-level content, assessment strategies including formative and summative to gauge growth toward the grade-level standards, and strategies to overcome fluency issues while maintaining rigor of grade-level comprehension. Amplify focuses on several high leverage strategies within instruction as developed by the Council for Exceptional Children (CEC, 2016):

- High leverage strategy #1: Accommodating grade-level curricula
- High leverage strategy #2: Assessment strategies—formative and summative
- High leverage strategy #3: Overcoming fluency challenges
- High leverage strategy #4: Accessibility within technology for visual processing

High Leverage Strategy #1: Accommodating grade-level curriculum

Used within which level? ALL and core lessons

Strategy used: Focus standards

Rationale (synthesis of research presented):

Per CEC and the identification of High Leverage Practices evident in effective special education instruction, the ability for a teacher to identify prioritized standards and skills is critical to meeting the needs of students with special needs. Amplify assists in this process by identifying focus standards for each lesson.

As indicated consistently across research within the field of special education, the shift from skill-based instruction to rich, educational experiences that reach for grade level is essential to gain student growth (Tomlinson, 2018). In the upper grades, it is essential for students with special needs to be accessing grade-level curriculum, especially considering the correlation between fluency and comprehension is diminished (Chen, 2009).

For students with special needs, the ability for the special education teacher to align instruction to a focus standard allows for the vertical articulation across grade levels to be measured accurately for growth in relationship to IEP goals.

For ELL students, the ability to focus on a rigorous grade-level standard, while providing tools to work around language acquisitional gaps is critical to gain growth in ELL development.

Special education, ELL, or gifted?

- Special education

Research

Special education research:

McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., . . . Ziegler, D. (2017, January). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center. © 2017 CEC & CEEDAR <https://highleveragepractices.org/wp-content/uploads/2017/04/Instructionsshort1.pdf>

Chen, H.-Y. (2009, August 5). Online reading comprehension strategies among general and special education elementary and middle school students. *Online Submission*. Online Submission.

Tomlinson, C. A. (2018). Measuring doesn't come first. *Educational Leadership*, (5), 90. Retrieved from <https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsgao&AN=edsgcl.527623181&site=eds-live&scope=site>

ELL research:

Campbell, Y. C., & Filimon, C. (2018). Supporting the argumentative writing of students in linguistically diverse classrooms: An action research study. *Research in Middle Level Education Online*, 41(1), 1–10.

Used within which level?

ALL—All lessons are written with a scaffolding of content considered. Stronger scaffolding is often found within the Moderate and Substantial levels.

Strategy used: Scaffolding of prompts

Rationale:

High Leverage Practices by the CEC indicate the necessity for special education teachers to scaffold instruction so students with special needs can access complex learning, as well as sequence lessons explicitly for students. Amplify breaks down prompts within the different levels to ease in scaffolding and to assist students in building up to the focus standard.

For students with language acquisition needs, the ability to scaffold instruction is critical to their increased ability to work independently. Per Campbell and Filimon (2018), the ability for a teacher to scaffold instruction assists students with language acquisition needs in gaining independence with academic tasks.

Special education, ELL, or gifted?

- Special education

Research

Special education research:

Mitchell, D. R. (2008). *What really works in special and inclusive education: Using evidence-based teaching strategies*. Abingdon, UK: Routledge, 2008

McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., . . . Ziegler, D. (2017, January). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center. © 2017 CEC & CEEDAR <https://highleveragepractices.org/wp-content/uploads/2017/04/InstructionsShort1.pdf>

Chen, H.-Y. (2009, August 5). Online reading comprehension strategies among general and special education elementary and middle school students. *Online Submission*. Online Submission.

Tomlinson, C. A. (2018). Measuring doesn't come first. *Educational Leadership*, (5), 90. Retrieved from <https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsgao&AN=edsgcl.527623181&site=eds-live&scope=site>

ELL research:

Campbell, Y. C., & Filimon, C. (2018). Supporting the argumentative writing of students in linguistically diverse classrooms: An action research study. *Research in Middle Level Education Online*, 41(1), 1–10.

Daniel, M. C. (2007). Authentic literacy practices for English language learners: A balanced curriculum design. *Journal of Reading Education*, 32(2), 18–25.

Used within which level? Integrated within core lessons

Strategy used: Explicit meta-cognition strategies

Rationale:

The special education teacher encourages self-reflection to gauge student thinking and facilitate the students' ability to organize their thoughts. Amplify utilizes graphic organizers and visual concept mapping to assist students in organizing their thinking and utilizes strong self-reflective student prompts to engage students in making connections, evaluating their thought process, and articulating their meta-cognitive processes.

For students gaining language skills, research has identified the most effective strategy is the implementation of strategy-focused instruction (Campbell & Filimon, 2018). The instruction should focus on modeling meta-cognition and thinking patterns to assist students in producing sentence structure and syntax. Within Amplify, this strategy is integrated throughout all core lessons.

Think-alouds are used throughout Amplify to provide a model for students to build schemas around complex tasks. For students with special needs, the cognitive deficits that are characteristic of many categories of disabilities stand in the way of accessing grade-level content. The inclusion of think-alouds allows students with cognitive deficits to build complex schemas to provide a model and scaffolding to reach the rigor of grade-level content.

For ELL students, the provision of a think-aloud allows them to model their own thinking within new language and to build the skills of code switching appropriately while reaching complex, grade-level tasks.

Special education, ELL, or gifted?

- Special education

Research

Special education research:

Mitchell, D. R. (2008). *What really works in special and inclusive education: Using evidence-based teaching strategies*. Abingdon, UK: Routledge, 2008

Chen, H.-Y. (2009, August 5). Online reading comprehension strategies among general and special education elementary and middle school students. *Online Submission*. Online Submission.

Tomlinson, C. A. (2018). Measuring doesn't come first. *Educational Leadership*, (5), 90. Retrieved from <https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsgao&AN=edsgcl.527623181&site=eds-live&scope=site>

McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., . . . Ziegler, D. (2017, January). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center. © 2017 CEC & CEEDAR <https://highleveragepractices.org/wp-content/uploads/2017/04/Instructionsshort1.pdf>

ELL research:

Campbell, Y. C., & Filimon, C. (2018). Supporting the argumentative writing of students in linguistically diverse classrooms: An action research study. *Research in Middle Level Education Online*, 41(1), 1–10.

Daniel, M. C. (2007). Authentic literacy practices for English language learners: A balanced curriculum design. *Journal of Reading Education*, 32(2), 18–25.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. *Illinois Reading Council Journal*, 38(4), 14–19.

Used within which level? Integrated within core lessons

Strategy used: Scaffolded supports

Rationale:

Scaffolded supports are put into place within curriculum to assist students in accessing the content even if the ability for independence is not there yet. Amplify provides visual, verbal, and written supports at different levels to assist students in accessing the skills they have yet to master.

ELL: For students with language acquisition needs, the ability to scaffold instruction is critical to their increased ability to work independently. Per Campbell and Filimon (2018), the ability for a teacher to scaffold instruction assists students with language acquisition needs in gaining independence with academic tasks.

High Leverage Practices by the CEC indicate the necessity for special education teachers to scaffold instruction so students with special needs can access complex learning, as well as sequence lessons explicitly for students. Amplify breaks down prompts within the different levels to ease in scaffolding and to assist students in building up to the focus standard.

Special education, ELL, or gifted?

- Special education

Research

Special education research:

Mitchell, D. R. (2008). *What really works in special and inclusive education: Using evidence-based teaching strategies*. Abingdon, UK: Routledge, 2008

Chen, H.-Y. (2009, August 5). Online reading comprehension strategies among general and special education elementary and middle school students. *Online Submission*. Online Submission.

Tomlinson, C. A. (2018). Measuring doesn't come first. *Educational Leadership*, (5), 90. Retrieved from <https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsgao&AN=edsgcl.527623181&site=eds-live&scope=site>

ELL research:

Campbell, Y. C., & Filimon, C. (2018). Supporting the argumentative writing of students in linguistically diverse classrooms: An action research study. *Research in Middle Level Education Online*, 41(1), 1–10.

Daniel, M. C. (2007). Authentic literacy practices for English language learners: A balanced curriculum design. *Journal of Reading Education*, 32(2), 18–25.

Used within which level? Integrated within core lessons

Strategy used: Modeling and explicit instruction

Rationale:

Within Amplify, there are many opportunities to model and explicitly assist in instruction with students with special needs. Flex days are integrated throughout units to allow for small-group opportunities to dig deeper in explicit instruction for students who are struggling. There are also many places within the curriculum where teachers demonstrate a skill or model through video, group discussions, or whole-class discussions, as well as show models of student work using the Spotlight app.

For students with language acquisition needs, the ability to scaffold instruction is critical to their increased ability to work independently. Per Campbell and Filimon (2018), the ability for a teacher to scaffold instruction assists students with language acquisition needs in gaining independence with academic tasks.

Special education, ELL, or gifted?

—

Research

Special education research:

Bryant, D.P., Linan-Thompson, S., Ugel, N., Hamff, A., & Hougen, M. (2001). The effects of professional development for middle school general and special education teachers on implementation of reading strategies in inclusive content area classes. *Learning Disability Quarterly*, (4), 251

Mitchell, D. R. (2008). *What really works in special and inclusive education: Using evidence-based teaching strategies*. Abingdon, UK: Routledge, 2008

Chen, H.-Y. (2009, August 5). Online reading comprehension strategies among general and special education elementary and middle school students. *Online Submission*. Online Submission.

ELL research:

Campbell, Y. C., & Filimon, C. (2018). Supporting the argumentative writing of students in linguistically diverse classrooms: An action research study. *Research in Middle Level Education Online*, 41(1), 1–10.

Daniel, M. C. (2007). Authentic literacy practices for English language learners: A balanced curriculum design. *Journal of Reading Education*, 32(2), 18–25.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. *Illinois Reading Council Journal*, 38(4), 14–19.

High Leverage Strategy #2: Assessment strategies—formative and summative

Used within which level? Integrated within core lessons

Strategy used: Formative assessments

Rationale:

High Leverage Practices indicate the ability for a special education teacher to identify current levels for students and then scaffold instruction to meet students where they are. Amplify provides multiple opportunities throughout lessons for formative assessments through writing prompts that are leveled according to the levels described in Section 1 of this document, student discussion prompts to allow for partner and group discussions, and quick checks for understanding via on-the-fly support.

Special education, ELL, or gifted?

- Special education
- ELL

Research

Special education research:

Mitchell, D. R. (2008). *What really works in special and inclusive education: Using evidence-based teaching strategies*. Abingdon, UK: Routledge, 2008

Dykeman, B. F. (2006). Alternative strategies in assessing special education needs. *Education Indianapolis Then Chula Vista*, (2), 265.

Used within which level? Integrated within core units

Strategy used: Summative assessments

Rationale:

Amplify aligns content and curriculum to grade-level standards and utilizes several strategies for teachers to gauge student progress on skills embedded in the content. The use of unit essays, reading assessments, and other cumulative assessments allows teachers to gauge student progress within grade-level content. For students reading below grade level, these summative assessments allow teachers to track growth from unit to unit in relationship to grade-level standards. This provides a thorough picture of data tracking for students relative to both academic achievement gaps and grade-level achievement. In High Leverage Practices, the ability for a teacher to bridge achievement gaps while addressing grade-level content is a critical skill in order to reach all student needs.

Special education, ELL, or gifted?

—

Research

Special education research:

Mitchell, D. R. (2008). *What really works in special and inclusive education: Using evidence-based teaching strategies*. Abingdon, UK: Routledge, 2008

Dykeman, B. F. (2006). Alternative strategies in assessing special education needs. *Education Indianapolis Then Chula Vista*, (2), 265.

High Leverage Strategy #3: Overcoming fluency challenges

Used within which level? Integrated within core lessons

Strategy used: Partner work and flexible grouping

Rationale:

Amplify focuses in each lesson on a variety of grouping strategies for students. Students will also often engage in partner and group work prior to independent work in order to scaffold practice and provide ample opportunity to access the grade-level skill.

Furthermore, research indicates that students who are learning command of a second language benefit from the metacognition modeled by peers within group and partner work. ELL students also learn the constructs of language acquisition within a new academic environment, providing a model of language and context as they develop skills.

For students with special needs, the characteristics of many categories of disabilities include the necessity to address social skills along with the ability to master academic discourse. The increase and inclusion of multiple opportunities within Amplify for partner and group work provide ways for increased social skills as addressed within many IEPs, as do the academic discourse models provided by their peers and the multiple opportunities students have to practice their own verbal academic discourse.

There is ample research supporting the inclusion of verbal instruction in the ELL classroom, combined with the provision of practice with verbal sentence structures. Amplify embeds many verbal experiences throughout lessons to increase ELLs' ability to acquire language while also grappling with complex academic tasks.

Special education, ELL, or gifted?

- Special education
- ELL

Research

Special education research:

Mitchell, D. R. (2008). *What really works in special and inclusive education: Using evidence-based teaching strategies*. Abingdon, UK: Routledge, 2008

Tomlinson, C. A. (2018). Complex instruction: A model for reaching up—and out. *Gifted Child Today*, 41(1), 7–12. <https://doi-org.lopes.idm.oclc.org/10.1177/1076217517735355>

ELL research:

Campbell, Y. C., & Filimon, C. (2018). Supporting the argumentative writing of students in linguistically diverse classrooms: An action research study. *Research in Middle Level Education Online*, 41(1), 1–10.

Daniel, M. C. (2007). Authentic literacy practices for English language learners: A balanced curriculum design. *Journal of Reading Education*, 32(2), 18–25.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. *Illinois Reading Council Journal*, 38(4), 14–19.

Used within which level? Integrated within core lessons

Strategy used: Reduced text

Rationale:

For many students, although they may be reading below grade level, the ability to reach grade-level content and comprehension is not only applicable, but attainable. Amplify recognizes and develops the curriculum with reduced text and adapted texts in order to assist teachers in working around reading fluency deficits in order to achieve grade-level content goals.

Reduced text allows for students to access complex comprehension skills at grade level while working around fluency issues. Although there is a correlation between fluency and comprehension in the lower grades, in upper grades the correlation diminishes. Although fluency may be an issue, the comprehension may not be (Chen, 2009). For students who are struggling with fluency, the usage of reduced text or quotes allows them to access smaller fluency passages in order to grapple with complex grade-level tasks while working around language acquisition gaps.

For students with special needs, fluency is consistently a challenge for many categories of disability. To allow students with special needs to access complex grade-level texts, reduced text or specific quotes provide a tool to work around fluency challenges and focus on grade-level comprehension.

For ELL students, fluency is a challenge due to language acquisition issues and a deficit in complex sentence structures. The provision of reduced text and/or quotes from the text minimizes the struggle of fluency and allows ELL students to access complex grade-level tasks.

Special education, ELL, or gifted?

- Special education
- ELL

Research

Special education research:

Mitchell, D. R. (2008). *What really works in special and inclusive education: Using evidence-based teaching strategies*. Abingdon, UK: Routledge, 2008

Chen, H.-Y. (2009, August 5). Online reading comprehension strategies among general and special education elementary and middle school students. *Online Submission*. Online Submission.

CEC Professional Standards. (2018). Retrieved from: <https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards>

ELL research:

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. *Illinois Reading Council Journal*, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: <https://wida.wisc.edu/>

Used within which level? Integrated within core lessons

Strategy used: Text previews

Rationale:

To overcome further fluency concerns, Amplify has integrated new text previews consisting of a brief summary of the text students are about to read. This strategy allows for students to begin to access complex text to increase their engagement in the lessons as they navigate content standards.

Special education, ELL, or gifted?

- Special education

Research

Special education research:

Mitchell, D. R. (2008). *What really works in special and inclusive education: Using evidence-based teaching strategies*. Abingdon, UK: Routledge, 2008

Chen, H.-Y. (2009, August 5). Online reading comprehension strategies among general and special education elementary and middle school students. *Online Submission*. Online Submission.

CEC Professional Standards. (2018). Retrieved from: <https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards>

ELL research:

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. *Illinois Reading Council Journal*, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: <https://wida.wisc.edu/>.

High Leverage Strategy #4: Accessibility within technology for visual processing

Used within which level? Integrated within core lessons

Strategy used: Visual layout 4”

Rationale:

Tracking text is difficult for many students with special needs. To help with this, Amplify has consistently implemented a column width for most lessons maximized at 4 inches. This provides ease of tracking, and allows students to access text.

Special education, ELL, or gifted?

- Special education

Research

Special education research:

Armstrong, T. (2018). 15 ways to use Microsoft Word as a universal design for learning tool. Retrieved from <https://www.institute4learning.com/2018/04/30/15-ways-to-use-microsoft-word-as-a-universal-design-for-learning-tool/>

Powell, S. (2003). *Special teaching in higher education: Successful strategies for access and inclusion*. London: Routledge.

CEC Professional Standards. (2018). Retrieved from: <https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards>

Used within which level? Integrated within core lessons

Strategy used: Visually breaking down tasks

Rationale:

Based on the concepts of UDL, High Leverage Practices, and CEC recommendations, Amplify consistently provides a visual breakdown of content. Through the use of frequent text boxes, paragraph breaks, and various visual components, content is more easily accessible for visual processing of tasks.

Special education, ELL, or gifted?

- Special education

Research

Special education research:

Mitchell, D. R. (2008). *What really works in special and inclusive education: Using evidence-based teaching strategies*. Abingdon, UK: Routledge, 2008

Powell, S. (2003). *Special teaching in higher education: Successful strategies for access and inclusion*. London: Routledge.

Used within which level? Integrated within core lessons

Strategy used: Audio

Rationale:

Research has indicated consistently the use of audio as a necessary accessibility component for students with special needs. Amplify integrates the use of audio so students with special needs can focus on grade-level content rather than decoding and fluency issues.

For ELL students, the use of audio provides an oral model of correct sentence structure to assist in language acquisition while tackling complex grade-level tasks.

Special education, ELL, or gifted?

- Special education
- ELL

Research

Special education research:

Chen, H.-Y. (2009, August 5). Online reading comprehension strategies among general and special education elementary and middle school students. *Online Submission*. Online Submission.

Powell, S. (2003). *Special teaching in higher education: Successful strategies for access and inclusion*. London: Routledge.

ELL research:

Daniel, M. C. (2007). Authentic literacy practices for English language learners: A balanced curriculum design. *Journal of Reading Education*, 32(2), 18–25.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. *Illinois Reading Council Journal*, 38(4), 14–19.

Used within which level? Integrated within core lessons

Strategy used: Highlighting

Rationale:

The integration of the highlight tool within the Amplify curriculum allows for visual processing and focus on particular components of text, and is self-driven for authentic close reading. Students with special needs, based on High Leverage Strategies, require the ability to visually process text. A frequent strategy within special education classrooms has been the use of highlighter strips. Amplify has embedded this feature to allow for accessibility. Furthermore, this accessibility is embedded within the state assessment and can be noted within IEPs as a consistent accommodation provided within curriculum.

For ELL students, the ability to highlight text allows students to access vocabulary and visually break down text into sentence structures, while also providing a model of correct syntax. This simultaneously works on language acquisition skills, minimizing the cognitive load that often accompanies language acquisition and grade-level comprehension, and provides visual cues to correct sentence, paragraph, and text structure.

Special education, ELL, or gifted?

- Special education
- ELL

Research

Special education research:

Ewoldt, K. B., & Morgan, J. J. (2017). Color-coded graphic organizers for teaching writing to students with learning disabilities. *Teaching Exceptional Children*, 49(3), 175–184.

Graham, S. & Harris, K. (2009). Almost 30 years of writing research. *Learning Disabilities Research & Practice*, 24(2), 58–68.

Powell, S. (2003). *Special teaching in higher education: Successful strategies for access and inclusion*. London: Routledge.

ELL research:

Vander Woude, E. I. (2016). Vocabulary instruction for ELLs. *Michigan Reading Journal*, 48(2), 18–26.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. *Illinois Reading Council Journal*, 38(4), 14–19.

Used within which level? Integrated within core lessons

Strategy used: Reveal words

Rationale:

Vocabulary acquisition is a skill addressing academic achievement gaps for students with special needs and is one of the highest leverage strategies to address grade-level content while bridging gaps in reading. Amplify integrates Reveal words to assist students in understanding complex text by providing synonyms and/or definitions for words in simplified language.

Special education, ELL, or gifted?

- Special education
- ELL

Research

Special education research:

Bryant, D.P., Linan-Thompson, S., Ugel, N., Hamff, A., & Hougen, M. (2001). The effects of professional development for middle school general and special education teachers on implementation of reading strategies in inclusive content area classes. *Learning Disability Quarterly*, (4), 251

Mitchell, D. R. (2008). *What really works in special and inclusive education: Using evidence-based teaching strategies*. Abingdon, UK: Routledge, 2008

Powell, S. (2003). *Special teaching in higher education: Successful strategies for access and inclusion*. London: Routledge.

ELL research:

Vander Woude, E. I. (2016). Vocabulary instruction for ELLs. *Michigan Reading Journal*, 48(2), 18–26.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. *Illinois Reading Council Journal*, 38(4), 14–19.

Used within which level? Integrated within core lessons

Strategy used: Color contrast

Rationale:

Research has consistently indicated the use of color contrasting within text and prompts as a necessary accessibility component for students with special needs. Amplify integrates the use of color contrasting and background color to address the readability for students and those who struggle with visual processing of content. Furthermore, this accessibility is embedded within the state assessment and can be noted within IEPs as a consistent accommodation provided within the curriculum.

Special education, ELL, or gifted?

- Special education

Research

Special education research:

Ewoldt, K. B., & Morgan, J. J. (2017). Color-coded graphic organizers for teaching writing to students with learning disabilities. *Teaching Exceptional Children*, 49(3), 175–184.

Graham, S. & Harris, K. (2009). Almost 30 years of writing research. *Learning Disabilities Research & Practice*, 24(2), 58–68.

Powell, S. (2003). *Special teaching in higher education: Successful strategies for access and inclusion*. London: Routledge.

Abou-Zahra, S. (2019, January 23). Colors with Good Contrast. Retrieved from <https://www.w3.org/WAI/perspective-videos/contrast/>

Used within which level? Integrated within core lessons

Strategy used: Video

Rationale:

The use of video to increase student engagement has long been studied as a proven technique. Within Amplify, there are many videos that engage students in the complex text being presented. For students with special needs, the use of video allows them to access complex text in order to focus on grade-level standards and content.

Special education, ELL, or gifted?

- Special education
- ELL

Research

Special education research:

Mitchell, D. R. (2008). *What really works in special and inclusive education: Using evidence-based teaching strategies*. Abingdon, UK: Routledge, 2008

Chen, H.-Y. (2009, August 5). Online reading comprehension strategies among general and special education elementary and middle school students. *Online Submission*. Online Submission.

Powell, S. (2003). *Special teaching in higher education: Successful strategies for access and inclusion*. London: Routledge.

ELL research:

Vander Woude, E. I. (2016). Vocabulary instruction for ELLs. *Michigan Reading Journal*, 48(2), 18–26.

Used within which level? Integrated within core lessons

Strategy used: Read-alouds

Rationale:

Embedded read-alouds are an effective tool to model fluency, intonation, prosody, and expression. Within Amplify, many texts include a read-aloud component to assist students in accessing complex text, but also for students with special needs to work around fluency issues and focus on grade-level content.

Special education, ELL, or gifted?

- Special education
- ELL

Research

Special education research:

Bryant, D.P., Linan-Thompson, S., Ugel, N., Hamff, A., & Hougen, M. (2001). The effects of professional development for middle school general and special education teachers on implementation of reading strategies in inclusive content area classes. *Learning Disability Quarterly*, (4), 251 <https://pdfs.semanticscholar.org/presentation/3d9c/16f681bf354cb6ebe61d7a6ac29219872415.pdf>

Chen, H.-Y. (2009, August 5). Online reading comprehension strategies among general and special education elementary and middle school students. *Online Submission*. Online Submission.

Powell, S. (2003). *Special teaching in higher education: Successful strategies for access and inclusion*. London: Routledge.

ELL research:

Campbell, Y. C., & Filimon, C. (2018). Supporting the argumentative writing of students in linguistically diverse classrooms: An action research study. *Research in Middle Level Education Online*, 41(1), 1–10.

Daniel, M. C. (2007). Authentic literacy practices for English language learners: A balanced curriculum design. *Journal of Reading Education*, 32(2), 18–25.

For more information,
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(866) 212-8688 • [amplify.com](https://www.amplify.com)

Amplify.

Empowerment Leadership Academy Planned Board Member Training

Initial Board of Directors Training	Who Should Participate	Estimated Time Frame:
Roles and Responsibilities of Charter School Board Members	All Board Members (founding and new)	Fall 2021 or Spring 2022
Evaluating the Effectiveness of Your Charter School Plans	All Board Members (founding and new)	Fall 2021 or Spring 2022
Charter School Fiscal Compliance	All Board Members (founding and new)	Fall 2021 or Spring 2022
Recruitment, Marketing and Budgeting	All Board members (founding and new)	Fall 2021 or Spring 2022
Ongoing Professional Development Trainings	Who Should Participate	Estimated Time Frame:
Annual Board Orientation – an intensive training every year for teaching and/or a reminder of new items or issues that can occur every year	All Board Members	Annually
Operations and Programming	All Board Members	Ongoing
Other topics deemed by the Board that are needed for trainings.	Selected Board Members	Ongoing

Board Member Name

Dr. Myah Davis
Dr. Leon Johnson
Priscilla Wall
Patrick Williams
Carlton Stevens
Roosevelt Moss

Board Title

Board Chair/President
Board Member
Secretary
Vice Chair
Board Member
Tresuarer

County of Residence

Mecklenburg

Wilson

Union

Wilson

Wilson

Mecklenburg

Current Occupation

Principal

School Counselor

Business Owner

Technician

Mayor

Business Owner

Past or Present Professional Licenses Held

NC Principal, NC Social Studies 9-12

Th.D, DBC, MA, LCMHC-S

NC Insurance License

CDL

NC Principal, NC Educator, NC Mortician

CPA, Minister License

Any disciplinary action taken against any of these professional licenses?

None

None

None

None

None

None

Sample Empowerment Leadership Academy K-2 Daily/Weekly Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30am	Arrival	Arrival	Arrival	Arrival	Arrival
8:00-8:30	Life Skills	Life Skills	Life Skills	Life Skills	Life Skills
8:30-10:00	Reading/ELA	Reading/ELA	Reading/ELA	Reading/ELA	Reading/ELA
10:00-11:00	Elective	Elective	Elective	Elective	Elective
11:00-12:00	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:00-1:15	Math	Math	Math	Math	Math
1:15-2:15	Science/PBL	Social Studies/PBL	Science/PBL	Social Studies/PBL	PBL
2:15-2:45	Intervention Block	Intervention Block	Intervention Block	Intervention Block	Data Meeting
2:45-3:00	D.E.A.R/Dismissal	D.E.A.R/Dismissal	D.E.A.R/Dismissal	D.E.A.R/Dismissal	D.E.A.R/Dismissal

Leon Johnson
3501 Cantata Drive
Greenville, NC 27858
H: 252-752-6464 W: 252-814-6596
Email: JohnsonL22@hotmail.com

Profile

In pursuit of a career opportunity to utilize my transferable professional skills as a school counselor and mental health clinician to provide educational and clinical services.

Work Experience

Wilson County Schools

08/17-Present

Lead School Counselor

- Provide school curriculum guideline to meet or exceed school expectations.
- Implement counseling program to meet or exceed student involvement, enrichment, and develop personal growth.
- Implement programs related to career development, social and emotional awareness.
- Monitor benchmark testing, assessment, and educational needs

Insight Therapeutic and Counseling Services, Inc.

06/12-Present

Chief Psychotherapist

- Arrange and perform screening, assessment, intervention and intakes.
- Promote psycho education groups, counseling and psychotherapy.
- Invoke therapeutic environment and promote healthy interpersonal behavior.
- Provide stabilization and treatment services to M/H and S/A patients.
- Attend conference and training to maintain educational skills and competency.

Beaufort County Schools

12/08-06/12

School Counselor

- Executed testing, transcripts evaluations, and yearly enrollments.
- Conducted parent and student conference regarding college preparation.
- Organized interest inventory assessments to determine career readiness.
- Incurred knowledgeable applications of NC WISE, NCVPS, and college academy

Health Services Personnel, Wilson, NC

07/07-12/08

Therapist

- Administered assessments, intakes, and treatment plan to ascertain diagnoses.
- Provided outpatient therapy to approved clients who are in need of counseling.
- Utilized DSM-IV Text to ascertain appropriate diagnostic mental health disorder.
- Attended required staff meetings, scheduled supervision and maintain privileges.
- Provided resources pertaining to client needs and stabilize daily activities.

Servant Leadership

Served as vice chair for the ARC of Pitt County Chapter, Greenville, N.C. 2009
Serve as 2nd Vice for NAACP of Pitt County Chapter, Greenville, N.C. 2018
Serve as a member of the United Way Mental Health Chapter, Wilson, N.C. 2015

Education

Th.D., Andersonville Theological Seminary May 2016
Major: Theology-Summa Cum Laude
DBC. Andersonville Theological Seminary March 2011
Major: Biblical Counseling-Summa Cum Laude
M.A., Webster University October 2004
Major: Counseling
B.A., Shaw University July 2002
Major: Sociology-Magna Cum Laude



To Whom
It May Concern:

I am writing this letter in the petition for an all-girls school for the Wilson County Area. My name is Mrs. Mia Newkirk and I have had the pleasure of meeting Ms. Carmi Green and speaking with her about her vision of Empowerment Leadership Academy. Ms. Green reached out to me concerning an event that she was hosting to speak with locals about the mission and vision of Empowerment Leadership Academy. I am a local baker here in Wilson, and I prepared treats for her meeting with MMCC and her meeting with Mayor Carlton Stevens. I do strongly believe that an all-girls school will greatly benefit Wilson as it is a new idea to reach our younger girls who are struggling in school. Ms. Green has had made continuous efforts in our community to build powerful relationships and I believe in the success of the school. If you have any other further information regarding our meeting, please feel reach to reach out.

Regards,
Mia G. Newkirk
CEO of Sweet-n-Sassy Treats, LLC
919-649-0684

MOUNT MORIAH COMMUNITY CHURCH

2252-327-4843

mmcc_outlook@outlook.com

6000 Ward Blvd.

Wilson, NC 27893

June 12, 2020

Ms. Carmi L. Green
Empowerment Leadership Academy
3701 Ashbrook Drive, NW
Apt 1004
Wilson, NC 27896

To whom it may concern,

We recently met with Carmi Green on 6/12/2020. She spoke of her vision she has about starting an all-girls school for our community with our congregation and leaders. Many of the families who attended our meeting and completed the survey truly feel it will greatly benefit our area, being that the city of Wilson is fairly tight knit. It is severely important and our duty to insure our young girls have something they can call their own, and be proud of. With the climate of today's society sticking together and building each other up is definitely what we need. The relationship that our organization MMCC Wilson and Ms. Carmi Green will have a community partnership between both parties. And since our organization MMCC Wilson has planted multiple seeds in our community, we feel a partnership would be an amazing start for the the roots of this idea to develop.

Sincerely,
Mount Moriah Community Church Wilson

Dayvonia Minnis
Administrator
MMCC Wilson
O: 252-327-4843
E: mmcc_outlook@outlook.com
W: mmcc_wilson.com

Sincerely yours,

Urna Semper

BYLAWS
OF
EMPOWERMENT LEADERSHIP ACADEMY

The name of the organization is Empowerment Leadership Academy. The organization is organized in accordance with the North Carolina Nonprofit Corporation Act, as amended. The organization has not been formed for the making of any profit, or personal financial gain. The assets and income of the organization shall not be distributable to, or benefit the trustees, directors, or officers or other individuals. The assets and income shall only be used to promote corporate purposes as described below. Nothing contained herein, however, shall be deemed to prohibit the payment of reasonable compensation to employees and independent contractors for services provided for the benefit of the organization. This organization shall not carry on any other activities not permitted to be carried on by an organization exempt from federal income tax. The organization shall not endorse, contribute to, work for, or otherwise support (or oppose) a candidate for public office. The organization is organized exclusively for purposes subsequent to section 501(c)(3) of the Internal Revenue Code.

ARTICLE I
MEETINGS

Section 1. Annual Meeting. An annual meeting shall be held once each calendar year for the purpose of electing directors and for the transaction of such other business as may properly come before the meeting. The annual meeting shall be held at the time and place designated by the Board of Directors from time to time. Annual meetings will be held virtually by Board Members.

Section 2. Special Meetings. Special meetings may be requested by the President or the Board of Directors. A special meeting of members is not required to be held at a geographic location if the meeting is held by means of the internet or other electronic communications technology in a manner pursuant to which the members have the opportunity to read or hear the proceedings substantially concurrent with the occurrence of the proceedings, note on matters submitted to the members, pose questions, and make comments.

Section 3. Notice. Written notice of all meetings shall be provided under this section or as otherwise required by law. The Notice shall state the place, date, and hour of meeting, and if for a special meeting, the purpose of the meeting. Such notice shall be mailed to all directors of record at the address

shown on the corporate books, at least 10 days prior to the meeting. Such notice shall be deemed effective when deposited in ordinary U.S. mail, properly addressed, with postage prepaid.

Section 4. Place of Meeting. Meetings shall be held by internet or/and at the organization's principal place of business unless otherwise stated in the notice. Unless the articles of incorporation or bylaws provide otherwise, the board of directors may permit any or all directors to participate in a regular or special meeting by, or conduct the meeting through the use of, any means of communication by which all directors participating may simultaneously hear each other during this meeting. A director participating in a meeting by this means shall be deemed to be present in person at the meeting.

Section 5. Quorum. A majority of the directors shall constitute at quorum at a meeting. In the absence of a quorum, a majority of the directors may adjourn the meeting to another time without further notice. If a quorum is represented at an adjourned meeting, any business may be transacted that might have been transacted at the meeting as originally scheduled. The directors present at a meeting represented by a quorum may continue to transact business until adjournment, even if the withdrawal of some directors results in representation of less than a quorum.

ARTICLE II DIRECTORS

Section 1. Number of Directors. The organization shall be managed by a Board of Directors consisting of 9 director(s).

Section 2. Election and Term of Office. The directors shall be elected at the annual meeting. Each director shall serve a term of 2 year(s), or until a successor has been elected and qualified.

Section 3. Quorum. A majority of directors shall constitute a quorum.

Section 4. Adverse Interest. In the determination of a quorum of the directors, or in voting, the disclosed adverse interest of a director shall not disqualify the director or invalidate his or her vote.

Section 5. Regular Meeting. The Board of Directors shall meet immediately after the election for the purpose of electing its new officers, appointing new committee chairpersons and for transacting such other business as may be deemed appropriate. The Board of Directors may provide, by resolution, for additional regular meetings without notice other than the notice provided by the resolution.

Section 6. Special Meeting. Special meetings may be requested by the President, Vice-President, Secretary, or any two directors by providing five days' written notice by ordinary United States mail,

effective when mailed. Minutes of the meeting shall be sent to the Board of Directors within two weeks after the meeting. A special meeting of members is not required to be held at a geographic location if the meeting is held by means of the internet or other electronic communications technology in a manner pursuant to which the members have the opportunity to read or hear the proceedings substantially concurrent with the occurrence of the proceedings, note on matters submitted to the members, pose questions, and make comments.

Section 7. Procedures. The vote of a majority of the directors present at a properly called meeting at which a quorum is present shall be the act of the Board of Directors, unless the vote of a greater number is required by law or by these by-laws for a particular resolution. A director of the organization who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless their dissent shall be entered in the minutes of the meeting. The Board shall keep written minutes of its proceedings in its permanent records.

Section 8. Informal Action. Any action required to be taken at a meeting of directors, or any action which may be taken at a meeting of directors or of a committee of directors, may be taken without a meeting if a consent in writing setting forth the action so taken, is signed by all of the directors or all of the members of the committee of directors, as the case may be.

Section 9. Removal / Vacancies. A director shall be subject to removal, with or without cause, at a meeting called for that purpose. Any vacancy that occurs on the Board of Directors, whether by death, resignation, removal or any other cause, may be filled by the remaining directors. A director elected to fill a vacancy shall serve the remaining term of his or her predecessor, or until a successor has been elected and qualified.

Section 10. Committees. To the extent permitted by law, the Board of Directors may appoint from its members a committee or committees, temporary or permanent, and designate the duties, powers and authorities of such committees.

ARTICLE III OFFICERS

Section 1. Number of Officers. The officers of the organization shall be a President, one or more Vice-Presidents (as determined by the Board of Directors), a Treasurer, and a Secretary. Two or more offices may be held by one person. The President may not serve concurrently as a Vice President.

President/Chairman. The President shall be the chief executive officer and shall preside at all meetings of the Board of Directors and its Executive Committee, if such a committee is created by the Board.

Vice President. The Vice President shall perform the duties of the President in the absence of the President and shall assist that office in the discharge of its leadership duties.

Secretary. The Secretary shall give notice of all meetings of the Board of Directors and Executive Committee, shall keep an accurate list of the directors, and shall have the authority to certify any records, or copies of records, as the official records of the organization. The Secretary shall maintain the minutes of the Board of Directors' meetings and all committee meetings.

Treasurer/CFO. The Treasurer shall be responsible for conducting the financial affairs of the organization as directed and authorized by the Board of Directors and Executive Committee, if any, and shall make reports of corporate finances as required, but no less often than at each meeting of the Board of Directors and Executive Committee.

Section 2. Election and Term of Office. The officers shall be elected annually by the Board of Directors at the first meeting of the Board of Directors, immediately following the annual meeting. Each officer shall serve a one year term or until a successor has been elected and qualified.

Section 3. Removal or Vacancy. The Board of Directors shall have the power to remove an officer or agent of the organization. Any vacancy that occurs for any reason may be filled by the Board of Directors.

ARTICLE IV CORPORATE SEAL, EXECUTION OF INSTRUMENTS

The organization shall not have a corporate seal. All instruments that are executed on behalf of the organization which are acknowledged and which affect an interest in real estate shall be executed by the President or any Vice-President and the Secretary or Treasurer. All other instruments executed by the organization, including a release of mortgage or lien, may be executed by the President or any Vice-President. Notwithstanding the preceding provisions of this section, any written instrument may be executed by any officer(s) or agent(s) that are specifically designated by resolution of the Board of Directors.

**ARTICLE V
AMENDMENT TO BYLAWS**

The bylaws may be amended, altered, or repealed by the Board of Directors by a majority of a quorum vote at any regular or special meeting. The text of the proposed change shall be distributed to all board members at least ten (10) days before the meeting.

**ARTICLE VI
INDEMNIFICATION**

Any director or officer who is involved in litigation by reason of his or her position as a director or officer of this organization shall be indemnified and held harmless by the organization to the fullest extent authorized by law as it now exists or may subsequently be amended (but, in the case of any such amendment, only to the extent that such amendment permits the organization to provide broader indemnification rights).

**ARTICLE VII
DISSOLUTION**

The organization may be dissolved only with authorization of its Board of Directors given at a special meeting called for that purpose, and with the subsequent approval by no less than two-thirds (2/3) vote of the members. In the event of the dissolution of the organization, the assets shall be applied and distributed as follows:

All liabilities and obligations shall be paid, satisfied and discharged, or adequate provision shall be made therefore. Assets not held upon a condition requiring return, transfer, or conveyance to any other organization or individual shall be distributed, transferred, or conveyed, in trust or otherwise, to charitable and educational organization, organized under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, of a similar or like nature to this organization, as determined by the Board of Directors.

Certification

Dr. Myah Davis, President of Empowerment Leadership Academy, and Priscilla Wall, Secretary of Empowerment Leadership Academy certify that the foregoing is a true and correct copy of the bylaws of the above-named organization, duly adopted by the initial Board of Directors on June 26, 2020.

This Non-Profit Bylaws is executed and agreed to by:
Myah Davis

Myah Davis

myah386@gmail.com

July 06, 2020 at 04:38 am

Recorded at IP 75.176.4.81

Priscilla Wall

Priscilla Wall

Cilla1117@gmail.com

July 06, 2020 at 06:09 am

Recorded at IP 69.132.192.169

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member.
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Empowerment Leadership Academy

2. Full name: Myah Denea Davis

Home Address: 5753 Seths Drive Charlotte NC, 28269

Business Name and Address:

Telephone No.: 214-686-7288

E-mail address: myah386@gmail.com

3. Brief educational and employment history.

I have been a certified educator for 13 years. I have served as a teacher, instructional coach, college professor, and school administrator. I hold a B.S. in Social Science Education from Jackson State University, an M.Ed. in Educational Leadership from the University of Mississippi, and a Ph.D. in Curriculum and Instruction from the University of North Texas.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I was Ms. Green's supervisor during her first year of teaching. I want to help to support Ms. Green's vision and provide an excellent education for the children of Wilson, NC.

6. What is your understanding of the appropriate role of a public charter school board member?

The board's mission and goal are to make sure that the school district/network is offering free and appropriate education in line with the governing state's laws and policies.

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

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I currently serve on the board of two non-profit organizations in Charlotte. I also serve on the board of the Jackson State University National Alumni Association's Metro Charlotte Chapter. I have the understanding and experience of serving on a governing board. I also have a vast knowledge of Robert's Rules of Order to hold a board meeting effectively.

8. Describe the specific knowledge and experience that you would bring to the board.

My knowledge of the education system and my experience as an educator and school leader will make me an asset to the board. Additionally my expertise in Curriculum and Instruction will be beneficial to the board and organization.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The school's mission is to offer an excellent education or young girls in the community of Wilson, NC. The guiding beliefs are: achievement, perseverance, professionalism, leadership, and empowerment. These beliefs will be the foundation of the school culture and represented in the pedagogical styles and strategies.

2. What is your understanding of the school's proposed educational program?

The educational program will follow all guides and laws regarding appropriate instructional time and special education laws, focusing on cultural relevance and responsiveness. Curricular guides and supports will support NC standards focused on project-based learning. Programs such as Eureka math and Amplify science will be used.

3. What do you believe to be the characteristics of a successful school?

A successful school has an influential school culture that incorporates data-driven instruction, culturally relative and responsive instructional strategies, and transparent with their staff and families regarding growth or a lack thereof. A successful school is focused on educating the whole child while supporting the instructional staff.

4. How will you know that the school is succeeding (or not) in its mission?

Regular survey of data and culture will show school success. This data and survey should include the impact the school has had on the students' instructional growth and the impact the school has had on the growth of staff, families, and the community.

Governance

1. Describe the role that the board will play in the school's operation.

The board serves as the supervisory role of the charter network. The board also ensures that the network complies with all legal and ethical requirements. The board also holds monthly meetings and a yearly retreat to discuss the progress of the charter network. Lastly, the board stays in consistent communication with the network and school leaders.

2. How will you know if the school is successful at the end of the first year of operation?

Upon completing a self-assessment, the board will discuss the progress made in the first year to fulfill the organization's mission and vision.

3. How will you know at the end of five years of the school is successful?

Upon completion of five years, success will be shown in the charter network's growth and the students. Based on enrollment, school grades, school culture, and families and staff's satisfaction based on survey data.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The charter board will need to be committed to the vision and mission of the charter network. This includes attending monthly meetings, being thorough and thoughtful in decisions, keeping the focus on the children and families in the community, and being willing and able to hold crucial conversations that advance the school's mission when needed.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would bring this information to the board chair along with evidence or examples of these actions. I would request that the board chair call a special closed meeting that included the board, network leader, and legal support. During the meeting, I would ask that we follow Robert's Rules of Order to conduct a meeting to determine the future consequences for the actions.

*Please include the following with your Information Form

- a one page resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

Certification

I, Myah Davis, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Empowerment Leadership Academy Charter School is true and correct in every respect.

Signature Myah Davis
Date July 12, 2020

Appendix I – Board Member Background Certification Statement and Completed Background Check*

Myah D. Davis
5753 Seths Drive Charlotte, North Carolina 28269
Phone: 214.686.7288 Email: myah386@gmail.com

EDUCATION/CERTIFICATIONS

- Ph.D.** Curriculum and Instruction, *University of North Texas*, Denton, Texas (2016)
- M.Ed.** Educational Leadership, *University of Mississippi*, University, Mississippi (2010)
- B.S.** Social Science Education, *Jackson State University*, Jackson, MS (2008)

State Teaching Certifications

State of North Carolina Educator's License, Principal, Social Studies 9-12
State of Texas Educator's License, Principal, English 4-8, Social Studies 4-8,

Research Interests

Teacher learning and development throughout the stages of the profession including preservice, induction, and continued professional development. Specifically focused on curriculum development; culturally relevant pedagogy; preparing teachers for diversity and urban education;

Professional Experience

- 2019- Present **Dean of Students**, Charlotte- Mecklenburg Schools, Charlotte, NC
- 2018-2019 **Program Specialist** (grant funded), Charlotte- Mecklenburg School District, Charlotte, NC
- 2017-2018 **Assistant Professor- Elementary Educaiton**, Department of Curriculum and Pedagogy, Richard W. Wiley College of Education, Winthrop University, Rock Hill, SC
- 2015-2017 **Title I Interventionist**, Grades 6-8, Sam Houston Middle School, Garland Independent School District, Garland, TX
- 2014- 2015 **ELAR Curriculum Specialist**, Grades K-8, Celerity Crestworth Charter School, Celerity Schools Louisiana, Baton Rouge, LA.

Empowerment Leadership Academy Survey Questionnaire

I. Questions

Directions: Please indicate your level of agreement or disagreement with each of these statements regarding E.L.A. Place an "X" mark in the box of your answer.

Mission: Empowerment Leadership Academy's goal is to provide at-risk underserved girls with an opportunity to learn using project-based learning to challenge them to become courage's leaders, innovative thinkers, and build self-confidence within while becoming lifelong learners.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Is an Girl school needed in Wilson County?		X			
2. If, the school opens would send your daughter to the school?	X				
3. Do you agree with the mission statement above?	X				
4. Are grade K-3 needed in your area for at-risk girls?	X				
5. Is your daughter at-risk or falling behind in school?	X				
6. Do you seek a different education for your child?	X				
7. Do you feel project based learning will help get your child ahead?	X				
8. How do you feel about charter schools coming into your neighborhood?	X				

Q9: How would you rate your overall experience of the current school your child is in?

- Highly satisfactory
- Satisfactory
- Neutral
- Unsatisfactory
- Highly Unsatisfactory

Q10: What could your current school do better to help your child succeed?

More hands on or fun as there is
in our learning. More one on one
learning

Notes: The questionnaire may contain mixed closed-ended and open-ended questions as well as response formats. However, it is ideal to begin with closed-ended questions for higher response rates.

III. Demographic Data

Name (optional): _____

Age: 34

Gender: F

Number of Family Members:

1-2

3-5

6-10

more than 10

Email Address (optional): _____

Notes: This section is optional. The questions asking for demographic data should be relevant to the survey goal and must point to the characteristics of the target population.

IV. Thank you for sharing your thoughts with us.

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: *Empowerment & Leadership Academy*
 2. Full name: *Patrick Williams*
Home Address: *225 Princeton drive morroe, NC 28110*
Business Name and Address: *Williams way transport*
Telephone No.: *832-386-5822*
E-mail address: *Pwill2306@yahoo.com*
 3. Brief educational and employment history: *Two associate degrees in technology and physical education. I currently own my own business in teaching.*
 4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?
No: Yes
 5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? *I was recruited by Ms. Carni Green. I have known Ms. Green while working in schools and have seen how much she puts into her students.*
 6. What is your understanding of the appropriate role of a public charter school board member? *Board members will oversee policies and procedures of the school, also approving and monitoring the budget, hiring, evaluating the school principal/Head of School.*
- If you have questions regarding the application process, please contact the Office of Charter Schools via email at darian.iones@dpi.nc.gov.

- Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. *I do not have any previous experience serving on a school board. However, I do appreciate my business efforts will assist with making the school successful.*
- Describe the specific knowledge and experience that you would bring to the board. *My experience in schools working and mentoring at-risk youth, business background, and great relationships with the Wilson Community.*

School Mission and Program

- What is your understanding of the school's mission and guiding beliefs? *Mission is to serve at-risk girls who are not succeeding in their current school setting. Our guiding beliefs are encouragement, professionalism, leadership and empowerment.*
- What is your understanding of the school's proposed educational program? *The proposed educational program is made of a curriculum that will be used to challenge the girls. Using project-based learning and project work to challenge the girls.*
- What do you believe to be the characteristics of a successful school? *Having appropriate leadership, set high expectations, ongoing evaluations, and use data to drive instruction in the classroom.*
- How will you know that the school is succeeding (or not) in its mission? *Regular survey sent to parents, faculty, staff, teachers about the overall success of the school.*

Governance

- Describe the role that the board will play in the school's operation. *The board serves as the overall supervisor of the charter network. We will ensure that all operations are carried through with fidelity.*
- How will you know if the school is successful at the end of the first year of operation? *Annual Board meeting completing a checklist of what was met as far as goals and what needs to be improved.*
- How will you know at the end of five years of the school's is successful? *At the end of the five years we will check student growth, data, enrollment, parent feedback, and school culture.*
- What specific steps do you think the charter school board will need to take to ensure that the school is successful? *First, believe in what we are aiming to do in the community with the girls, second get heavily involved in the community and promote the overall school.*
- How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? *Also, check in regularly with students. If a situation arises then the Board Chair will be notified immediately, the board will meet and speak of further actions for the board members.*

*Please include the following with your Information Form

- a one page resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

Certification

I, Patrick Williams, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Empowerment Leadership Academy Charter School is true and correct in every respect.

Signature
Date


7/13/20

Appendix I – Board Member Background Certification Statement and Completed Background Check*

PATRICK WILLIAMS
Wilson, NC 28110 27822
(832) 386-5823 • pwill2306@yahoo.com

PROFESSIONAL OBJECTIVE

Obtain a position with Empowerment Leadership Academy that will utilize my interpersonal communication skills, training skills, sales and customer service skills.

EDUCATION

Hinds Community College Physical Education, 2012-2013
East Mississippi Community College Computer Tech, 2007-2009
Forest Hill High School, 2006

Core Qualifications:

- ❖ Sales and Marketing
- ❖ Account Management
- ❖ Contract negotiation
- ❖ Client Retention
- ❖ Staff training and Development

WORK EXPERIENCE

Williams Way Transport (Prime): Spring Field, Mo (2019-Present)

Business Owner

- ❖ Submit weekly Payroll for the company
- ❖ Handle all day to day logistics
- ❖ Day to day communication with potential companies

Cox Communications: New Orleans, LA (March 2016- July 2018)

Technical Trainer I

- ❖ Trained and observed a team of 10 Customer Service Technicians.
- ❖ Facilitated weekly meetings with employees to review customer survey results.
- ❖ Mentored new Technician Trainers.
- ❖ Coached and modeled exceptional customer service technical support for employees to follow.
- ❖ Conferred weekly with supervisor about technician's performances.

Cox Communications: Baton Rouge, LA (August 2014-March 2016)

Call Center Trainer I/Sales

- ❖ Recruited, trained and observed a team of 15-20 call center employees.
- ❖ Resolved customer transferred calls.
- ❖ Conducted bi-weekly team meetings to speak about team goals and performances.
- ❖ Attended monthly meetings with supervisors.
- ❖ Reached successful end of the month technical support surveys.

Charter School Board Member Information Form

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All forms must be signed by hand.*

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The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: *Empowerment Leadership Academy*

2. Full name: *Priscilla Wall*

Home Address: *204 Burris street Wingate, NC 28174*

Business Name and Address:

Telephone No.: *704-442-6888*

E-mail address: *cwall117@gmail.com*

3. Brief educational and employment history.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? *I was recruited by Ms. Carmi Green.*

I believe that her vision will be fruitful in the Wilson County schools.

6. What is your understanding of the appropriate role of a public charter school board member?
I will serve as the secretary. My role will be taking of the minutes, dates, and agenda.

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

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. *I previously served as a board vice chair for a local company in Wingo, NC. I have never served on a school board, but with my previous experience I can*
8. Describe the specific knowledge and experience that you would bring to the board. *Business owner, Business Development, and overseeing Million dollar contracts for my company. serve my position.*

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Our mission is to provide a excellent education to young girls to build them to serve and potentially lead their community one day.
2. What is your understanding of the school's proposed educational program?
Our educational plan will be to use project based learning that will teach our girls to gain critical thinking skills and ability to solve
3. What do you believe to be the characteristics of a successful school?
A successful school will higher qualified teachers and staff to fulfill the mission and vision of the school.
4. How will you know that the school is succeeding (or not) in its mission?
Consistently checking in with the Head of school concerning student data and observing the schools culture. Also, regular parent/staff surveys sent out.

Governance

1. Describe the role that the board will play in the school's operation.
The Board is responsible for the overall operations and decision making of the school through monthly meetings and emergency meetings
2. How will you know if the school is successful at the end of the first year of operation if needed?
At the end of the first year, we will meet and discuss if our policies and procedures were carried out accurately and with fidelity.
3. How will you know at the end of five years of the schools is successful?
- student data, growth - parent surveys - state Board of Education - enrollment
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
- The Board will need to actively participate in monthly meetings, continue believing in the charter school vision and mission, ensuring that we have the focus of the children at hand.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
The would be an emergency board meeting called to order with the Board chair advising for further actions to take.

*Please include the following with your Information Form

- a one page resume

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

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

Certification
I, Hisalla White, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for ELA Charter School is true and correct in every respect.

Signature Hisalla White
Date 7-11-20

Appendix I – Board Member Background Certification Statement and Completed Background Check*

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

Empowerment Leadership Academy (ELA) will provide parents and students a different approach to the traditional school setting. ELA has adapted to use a student-centered learning approach where we will focus on the child as a whole. During enrollment, parents will fill out an Educational Goal Plan that will help support their child's needs. The information that parents fill out, will be shared with classroom teachers. We will then provide teachers any support that is needed to help meet these goals. Teachers will review the progress of the goals with the parents during parent teacher conferences. We want to make sure that the needs of our students are identified early on so that the school will be able to support their needs in school and outside of school.

At ELA, we believe that parental involvement is critical in the child's education. We have worked together to put forth a plan of action that will support parents to make sure they are involved in their child's education. The Parent Engagement Plan is a plan that allows parents to have additional support in the school. The plan welcomes parents into the school to volunteer in the classrooms/school, joining our school advisory board for parents, running the school PTO, and committing to supporting the classroom teachers. As such, the school will provide parents with different trainings on how to support their child needs at home. We will provide mental health trainings, curriculum nights that will show parents how to better support their child with their studies, and finally, we will offer afterschool hours to reach the teachers with questions.

4. Improving student learning.

Empowerment Leadership Academy (ELA) has developed a well thought out plan of action that will improve student learning from day one of opening. Based on ELA's philosophy, we are a school centered on working with the needs of the whole child. We believe in making sure all the needs of our students are met daily. By having a licensed counselor on the Board of Directors, we will be able to offer more support for students and training for all teachers and staff. This way we are meeting the needs that at-risk students face on a daily basis. Not only will this plan of action meet their needs, but will improve student learning and growth. ELA will further improve student learning by using project based learning to investigate and respond to an authentic, engaging, and complex problem or challenge (PBLworks.org). We will also create classrooms that promotes small group instruction by using centers for added support. Technology usage to allow students to research projects and complete math and reading programs in class. Each classroom will be equipped with document cameras, smart projectors with smart pens to use for teacher and student interactions. Family and community support that will allow the community and families to come in and volunteer in the classrooms to help support teacher learning needs of the students. Parent teacher conferences held each quarter that teachers will provide feedback and support to parents about their child(s) progress. Curriculum nights held once a quarter to teach parents the skills that students are learning in the classroom. Extended day programs that will support homework assistance and extra practice from the classroom. Small classroom sizes with a student-to-teacher ratio of 15:1. Finally to improve student learning we will provide progress monitoring, weekly check in assessments, and quarterly benchmarks to see where students will need to be retaught. Each classroom will have data meetings once a week with students and provide data walls that will show students their growth over time.

Question 182:

Empowerment Leadership Academy will seek a strong leader to be the Head of School. We are in search for the right candidate that will fit our school needs. To ensure that we have found a qualified leader to lead a single gendered school, we want to make sure that our Head of believes in us, our mission, and our future girls. Since we will be opening our school in the Wilson County area, we firmly believe that taking our time and searching for the right candidate is the right decision. However, our time frame for our candidate will be by January 2021. To find that candidate we will use our community partner to aide in the search, as well as job boards, social media, and community forums. The Board of Directors will conduct all interviews and make the final decision. Our candidate that we are looking for should the following qualifications;

1. A Master's Degree in Education, School Administration
2. Experience working in a diverse school serving underserved students
3. Preferred experience working in a single gendered school
4. Believes in the school mission and vision
5. Communications skills with stakeholders
6. Attend monthly meetings with the Board
7. Hire alongside the board of director's, teachers and staff
8. Oversee day to day operations of the school
9. At least 5 years of classroom teaching experience
10. Willing to grow and develop with the school
11. Preferred, License in School Administration

To gain the right candidate, we will offer the follow;

1. A competitive salary
2. Health benefits
3. Dental
4. Vision
5. Certification reimbursement

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

**Empowerment
Leadership Academy**

2. Full name: Racshunn Farrington

Home Address: 11824 Erwin Ridge Avenue Charlotte, NC 28213

Business Name and Address:

Telephone No.: (704) 618-1299

E-mail address: Racshunn Farrington

3. Brief educational and employment history.

Paralegal Certification with a Masters in Business Administration

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:

Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? Yes I was recruited to be on the Board of Directors

To get to know the children and families that make up the the school community. To get access to a whole network of people that love to learn and see how schools change the lives of children every day.

6. What is your understanding of the appropriate role of a public charter school board member?

To provide the strategic vision for the school and hire leaders to run the school and hold those leaders accountable for academic success and provide financial oversight.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have served on the Commercial Real Estate Board for several years. I feel my leadership schools on this board is the same visionary skills needed for a school board.
8. Describe the specific knowledge and experience that you would bring to the board.
Leadership
Organizational Skills
Legal Expertise

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
To create a student-centered environment for at-risk girls to become courageous leaders.
The guiding principles of the school is achievement, perseverance, professionalism and leadership.
2. What is your understanding of the school's proposed educational program?
To create an environment that will challenge the girls to maintain high levels of motivation while instilling the cores and values of the guiding principles.
3. What do you believe to be the characteristics of a successful school?
A comprehensive behavior policy, community accountability, parental engagement, constant coaching for teachers, student achievement
4. How will you know that the school is succeeding (or not) in its mission?
Frequent teacher feedback, data-driven instruction, intensified tutoring, high expectations

Governance

1. Describe the role that the board will play in the school's operation.
To provide the vision for the school, hire the leaders, hold leaders accountable and provide financial oversight.
2. How will you know if the school is successful at the end of the first year of operation?
You establish clear and concise assessments to evaluate and demonstrate student progress.
3. How will you know at the end of five years of the schools is successful?
You establish clear and concise assessments to evaluate and demonstrate student progress.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Planning, Strategy, and Building a stronger infrastructure
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Bring the situation to the other board members and discuss it and make a decisions in an accurate forum.

*Please include the following with your Information Form

- a **one page** resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. [Click or tap here to enter text.](#)

Certification

I, Rashon Farndon, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for ELA Charter School is true and correct in every respect.

Signature
Date

Rashon Farndon
7-21-2020

Appendix I – Board Member Background Certification Statement and Completed Background Check*

Charter School Required Signature Certification

Note: Outlined below is a list of areas that must be certified by the proposed Board of Directors. Any forms Not Applicable to the proposed charter school indicate below with N/A and provide a brief explanation for providing such response.

Serving on a public charter school board is a position of public trust and board members of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, the school's fulfillment of its public obligations, all terms of its charter, and understanding/overseeing all third party contracts with individuals or companies.

- ❖ The selected Board Attorney that he/she has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non Profit Corporation.

- Name of the Selected Board Attorney:

N/A

- Date of Review:

June 13, 2020

- Signature of Board Members Present (Add Signature Lines as Needed):

- [Signature]
 - Asasha Ewell
 - [Signature]
 - Myah Davis
 - Rachana Jarrington
 - _____
 - _____
 - _____

- ❖ The selected Board Auditor that he/she has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.

- Name of the Selected Board Auditor:

N/A

- Date of Review:

June 13, 2020

- Signature of Board Members Present (Add Signature Lines as Needed):

- [Signature]
 - Asasha Ewell
 - [Signature]
 - Myah Davis
 - Rachana Jarrington
 - _____
 - _____
 - _____

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



Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Empowerment Leadership Academy
2. Full name: *LEON Johnson*

Home Address: *3501 Cantata Dr Greenville, NC 27858*

Business Name and Address:

Telephone No.: *252-814-6596*

E-mail address: *NCINSIGHTtherapy@gmail.com*

3. Brief educational and employment history.
Doctor of Biblical Counseling, Masters degree in mental health, and BA in Sociology. Currently work with Wilson County School and operate a private practice Counseling Agency.
4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? *I was recruited by Ms. Carmi Green to perhaps add or enhance the establishment of a possible charter school for girls. I wish to serve to provide an alternate means of education to underserved children.*
6. What is your understanding of the appropriate role of a public charter school board member?
To govern and manage the day to day operation of a public charter school. Implement policy, guidelines and direction to enable children's wellness.

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

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I've served on multiple boards, however, my experience as a School Counselor affords me the ability to understand the direct needs of the students. In addition, I serve on the administrative panel within a school system.
8. Describe the specific knowledge and experience that you would bring to the board.
I would bring a diversity of wealth and knowledge to balance the partnership within the community.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Create a student-centered environment using project based learning to challenge at-risk girls to become courageous leaders, innovative thinkers, and build self-confidence within while becoming life long learners.
2. What is your understanding of the school's proposed educational program?
Create an environment that will help girls to maintain high levels of expectations while instilling core values.
3. What do you believe to be the characteristics of a successful school?
I believe the characteristic of a successful school consist of standards, positive encouragement, and obtainable goals
4. How will you know that the school is succeeding (or not) in its mission?
The school success will be monitored by benchmark testing, assessment and community involvement.

Governance

1. Describe the role that the board will play in the school's operation.
The role of the board will be to oversee the daily operation of the school, such as, budget, test scores, employees and community.
2. How will you know if the school is successful at the end of the first year of operation?
I will monitor the school success by board meetings and discussions, parent input, and guideline set by DPI.
3. How will you know at the end of five years of the schools is successful?
The best way to measure school success is through enrollment, participation, and achievements.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? *Monitor, establish, and review daily operation to ensure proper expectations*
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Call to order a meeting with all members to address the matter or vote to implement consequences.

*Please include the following with your Information Form

- a one page resume

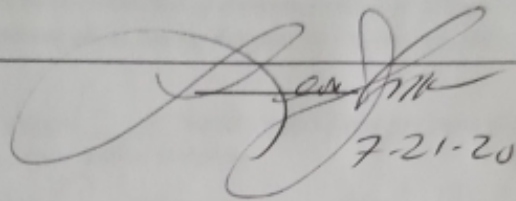


*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

Certification

I, Leon Johnson, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Empowerment Leadership Charter School is true and correct in every respect.

Signature
Date


7-21-20

Appendix I – Board Member Background Certification Statement and Completed Background Check*

Priscilla Green
204 Burris Street
Wingate, NC 28174
(704) 242-6088
Email: Cilla1117@gmail.com

EDUCATION

A&T State University 1979-1982
Bachelor's of Business Administration

PROFESSIONAL BACKGROUND

January 2018- Belk, Inc. Sales Team Manager

Present Rockingham, North Carolina

- Initiating selling plans
- Investigating product quality
- Aiding in the sale of a product and looking into complaints
- Maintaining technical services
- Raising customer satisfaction
- Managing cash, shop pricing, and daily activities

January 2018- Present- Insurance Sales, Primemerica

Wingate, NC

- Scout and identify potential clients with need for insurance coverage
- Contact potential customers through cold calls, emails and arranged meetings
- Maintain record of insurance contracts and duly notify policyholders of pending renewal
- Facilitate the payment of beneficiaries on event of the demise of a policyholder

August 2003-Greens Commercial Cleaning, Inc. Business Partner

2018 Wingate, NC

- Attend sales meetings
- Oversee million-dollar Cleaning Contracts
- Prepare cleaning contracts for Commercial Cleanings
- Facilitate Short and long Sale Closings

RACSHUNN FARRINGTON
11824 ERWIN RIDGE AVENUE
CHARLOTTE, NORTH CAROLINA 28212
(704) 578-8335
MECKLENBURG COUNTY NOTARY PUBLIC
Email: racshunnfarrington@yahoo.com

EDUCATION

KINGS COLLEGE, Charlotte, North Carolina
Bachelors of Paralegal Certification

August 1992-June 1996

PROFESSIONAL BACKGROUND

January 2014 Present **SunCap Property Group/ Senior Commercial Paralegal**
Charlotte, North Carolina

- Review and interpret loan documents
- Conduct due diligence reviews, title search and survey review
- Prepare PSA and Lease abstracts
- Coordinate the execution of all commercial documents
- Facilitate closing calls with Lender
- Coordinate earnest money and escrow agreements
- Organize checklist for commercial closings
- Supervise and Monitor General Liability, Property Insurance, Builder's Risk, etc., for all commercial deals
- Maintain all Post Closing Obligations
- Draft correspondence to Sellers, Attorneys, & Lenders

August 2013 **Corelogic Document Solutions, Title Abstractor/Paralegal**

Dec 2013 Charlotte, North Carolina

- Travel to County Recorder's Office to research land records for liens and judgments
- Review and Prepare Commercial and Residential Real Estate Loan Documents
- Prepare Title Opinions
- Facilitate Short Sale Closings
- Work with Real Estate Agents, Attorneys, Mortgage Companies, and Borrowers to negotiate short sales
- Draft Hud 1 Settlement Statement

July 2012 **Blackrock Solutions, Analyst**

July 2013 Charlotte, North Carolina

- Draft and Review Asset Summary Reports for Company Clients
- Review Commercial Real Estate Loan Documents
- Research Real Estate Titles
- Advanced data analysis on MS Excel and proprietary real estate software Alladin
- Download and prepare investor reporting packages
- Support Operations Manager and Managing Director
- Support team of Commercial Real Estate Underwriters
- Support and review outsourced off-shore mortgage group's delivery

July 2010 **RoundPoint Mortgage Servicing Corporation, Paralegal**

Nov 2011 Charlotte, North Carolina

- Draft Mortgage Satisfactions, Assignments of Mortgages, Lost Note Affidavits for Recording
- Researched Real Estate Titles
- Researched County Websites for Recording Information
- Approved Billings Statements
- Edit and Approved all Out-Going Correspondence
- Filed Real Estate Documents with the County Recorder
- Reviewed Vendor Management Agreements
- Drafted Foreclosure and Default Documents
- Managed Foreclosure Portfolio

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

Empowerment Leadership Academy

2. Full name:

Roosevelt Moss III

Home Address: 15415 Superior Street

Business Name and Address:

Telephone No.: 7047263461

E-mail address: rmosse@wearemetro.org

3. Brief educational and employment history.

Attended East Carolina University for undergraduate with major in Corporate Finance. Worked as finance controller for private mental health industry for 10 years. Served as Pastor of Metro Church of Christ for last eight years.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:

Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

Recruited by Carmi Green. I believe that Mrs.Green has an educational vision that can impact her community in a positive way.

6. What is your understanding of the appropriate role of a public charter school board member?

Board members have the responsibility of overseeing the well being and operations of the school and making sound decisions on behalf of the school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Have experience serving on other local community boards.

8. Describe the specific knowledge and experience that you would bring to the board.

Finance and working with at risk youth in the community.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

We will be serving at risk girls. Our guiding beliefs are achievement, perseverance, professionalism, leadership and empower.

2. What is your understanding of the school's proposed educational program?

We will be using project based learning to challenge our girls and we will embed PBL in Science and Social Studies while teaching life skills.

3. What do you believe to be the characteristics of a successful school?

Having qualified teachers and staff, community support, growth in data and board of directors making sound decisions with students in mind.

4. How will you know that the school is succeeding (or not) in its mission?

Data, growth of the students and parents, teacher and student feedback through surveys.

Governance

1. Describe the role that the board will play in the school's operation.

The board will oversee any budget needs, policies and procedures. And will hold monthly meetings to discuss all operational needs of the school.

2. How will you know if the school is successful at the end of the first year of operation?

Based on the boards assessment of the progress of the school at the end of the first year. Through enrollment, parent and personnel feedback.

3. How will you know at the end of five years of the schools is successful?

Growth in state and local assessment, school grade, school culture and enrollment.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board needs to be to committed to the mission and vision of the school, attend monthly meeting, and making decisions that meet the needs of the students.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

The issue should be taken to the board chair attentions. The board chair will call an emergency meeting. Once meeting has ended the board will review if further action needs to be taken.

*Please include the following with your Information Form

- a **one page** resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. [Click or tap here to enter text.](#)

Certification

I, Roosevelt Moss III, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for ELA Charter School is true and correct in every respect.

Signature 
Date July 20, 2020

Appendix I – Board Member Background Certification Statement and Completed Background Check*

Roosevelt Moss III

15415 Superior St. Charlotte NC, 28273 | C: 704-726-3461 | E: rooseveltmos@gmail.com

EDUCATION

EAST CAROLINA UNIVERSITY, GREENVILLE, NC
Bachelors of Science in Business Administration, Finance

SOFTWARE

Quick Books Pro & Premier, MIP Fund Accounting, Millennium Payroll, Preview, Personal Laser, FoxPro, KaleidaCare, ASANA, Adobe Photoshop, Adobe Illustrator, Adobe Premier

EXPERIENCE

Reach More Media LLC, Charlotte NC

Creative Director, January 2015 - current

- Launched a multi-media and printing company
- Managed remote contractors to perform high quality projects in a timely fashion
- Facilitate sales meetings with prospective clients
- Manage client projects using ASANA project management software

The Bridge, Inc., Atlanta, GA

Financial Assistant CFO, March 2011- January 2015

- Processing all Accounts Payable and coding to proper cost center according to department policies
- Reconcile all credit card statements monthly
- Accurately process payroll for 160 employee bi-weekly
- Monitor and maintain vacation time, sick time, and number of occurrences
- Research and resolve billing issues for residents on Medicaid
- Participate in audit of CSI notes, client files for proper Medicaid documentation
- Responsible for managing 9 million dollars in revenue for business unit
- Met monthly with Executive Management Team to present reports and make recommendations related to business unit
- Managing Fee For Service claims accurately and timely
- Work with internal and external consumers to quickly re-instate lapsed insurance coverage's
- Lead the planning and opening of new expansion location

Personalized Therapy, Inc., Greenville, NC

Controller, July 2007 – March 2011

- Managed all financial activity within the company and update company's financial records, including general ledger, accounts payable, and accounts receivable using tax based accounting principles
- Responsible for managing 4 million dollars in company assets
- Presented owners with proposals of increasing revenue from monies floating within cash accounts
- Served on the Operations Committee meeting weekly to report previous week production, budget, and present initiatives to improve billing efficiency and cost effectiveness
- Prepared monthly internal financial statements
- Cash management including maintenance of cash balance (check coding/writing and deposits)
- Authored and implemented adequate financial controls

Sample Empowerment Leadership Academy 6-8 Schedule

Time:	Monday	Tuesday	Wednesday	Thursday	Friday
7:30	Homeroom/Arrival	Homeroom/Arrival	Homeroom/Arrival	Homeroom/Arrival	Homeroom/Arrival
8:00-9:10	Math	Math	Math	Math	Math
9:10-10:10	Social Studies/PBL	Social Studies/PBL	Social Studies/PBL	Social Studies/PBL	Social Studies/PBL
10:10-11:40	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
11:40-12:00	Break	Break	Break	Break	Break
12:00-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:10	Science/PBL	Science/PBL	Science/PBL	Science/PBL	Science/PBL
1:10-2:10	Electives	Electives	Electives	Electives	Electives
2:10-2:45	Intervention Block	Intervention Block	Intervention Block	Intervention Block	Intervention Block
2:45:3:00	Homeroom/Dismissal	Homeroom/Dismissal	Homeroom/Dismissal	Homeroom/Dismissal	Homeroom/Dismissal

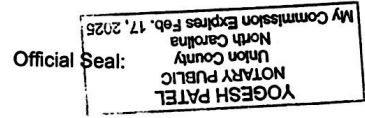
Signature Page

The foregoing application is submitted on behalf of [insert name of board of directors for the proposed school]. 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, 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: Patrick Williams
Board Position: Board Vice Chair
Signature: [Signature]
Date: 7/13/20

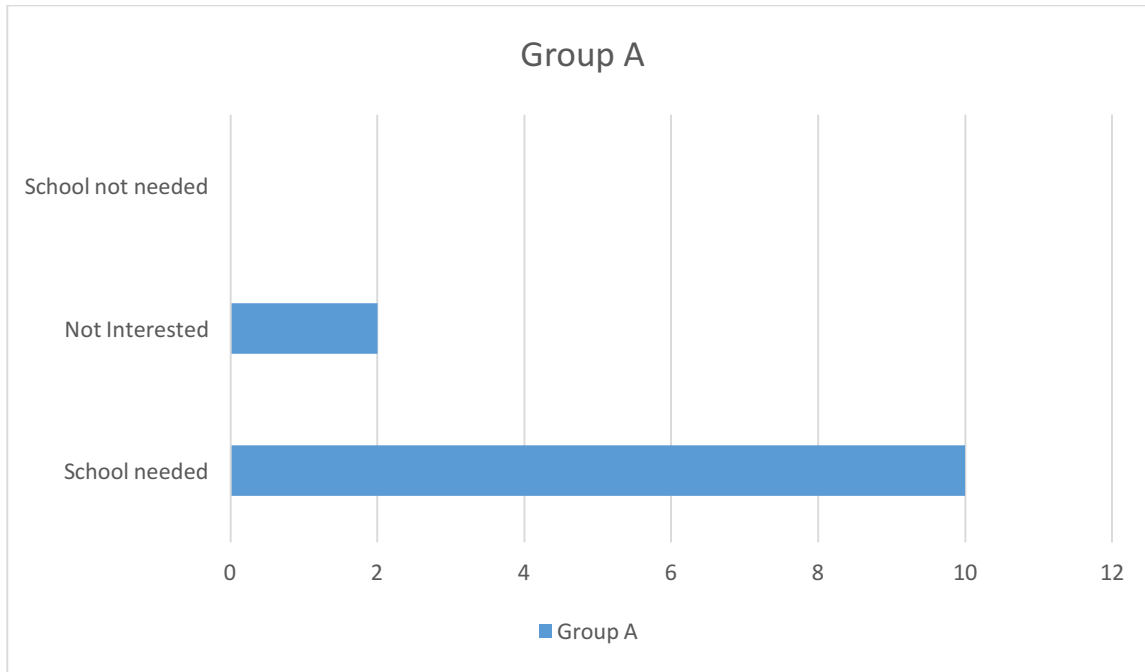
Sworn to and subscribed before me this 13 day of July, 2020.

Notary Public: Yogesh Patel



My commission expires: 02/17, 2025.

Survey Results from Needs Survey



On June 12, 2020 at 2:00PM, we met with Mount Moriah Community Church of Wilson and their congregation to speak about the potential on an all-girls school in Wilson, NC. Ms. Green presented her vision to school and the need for an all-girls school. Due to Covid-19, we were only allowed to meet with a small group of members. However, the graph displays the results from the needs survey results. Out of the 12 people who took the survey, ELA was able to gain the support of a 10 families who strongly believe there is a need for an all-girls school. For the families that did the survey did state they were not interested in attending was because they do not have girls. However, they do believe the concept of the school is what the community needs. We have attached an example of one completed survey from a family.

Day	Hours
Monday	9:00am - 5:00pm
Tuesday	9:00am - 5:00pm
Wednesday	9:00am - 5:00pm
Thursday	9:00am - 5:00pm
Friday	9:00am - 5:00pm
Saturday	Closed
Sunday	Closed

Educating the 21st Century Girl!

Founding Board Members:

Priscilla Wall

Dr. Myah Davis

Dr. Leon Johnson

Pastor Roosevelt Moss

Tamika Miller Graddy

Empowermentleadershipacademy@gmail.com

Empowerment Leadership Academy

Wilson, NC

704-500-6252



Empowerment Leadership Academy

Educating the 21st Century girl!

Empowerment Leadership Academy (ELA) is an all girls K-8 school opening in August 2022. ELA will serve the Wilson County area by adding a grade each year. Founder, Carmi Green is a Monroe, NC native with a background in Business and Education. She looks forwards to providing a quality education for all girls!



Empowerment

Our Mission

Empowerment Leadership Academy will create a student-centered environment using project-based learning to challenge at-risk girls to become courage's leaders, innovative thinkers, and build self-confidence within while becoming lifelong learners.

Web Information

EmpowermentAcademy.org

Facebook: Empowerment Leadership Academy

Wilson County Schools/School Grade	Elementary (K-5) Middle (6-8) Enrollment	Economically Disadvantage	Language Arts EOG Failure %	Math EOG Failure %	Elementary Read-to-Achieve Retention Rate
B.O. Barnes Elementary School Grade: F	366	78.8 %	74%	81%	29.3%
Charles H. Darden Middle School Grade: C	301	63.3%	58%	58%	n/a
Elm City Middle School Grade: C	358	18.5%	37%	44%	n/a
Forrest Hill Middle School Grade: B	488	24.9%	37%	37%	n/a
Fredrick Douglas Elementary School Grade: B	402	41.9%	39%	34%	Did not meet
Gardeners Elementary School Grade: B	237	41.6%	34%	20%	Did not meet
Johns W. Jones Elementary School Grade: C	520	51%	51%	54%	93%
Lee Woodard Elementary School Grade: C	181	46.8%	47%	39%	83.8%
Lucama Elementary School Grade: B	433	45%	36%	26%	95%
Margaret Hearne Elementary School grade: F	393	78.5%	77%	69%	74.3%
New Hope Elementary School Grade: A	493	20.4%	25%	15%	92.3%
Rock Ridge Elementary: School Grade: A	494	22.8%	17%	11%	92.6%
Speight Middle School Grade: C	330	33.9%	50%	40%	n/a
Springfield Middle School Grade: C	490	14.5%	32%	33%	n/a
Statonsburg Elementary School Grade: C	207	45.5%	44%	41%	91.2%
Toisnot Middle	436	19%	52%	69%	n/a

School Grade: D					
Vicks Middle	282	84.4%	67%	73%	n/a
School Grade: D					
Vinson Bynum	362	46.9%	42%	40%	87.1%
School Grade: C					
Wells Elementary	376	51.7%	44%	42%	89.6%
School Grade: C					
Winstead Elementary	298	68.7%	63%	59%	86.2%
School Grade: D					