



Application Preliminary Evaluation Packet

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

- § Pass: The response demonstrates an understanding of key issues and the ability to start a charter school successfully although minimal clarification may be needed in places. It addresses the topic with clear, specific and accurate information that reflects thorough preparation. The application meets minimum components as evidenced by the check boxes of the rubric.
- § Fail: The response either fails to entirely address the selection criteria or addresses some of the criteria. The responses lack adequate detail and/or raise substantial concerns about the applicant's preparation for and ability to start or operate a charter school successfully. The application fails to address all of the minimum components as evidenced by the check boxes of the rubric.

Subcommittee Members:

Deanna Townsend-Smith
Joe Maimone
Cheryl Turner
Buffy Fowler
Tracy Kelley
Alan Hawkes
Hilda Parlér
Mike McLaughlin
Robert McOuat
Avril Smart
Glenn Allen
Kevin Piacenza
Eric Sanchez

Date of Review:

09/30/2016



NORTH CAROLINA CHARTER SCHOOL APPLICATION

PREP Academy

Public charter schools opening the fall of 2018

Due by 5:00 pm, September 19, 2016

North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825
919-807-3491

Mailing Address:
6303 Mail Service Center
Raleigh, NC 27699-6303

OCS September 2016

CHARTER SCHOOL
2016 Application Process
To open a charter school in the 2018-2019 school year

APPLICATION DUE DATE/TIME

September 19, 2016 A complete *online* application package, in the Office of Charter Schools **by 5:00 pm EST.**

Non-Refundable \$1000 Application fee due to the Office of Charter Schools

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

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline September 19, 2016 at 5:00 pm EST. **All applications must be submitted using the online portal** and applicants are to use the following specifications:

1. All required Appendices should be clearly titled, include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...), and submitted in the appropriate places within the application.
2. **Any** answer given within the application which is not original to the applicant, the applicant must provide a citation to the source of the answer.
3. Review all elements of your application for completeness before submitting.
4. **Any** document attached to the application or within the online system **must be** in PDF format.
5. Late submissions **will not** be accepted. No exceptions.

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: *PREP Academy*

Has the organization applied for 501(c)(3) non-profit status: *Yes No*

Name of non-profit organization under which charter will be organized or operated: *PREP Academy*

Provide the name of the person who will serve as the primary contact for this Application. The primary contact should serve as the contact for follow-up, interviews, and notices regarding this Application.

Name of contact person: *Margaret Miles*

Title/Relationship to nonprofit: *Founder*

Mailing address: 142 Lincoln Street
Wallace NC 28466

Primary telephone: 336-340-1483 Alternative telephone: 252-902-9104

E-Mail address: *reneemiles@yahoo.com*

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

County: *DUPLIN*

LEA: *310-Duplin County Schools*

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

No:

Yes:

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

No:

Yes:

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

No:

Yes:

Acceleration

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Yes: x

No:

To be considered for acceleration applicants must meet four specific criteria. Provide supporting evidences of the following:

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

The School Report Card displays proficiency percentages, growth data and finally a school letter grade. School data is also available through the NC Drill Down Performance Data found on the NC Accountability Services Division webpage. Data for PREP Academy was disaggregated and analyzed using the 2014-2015 NC Drill Down Performance Data. When using the 2014-2015 NC Drill Down Data and reporting school information using student numbers instead of percentages, a different picture emerges. The children of rural Duplin County are in an educational crisis and there is a compelling need for innovative solutions. PREP Academy is one of those solutions.

For the 2014-2015 school year, there were 2,223 middle school students in the county and 1,239 were not reading on grade level and 1,511 were not proficient on grade level mathematics. (See LEA Graph) The data for the county's eighth graders shows an even greater concern. In 2014-2015, there were 767 tested eighth graders; 456 could not read on an eighth grade level and 531 could not perform mathematical operations at the eighth grade level. (See 8th LEA Data) All of these students were not retained.

Unfortunately, for these rising freshmen, they were sent to high school unprepared and ill-equipped for the challenges that lie ahead. (The data and graphs for PREP Academy were prepared before the 2015-2106 scores were released.) For the 2014-2015 school year, Duplin County had four low performing schools. Newly released data for the 2015-2106 school year shows that number has doubled and now eight out of the sixteen schools in Duplin County are low performing. 50% of all schools in Duplin County are low performing and ALL (100%) of the (6-8) middle schools are low performing. ALL (100%) of the elementary schools that feed into the low performing middle schools are also low performing. This represents an educational crisis and its impact will have long-term detrimental effects on students; their ability to graduate and their ability to obtain jobs that allow them to be self-reliant. If academic success is one indicator of transitioning successfully into adulthood, the data shows there is a compelling need for educational transformation in Duplin County. High student achievement must be the goal for every parent, business, and stakeholder in Duplin County. PREP Academy represents a solution for the children of Duplin County and has been strategically designed to accomplish the goal of high student achievement. (See Appendix O for disaggregated sub-group narrative and graphs.)

PREP Academy will use a blended learning model for students and this model gives teachers the benefit of utilizing baseline and real-time data to drive decision-making, instructional planning, and curriculum alignment. Teachers will have the flexibility to work with students in targeted groups (either heterogeneously, homogeneously and/or across grade levels) based on their academic needs. Adolescent literacy will bestrengthened with the daily inclusion of a self-selected reading block (which includes small group literacy intervention using research-based strategies) during the school day. With 1,511 students out of 2,223 performing below grade level in mathematics, PREP Academy will utilize 45-minute morning tutoring sessions to start each instructional day. Content area teachers, the part-time ESL teacher, the EC teacher and available qualified volunteers will lead small

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groups for instruction and students will be allowed to use this time for digital front-loading, making "corrections," and completing additional online practice in mathematics. PREP Academy has been designed to improve student learning and prepare students for high school and beyond by meeting the diverse learning needs of an at-risk/educationally disadvantaged population.

Partner with a two of four year institution of higher education in North Carolina

PREP Academy has partnered with the county's two year institution of higher education, James Sprunt Community College. This partnership will help address the needs of the county's at-risk/educationally disadvantaged students. The faculty and staff of James Sprunt Community College will provide PREP Academy students with support in the areas of advanced study skills, leadership skills, job employability skills, career coaching, mentoring, Spanish/English as a Second Language. Middle school students will take a semester based study-skills course that is currently being offered as an introductory course to early college high school students. Students will be required to select an e-path and will receive coaching that aligns with their selected trajectory. The community college has designed a leadership curriculum and it will be tailored to address a middle school population. Students (both male and female) will be offered the opportunity to participate in a mentoring program. PREP Academy will offer a rigorous educational curriculum and James Sprunt Community College will provide students with significant skills and strategies that are essential for lifelong success.

Introducing a college environment to students who may have never considered the possibility of a post-secondary education will help students be focused and motivated as they progress through middle school. Furthermore, partnering at-risk/disadvantaged students with the community college will provide a viable avenue for the students parents, guardians and older siblings to be exposed to the possibility of either completing high school and/or continuing post-secondary studies. The partnership between PREP Academy and James Sprunt Community College should also reduce the number of students who enter college and are required to take remedial courses. Finally, the community college would also benefit by being able to engage with middle school students and then using the acquired knowledge to better gear classes towards reaching an at-risk/disadvantaged population. Outstanding community college students/leaders who are interested in pursuing an educational degree will be give the opportunity to volunteer at PREP Academy and apply for any available part-time positions.

*Attach Appendix A from the four year institution of higher education in NC to demonstrate a partnership
Verify the absence of a charter school in the proposed county of location*

Yes: x

No:

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

Yes: x

No:

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What is the name of the nonprofit organization that governs this charter school? PREP Academy
Is this application for Virtual charter school: Yes: No: X

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2017 Month August

Will this school operate on a year round schedule?

No: X

Yes:

Proposed Grade Levels Served and Total Student Enrollment (5

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	06,07,08	102
Second Year	06,07,08	204
Third Year	06,07,08	255
Fourth Year	06,07,08	306
Fifth Year	06,07,08	306

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

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

coachmo42
Signature

M. Renee Miles, Founder
Title

coachmo42
Printed Name

09/19/2016
Date

Section I: Application Contact Information Concerns and Additional Questions	<u>Reviewer</u>	<u>Page Reference</u>
<u>What charter school experience does this board have to allow acceleration? Application should be strong with all 'pass' elements by evaluators to help justify acceleration.</u>	<u>Joe Maimone</u>	<u>Acceleration</u>
<u>Is community college ready to assist middle school? How?</u>		
<u>School does not qualify for fast track</u>	<u>Cheryl Turner</u>	<u>Grade Levels</u>
<u>Questions: Financial feasibility with low numbers; Depth of assistance from community college for MS students? Acceleration for a board with no experience?</u>	<u>Joe Maimone</u>	<u>Grade Levels</u>

<u>Reviewer</u>	<u>Score</u>
<u>Deanna Townsend-Smith</u>	<u>Pass</u>
<u>Joe Maimone</u>	<u>Pass</u>
<u>Cheryl Turner</u>	<u>Pass</u>
<u>Buffy Fowler</u>	<u>Pass</u>
<u>Tracy Kelley</u>	<u>Pass</u>
<u>Alan Hawkes</u>	
<u>Hilda Parlér</u>	
<u>Mike McLaughlin</u>	
<u>Robert McQuat</u>	
<u>Avril Smart</u>	<u>Pass</u>
<u>Glenn Allen</u>	
<u>Kevin Piacenza</u>	<u>Pass</u>
<u>Eric Sanchez</u>	

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

The mission of PREP Academy is to prepare rural, at-risk and educationally disadvantaged middle school students for success in high school, post-secondary education, and twenty-first century careers.

Clearly describe the mission of the proposed charter school:

PREP Academy is a college and career preparatory school designed to equip rural, at-risk/educationally disadvantaged middle grade students with the knowledge and skills necessary to be successful in high school, college and the workplace. PREP Academy has partnered with James Sprunt Community College to provide students with a rigorous curriculum within a blended learning environment; college-based coursework, career coaching, a mentoring program, Leadership Academy and Spanish/ESL support.

Educational need and Targeted Student Population of the Proposed Charter School:

- 1. Provide a description of Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Describe the rationale for selecting the location and student body.*

PREP Academy's targeted population will be at-risk/educationally disadvantaged students in rural Duplin County. For the purpose of this application, the term educationally disadvantaged will be defined as students who are economically disadvantaged, reside within a school district where fifty percent or more of its middle school students are performing below grade level and where students and parents have limited access to educational choice. According to Rachael Smith's "Intro to Criminal Justice Course", at-risk is defined as "youth who are less likely to transition into adulthood successfully. Success for this population is defined as the ability to achieve academic success and become financially independent." According to 2014-2015 data, the Hispanic population comprises 38.4% of the total middle school population, White students make up 35.7% of the population and African American students make up 23.7% of the LEA's total population. Other races make-up approximately 5% of the population. We believe PREP Academy's initial demographics will reflect the county's population with 38% Hispanic students, 36% white students, 24% Black students and 2% Other. PREP Academy anticipates 74% of its students will qualify for free/reduced lunch which is consistent with the county's rate. For the school year 2014-2015, student achievement data within the district shows that 46% of the district's 6th graders were proficient in reading and

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32.4% were proficient in mathematics. Conversely, 54% of the sixth graders were not proficient in reading and 67.6% were not proficient in math. (See 6th LEA Data for actual number of students.) For 7th grade, 46.5% of the students were proficient in reading and 32.9% were proficient in mathematics. On the contrary, 53.5% of 7th graders were not proficient in reading and 67.1% were not proficient in mathematics. (See 7th LEA Data for actual number of students.) Finally, 40.5% of the district's 8th graders were proficient in reading and 30.8% were proficient in mathematics. Conversely, 59.5% of the district's 8th graders were below grade level in reading and 69.2% of 8th graders were not proficient in grade level mathematics. (See 8th LEA Data for actual number of students.) The 2014-2015 NC Drill Down data clearly shows that the majority of 8th graders or rising freshmen are unprepared for English I or Algebra I in high school. [Data which reflects the proficiency of students who receive free or reduced lunch (economically disadvantaged) can be found in Appendix O.]

The founding board of PREP Academy will provide all students with excellent learning opportunities, outstanding resources and a meaningful educational experience. Based on the data, at-risk and educationally disadvantaged students within Duplin County's LEA would benefit from PREP Academy's innovative methodologies, use of technology and partnership with the local community college.

We believe the majority of our students will come from the rural towns of Wallace, Rose Hill, Teachey, Magnolia, Warsaw and Kenansville. These areas have both low performing elementary and middle schools and parents currently have no tuition-free option.

PREP Academy conducted a community interest survey and the results of the survey can be found in Appendix A1.

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

PREP Academy will serve middle school students in grades 6-8 with a first year projection of 102 students. This represents 4.58% of the average daily membership (ADM) of the LEA's middle school (6-8) population. Although our targeted population is at-risk/educationally disadvantaged students in Duplin County, PREP Academy is open to any middle school student who lives in NC and is eligible to attend a NC public school.

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

Both PREP Academy and Duplin County Schools share the vision of preparing all students to be successful in college, careers and life. Although our visions are similar, PREP's trajectory for achieving the vision differs from Duplin County Schools. PREP Academy's differences include:

Providing students with an extended school day that includes an additional 300 minutes of learning time per week.

Increasing opportunities for learning time by issuing a technology device to all students.

Providing a blended learning environment for all students and requiring all pupils to utilize technology to acquire or assimilate background knowledge

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before beginning each unit of instruction.

Providing an accelerated learning or enrichment block for all students within the school day.

Differentiating instruction for all students by accommodating individual preferred learning styles through the use of a layered curriculum.

Providing all students with an opportunity to take an advanced study skills course through a community college partnership.

Providing all students with a morning tutoring block and providing identified students with targeted mathematics intervention during this time. This is part of the regular instructional day.

Providing a Drop Everything And Read Plus (DEAR+) block for all students which includes targeted reading intervention for identified students during this time.

Providing teachers with constructive administrative feedback through the use of weekly walk-thrus

Providing 50 hours of professional development during Teacher Academy before each school year begins.

Providing teachers an additional 12 hours of planned professional development during the school year and giving teachers an opportunity to gain 12 additional hours that align with their PDP.

Partnering with the local community college to support student development of leadership skills and job employability skills.

Partnering with the local community college to provide all students with access to a mentoring program and career coaching.

Partnering with the local community college to provide additional support for ESL students.

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

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

The Six Legislative Purposes of a Charter School are:

1. *Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.*
2. *Hold schools accountable for meeting measurable student achievement results.*

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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.*

PREP Academy will provide parents and students with expanded choice in the type of educational opportunities available within the local public school system. There are four private schools in Duplin County which serve 117 students in grades K-12 and no charter schools. Duplin County parents are forced to send their children to district assigned schools or a local private school. With a county-wide free and reduced lunch rate of approximately 75%, the majority of parents have no choice but to send their children to schools with low student achievement scores. PREP Academy will give parents a tuition-free school option that has been designed to differentiate instruction and meet the learning needs of all students. Having an educational option will give parents a much needed choice in their child's education.

PREP Academy will improve student learning by providing every student with a licensed effective teacher. At PREP Academy, an effective teacher is one who has a strong command of their content, provides a conducive atmosphere for learning, utilizes differentiated instruction, consistently integrates technology, participates in continuous professional development, uses data to drive instruction and routinely communicate success and progress with students and parents. As a pre-requisite to each instructional unit, PREP teachers will provide students with a digital link to view content related videos and complete a meta-cognition map. PREP Academy teachers will improve student learning by using a layered curriculum and giving students a choice of activities and assignments which match their preferred learning styles. Each year all teachers at PREP Academy will participate in fifty hours of professional development prior to the new school year and twenty-four hours of continuous professional development during the school year. All new (ILT 1, ILT2, ILT3) teachers at PREP Academy will be provided with a teaching coach/mentor.

PREP Academy will partner with James Sprunt Community College to provide students with an opportunity to improve learning by taking a semester-based advanced study skills course. Students will acquire skills that support life-long learning such as: note-taking, test-taking, writing strategies, comprehension strategies, etc. James Sprunt Community College will allow students to participate in career coaching and determine an e-path: education, enlistment or entrepreneurship. Students will take career assessments, research college programs, learn how to build resumes and develop soft skills such as decision-making, collaboration and flexibility.

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Goals for the Proposed Charter School:

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

PREP Academy has high expectations for all students and staff. The proficiency goals for PREP Academy are as follows:

In Year 1: PREP Academy will establish baseline data for all EOGs and EOCs after the completion of the first full year.

Years 2-5: Math, Reading and Science scores will reflect at least a 20% reduction in the number of students who are NOT PROFICIENT relative to the previous year.

YEARLY GOALS:

Each year, PREP Academy's students will have a 95% or above attendance rate.

Each year, PREP Academy will have a 90% parent satisfaction rate on its parent survey with 90% or more of its parents responding to the survey.

To ensure teacher effectiveness, PREP Academy will provide a minimum of 62 hours of professional development to all teachers each academic year

Each year, PREP Academy will apply for and meet any necessary requirements for obtaining any eligible school grants.

PREP Academy will ensure that it maintains fiscally sound financial practices by having an audit conducted each year as required by NC Charter School Law.

PREP Academy will work towards maintaining a fund balance that is at least three percent of its annual expenditures.

PREP Academy's Board will have an annual retreat for the purpose of reviewing proficiency goals and yearly goals, setting goals, reviewing and setting policies, and evaluating school's program, its progress and success.

Continuous Goals:

Each month, PREP Academy's principal will provide a monthly report during monthly Board meetings which will include but is not limited to updated information on school enrollment, finances, facilities, personnel, professional development, student discipline, technology, curriculum and assessment.

Each month, PREP Academy's Board will complete a Board self-assessment to determine their effectiveness and ensure continuous improvement.

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Each quarter, PREP Academy's principal will provide the Board with benchmark data that includes student's strengths, weaknesses and a plan detailing how any challenge areas will be addressed.

Each semester, PREP Academy's principal will provide the Board with semester benchmark data that includes student's strengths, weaknesses and an update on the progress of the quarterly plan.

PREP Academy's principal will provide the Board with mid-quarter, quarterly and semester information on students who may be in danger of failing any courses.

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

In order for the governing Board to know that PREP Academy is working toward attaining their missions statement, PREP Academy will establish four committees: Student Achievement, Governance, Operations and Finance. The Student Achievement Committee will be responsible for gathering evidence of student performance over a period of time to measure progress and continuously improve learning. Specific time periods include mid-quarter, quarterly, after semester benchmarks and yearly. The Board will evaluate student achievement data monthly to ensure the school is meeting its mission and vision. The Finance Committee will primarily be responsible for providing financial oversight for the school. The Governance Committee will be responsible for overseeing the Board's effectiveness and continuous improvement. The Operations Committee will be responsible for providing review, guidance and oversight for the overall operations of the school. Each committee will provide the full board with updated reports monthly.

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Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
How could the mission statement be worded in a way that would not possibly have the stigma of outwardly calling students at risk? Parents and students and staff should be very aware of mission of school. Does the mission statement make the school attractive to parents and students?	Buffy Fowler	Mission Stat
The mission statement is awkward in that it starts from a deficit model by identifying and referring to students and families as "at risk/ educationally disadvantaged middle grade students". How will this mission statement serve to inspire potential students and families and instill hope and create a vision of possibilities and high expectations?	Tracy Kelley	Mission Stat
Does the mission statement stigmatize students?	Joe Maimone	Mission Stat
What is the "strategic marketing plan" that will allow Prep Academy to enroll 102 students in its first year of operation? What data supports the supposition that Prep Academy's demographics will reflect that of the county's population?	Avril Smart	Educational
Attached for review purposes is a map outlining the current charter schools. Additionally, the map provides an overview of the general placement of proposed charter schools for the 2018 school year: http://www.dpi.state.nc.us/charterschools/schools/map .	Deanna Townsend-Smith	Educational
Will all students starting in 6th grade have access to the Sprunt program? When (what grade) will this experience begin? Will all students have access to the Sprunt program experience or just higher performing students?	Tracy Kelley	Purposes of
Goals are broad and not very specific; example... "ensure that it maintains fiscally sound financial practices by having an audit conducted each year as required by NC Charter School Law." How could goal have evidence that there is monitoring of financial practices throughout the year? What kind of professional development and how were the topics chosen?	Buffy Fowler	Goals for th
while group outline academic, operational, governance, and organizational goals they are not all specific, measurable, time specific and focused on student outcomes. For example, providing 62 hours of PD does not automatically link back to how that PD will impact student achievement. How will the quality and effectiveness of PD be measured? Providing the Board with benchmark data is not a target it is a task with no meaning unless in providing benchmark data there is a goal that students will improve by a certain percentage, for example. What goals will be set for year 1 performance? Will school have a universal screener in place to assess the academic and behavioral strengths and challenges of all students in order to identify students needing additional support? This seems necessary given what is known about the elementary schools in county. What goals will be in place to measure the effectiveness of the Sprunt partnership?	Tracy Kelley	Goals for th
The performance goals listed are very ambitious. Strategies/plans of actions PREP Academy intends to utilize in achieving these performance goals would be helpful in evaluating attainability.	Avril Smart	Goals for th
What charter school experience does this board have to allow acceleration? Application should be strong with all 'pass' elements by evaluators to help justify acceleration. Is community college ready to assist middle school? How?	Joe Maimone	Goals for th

Reviewer	Score
Deanna Townsend-Smith	Pass
Joe Maimone	Pass
Cheryl Turner	Pass

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Buffy Fowler	Pass
Tracy Kelley	Pass
Alan Hawkes	
Eric Sanchez	Fail
Mike McLaughlin	
Robert McOuat	
Avril Smart	Pass
Glenn Allen	
Kevin Piacenza	Pass
Hilda Parlér	

III. EDUCATION PLAN

(No more than ten total pages in this section)

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

Instructional Program:

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

Linda Darling Hammond (2014) makes the following recommendations for "Using Technology to Support At-Risk Students Learning:"

- **Aim for one-to-one computer access
- **Ensure speedy internet connections to prevent user issues
- **Use technology that is designed to promote high levels of interactivity and engagement with data and engagement in multiple forms
- **Students should use technology to create content as well as learn material
- **Plan for blended learning environments characterized by significant levels of teacher support and opportunities for interaction among students, as companions to technology use.

Based on these recommendations, PREP Academy's instructional program will consist of licensed educators effectively teaching the Common Core Standards and the NC Essential Standards through a blended learning model infused with a layered curriculum. The blended learning model for students consists of four critical elements: Pre-Assessment, Instruction, Interaction and Post-Assessment. Pre-assessing students will give teachers the baseline data needed to identify student strengths and weaknesses. Based on pre-assessments, students will participate in learning the content through teacher-led workshops supplemented by any necessary web-based instruction. After accessing instruction, students will interact with the content through a layered curriculum approach that includes digital practice, activities and assignments that address multiple learning modalities such as but not limited to: visual, auditory and kinesthetic. After completing the pre-assessment, accessing instruction and interacting with the content, students will be assessed to determine their progress towards mastery of the NC Common Core and Essential Standards.

Edmentum's Study Island will be the online tool used to progress monitor student acquisition and mastery of the standards. Teachers will support student learning in real-time through the use of Study Island's Sensei Dashboard. Teachers will monitor student progress and adjust configurations from whole groups to small groups for tutoring and even smaller groups for targeted intervention. Teachers will use Study Island to acquire baseline data, track student growth and differentiate assignments based on student needs to ensure an even greater personalized learning approach. With a 1:1 technology device ratio, teachers can pro-actively address the different background levels of content knowledge by giving students an opportunity to activate prior knowledge and/or acquire background knowledge through digital

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front-loading. Access to front-loading will provide additional learning support for students. The blended learning model infused with the layer curriculum will give students a wide range of choice when accessing and interacting with the learning content. We believe this choice-based component will increase student motivation and confidence. The blended learning instructional model will improve learning outcomes and meet the needs of at risk and educationally disadvantaged students in rural areas because learners will have access to technology, tools and teachers. Teachers who continuously use data as a tool to differentiate instruction are able to be concise and transparent with parents about the teaching/learning process. This model helps parents by providing clear expectations and grading clarity for all assignments and activities. Parents are also able to track students progress in real-time through the use of My Class parenting component of Study Island.

PREP Academy will participate in the NC Testing Program and students will participate in quarterly and semester benchmarks using Study Island.

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.

Each class or learning lab at PREP Academy will follow a maximum 1:17 adult to student ratio. Classes are strategically designed so each content area teacher is provided with a digital lab proctor. The teacher is assigned thirty-four students for "check-in"/homeroom. Teachers work with only seventeen students in instructional groups and lab proctors monitor only seventeen students as they complete digital assignments. When students are using the digital lab, they are allowed to send messages to their content area teacher through the use of Study Island's messaging system.

Before beginning any unit of instruction, the lab proctor will monitor students as they utilize their digital device to activate or assimilate prior knowledge by viewing an online instructional video and completing a meta-cognition map. When students attend class/workshops with their content area teacher, they will have an opportunity to discuss their maps, ask content-related questions, collaborate with their peers, clarify any misconceptions, complete homework assignments and receive feedback or support on any layered assignments and activities that require students to explore, research, create and deepen their level of content knowledge. During in-class workshops, teachers may assign students to different groupings such as: whole groups, small groups, teams and pairs. When using the device lab, students will work independently to front-load information, complete digital assignments and online assessments. Digital lab monitors are responsible for ensuring students adhere to Student Technology Acceptable Use Policy.

Provide a synopsis of the planned curriculum, including:

1. *One sample curriculum outline (in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*
2. *If you are proposing a high school, as Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered at the charter high school to ensure students meet*

the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.

3. *Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

PREP Academy's curriculum directly aligns with the school's mission, targeted school population and the NC Accountability Model. PREP Academy will utilize the NC Common Core State Standards and the NC Essential Standards as the basis for its curriculum. The Common Core State Standards and Essential Standards for middle school students ensure that students are provided with learning objectives that are consistent with what students need to know to be successful in high school and graduate. These standards explicitly provide at-risk/educationally disadvantaged students with the building blocks of knowledge to be successful in high school and beyond. The Common Core State Standards and NC Essential Standards are aligned with the NC Accountability Model.

As students advance through the levels of the layered curriculum, they will be assessed and provided with any necessary academic assistance. The layered curriculum is designed to help students make meaning of academic content with available assistance and support from a content area teacher. One of the key advantages of this instructional approach is that students select activities that best fit their learning preferences instead of the teacher determining one specific activity and assigning it to the entire class. By infusing a layered curriculum with a blended learning model, differentiated instruction also becomes a student choice-based option which allows advanced students to excel and academically challenged students to get the help they need; thereby creating a more personalized learning approach. We believe a layered curriculum combined with digital learning and instructional support creates a student-centered learning environment that's rigorous, engaging and motivating.

As part of the NC Accountability Model, PREP Academy students will participate in the NC EOG Testing program in reading, mathematics, and eighth grade science.

4. *Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*

The primary instructional strategy at PREP Academy will be differentiated instruction within a blended learning environment. Differentiated instruction has been defined as a method of designing and delivering instruction to best reach each student. At PREP Academy, differentiated instruction will be provided through a layered curriculum approach which will address the different learning needs and styles of students. The Layered-Curriculum approach features a 3-layer model that requires students to use higher order-thinking skills (as defined by Blooms Revised Taxonomy) as they progress through the layers. The Common Core Standards will drive the content to be taught and the layered curriculum will provide one framework for teachers to differentiate content, process and/or products. The use of a layered curriculum gives students a choice and control in the way they learn and hold students responsible for their learning. At PREP Academy, the layers will be directly connected to student grades:

*The C Layer is the basic layer of competency and reflects what all students must learn. This layer allows students to make decisions about how they

will gain access to the content. At this level, students will determine if they will choose digital instruction, workshop instruction with the teacher, or peer-based instruction as the gateway to the required content. Once students successfully complete the tasks and assessment required in the C Layer, they earn enough points to have a C average.

*The B Layer provides students with the opportunity to apply, analyze, and manipulate the information they gathered while completing the C Layer activities. Students who successfully complete the C and B Layers and the progress assessment will have earned enough points to have a B average.

*The A Layer asks students to think critically about an issue and/or solve a current problem. At this layer, students will evaluate ideas and create solutions. Students who successfully complete C, B, and A Layers can earn enough points to have an A grade.

We believe the layered curriculum and the use of choice will provide motivation for at-risk/educationally disadvantaged students and increase academic achievement. We believe PREP students will be vested in the educational process because they are responsible for the learning work that takes place. We believe student choice will increase self-confidence and cause students to be more engaged in the learning process. The use of choice will cause students to take ownership of their own learning by making decisions on how they will learn content and demonstrate mastery. When students are doing something they choose, rather than being told what to do, they will be motivated to succeed. Student choice will create a non-controlling, non-threatening student-centered learning environment. The use of the layered curriculum will provide opportunities for teachers to make the content relevant to real life and this will help improve academic achievement. This strategy combined with the use of educational technology will give students a variety of ways to interact with content. We believe activities and assignments that are relevant to real life will motivate at-risk/educationally disadvantaged students. We believe a blended learning environment combined with a layered curriculum approach with its by-product of choice will increase academic achievement for at-risk/educationally disadvantaged students.

Professional development will be critical in implementing blended learning and the use of a layered curriculum. Teachers will be provided with professional development that addresses these areas during Teacher Academy.

5. Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.

Students will be expected to master common core content standards at each grade level before moving to the next grade. If it is noted that a student is not making progress towards mastery, they will receive accelerated remedial support. Parents of any student who is not making progress towards mastery will be notified at mid-quarter or the end of a quarter and a learning proficiency plan will be constructed with the input of parents and teachers. Students who successfully complete all middle school coursework and demonstrate grade level proficiency on the NC EOGs will matriculate to high school.

6. If you are proposing a high school, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours and how grade-point averages will be calculated?

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7. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*
8. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

Based on the partnership with the James Sprunt Community College, PREP Academy students will have an extended school day and will operate on a modified version of the community college calendar. The calendar coincides with the mission and education plan by providing at-risk/educationally disadvantaged students with 300 minutes of additional learning time; the equivalent of twenty-eight traditional school days. The calendar provides staff with nine days of professional development at the beginning of the school year, two planned days during the first semester, and teachers select two additional days during the second semester.

Special Programs and "At-Risk" Students

1. *Describe the methods and clear systems of prevention and intervention teachers will utilize to provide assistance to students that are not performing at expected levels: ensuring continued progress and academic student growth.*

PREP Academy will use Multi-Tiered Systems of Support. PREP Academy will provide assistance to students that are not performing at expected level by utilizing a three-tiered system to ensure continued progress and academic growth. Tier 1 will provide all students access to Common Core Essential Standards and NC Essential Standards through differentiation using a layered curriculum and a blended instructional approach. The layered curriculum and blended learning environment is designed to meet the needs of all students based on differentiation; however, any student who does not demonstrate 80% mastery based on mid-quarter progress reports or quarterly benchmarks will be considered "at-risk" and will receive Tier 2 support. Tier 2 will consist of groups of students who receive Tier 1 instruction and an additional 30 minutes of targeted support during the school day using research-based interventions with a licensed content area teacher. After monitoring student progress with quarterly benchmarks (or mid-quarter reports) Tier 2 will be considered effective when 80% of the students meet Tier 1 mastery/proficiency levels or make significant growth. Any students not meeting mastery/proficiency level or demonstrating high levels of growth will be moved to Tier 3. Tier 3 will consist of very small groups of students who receive additional support time and intensive interventions with an emphasis on re-visiting foundational skills in reading and mathematics. An individualized learning proficiency plan will be developed with the parent, teacher and administration to define any learning gaps and develop strategies to address deficiencies. Teachers will provide on-going progress monitoring for students to ensure continuous growth towards mastery/proficiency.

2. *Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:*
 - a) *Methods for identifying ELL students.*
 - b) *Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ELL students.*
 - c) *Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.*

PREP Academy will identify its English Language Learners through the use of

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the Home Language Survey (HLS). As part of the enrollment packet, all parents will be required to complete the home language survey. If parents indicate on the HLS that English is not the primary language in the home, the parent will be notified and the student will be scheduled to take the WIDA Access Placement Test (WAPT) within 30 calendar days of official enrollment. If the results of the WAPT indicate the student is Limited English Proficient, the student will be placed in the ESL program.

PREP Academy's ESL program will deliver instruction using an English Immersion Mainstream/Inclusion Program. Students will be taught grade level appropriate common core standards in English with accommodations/modifications at their language level. The purpose of delivering the instructions in English is to increase the students knowledge and mastery of content as well as increase their English proficiency. Students in the ESL program will have an ELL learning plan that includes their individual student goals, progress and master. Teachers will write individualized goals for students in the ELL program and will use this information to determine progress and prepare quarterly and end-of-year reports. Information will be used to communicate with parents their child's level of mastery and success. Instruction in the ELL program will include strategies, accommodations and modifications specifically designed for limited English students. Strategies will include but are not limited to: modeling, cueing, structured note-taking, use of a bilingual dictionary, comprehension strategies in reading, and peer tutoring. Testing accommodations may include extended time, frequent breaks, bilingual dictionary, read aloud in English for the mathematics and science tests and answers dictated to a scribe. Students in the ELL program will be tested annually with the WIDA-ACCESS and eligible students will participate in the NC EOG testing program. Data obtained from the WIDA-ACCESS will be used to determine students mastery in language proficiency. As evidenced by the ACCESS, students who demonstrated proficiency in listening, speaking, reading and writing will exit the ELL program. The student's academic progress will be regularly monitored after exiting and if students need Tier 2 or Tier 3 interventions, they will be provided.

All teachers will receive professional development during the beginning of the school year and PREP Academy will seek to partner with an ESL specialist from a different LEA to provide continuous training throughout the school year.

3. *Explain how the school will identify and meet the needs of intellectually gifted students, including the following:*
 - a) *Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.*
 - b) *Plans for monitoring and evaluating the progress and success of intellectually gifted students.*

PREP Academy believes every child is gifted. PREP Academy's definition of academically or intellectually gifted will mirror NC state definition: academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. PREP Academy will identify AIG students based on aptitude, achievement and the potential to achieve as evidenced by teacher and parent observations. After enrollment, all students will be given the COGAT test to determine aptitude. NC EOG scores and grades from academic classes will be used to determine achievement

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levels. Students who have grades of 85 or higher in ELA and/or mathematics, score at the 75th percentile or higher on the COGAT and EOGs and demonstrate a motivation to learn will be considered for the AIG program. Motivation to learn will be evidenced by teacher and/or parent documentation such as interviews, checklists, questionnaires and portfolios/e-folios. Newly enrolled students who were identified as AIG at their previous school will be considered AIG at PREP Academy.

The A-level of the layered curriculum will include assignments/activities for AIG students and advanced learners. These activities will extend the regular curriculum and may focus on specific skills such as research skills, collaborative investigations, debates, participating in MOCC (Massive Open Online Courses) and/or compacted classes. PREP Academy students will participate in the Duke University Talent Identification Program (Duke TIP). All PREP Academy teachers will have professional development at the beginning of the year in differentiating instruction and this will include activities/assignments for AIG students. All identified AIG students will have a differentiated education plan (DEP) which will include identification, work samples, teacher notes, parental communication and updated test scores. Each student will receive a new DEP each year and their homeroom teacher will monitor their progress and success.

Exceptional Children

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

Identification and Records

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

In compliance with IDEA, PREP Academy will identify, locate and evaluate children with disabilities who need special education and related services. PREP Academy will conduct Child Find activities such as posting Child Find posters in the school's lobby area, in local gyms, faith based organizations

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as well as other community organizations and businesses. During the initial year, the principal will check all cumulative files to identify children who may have been receiving special educations at their previous school. Parent and teacher referrals will be another way students may be identified as possibly needing special education and related services.

When a student is officially enrolled in PREP Academy, records will be requested from their previous school. All records from their previous school will be checked for pre-existing IEPs. PREP Academy will ask parents/guardians of enrolled students if their child had an IEP or 504 plan at their previous school. PREP Academy will work closely with teachers, parents and the student to ensure the services listed in the student's IEP are provided. PREP Academy will utilize CECAS and PowerSchool to also find students who may have an existing IEPs.

If PREP Academy receives written notification of concerns regarding a student (through Child Find or parental request), PREP Academy will notify the student's parent within 30 days and request a meeting. At the meeting, PREP Academy and the parent will determine if a referral for special education services is necessary. Also, if a PREP Academy student is not making adequate progress after Tier 3 support has been implemented and carefully monitored, a parent meeting will be requested to determine if a referral for special education services is necessary. If it is determined that a student may need special education services, the student will be referred for an initial evaluation. The evaluation team will consist of the individualized education program (IEP) team consisting of the Lead Exceptional Children's teacher, one content area teacher, administration and other qualified professionals. The initial evaluation will be conducted within 90 days of receiving parental consent for evaluation and will determine if the student has a disability in accordance with state law. If the student is found to qualify for special education and related services, an IEP will be developed based on the student's educational needs.

An IEP will be developed for each student eligible to receive Exceptional Children (EC) services and the IEP will consider the student's strengths, needs, evaluation results, and parental concerns. During the initial school year, the Lead EC teacher will be responsible for ensuring that IEPs are provided to each general education teacher serving a student with disabilities and the Lead EC teacher will be responsible for monitoring IEP implementation. The progress of students with disabilities will be reported to their parents at end of each grading period/quarterly. IEPs will be reviewed and revised annually to determine student progress and mastery of written goals.

PREP Academy will ensure that all student records are kept confidential as required by applicable state and federal law, including the Family Educational Rights and Privacy Act (FERPA). Parents (and authorized personnel) shall be allowed to review the student's records upon written request. Student records will be stored in secure cabinets in the principal's office.

Exceptional Children's Education Programming

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

reported to the student, parents and relevant staff.

4. Describe the proposed plan for providing related services.

PREP Academy will provide a full continuum of services and placements and students will be placed in the least restrictive environment possible. PREP Academy will primarily use an inclusion model. A student with a disability will only be removed from a regular classroom if the nature or severity of the disability to such a degree that education even with additional supports and services cannot be satisfactorily achieved in a regular class. PREP Academy shall provide the accommodations and related services on the students IEP as necessary to permit access to the general curriculum as appropriate for the student. ***Accommodations shall include, but are not limited to: setting, scheduling, classroom modifications, test accommodations and adaptive technologies. (Students who do not have success in the general classroom will work directly with the EC teacher in individual and small group settings. Instruction will be based on formative and summative assessments in all academic areas, as well as observations of student performance.) Alternative resources may be utilized so that each student has the opportunity to successfully access the regular curriculum. PREP Academy will initially employ one full-time Lead EC teacher and one teacher assistant. PREP Academy will staff additional teachers depending upon actual enrollment and student needs.

Students will receive all services as outlined in their IEP. All students who qualify for EC services will receive the supports they need. Support staff will "push in" to the classrooms to support learning and when necessary they may "pull out" a student if their IEP has determined they need this type of support. Services which cannot be provided by existing school staff will be contracted through outside providers such as speech/language services, occupational therapy, and physical therapy. Appropriate personnel will provide supports and instruction for children with social/behavioral goals as well. General education teachers will receive professional development in supporting EC students in the classrooms and the Lead EC teacher will be assigned to manage individual student caseloads. Students will be provided the accommodations written in their IEP and progress towards goals will be measured throughout the year and assessed at least once yearly in a full IEP Team meeting. PREP Academy will hire appropriate staff to manage the EC needs after enrollment has been determined and any additional staff hired will be based on student needs.

To be protected under Section 504, a student must be determined to: 1) have a physical or mental impairment that substantially limits one or more major life activities; 2) have a record of such impairment; or 3) be regarded as having such impairment. PREP Academy will provide a free appropriate public education (FAPE) to qualified students who have a physical or mental impairment that substantially limits one or more major life activities. Student records will be evaluated to determine if a 504 plan is already in effect. If so, the principal will notify the student's teacher and other relevant school staff members. The student's parent(s) will be informed that the teacher will be the primary contact for PREP Academy and PREP Academy will carry-out the services/accommodations in the 504 plan. All 504 Plans will be reviewed in accordance with the review date.

Student Performance Standards

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

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2. *Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.*
3. *Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.*
4. *Provide the public charter school's exit standards for graduating **ALL** students. These standards should set forth what students in the **last grade served** will know and be able to do. Be sure to include plans for the "At-Risk" population.*

PREP Academy has high expectations and every effort will be made to ensure that students are academically successful. PREP Academy's administration, faculty and staff will work collaboratively with parents and students to ensure students are meeting or making significant progress towards meeting academic goals. Upon enrollment, a copy of PREP Academy's promotion standards will be given to parents and explained by school administration and/or a member of the faculty. Parents will sign an acknowledgment card and this will be placed in the student's cumulative folder.

Parents will be notified of and involved in the decision-making process regarding their child's promotion. During the school year, there will be continuous checkpoints for students who may be in academic distress. When mid-quarter progress reports are issued, a parent-teacher conference will be scheduled for any student who has a failing average in any subject. A plan will be developed (which will include tiered-support) to assist students in moving towards promotion and will be progress monitored by the teacher. At the end of every quarter and/or semester, any student who has a failing grade in any subject and/or low benchmark scores will have a parent/teacher/administration conference scheduled during report card pick-up. A learning proficiency plan will be developed at the conference and monitored by the parent and teacher with updates sent to the principal.

In addition to state mandated testing, PREP Academy's teachers will administer pre-assessments before each unit to determine student strengths and challenge areas. Teachers will use formative assessment during units of instruction to determine student progress towards mastery. Students will take post-tests at the end of each unit to determine mastery and areas that need re-visiting. PREP Academy will use Study Island bench-marking on a semester and quarterly basis. Teachers will use the data from assessments to continuously monitor student mastery and drive instruction.

PREP Academy's promotion standards will be determined by the students EOG scores in reading and math followed by a review of the students academic performance. To be promoted to the next grade, a student must have a passing average in all content area subjects and a Level 3 is considered proficient for promotion on the EOG Reading and Math tests. Any student who does not meet this criteria, their parents will need to submit an appeal to the Promotion Committee and a meeting will be scheduled with the parent. The Promotion Committee will consist of the principal, a minimum of two content area teachers and the Lead EC teacher. Core teachers will collect evidence which supports the student being promoted which may include but is not limited to: EOG Scores from previous years, EVAAS data, benchmark data, a copy of the report card, progress reports, data from Tier 2 and Tier 3 support, attendance records and any teacher notes. The parents will be invited to bring any supporting documentation for promotion to the meeting.

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Students must demonstrate significant progress in multiple areas, such as classroom assessments, layered assignments, teacher observations, and must show sufficient progress towards meeting the NC Common Core and Essential Standards to be considered for promotion. The parents will be notified of the committee's decision within 3 days of the meeting.

Depending on a student's specific needs, any student receiving Exceptional Children's services, may have modified promotion criteria and may be held to different promotion standards as outlined in their IEP. Any student who has an IEP for reading and math will be promoted if their IEP goals have been successfully met. Any ELL students who have been enrolled in a US school for less than 2 years are not held to these promotion standards. Promotion for these students will be determined based on progress of goals written in their ESL plan.

PREP Academy will require all 8th grade students to demonstrate grade level proficiency in reading, math, and science as evidenced through the NC EOG Testing Program. If necessary, alternative pathways to complete this requirement will include completing summer digital learning opportunities and/or demonstrating progress through a reading/math/science portfolio. 8th grade EC and ELL students may be exempt from portions of this exit standards as identified in their IEPs or ELL plans.

Student Conduct:

*Provide a brief narrative that disseminates how student conduct will be governed at the proposed charter school and how this plan **aligns** with the overall mission and proposed Education Plan of the charter school.*

Provide a draft copy of the student handbook specific to the proposed charter school within the appendices (Appendix D).

Be sure to include:

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

We believe that ALL students at PREP Academy should obtain a high-quality education within a safe and orderly learning environment. We believe high expectations should be clearly communicated and modeled by all. PREP Academy's Code of Conduct will create a consistent set of expectations for student behavior and re-inforce positive behavior for students while at school, during transition and during any school-sponsored/related events. PREP Academy's goal is to establish a school culture which reflects respect, responsibility and academic rigor. PREP Academy will utilize a Leveled Behavior System. Level 1 and Level 2 behaviors will warrant such consequences as required parent conferences, lunch detention, after-school detention or loss of other student-friendly privileges. Repeated infractions for Level 1 and Level 2 behaviors may result in a student receiving in-school suspension. (All measures will be exhausted before a student is suspended.) Level 3 and Level 4 behaviors are listed below and may warrant suspension or expulsion.

Level 3 behaviors include: assault, bullying, cyber bullying, forgery, gang

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related attire or activity, intimidation, physical fighting, pulling the fire alarm, threats, verbal threats and written threats. Level 3 behaviors result in automatic in-school or out-of-school suspension.

Level 4 behaviors include: Use or possession of tobacco in any form, possession of drugs or alcohol on school property or during any school sponsored event, possession or use of weapons, ammunition or items that reasonably could be construed as a weapon, possession of pornographic material, and sexual harassment. Level 4 behaviors warrant automatic out-of-school suspension with expulsion as an option.

Any student who violates any leveled behavior will receive a discipline referral. Any student written up will have an opportunity to give a written or verbal response to administration about the discipline referral. For Level 3 and level 4 infractions, the principal may only suspend after a student has provided a written or verbal response, there has been a thorough investigation and the parents are contacted by phone, email, or US mail. Any student suspended from school will be given the opportunity to make-up any missed assignments. For short-term suspensions (less than 10 days), parents may appeal in writing to administration within 2 days of the suspension. The appeal will be addressed by an administrator, a minimum of one content area teacher and the Lead EC teacher. The final decision will be submitted to the parents/guardians one day after the school team meets. For long term suspensions (a suspension longer than 10 days), parents/guardians must be notified in writing by administration and the parents/guardians have 14 calendar days to appeal the suspension to the Board of Directors. The Board must respond to the parents appeal within 7 calendar days of receipt.

***For students with disabilities, the IEP team shall review pending recommendations for suspension of over ten cumulative days to determine if the misconduct is a manifestation of the disability with ten school days of the suspension. If the IEP team determines that the misconduct is related to the students disability, no suspension may be administered. The IEP team will need to adjust the IEP according to the students disability. When a student with a disability is suspended for a total of seven days during the school year, the EC teacher/coordinator should be notified immediately to consider adjusting the students IEP.

PREP Academy encourages any stakeholder to discuss any concerns or complaints with the Principal. A grievant should file a written notice with the school Principal using the grievance form. The principal will initiate an investigation of the grievance and will respond within three days to the grievant.

Section III: Education Plan Concerns and Additional Questions		
Response does not provide evidence that the blended learning strategy will be effective with the target population. How will the blended learning strategy be modified to support students who are reading 2-3 grade levels behind? There is no research based evidence to support the choice based approach with this population. The response does not discuss how effective the blended learning strategy will reengage already disengaged students, especially struggling readers below grade level. What opportunities will students have to express, verbally, or demonstrate their learning and understanding of new skills or concepts? Describe how students will inquire, explore, or problem solve together in small groups or pairs? How will the curriculum allow for students to participate in brief structured opportunities to verbally engage with each other in response to questions that promote thinking and reasoning?	Tracy Kelley	Instructiona
Response does not provide evidence that the blended learning strategy will be effective with the target population. How will the blended learning strategy be modified to support students who are reading 2-3 grade levels behind? There is no research based evidence to support the choice based approach with this population. The response does not discuss how effective the blended learning strategy will reengage already disengaged students, especially struggling readers below grade level. Describe how students will inquire, explore, or problem solve together in small groups or pairs? How will the curriculum allow for students to participate in brief structured opportunities to verbally engage with each other in response to questions that promote thinking and reasoning?	Avril Smart	Instructiona
What documented evidence do you have that use of study island will give at-risk students the support they need? Other than the use of study island to track progress, what will actual instruction look like? What would someone see if they walked into a classroom at Prep Academy? Description is broad with the exception of the assessment piece.	Buffy Fowler	Instructiona
Is there an existing school using the Study Island resource to implement a blended and choice-based approach similar to the applicant's proposal? Is there a specific model or design that will be used for differentiation?	Kevin Piacenza	Instructiona
Innovative Lab/Teacher split time with 17 students each. What evidence is there of success elsewhere?	Joe Maimone	Instructiona
Is Study Island an appropriate assessment tool to monitor student progress? What other assessments have been investigated for the targeted population?	Deanna Townsend-Smith	Instructiona
Please describe how one teacher will work with 17 students in instructional groups? What individualized information will lab proctors have to make sure students are progressing? Will lab proctors be certified teachers? Please describe how the Layered Curriculum will interface with the blended learning strategy.	Tracy Kelley	Curriculum a
Is there a specific resource for the appropriate training and PD for teachers implementing the blended/layered curriculum model?	Kevin Piacenza	Curriculum a
It appears the students will spend half of their instructional time with a "lab proctor" that monitors them while working on study island. Is this correct? The half of the day spend with content teacher appears to be to ask questions about the independent computer work. What does the time with the teacher look like? Teacher is teaching using what methods? How does the connection with the community college play into the day to day instruction of students? It was presented earlier in the application as a big influence on the application. It is unclear if how many days the calendar actually has and/or the actual number of hours.	Buffy Fowler	Curriculum a
who is providing the extra 30 minutes per day in Tier 2? At what point in the process would students be referred for evaluation to determine eligibility for the exceptional children's program? What school components are available in the Duke TIP program? How will this support students in the classroom?	Buffy Fowler	Special Prog

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<p>There does not appear to be much difference between Tier 2 and Tier 3 interventions. What specific interventions will be used in the individualized learning proficiency plan to encourage progression?</p> <p>What if PREP Academy is unsuccessful in partnering with an ESL specialist from a different LEA? What will the alternative be to ensure that students receive appropriate ELL instruction?</p>	Avril Smart	Special Prog
<p>Differentiaion comes in many forms, the response speaks about differentiation in broad strokes. Please indicate in what ways will the curriculum be differentiated (i.e. product, process, assessment). Does differentiation include differentiated instructional strategies based on learning style. How will students engage in project based learning opportunities? How will intervention supports be administered, monitored, and structured to ensure students are making progress and learning gaps are being addressed? It is unclear as to how individualized student learning goals will be created using what data, monitored, communicated, acted upon. More details are needed regarding the tier 2 research-based intervention program and the data that will be used to maintain a system of interventions (continuum)that will allow entry and exit based on student growth, progress, or needs. More information is needed to better understand how students will be grouped, whether the blended learning will be adaptive to sustain high engagement levels of AIG students. Will all students have a DEP (Differentiated Ed Plan) or is that reserved just for AIG? If not, why not? How will unmotivated AIG students be reengaged and supported? How will the school communicate the message of high expectations for all students including, AIG, struggling learners, ELL, exceptional learners?</p>	Tracy Kelley	Special Prog
<p>Is applicants response more reflective of RTI or MTSS? Will the applicant be participating in NC's AIG program or will it develop it's own process based on the provided standards?</p> <p>Applicant should clarify its understanding of MTSS.</p>	Deanna Townsend-Smith	Special Prog
<p>What is the 504 plans for the proposed school?</p>	Deanna Townsend-Smith	Exceptional
<p>NC 1503-2.2(c)1:Evaluations must be conducted, eligibility determined, and for an eligible child, the IEP developed, and placement completed within 90 days of receipt of a written referral. not "The initial evaluation will be conducted within 90 days of receiving parental consent for evaluation and will determine if the student has a disability in accordance with state law. If the student is found to qualify for special education and related services, an IEP will be developed based on the students educational needs."</p> <p>NC 1503-5.1 (B)1(i)Reviews the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieve. not "IEPs will be reviewed and revised annually to determine student progress and mastery of written goals."</p>	Glenn Allen	Exceptional
<p>504 plans and accommodations addressed in Education Programming section.</p>	Kevin Piacenza	Exceptional
<p>The response dose not provide sufficient details regarding how EC will access the core curriculum in a blended learning layered curriculum environment. The response indicates the school will comply, will administer the least restrictive inclusion model but not how this will be done, nor dose it provide narrative that explains how or the guiding principles or core beliefs supporting the school design.</p>	Tracy Kelley	Exceptional
<p>How do you see the one EC teacher's schedule looking? Describe a sample schedule for the 1 EC teacher also serving as a EC director.</p>	Buffy Fowler	Exceptional
<p>What if inclusion is not appropriate? How will the school handle students who may be enrolled and inclusion is not the specified service delivery of the IEP? How will this student be serviced from day one of school? Are there not other extenuating circumstances for which a 504 is appropriate for a student? The EC component of the application needs further development as there are no clear plans for those students who may have difficulties pursuing the established track. What is the alternate track that will be provided to students who are EC and may require an alternate track?</p>	Deanna Townsend-Smith	Exceptional
<p>Please specifically describe how implementation of IEP's will be monitored and reported to the student and parents.</p> <p>Please provide more specificity and detail surrounding how PREP Academy will</p>	Avril Smart	Exceptional

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facilitate the provision of outside services such as speech/occupational therapy to students.		
What specific measures will learning proficiency plans include? What types of formative assessments will teachers use and how will PREP Academy ensure efficacy as an evaluation tool?	Avril Smart	Student Perf
Response dose not include specific measurable for student performance. It is unclear whether group believes all students can learn or has high expectations for student learning. The use of EOG or EOC data to drive instruction is not compelling. There is no indication that there is a balanced system of summative and formative assessments that are aligned to CCLS and serve as predictors of success on EOY state assessment. There is no information indicating that school will utilize a well-defined process to periodically collect, analyze, review and report results of assessments of student learning. It is unclear how assessment data will be used for individual and organizational learning, beyond compliance. How will informal assessments be used in the classroom to monitor mastery and guide re-teaching decisions?	Tracy Kelley	Student Perf
What are the promotion plans for any student who fail to meet the level 3 requirements multiple times and who are not EC and not in grade 8?	Deanna Townsend-Smith	Student Perf
"Any student who has an IEP for reading and math will be promoted if their IEP goals have been successfully met."--What if student meets some but not all IEP goals? Could the role of the principal and IEP team be clarified in this process?	Glenn Allen	Student Perf
Is there a clear understanding of the age requirement for expulsion? Applicant should clarify.	Deanna Townsend-Smith	Student Cond
How will day by day discipline be handled? What kinds of school wide discipline policies or philosophies be put into place? Other than using suspension as a last resort is there any school wide effort or staff development planned for supporting at-risk students with behavior?	Buffy Fowler	Student Cond
Can the applicant clarify the teachers' role in the school's discipline plan? Will teacher training be needed to implement the plan? How does this approach compliment the choice-based aspect of the instructional plan?	Kevin Piacenza	Student Cond
Instructional plan is vague particularly as relates to input from content area teacher. Appears students will spend 50% of instructional time on Study Island. No support that Study Island is effective in meeting the rigor of NC Standard Course of Study or that it is effective in helping students catch up. Partnership with community college is not included in instructional model description, but is prominent in school description.	Cheryl Turner	Student Cond
What is the plan for disseminating due process rights, including grievance procedures, for when a student is suspended or expelled?	Glenn Allen	Student Cond
The response address discipline but does not address how it will build a school community and sustain a culture of high expectations, personal responsibility, collective accountability, restorative justice, or self control. What are your guiding principals, core belief, celebrations, mottos, chants? How will organizational and operational policies align with your core values? And how will your partnership with Sprunt also align to your core values as a community of learners and high achievers?	Tracy Kelley	Student Cond

Reviewer	Score
Tracy Kelley	Fail
Kevin Piacenza	Pass
Alan Hawkes	
Glenn Allen	
Deanna Townsend-Smith	Pass
Avril Smart	
Buffy Fowler	Fail
Joe Maimone	Pass
Cheryl Turner	Fail
Mike McLaughlin	
Hilda Parlér	
Eric Sanchez	Fail
Robert McOuat	

IV. GOVERNANCE and CAPACITY

(No more than ten total pages in this section)

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

Governance:

Private Nonprofit Corporation:

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

Name of Private Nonprofit: PREP Academy

Mailing Address: PO Box 7262

City/State/Zip: Navassa NC 28451

Street Address: 915 Bobby Brown Circle

Phone: 336-340-1483

Fax:

Name of registered agent and address: Ernest Mooring

PO Box 7262

Navassa, NC 28451

FEDERAL TAX ID:

Tax-Exempt Status 501 (c)(3)

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

Yes (copy of letter from federal government attached: Appendix D)

X No

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

Please complete the table provided depicting the initial members of the nonprofit organization.

Board Member Name	Board Title	County/State of Residence	Current Occupation	Past or Present Professional Licenses(s) Held	Has any disciplinary action been taken against any of these professional licenses?

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Leanna Hall	Vice Chair	BRUNSWICK	CIS--STEM Instructor		
Ernest Mooring	Chair	BRUNSWICK	Retired Military, Coach		
Bridget Cody	Secretary	DUPLIN	LPN		
Felicia Taft	Treasurer	PITT	Behavior Coach		
Margaret Miles	Founder	WAKE	Educator		

Please provide the following in this location of the APPLICATION:

1. *A description of the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator.*

PREP Academy's board will act as the governing body for the school. PREP Academy's board will be responsible for developing and maintaining the school's mission and purpose, developing policies, developing and monitoring an annual budget, locating and securing a building, hiring and evaluating the lead administrator, reviewing and approving monthly financial statements, reviewing and acting upon federal and state laws and policies for operating a charter school, writing and securing grants and allocating resources. The following positions will be held amongst the board: Chairperson, Vice Chairperson, Secretary and Treasurer. PREP Academy will establish four committees: Student Achievement, Governance, Operations and Finance. The Student Achievement Committee will be responsible for gathering evidence of student performance over a period of time in order to measure progress and continuously improve learning. Specific time periods include quarterly, yearly, after benchmarks and the end of each semester. The Finance committee will primarily be responsible for providing financial oversight for the school. Updated reports from the Student Achievement and Finance Committee will be given at monthly board meetings. The Governance Committee will be responsible for overseeing the boards effectiveness and continuous development. The Operations Committee will be responsible for providing review, guidance and oversight for the overall operations of the school. The Governance and Operations Committee will provide updated reports to the full board quarterly.

PREP Academy's founder will step down from the Board and serve as the administrator upon approval of this application. In the future, the Board will recruit a highly-qualified candidate through the use of advertisements in the local newspaper, educational recruiting websites such as Teacher-Teacher.com, job fairs and the schools website. The school leader must have a minimum of a Masters Degree in School Administration, prior experience as a teacher and administrator, and experience working with diverse populations. The entire board will conduct interviews and the entire Board will make the final decision about qualified candidates. Before offering any candidate an employment contract, the Board will complete reference and criminal background checks. The Board will evaluate the school leader/principal annually in the areas of student achievement, operational and financial success and parent/teacher satisfaction.

2. *Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.*

PREP Academy's Board will have no less than five (5) members and no more than eleven (11) members. The founding Board is comprised of five members; several who have extensive educational backgrounds. The remaining members are community stakeholders, retired military personnel, and one councilman and planning board member. The expertise of our members include: mathematics education, social work, governance and planning, school administration, behavioral specialist and community relations. We believe the expertise and experience that the Board members possess will ensure operational and educational success for PREP Academy.

The Board Chair will be the chief officer of PREP Academy and will oversee the implementation of school policies. The Board Chair will ensure the mission of the school serves as the grounds for all decision-making and policy formation. The Board Chair will preside at Board meetings and work cooperatively with the school principal and other Board members to develop agendas for Board meetings. The Board Chair will ensure that PREP Academy complies with NC Open Meeting Laws and assign board members to committees. The Board chair will communicate effectively with all major stakeholders including, other board members, community representatives, parents and the school administrator.

The Vice Chair for the Board will assist the Board Chairman and stand in the place of the chairman in their absence. The Secretary of the Board will take minutes at all Board meetings and post the minutes on the schools website. The Treasurer of the Board will oversee the management of the schools finances. The Treasurer will maintain accurate financial records and assist in preparing the schools annual budget. The Treasurer will ensure the annual financial audit will be completed within the designated deadline. The Treasurer will be a part of the finance committee and will present monthly financial reports at each Board meeting.

The principal will be evaluated by the Board in the area of student achievement, operational and financial success and parental/staff satisfaction. Since PREP Academy has a newly formed Board, the Board will evaluate itself quarterly using a self-assessment rubric and meet quarterly with the Managing Director of an existing, successful NC charter school.

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

The founder of the school recognized a possible need for school choice when the local newspaper began featuring articles about building new schools or making old schools better. After looking at the district data, the founder discovered there was a need to improve student achievement, not just improve facilities. The founder began to find people in the community and the surrounding area who were committed to student achievement and were willing

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to commit to the timely process of opening a charter school. The founding Board members are committed to academic excellence for all students and have high expectations for faculty, students and staff. As positions becomes vacant, the Board will determine what it needs in terms of expertise and experience and will make every effort to fill the position as soon as possible but assuredly within ninety days. After submitting this application, the founding Board will begin actively recruiting new members

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

The Board will meet monthly on the first Saturday of each month and will have its annual planning retreat on the fourth Friday of June.

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

Board members will have numerous opportunities for professional development. Board members will attend board training offerings by the NC Office of Charter Schools, read and discuss scholarly educational articles quarterly, attend the NC Charter Schools Conference and visit the school at least two times per year. New board member orientation will be provided by an existing board member, preferably the Board Chairperson. For the upcoming year, the Board plans to utilize a "Train the Trainer" model to attend sessions offered by the NC Office of Charter Schools and in the following month the new trainer will present to the entire PREP Board.

October--Charter School Governance

November--Charter School Finance

December--Charter School Operations and Accountability

January---Meeting the Needs of All Students

February--School Opens Soon! What Next?

March/April--Tour Local Charter School (Roger Bacon/Carter Community/Henderson Collegiate)

June--Attend School Leaders Institute

6. *Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.*

At this time, the board has no existing relationships that could pose actual or perceived conflicts of interest if the application is approved.

The Board is aware that instances may arise which have the appearance of a conflict of interest or appearance of impropriety. Therefore, all PREP Academy board members will be required to sign a conflict of interest policy. Each board member agrees to neither maintain nor engage in any outside business or financial interest which conflicts with the interests and activities of PREP Academy or which interferes with the Board members ability to fully perform his/her responsibilities in an objective manner. In addition to signing the conflict of interest form, if a Board member is aware of a situation that poses a conflict of interest, the board member will notify the board before any vote or discussion of the issue. If the Board determines that a conflict does exist, then the board member shall not participate in any discussion or vote on the matter.

In order to avoid any potential conflicts and mitigate perceive conflicts, the Board Chair will ask if there are any conflicts of interest pertinent to the matter at hand and a Board member may excuse themselves from a

discussion, voting or the meeting if necessary.

Conflict of interest may include but are not limited to: nepotism, acceptance of gifts or favors, outside employment and business relationships.

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

A policy will be considered when a stakeholder (Parent, Student, Staff Member, Board Member, Community Member) identifies a need/concern that requires a resolution. If it is an operational or procedural concern, the school administrator will investigate the need, collect data and draft a policy. The draft will be presented at the next scheduled board meeting or sooner with a called board meeting if necessary. The Board will review the draft, determine its necessity and either approve, dismiss or determine that more information is needed. If more information is needed, more information will be collected and the Board will either approve or dismiss the policy upon the second presentation. If the concern is one other than an operational or procedural concern, the Board Chair will designate an existing committee to address the concern by collecting data/information, soliciting input from affected stakeholders and drafting a policy to presented to the Board. The Board will review the draft, determine its necessity and either approve to move the policy from draft to adopted, dismiss the draft or decide that more information is needed. If more information is needed, the Board will review the draft and second time and make a decision.

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

PREP Academy will have a Student/Parent/Teacher Association. The Parent Association will give parents an opportunity to become more involved with PREP Academy. The SPTA will be responsible for coordinating school events such as fund raisers, holiday events, special programs such as talent shows, school dances, etc. The Parent Association will be a separate entity from the Board and no reporting is required of the Parent Association.

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

The grievance policy for parents will consist of three steps. Parents will be first asked to address the issue/concern/grievance with the appropriate staff member. If the issue is not resolved, the parent should submit a grievance form to the school administrator. If the issue is not resolved by the school administrator to the parent's satisfaction, the parent will submit a written request for a hearing to the Board Chair. The Board collect supporting documentation, investigate the matter and will present findings to the entire Board during a special meeting to address the parent's concern. The Board will make a final decision in reference to the grievance and the Board Secretary will keep all grievance documentation in a separate file. The Board Chair will notify the parent of the Board's final resolution/decision within two calendar days.

The grievance policy for staff will consist of three steps. Staff members will be first asked to address the issue with whomever they have the grievance. If they are unable to resolve the issue, a grievance form should be completed and submitted to the school administrator. If the administrator is unable to resolve the issue, the staff member should request a hearing with the Board Chair. The Board Chair will present the matter to the entire Board during a special meeting and the Board will make a decision in reference to the grievance. The Board secretary will keep all grievance documentation in a separate file and the decision made by the

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Board is final.

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

Include in the Appendices:

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

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

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

X Not Applicable

Private School Conversions: complete ONLY if the proposed charter is a private school conversion.

Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

X Not Applicable

Applicable" and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.

X Not Applicable

Projected Staff:

Outline below, a list of positions anticipated for the charter school; (e.g., principal or director; finance officer, administrative support staff; teachers (part-time and full-time); paraprofessionals/teaching assistants, clerical, and maintenance.). Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings and align with the proposed budget.

The list of positions for the first year include:

Principal/Director (1)

Classroom Teachers (3)

Lead EC Teacher (1)

ESL Teacher (.5)

Digital Lab Facilitators (3)

Teacher Assistant (1)

Office Assistant (1)

Food Services Worker (1)

Bus Drivers (1.5)

Contracted Custodian (1)

School Psychologist (Contracted, Need Basis)

Physical Therapist (Contracted, Need Basis)

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Speech Pathologist (Contracted, Need Basis)

YEAR 2 Positions include all of the Year 1 positions AND the following (based on enrollment):

Assistant Principal/Dean of Students

3 Additional Classroom Teachers

1 Additional EC Teacher/Coordinator

Part-Time ESL position becomes full-time ESL teaching position

3 Additional Digital Lab positions

1 Additional Food Services Worker

1.5 Additional Bus Drivers

YEAR 3-5 Positions include all Year 1 and Year 2 positions and adding additional faculty and staff members based on enrollment numbers.

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

PREP Academy recognizes that one of the most critical people in a child's life is their teacher. PREP Academy will make every effort to recruit, hire and retain effective teachers. PREP Academy will recruit and retain teacher effective teachers by offering a comparable salary (to the NC Teacher Salary Scale), participate in the NC State Health Plan and NC Retirement System. PREP Academy will provide teachers with technology to assist with instruction, parent communication and professional development. PREP Academy will provide new teachers with mentor support and all teachers will be provided with professional development that addresses a diverse population of learners. If approved for grant monies, PREP Academy will offer tuition reimbursement as well as reimbursement for any testing costs related to licensure. PREP Academy will provide end-of-year bonuses based on available funding at year's end.

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

PREP Academy's Board will work towards establishing a positive relationship with all teachers and staff members of the school. Teacher supervision and evaluation will be the responsibility of the Principal not the Board. However, to ensure positive relationships between the Board and the school staff, Board members will visit classrooms once per semester and recognize all staff members annually during Teacher Appreciation Week. The Board will welcome the staff each year during the school's annual teacher Orientation Week. In order to recognize "teacher voice," one teacher will be invited to join the Board as an ex-officio member.

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

PREP Academy's Board will operate as an equal opportunity employer. All PREP Academy's staff members will work for the Board. The Board will select the school principal and the principal will make recommendations to the

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Board for the hiring of all other staff members. All prospective employees will be required to submit an online application and qualified candidates will be called to schedule an interview. After the interview process, any prospective employee will be offered employment only after references are checked, criminal background checks are completed, and a physical (including a TB test) and drug testing is completed. DMV checks will be completed on all employees. Instructional personnel are considered 10 month employees and extensions of employment will be offered on a year-to-year basis.

If warranted, steps for termination will include verbal warnings, written warnings, an action plan and then termination. PREP Academy requests that any person who resigns submit a letter of resignation to the Principal. If possible, an exit interview will be conducted for the purpose of collecting data to improve working conditions.

**PREP Academy will be an "at-will" employer and reserve the right to terminate without cause or notice.

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

Proposed Salary Ranges & Benefits

Director/Principal	\$66,000-\$90,000
Assistant Principal	\$40,000-\$60,000
Teachers	\$35,000-\$50,000
Lead EC Teacher/Coordinator	\$36,500-\$50,000
ESL Teacher	\$35,000-\$50,000
Teacher Assistants	\$12,000-\$19,000
Bus Drivers	\$11,000-\$17,000
Office Assistant	\$11,000-\$17,000
Food Service Workers	\$11,000-\$17,000
Digital Lab Proctors	\$10,800-\$14,000

(**Lab Proctors may be staff as part-time positions)

Custodian (contracted first year)

School Psychologist (contracted/need basis)

Nurse (contracted/need basis)

Physical Therapist (contracted position/need basis)

Occupational Therapist (contracted position/need basis)

Speech/Language Pathologist (contracted position/need basis)

All full-time licensed employees will be eligible to participate in the NC State Health Plan and the NC Retirement Contribution System. All non-licensed staff will be considered full-time temporary employees without benefits.

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

Any person who has a personnel or employment grievance should first address the issue with their immediate supervisor. If the employee feels that he/she has been treated unfairly by administration, the employee should write a formal complaint and request a hearing with the Board Chair. The Board Chair will conduct an investigation and then present the findings to the full Board. The full Board will determine a final resolution and the resolution will be presented to the grievant within 2 days of the Board's final decision.

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

PREP Academy - The mission of PREP Academy is to prepare rural, at-risk and educationally disadvantaged middle school students for success in high school, post-secondary education, and twenty-first century careers.

Based on the projected EC enrollment of ten students, PREP Academy's Lead Exceptional Children's Teacher will also serve as the Exceptional Children's Coordinator. This position has initially been allocated using state funds. Based on enrollment numbers, federal funds for exceptional children will be used for teaching salaries, and any additional exceptional children's needs such as contracted specialist services and/or transportation.

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

Initially, PREP Academy will hire one Exceptional Children's teacher who will also serve as the Lead EC teacher. Based on enrollment projections, PREP Academy will hire a part-time ESL teacher. All EC and ELL staffing will be monitored closely by the principal and final staffing recommendations will be made to the Board based on enrollment needs.

All content area core teachers will receive professional development during Teacher Orientation Week as well as provided with regular in-service workshops to differentiate instruction for EC, ELL and AIG students.

9. Provide a narrative detailing the roles and responsibilities, qualifications and appropriate licenses that each position must have to be hired by the non-profit organization and effectively perform the job function(s).

PREP Academy's principal should have a Masters in School Administration, a valid NC Principal's license, and experience as a teacher and an administrator. The principal will be responsible for ensuring the mission and vision of PREP Academy is the center of all decision-making, curriculum activities, policies and programs. The principal will be responsible for the day-to-day operations of the school. The principal will be responsible for making hiring recommendations, evaluating the staff, and participating in setting long-term and short-term goals for the school. The principal will be responsible for presenting up-to-date reports at monthly board meetings. The principal will be responsible for building positive relationships with parents and the community.

Teachers at PREP Academy should possess a Bachelor's degree and a clear NC teaching license. Teachers will be expected to write lesson plans that include engaging activities and assignments for a layered curriculum. Teachers will be responsible for entering and maintaining grades in PowerSchool. Teachers will be responsible for creating a safe and orderly learning environment and communicating with parents. Teachers will be expected to participate in continuous professional development and all teachers will have a professional development plan. Teachers will be expected to attend the annual Teacher Orientation Week for Study Island Training and intensive training in meeting the needs of diverse learners. Teachers will be expected to attend one Board meeting per year.

Food Service Workers should have a high school diploma and some college coursework is preferred. The Lead Food Service Worker will be responsible for ordering cafeteria supplies and preparing food for the school. The Lead Food Service Worker will be responsible for maintaining accurate food service records and keeping time sheets.

Bus drivers at PREP Academy should have a high school diploma, valid NC Drivers License and CDL License. Bus drivers are responsible for transporting children safely to and from school, performing basic vehicle maintenance such as filling gas tanks, cleaning exterior and interior and taking the bus in for oil changes.

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The Lead Exceptional Children's Teacher/Coordinator should have a minimum of a bachelor's degree in special education, a clear NC Special Education teaching license, a minimum of three years of experience working with exceptional children as a teacher or in an administrative capacity, and should possess a valid NC drivers license. The Lead EC Teacher/Coordinator is responsible for overseeing and monitoring the exceptional children's program. The Lead EC Teacher/Coordinator will oversee the placement process, program compliance, and will prepare and submit local, state and federal reports.

PREP Academy's computer/digital lab proctors should possess a high school diploma and preferably working towards an associate's degree. Computer/Digital lab proctors will oversee student use of technology devices and monitor student usage to ensure student compliance with the school's internet policy. Proctors will serve as monitors during any transitional periods including afternoon college and lunch.

PREP Academy's Office Assistant should have a high school diploma, Microsoft Office experience and be able to effectively communicate in English, both orally and in writing. The school secretary will organize and maintain an office that handles a variety of tasks for the administration, staff, students and parents of the school. The secretary will be responsible for answering phones, greeting visitors, making copies for staff, requesting cumulative records for new students and sending cumulative records upon requests for exiting students. The school's office assistant will be responsible for providing excellent customer service to all parents, visitors, students and staff of PREP Academy.

An assistant principal at PREP Academy should have a Bachelor's degree, teaching experience, and working towards a Master's Degree in School Administration. The assistant principal will be responsible for assisting the principal in carrying out the mission, vision and goals of the school. The assistant principal may be responsible for student discipline and student transportation.

Staff Evaluation and Professional Development

- 1. Identify the positions responsible for maintaining teacher licensure requirements and professional development.*

The principal of PREP Academy is responsible for maintaining teacher licensure requirements. The principal will be responsible for coordinating professional development activities with input from the teaching staff.

- 2. Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission, educational program, and meet the teacher certification and licensure requirements for teachers as prescribed by state law and No Child Left Behind. Be sure this overview matches with the projected staff and funding of the proposed budget section.*

All teachers will annually participate in PREP Teacher Academy during Teacher Orientation Week. Teachers will receive information relative to the vision, mission, and goals of PREP Academy, review the employee handbook, tour the facility and meet available Board members.

The principal will be responsible for ensuring beginning teachers (BTs) with less than 3 years of experience are provided a mentor and will be responsible for ensuring new teachers and their mentors understand the beginning teacher support plan.

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The school administrator will conduct weekly walk-throughs and provide teachers with informal written feedback. Teachers will be formally evaluated quarterly by the principal using PREP's evaluation tool which covers the five areas of Content Knowledge and Curriculum, Differentiation for Diverse Learners, Safe and Inviting Environment, Integration of Technology and Parent Communication/Community Involvement. Principals will provide teachers with sustaining feedback within seven school days of conducting a formal observation. The initial observation will be announced with remaining observations unannounced. All teachers will have an annual peer observation and new teachers will have an observation conducted by their mentor.

On-going professional development is the responsibility of the principal and will be determined based on staff surveys, walk throughs and recommendations from the Board.

In order to retain highly effective instructional staff, teachers will be provided with health insurance, a laptop, a daily block of uninterrupted planning time, participation in the NC Retirement System, support by administration and their colleagues through Professional Learning Communities(PLC), and will have a voice on the Board through an ex-officio member.

- 3. Describe the core components of professional development plan and how these components will support effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.*

Professional development will be provided through in-service education, workshops, conferences, online courses/modules and within the Academy's Professional Learning Community.

In-service professional development will be provided internally to all staff by administration, faculty, or a visiting specialist/expert. During the first year, all certified staff will participate in book studies using the "How the Brain Learns" series by David Sousa. Teachers will be given two days of paid leave time (with a substitute) for professional development. Teachers will complete eighty-four hours of professional development over ten months including PREP Teacher Academy.

Workshops may be conducted internally by an outside expert/specialist to licensed staff during PLCs. Conferences may be attended individually outside of the school.

Online courses/modules may be conducted both internally and externally depending on teacher need. Some online modules/courses may be conducted as a school-wide initiative internally.

All teachers will participate in a school-wide PLC weekly for the purpose of planning, collaborating and ensuring the mission and vision of the school is being upheld.

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

The instructional staff will have nine days before school starts and will receive professional development which will help new teachers with teaching a diverse need based population. The primary focus of PREP Teacher Academy is to provide licensed teachers with professional development on best

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practices for teaching a diverse community.

Day 1--PREP Academy's vision, mission, goals, expectations, staff handbook and procedures

Day 2--Educating a Diverse Community--Blending Learning Environment/Layered Curriculum Training

Day 3--Educating a Diverse Community--EC Training and ESL Training

Day 4--Educating a Diverse Community--AIG Training and Poverty Training

Day 5--Educating a Diverse Community--Implementation of Best Practices for A Diverse Population

Day 6--PowerSchool Training, Health and Safety Training (blood borne pathogens/diabetes/epi-pen training)

Day 7-- Planning and NC Accountability Model

Day 8-- Planning and Teacher Evaluations

Day 9-- Planning and Professional Learning Communities

5. *Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.*

Licensed teachers will receive fifty hours of professional development during Teacher Academy at the beginning of the school year. Two professional development days (12 hours) are reserved during the first semester and teachers selected two additional days (12 hours) during the second semester for teacher development. Teachers will meet as Professional Learning Communities (PLC) weekly and one weekly PLC per month is designated for school-wide book studies that address the needs of specific populations within the school.

Enrollment and Marketing:

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

Marketing Plan

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

PREP Academy will market the school through radio and newspaper advertisements in Duplin County. In October of 2016, PREP Academy will have an information booth at the NC Poultry Jubilee in Rose Hill, NC. In November 2016, PREP Academy will provide FREE INFORMATION on Black Friday at a designated shopping location. PREP Academy will also prepare flyers/brochures to distribute at a booth during the annual NC Strawberry Festival in Wallace, NC. PREP Academy will post flyers in local churches, gyms, grocery stores, post offices, libraries, the community college and day care centers throughout the small towns within Duplin County. PREP Academy will establish a website and which will contain contact information and updates about the school. All publications will be printed in Spanish and English.

Parent and Community Involvement

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

Upon approval of the application, PREP Academy's Board members and the school administrator shall communicate with parents through the website, email lists, mailings, brochures, social media, home visits and mass communication messaging. The website will contain important school information such as the school calendar, applications, a list of the board members and their contact information. Parents will be emailed and/or mailed pertinent information about the school such as course offerings, school supply lists, uniform information, summer reading lists, etc. During the months of June and July prior to the opening of school, parents of enrolled students will receive weekly phone messages from the administrator with helpful school tips and upcoming important dates such as Student Orientation and Open House. Parents who do not have access to phone service or email, will receive information via the mail system. PREP Academy will have a Parent Academy. During the first month of school, PREP Academy will host the Parenting Seminar: 1) Making the Transition to Middle School for 6th graders and during the second month will host a workshop entitled "Supporting Your Child's Academic Success in Middle School." Three additional parent seminars will be held during the remainder of the year. PREP Academy will have quarterly celebrations and activities for parents and students such as Awards Day, Muffins for Mom/Donuts for Dads, Principal's Coffee, Curriculum Night and a Cultural Festival. Parents will be given the opportunity to volunteer at school and will be invited to Gallery Walks on first Fridays where exemplary student work will be displayed. Parents will be invited to volunteer at school and will be required to complete a Volunteer Application Packet.

Admissions Policy

Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:

1. *Tentative dates for the open enrollment application period; enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.*
2. *Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.*
3. *Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.*
4. *Explanation of the purpose of any pre-admission activities (if any) for students or parents.*
5. *Clear policies and procedures for student withdraws and transfers.*

In accordance with NC General Statute 115C-218.45, PREP Academy shall not discriminate against any student on the basis of ethnicity, national origin, gender, disability, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, religion, or ancestry. Any student who is eligible to attend a NC public school may attend PREP Academy.

Information about the application and enrollment process will be posted on the school's website, advertised in the local newspaper, announced on the

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local radio station and posted throughout organizations and businesses within the community.

PREP Academy will accept applications on a first-come, first serve basis until capacity is reached. At the end of the enrollment period, parents will receive a letter informing them of their child's acceptance in PREP Academy. If there are more applicants than available seats, PREP Academy will conduct a lottery. Only parents who have a completed application by the deadline date will be participants in the lottery. Eligible applicants will be informed of the date, time, and location of the lottery. The lottery will be held in a public forum. Parents who are eligible to participate in the lottery will be emailed/mailed a lottery card. (The school will have a duplicate copy.) At the designated time on the day of the lottery, cards will be placed in a large canister. A community representative will randomly pull a card from the canister. Openings will be filled in the order they are pulled and by grade. The drawing will continue until every name has been pulled and students will either be enrolled in PREP Academy or placed on a waiting list. A waiting list will be developed for each grade for slots that may become available due to unforeseen circumstances. If multiple siblings apply for admission, one surname will be entered. If the surname is selected/pulled, all siblings will be admitted.

PREP Academy will give enrollment priority to siblings of currently enrolled students who were admitted to the charter school in a previous year, children of the school's full-time employees, and children of the charter school's board of directors.

Tentative Dates for Open Enrollment Application Period

Open Enrollment: February 2017 - March 2017

Verification of Applications: April 2017

Notification of Lottery (if necessary): April 2017

Lottery (if necessary): April 2017

Admittance Notification/Wait List: May 2017

Official Registration (request for records) June 2017

There are no pre-admission conditions for PREP Academy.

Parents requesting a transfer/withdrawal must complete a transfer/withdrawal form. Records will be sent by the office manager once a records request from is received from the student's new school.

PREP Academy may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115C-390.5 through G.S. 115C-390.11 until the period of suspension or expulsion has expired.

No applications will be accepted until after final approval from the SBE.

Weighted Lottery

Does your school plan to use a weighted lottery?

Yes:

No:

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

- 1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.*
- 2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones.*
- 3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically and legally sound practices, protocol and research.*

If the applicant is requesting to use a weighted, or otherwise limited, lottery, please provide the following:

- 1. A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery.*
- 2. A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.*
- 3. The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.*

PROJECTED ENROLLMENT

2018-19 through 2022-2023

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Duplin County Schools

LEA #2

LEA #3

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match those on the initial cover page.

	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	LEA 310	LEA 000	LEA 000	LEA 310	LEA 000	LEA 000	LEA 310	LEA 000	LEA 000	LEA 310	LEA 000	LEA 000	LEA 310	LEA 000	LEA 000
Grade 06	34	0	0	68	0	0	85	0	0	102	0	0	102	0	0
Grade 07	34	0	0	68	0	0	85	0	0	102	0	0	102	0	0
Grade 08	34	0	0	68	0	0	85	0	0	102	0	0	102	0	0
	102			204			255			306			306		

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Section IV: Governance and Capacity Concerns and Additional Questions	Reviewer	Page Reference
PREP Academy has not provided supporting documentation for 501 (c)(3) status.	Avril Smart	Tax-Exempt S
Not yet obtained. Allowed 24 months after approval.	Deanna Townsend-Smith	Tax-Exempt S
How long will the Board chair serve as school leader? Response indicates that "in the future" the Board will look for a school leader but there is no date certain as to when that will happen. There is no indication that Board has a process or matrix to guide new member recruitment in order to ensure the board has the members with the necessary skill sets (i.e. legal, real estate, education, etc). Reponses do not indicate how or what measure it will use to evaluate its own effectiveness and guide its own PD decisions. The proposed board size is small and not aligned to best practices in terms of the critical skill sets needed to work effectively, includes legal, real estate, school administrative, technology, financial, accounting. It is unclear what role the Sprunt Community College will play in school governance and there is no indication that a member of the college will be joining the board. There is no indication that team recognizes the complexities of the proposed school design, especially with regard to the early college program.	Tracy Kelley	Governance a
Can the applicant clarify why only one BOD member lives in Duplin Co.? "PREP Academy's founder will step down from the Board and serve as the administrator upon approval of this application"- Can the applicant clarify the recruitment and hiring process for this arrangement? Does this create a conflict of interest with respect to salary, benefits, etc.?	Kevin Piacenza	Governance a
Do you have By-laws? How will policies be made prior to school beginning and prior to a need or concern requiring a resolution?	Buffy Fowler	Governance a
The bylaws outline that vacancies will be filled without a quorum if necessary. Is this appropriate? Why would the board employ such practices? How will parents and other stakeholders participate in board meetings if every meeting is on a Saturday? Does this practice decrease transparency? Applicant needs to clarify the process of amending bylaws and subsequently acting on such changes. There are concerns with the bylaws regarding appropriate meeting notice. Applicant should clarify this practice.	Deanna Townsend-Smith	Governance a
Where does the organization chart list the role of outside entities? Due to the fact that there are no by-laws attached, this section is lacking in detail and should be addressed/revise when the by-laws are included.	Avril Smart	Governance a
What charter school experience does this board have to allow acceleration? Application should be strong with all 'pass' elements by evaluators to help justify acceleration. Is community college ready to assist middle school? How?	Joe Maimone	Governance a
N/A	Deanna Townsend-Smith	Proposed Man
Where in the budget are the funds for drug testing? Is one food service worker realistic for the following tasks.. "The Lead Food Service Worker will be responsible for ordering cafeteria supplies and preparing food for the school. The Lead Food Service Worker will be responsible for maintaining accurate food service records and keeping time sheets. "? Is 13k reasonable pay for food service worker when some college is expected? Who will serve students lunch?	Buffy Fowler	Staffing Pla
Is the criminal background policy proposed in line or exceeds that of the LEA in which the school is proposing to locate per statute?	Deanna Townsend-Smith	Staffing Pla
"The Board will select the school principal"- Can the applicant clarify given that in a	Kevin Piacenza	Staffing Pla

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previous section(Governance)the applicant states that the founder will be the administrator following acceptance of application.		
How many verbal/written warnings are staff members allowed prior to an action plan being instituted and how long does a staff member have to display improvement on an action plan prior to termination?	Avril Smart	Staffing Pla
The recruit plan lacks intentionality for recruiting, hiring and retaining teachers and leaders with critical skill set to operationalize the school program (i.e. technology, blended learning, teacher leaders, middle school HS experience, ELL populations). There is no indication that school leader has the capacity to drive the instructional program such that school is likely to have a positive impact on student learning.	Tracy Kelley	Staffing Pla
Will the school compensate teachers for the PD required before the start of school? Is the year 1 PD budget appropriate for the proposed PD plan?	Deanna Townsend-Smith	Staff Evalua
Has the Prep evaluation tool been approved by the OCS?	Kevin Piacenza	Staff Evalua
Plans for a school wide weekly PLC lacks sufficient detail to assess the efficacy and assess the value of the meeting. How will other collaborative planning time be utilized and structured (grade level, content area)? Will school be departmentalized? How, if at all, will student performance data influence PD options? What structures, systems, process will be in place to ensure vertical and horizontal alignment? Pleas describe the curriculum development process? What are the expectations for lesson planning and how will PD offerings be evaluated for effectiveness? It is unclear if the school will have a distributive leadership structure or if teachers will have the opportunity to serve as grade level or content area leaders. Who on the staff will be responsible for making PD decisions?	Tracy Kelley	Staff Evalua
Will social media be utilized for marketing? If so, in what ways?	Avril Smart	Marketing Pl
How will the board measure if its marketing strategies are effective? Who will be responsible for the marketing efforts?	Deanna Townsend-Smith	Marketing Pl
What strategies will be used to ensure parent and family engagement and how will school monitor the effectiveness of those strategies? Response assumes that parents will be involved and dose not articulate a plan to ensure that happens and what will be done if it does not happen. There is no discussion of the parent involvement with the Sprunt Community College program.	Tracy Kelley	Parent and C
3 core content teachers doesn't cover the 4 core content areas. PE is also required in MS. HS diploma is a very low bar for anyone providing instruction to middle school students, especially given the claim of inadequate HS performance in the community.	Cheryl Turner	Projected St
Low numbers are concerning for budget	Joe Maimone	Projected St
N/A	Deanna Townsend-Smith	Weighted Lot

Reviewer	Score
Buffy Fowler	Pass
Cheryl Turner	Pass
Joe Maimone	Fail
Deanna Townsend-Smith	Pass
Hilda Parlér	
Kevin Piacenza	Pass
Glenn Allen	
Avril Smart	
Robert McOuat	
Mike McLaughlin	
Eric Sanchez	
Alan Hawkes	
Tracy Kelley	Fail

V. OPERATIONS

Transportation Plan:

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

PREP Academy will ensure that no child is denied access to the school due to lack of transportation. PREP Academy's students will be transported to and from school through the use of a carpooling system. However, based on our targeted population, we realize this may pose a problem for some parents; therefore, we will offer school bus transportation. Since PREP Academy will be serving students in a rural county, PREP Academy plans to purchase three school buses from the NC School Bus Surplus System. The budget will reflect the purchase of three buses and two bus driver positions; one full-time and one part-time. One bus will be used as a replacement bus.

School Lunch Plan:

Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal.

PREP Academy will ensure that every student has a healthy breakfast and lunch. Based on the county's free and reduced lunch rate, we anticipate that we will have a 75% free and reduced lunch participation rate. PREP Academy plans to participate in the National School Lunch/Free and Reduced Lunch program and is in the process of identifying a facility with a kitchen that will allow staff to prepare healthy meals. If PREP Academy is unable to secure a facility, the school will contract with a local catering company. PREP's Board realizes the National School Lunch Program application process takes 6 months and upon approval of this application, PREP Academy will start the process immediately.

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

The Charter School shall obtain and maintain insurance at a minimum in the following amounts:

1. Errors and omissions: one million dollars (\$1,000,000) per claim;
2. General liability: one million dollars (\$1,000,000) per occurrence;
3. Boiler and machinery: the replacement cost of the building;
4. Real and personal property: the appraised value of the building and contents;
5. Fidelity bonds: no less than two hundred fifty thousand dollars (\$250,000) to cover employee dishonesty;
6. Automobile liability: one million dollars (\$1,000,000) per occurrence; and
7. Workers' compensation: as specified by Chapter 97 of the General Statutes.

Area of proposed coverage	Proposed amount of coverage	Cost (Quote)
Comprehensive General Liability	\$1,000,000	\$1,183.00
Officers and Directors/Errors and	\$1,000,000	\$3,057.00

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Omissions			
Property Insurance		\$219,200	\$639.00
Motor Vehicle Liability		\$1,000,000	\$3,450.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other		\$1,000,000	\$4,542.00
Total Cost			\$13,203.00

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

Health and Safety Requirements:

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

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

coachmo42 09/18/2016

(Board Chair Signature)

(Date)

Facility:

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

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

A facility has not yet been identified. PREP Academy is working with a local enterprise company to locate and secure a facility within Duplin County. The facility will be leased and PREP Academy has budgeted a maximum yearly amount within the budgeting section of this application. PREP Academy's Board is aware that a valid Certificate of Occupancy for Educational Use must be submitted to the Office of Charter Schools prior to school opening and before any monies will be released.

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.

N/A

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.*

A facility has not been identified and the Board will work diligently to

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secure a facility that meets the spatial needs of the school and satisfies the requirements for all programming needs.

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
Not having a facility identified while asking for accelerated year does not make sense.	Avril Smart	Transportati
How does it relate to a student with disabilities that requires transportation as outlined on their IEP?	Glenn Allen	Transportati
If a facility has not/is not identified, how will a local catering company align with the budget?	Avril Smart	School Lunch
Not having a facility identified while asking for accelerated year does not make sense.	Joe Maimone	Facility and
What work has been done to seek a facility thus far? What size facility will the board seek? Will you begin with a facility that is sufficient for the projected five year size? Are there possible sites the board has in mind?	Buffy Fowler	Facility and
The response dose not provide a description of the space needs to accommodate the academic program. There is no contingency plan provided in case a building cannot be identified.	Tracy Kelley	Facility and
Does plan for securing facility include plans for meeting ADA and IDEA accessibility requirements?	Glenn Allen	Facility and
What is the detailed contingency plan in case a facility/temporary facility is unable to be secured within the school's budget?	Avril Smart	Facility and
The facility contingency plan lacks detail. What are the specific steps the proposed board will take if it's original plan does not work? The detail is extremely important especially for a school seeking to accelerate.	Deanna Townsend-Smith	Facility and

Reviewer	Score
Eric Sanchez	Pass
Glenn Allen	
Tracy Kelley	Pass
Alan Hawkes	
Deanna Townsend-Smith	Pass
Cheryl Turner	Pass
Avril Smart	Fail
Joe Maimone	Fail
Robert McOuat	
Kevin Piacenza	Pass
Mike McLaughlin	
Hilda Parlér	
Buffy Fowler	Pass

VI. FINANCIAL PLAN

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

Budget: Revenue Projections from each LEA 2018-19

SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL

Refer to the Resource Manual Finance Section for guidance on estimated funding amounts

State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.

- In year 1 – Base state allotments are determined by the LEA in which the student resides
- In year 2 and beyond- Base State allotments are determined by the LEA in which the school is located.

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

Federal Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1310 - Duplin County Schools

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	\$5,449.20	102	\$555,818.40
Local Funds	\$577.36	102	\$58,890.72
Federal EC Funds	\$3,579.70	10	\$35,797.00
Totals			\$650,506.12

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Total Budget: Revenue Projections 2018-19 through 2022-2023

INCOME: REVENUE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
-State ADM Funds	\$555,818	\$1,111,637	\$1,362,300	\$1,667,456	\$1,667,456
-Local Per Pupil Funds	\$58,891	\$117,781	\$144,340	\$176,652	\$176,562
-Exceptional Children & Federal Funds	\$35,797	\$71,594	\$89,493	\$107,391	\$107,391
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$650,506	\$1,301,012	\$1,596,133	\$1,951,499	\$1,951,409

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

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

Personnel Budget: Expenditure Projections 2018-19 through 2022-2023

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

BUDGET EXPENDITURE PROJECTIONS Personnel	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary									
Administrative & Support Personnel:															
Lead Administrator	1	\$66,000	\$66,000	1	\$72,000	\$72,000	1	\$72,000	\$72,000	1	\$77,000	\$77,000	1	\$77,000	\$77,000
Assistant Administrator	0	\$0	\$0	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$42,000	\$42,000	1	\$42,000	\$42,000
Finance Officer	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Clerical	1	\$13,000	\$13,000	1	\$14,000	\$14,000	1	\$15,000	\$15,000	1	\$16,000	\$16,000	1	\$16,000	\$16,000
Food Service Staff	1	\$13,000	\$13,000	2	\$14,000	\$28,000	2.5	\$15,000	\$37,500	3	\$16,000	\$48,000	3	\$16,000	\$48,000
Custodians	0	\$0	\$0	1	\$14,000	\$14,000	1	\$15,000	\$15,000	1	\$16,000	\$16,000	1	\$16,000	\$16,000
Transportation Staff	1.5	\$13,000	\$19,500	3	\$14,000	\$42,000	4	\$15,000	\$60,000	4.5	\$16,000	\$72,000	4.5	\$16,000	\$72,000
A - Total Admin and Support:	4.5		\$111,500	9		\$210,000	10.5		\$239,500	11.5		\$271,000	11.5		\$271,000
Instructional Personnel:															
Core Content Teacher(s)	3	\$35,000	\$105,000	6	\$35,000	\$210,000	9	\$35,000	\$315,000	9	\$35,000	\$315,000	9	\$36,500	\$328,500
Electives/Specialty Teacher(s)	1	\$17,500	\$17,500	1	\$35,000	\$35,000	1.5	\$35,000	\$52,500	2	\$35,000	\$70,000	2.5	\$36,500	\$91,250
Exceptional Children Teacher(s)	1	\$36,500	\$36,500	2	\$35,750	\$71,500	2	\$35,750	\$71,500	3	\$35,750	\$107,250	3	\$35,750	\$107,250
Instructional Support	3	\$10,800	\$32,400	6	\$11,160	\$66,960	9	\$11,520	\$103,680	12	\$11,880	\$142,560	15	\$12,240	\$183,600
Teacher Assistants	1	\$13,000	\$13,000	1	\$14,000	\$14,000	1	\$13,000	\$13,000	1	\$14,000	\$14,000	2	\$14,000	\$28,000
B - Total Instructional	9		\$204,400	16		\$397,460	22.5		\$555,680	27		\$648,810	31.5		\$738,600

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Personnel:															
A+B = C - Total Admin, Support and Instructional Personnel:	13.5		\$315,900	25		\$607,460	33		\$795,180	38.5		\$919,810	43		\$1,009,600
Administrative & Support Benefits															
Health Insurance	1	\$5,471	\$5,471	2	\$5,471	\$10,942	2	\$5,471	\$10,942	2	\$5,471	\$10,942	2	\$5,471	\$10,942
Retirement Plan--NC State	1	\$10,111	\$10,111	1	\$17,158	\$17,158	1	\$17,158	\$17,158	1	\$18,231	\$18,231	1	\$18,231	\$18,231
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	1	\$1,617	\$1,617	1	\$3,045	\$3,045	1	\$3,473	\$3,473	1	\$3,930	\$3,930	1	\$3,930	\$3,930
Social Security	1	\$6,913	\$6,913	1	\$13,020	\$13,020	1	\$14,849	\$14,849	1	\$16,802	\$16,802	1	\$16,802	\$16,802
D - Total Admin and Support Benefits:	4		\$24,112	5		\$44,165	5		\$46,422	5		\$49,905	5		\$49,905
Instructional Personnel Benefits:															
Health Insurance	4	\$5,471	\$21,884	9	\$5,471	\$49,239	12	\$5,471	\$65,652	14	\$5,471	\$76,594	14	\$5,471	\$76,594
Retirement Plan--NC State	1	\$21,678	\$21,678	1	\$48,488	\$48,488	1	\$64,574	\$64,574	1	\$75,413	\$75,413	1	\$77,941	\$77,941
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Social Security	1	\$12,673	\$12,673	1	\$24,643	\$24,643	1	\$34,452	\$34,452	1	\$40,226	\$40,226	1	\$45,793	\$45,793
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	1	\$2,964	\$2,964	0	\$5,763	\$0	1	\$8,057	\$8,057	1	\$9,408	\$9,408	1	\$10,710	\$10,710
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
E - Total Instructional Personnel Benefits:	7		\$59,199	11		\$122,370	15		\$172,735	17		\$201,641	17		\$211,038
D+E = F - Total Personnel Benefits	11		\$83,311	16		\$166,535	20		\$219,157	22		\$251,546	22		\$260,943
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	8.5		\$135,612	14		\$254,165	15.5		\$285,922	16.5		\$320,905	16.5		\$320,905

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B+E = H - Total Instructional Personnel (Salary & Benefits)	16		\$263,599	27		\$519,830	37.5		\$728,415	44		\$850,451	48.5		\$949,638
G+H = J - TOTAL PERSONNEL	24.5		\$399,211	41		\$773,995	53		\$1,014,337	60.5		\$1,171,356	65		\$1,270,543

Operations Budget: Expenditure Projections
2018-19 through 2022-2023

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	Administrative & Support:					
Office:	Office Supplies	\$1,000	\$2,000	\$2,500	\$3,000	\$3,000
	Paper	\$1,000	\$2,000	\$2,500	\$3,000	\$3,000
	Computers & Software	\$1,500	\$1,500	\$1,000	\$1,000	\$1,000
	Communications & Telephone	\$650	\$1,000	\$1,000	\$1,200	\$1,200
	Copier leases	\$1,650	\$3,000	\$3,000	\$3,600	\$3,600
Management Company	Contract Fees	\$0	\$0	\$0	\$0	\$0
Professional Contract	Legal Counsel	\$2,500	\$5,000	\$5,000	\$5,000	\$5,000
	Student Accounting	\$6,000	\$10,000	\$12,500	\$15,000	\$15,000
	Financial	\$12,000	\$18,000	\$21,000	\$27,000	\$27,000
	Other Professional	\$9,000	\$9,000	\$15,000	\$18,000	\$18,000
Facilities	Facility Lease/Mortgage	\$36,000	\$60,000	\$60,000	\$72,000	\$72,000
	Maintenance	\$1,000	\$2,000	\$2,500	\$3,000	\$3,000
	Custodial Supplies	\$8,500	\$17,000	\$21,000	\$24,000	\$24,000
	Custodial Contract	\$6,500	\$0	\$0	\$0	\$0
	Insurance (pg19)	\$13,203	\$26,000	\$33,000	\$39,000	\$39,000
	Other	\$0	\$0	\$0	\$0	\$0
Utilities	Electric	\$8,400	\$17,000	\$20,000	\$24,000	\$24,000
	Gas	\$4,000	\$8,000	\$10,000	\$12,000	\$12,000
	Water/Sewer	\$3,600	\$7,200	\$9,000	\$11,000	\$11,000
	Trash	\$1,200	\$1,500	\$1,800	\$2,100	\$2,100
Transportation	Buses	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Gas	\$20,000	\$40,000	\$50,000	\$60,000	\$60,000
	Oil/Tires & Maintenance	\$10,000	\$20,000	\$25,000	\$30,000	\$30,000
Other	Marketing	\$2,000	\$5,000	\$5,000	\$5,000	\$5,000
	Child nutrition	\$10,000	\$20,000	\$25,000	\$30,000	\$30,000
	Travel	\$250	\$500	\$750	\$1,000	\$1,000
	Other	\$0	\$0	\$0	\$0	\$0
	K - TOTAL Administrative & Support Operations	\$169,953	\$285,700	\$336,550	\$399,900	\$399,900
	Instructional:					
Instructional Contract	Staff Development	\$5,000	\$10,000	\$12,000	\$15,000	\$15,000
Classroom Technology	Software	\$3,000	\$7,000	\$10,000	\$15,000	\$20,000

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Books and Supplies	Instructional Materials	\$5,000	\$10,000	\$12,500	\$15,000	\$20,000
	Curriculum/Texts	\$0	\$0	\$0	\$0	\$0
	Copy Paper	\$1,000	\$2,000	\$2,500	\$3,000	\$3,000
	Testing Supplies	\$3,000	\$6,000	\$9,000	\$12,000	\$15,000
	Other	\$15,000	\$30,000	\$30,000	\$45,000	\$45,000
	L - TOTAL Instructional Operations	\$32,000	\$65,000	\$76,000	\$105,000	\$118,000
	K+L = M - TOTAL OPERATIONS	\$201,953	\$350,700	\$412,550	\$504,900	\$517,900

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Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
J - TOTAL PERSONNEL	\$399,211	\$773,995	\$1,014,337	\$1,171,356	\$1,270,543
M - TOTAL OPERATIONS	\$201,953	\$350,700	\$412,550	\$504,900	\$517,900
J+ M =N TOTAL EXPENDITURES	\$601,164	\$1,124,695	\$1,426,887	\$1,676,256	\$1,788,443
Z - TOTAL REVENUE	\$650,506	\$1,301,012	\$1,596,133	\$1,951,499	\$1,951,409
Z - N = SURPLUS / (DEFICIT)	\$49,342	\$176,317	\$169,246	\$275,243	\$162,966

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

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

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

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

Provide the break-even point of student enrollment.

PREP Academy's Board divided the county into six areas which currently serves a population of 6-8 middle grades students and predicted between fifteen to twenty students would enroll from each area. Seventeen students from each area would produce an enrollment of approximately one hundred two students. The final decision was made to keep class sizes and/or groupings at seventeen students in order for teachers to maintain small groups for instruction and lab proctors to effectively monitor student compliance with the acceptable internet use policy. PREP Academy's Board realizes that our marketing plan must be strategic, parent-friendly, student-achievement focused and aggressive. Based on surveys, low student achievement scores and no current public school choice, PREP Academy's Board believes there is a demand for a college and career preparatory academy which would serve the needs of the county's at-risk/educationally disadvantaged students. Although our break-even point is eighty-five students, we anticipate exceeding this number because our school offers bus transportation, participation in the National School Lunch Program, an extended school day and additional academic support through the community college partnership.

We anticipate our enrollment doubling in Year 2 based on providing excellent customer service and achievement b results.

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

If the school's revenues are lower than estimated, PREP Academy's Board will reduce the number of teachers by one and consider using any monies which are available in the fund balance. (The budget was prepared using only state and local funding estimates.)

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

The budget does not rely on funds other than state, local and federal funds.

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

1:34 certified 1:17 certified+support

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

The Board will set contract authorization levels for student accounting, financial services, exceptional children's support, and custodial staff. PREP Academy's Board has investigated and acquired several quotes for contracted services. No contracts for services exist at this time; however, upon approval of the application the Board will select any necessary providers based on qualifications, competence, background checks and a reasonable price.

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

The budget directly aligns with the school's mission to provide a high-quality education for at-risk/educationally disadvantaged students by providing technology devices to ensure students receive a more personalized learning experience through the blended instruction model. PREP Academy's board realizes it is a huge undertaking to provide transportation for every student (if necessary) but is essential if we want to reach our targeted population because transportation may present a hardship for the majority of our families. Participating in the school lunch program is essential for our school since approximately seventy-five percent of the student population within the county receives free or reduced lunch; we have addressed this within our budget. PREP Academy's commitment to providing a high quality education to our targeted population is also addressed by the 1:17 teacher/lab assistance to student ratio. Our teacher salaries and benefits reflect our commitment to provide teachers with salaries comparable to NC beginning teachers and provide a smaller learning environment. We are committed to improving the learning outcomes of our targeted population by providing students with highly qualified teachers who receive continuous opportunities for professional development.

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

PREP Academy's GOAL for a fund balance is a minimum of three percent of its expenditures.

PREP Academy will develop the fund balance by creating budgets based solely on state and local ADM funds. PREP Academy's principal will be responsible for applying for grants such as: The Small and Rural School Grant, Rural and Low Income School Grant, Improving Teacher Quality/Title II, Part A Grant, the Language Acquisition State Grant/Title III, Math/Science Partners Grant and any applicable IDEA Grants. Instead of using only state funding, monies from grants will be used to provide professional development, services for identified populations and improving the overall quality of our curriculum and educational model.

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

PREP Academy does not anticipate the financing of any facilities or equipment. PREP Academy has allotted monies for the lease, utilities, custodial and general maintenance for a leased facility in its operational

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budget.

PREP Academy does not plan to build a facility.

PREP Academy does plan to purchase three buses from the NC Bus Surplus. A short-term loan (90 days) may be required for the purchase of the buses. All loans, leases and contracts must be reviewed by the Board attorney and approved by the full Board.

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

The school does not have any assets from other sources.

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

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

PREP Academy's Board understands the importance of adequate internal controls and accurate record keeping. PREP Academy has allocated monies for financial record-keeping services and prepare monthly reports for the principal and PREP's Board of Directors. PREP Academy has investigated and received quotes from Charter Financial Services and LBA Haynes Strand for accounting services. PREP Academy is investigating an additional provider and will make a decision upon approval of the application.

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

There are not any known or possible related party transactions.

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

Phyllis M. Pearson, CPA
PETWAY MILLS & PEARSON, PA
PO Box 1036
Zebulon, North Carolina 27597
919-269-7409
919-269-8728

Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
Can the applicant clarify the Local Funds per pupil funding? It does not appear to be accurate @ \$577.33.	Kevin Piacenza	Budget Reven
The state average of EC students is 12%. Why is the applicant only projecting 10% when you are targeting students at-risk?	Buffy Fowler	Budget Reven
Local funding amount should be clarified.	Kevin Piacenza	Total Budget
Operational budget indicates a line for contracted personnel. Does this include services outlined in IDEA such as school psychology, speech/language therapy, occupational therapy, physical therapy, etc? Is amount allotted sufficient?	Glenn Allen	Personnel Bu
Teacher salaries are too low to get the qualified folks you are targeting in the application. Low numbers make budget very difficult.	Joe Maimone	Personnel Bu
Can the applicant clarify why only one instructional staff is counted for NC State Retirement?	Kevin Piacenza	Personnel Bu
Budgeting only three certified teachers to be responsible in all subjects for 102 at risk sixth through eighth graders does not seem reasonable.	Buffy Fowler	Personnel Bu
The response dose not provide a budget for text books and only 3k for student technology (and that is only for software not hardware)which is not adequate to ensure a computer lab to hold at least 17 students at a time. There is no reserve to support the Sprunt Community College program which is a key design element.	Tracy Kelley	Operations B
Several operations budget items seem underfunded; Office supplies, instructional materials, lease/mortgage. Can the applicant clarify these values?	Kevin Piacenza	Operations B
Many areas seem to be underfunded such as: Office supplies Communications & Telephone Copier lease Facilities-Lease Maintenance Travel What is other professional listed under professional contract? This budget only allows for \$3000 per month for a lease payment. Is this realistic? How much square footage do you predict to seek? Lease payments go up the 2nd year, do you expect to move after first year? How was the lease figure made?	Buffy Fowler	Operations B
Facility cost for full year seems very low, especially with no facility identified.	Joe Maimone	Operations B
Very concerned about ability to meet this small budget.	Joe Maimone	Total Expend
The lack of a realistic budget for technology hardware is problematic.	Tracy Kelley	Total Expend
Local revenue values should be clarified.	Kevin Piacenza	Total Expend
With 102 students and 3 teachers the teacher to student ratio is high for at-risk. Other support personnel is described earlier as needing a high school education with some college courses. Is this realistic support personnel would be responsible for students learning for class periods? Contingency plan calls for only 2 teachers, teaching 6th-8th all subjects. Is this realistic for 2 teachers to all subjects for 3 grades? How	Buffy Fowler	Budget Narra
Local revenue value @ \$577.36/student does not seem accurate.	Kevin Piacenza	Budget Narra
The contingency plan is structured so that those most closely impacting students are eliminated first. How will those decisions be made and what will be considered before cutting teachers and thereby increasing class size, given the class size is already 1:34.	Tracy Kelley	Budget Narra
Recruitment plan says NC Retirement and Health will be offered, but retirement is budgeted for only 2 people. Social Security and Medicare must be paid for all employees, but only 2 people are budgeted. There is no budget for student technology, but ed plan says environment will be 1:1.	Cheryl Turner	Financial Au

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Low numbers, no facility, accelerated application all will make this a monumental task. Recommend full planning year.	Joe Maimone	Financial Au
Other than hiring an external entity for financial record keeping, please specifically describe how duties will be segregated and what other internal controls will be put in place.	Avril Smart	Financial Au

Reviewer	Score
Tracy Kelley	Pass
Kevin Piacenza	Pass
Alan Hawkes	
Robert McOuat	
Buffy Fowler	Fail
Glenn Allen	
Eric Sanchez	Fail
Mike McLaughlin	
Hilda Parlér	
Deanna Townsend-Smith	Pass
Cheryl Turner	Fail
Avril Smart	Fail
Joe Maimone	Fail

VII AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the September 19, 2016 5:00 pm EST deadline. Payments will be accepted in the form of a check or credit card. The Credit card Form is found on the Office of Charter Schools website. Cash is not accepted.

**Application Note: The applicant must mail the check or credit card form along with a letter indicating the name of the proposed charter school, contact information, and the enclosed payment amount to be received before or on the due date of September 19, 2016 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

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

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

I understand the requirements pursuant to G.S. 115C-218.1(c).
coachmo42 Date: 09/19/2016

Applicant Signature:

The foregoing application is submitted on behalf of PREP Academy (*name of non-profit corporation or individuals submitting application*). The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy TCS-U-013 All new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: coachmo42

Board Position: M. Renee Miles, Founder

Signature: _____

Date: 09/19/2016

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

Notary Public

Official Seal

PREP Academy - The mission of PREP Academy is to prepare rural, at-risk and educationally disadvantaged middle school students for success in high school, post-secondary education, and twenty-first century careers.

My commission expires: _____, 20_____.

OVERALL ASSESSMENT

Would you, as an external evaluator, recommend an interview for this application? Remember that an external evaluator has no authority to bind the Advisory Board to a particular recommendation. This rubric, and the following recommendation, is simply a starting point for subcommittee and Advisory Board deliberations regarding which applicants to invite back for an interview.

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

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

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

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

<u>CSAB Votes</u>	
No	Yes

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

<u>Initial Screening</u>

Mission, Purposes, and Goals	- esanchez
Education Plan	- esanchez
Governance and Capacity	(1) Applicant has 24 months after approval to obtain tax exempt status (2) Appendix G, proposed bylaws are missing (3) National criminal background checks are needed for 3 of the 5 board members - Earnest Mooring, Leanna Hall, and Margaret Miles (4) Board member information form is needed for Felicia Taft - mssmart
Operations	- esanchez
Financial Plan	- esanchez
OVERALL	- dtsmith840 - mssmart - joseph_maimone

External Evaluator

Mission, Purposes, and Goals	<p><u>Mission Statement</u> The mission statement is awkward in that it starts from a deficit model by identifying and referring to students and families as "at risk/ educationally disadvantaged middle grade students". How will this mission statement serve to inspire potential students and families and instill hope and create a vision of possibilities and high expectations? - kellestracy</p> <p><u>Mission Statement</u> How could the mission statement be worded in a way that would not possibly have the stigma of outwardly calling students at risk? Parents and students and staff should be very aware of mission of school. Does the mission statement make the school attractive to parents and students? - buffy_fowler</p> <p><u>Mission Statement</u> Does the mission statement stigmatize students? - joseph_maimone</p> <p><u>Educational Need and Targeted Student Population</u> Attached for review purposes is a map outlining the current charter schools. Additionally, the map provides an overview of the general placement of proposed charter schools for the 2018 school year: http://www.dpi.state.nc.us/charterschools/schools/map. - dtsmith840</p> <p><u>Educational Need and Targeted Student Population</u> What is the "strategic marketing plan" that will allow Prep Academy to enroll 102 students in its first year of operation?</p>
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	<p>What data supports the supposition that Prep Academy's demographics will reflect that of the county's population? - mssmart</p> <p><u>Purposes of Proposed Charter School</u> Will all students starting in 6th grade have access to the Sprunt program? When (what grade) will this experience begin? Will all students have access to the Sprunt program experience or just higher performing students? - kelleytracy</p> <p><u>Goals for the Proposed Charter School</u> while group outline academic, operational, governance, and organizational goals they are not all specific, measurable, time specific and focused on student outcomes. For example, providing 62 hours of PD does not automatically link back to how that PD will impact student achievement. How will the quality and effectiveness of PD be measured? Providing the Board with benchmark data is not a target it is a task with no meaning unless in providing benchmark data there is a goal that students will improve by a certain percentage, for example. What goals will be set for year 1 performance? Will school have a universal screener in place to assess the academic and behavioral strengths and challenges of all students in order to identify students needing additional support? This seems necessary given what is known about the elementary schools in county. What goals will be in place to measure the effectiveness of the Sprunt partnership? - kelleytracy</p> <p><u>Goals for the Proposed Charter School</u> Goals are broad and not very specific; example... "ensure that it maintains fiscally sound financial practices by having an audit conducted each year as required by NC Charter School Law." How could goal have evidence that there is monitoring of financial practices throughout the year? What kind of professional development and how were the topics chosen? - buffy_fowler</p> <p><u>Goals for the Proposed Charter School</u> What charter school experience does this board have to allow acceleration? Application should be strong with all 'pass' elements by evaluators to help justify acceleration. Is community college ready to assist middle school? How? - joseph_maimone</p> <p><u>Goals for the Proposed Charter School</u> The performance goals listed are very ambitious. Strategies/plans of actions PREP Academy intends to utilize in achieving these performance goals would be helpful in evaluating attainability. - mssmart</p>
<p>Education Plan</p>	<p><u>Instructional Program</u> Is there an existing school using the Study Island resource to implement a blended and choice-based approach similar to the applicant's proposal? Is there a specific model or design that will be used for differentiation? - kpiacenza</p> <p><u>Instructional Program</u> Response does not provide evidence that the blended learning strategy will be effective with the target population. How will the blended learning strategy be modified to support students who are reading 2-3 grade levels behind? There is no research based evidence to support the choice based approach with this population. The response dose not discuss how effective the blended learning strategy will reengage already disengaged students, especially struggling readers below grade level. What opportunities will students have to express, verbally, or demonstrate their learning and understanding of new skills or</p>

	<p>concepts? Describe how students will inquire, explore, or problem solve together in small groups or pairs? How will the curriculum allow for students to participate in brief structured opportunities to verbally engage with each other in response to questions that promote thinking and reasoning? - kellestracy</p> <p><u>Instructional Program</u> What documented evidence do you have that use of study island will give at-risk students the support they need? Other than the use of study island to track progress, what will actual instruction look like? What would someone see if they walked into a classroom at Prep Academy? Description is broad with the exception of the assessment piece. - buffy_fowler</p> <p><u>Instructional Program</u> Is Study Island an appropriate assessment tool to monitor student progress? What other assessments have been investigated for the targeted population? - dtsmith840</p> <p><u>Instructional Program</u> Innovative Lab/Teacher split time with 17 students each. What evidence is there of success elsewhere? - joseph_maimone</p> <p><u>Instructional Program</u> Response does not provide evidence that the blended learning strategy will be effective with the target population. How will the blended learning strategy be modified to support students who are reading 2-3 grade levels behind? There is no research based evidence to support the choice based approach with this population. The response does not discuss how effective the blended learning strategy will reengage already disengaged students, especially struggling readers below grade level. Describe how students will inquire, explore, or problem solve together in small groups or pairs? How will the curriculum allow for students to participate in brief structured opportunities to verbally engage with each other in response to questions that promote thinking and reasoning? - mssmart</p> <p><u>Curriculum and Instructional Design</u> Is there a specific resource for the appropriate training and PD for teachers implementing the blended/layered curriculum model? - kpiacenza</p> <p><u>Curriculum and Instructional Design</u> Please describe how one teacher will work with 17 students in instructional groups? What individualized information will lab proctors have to make sure students are progressing? Will lab proctors be certified teachers? Please describe how the Layered Curriculum will interface with the blended learning strategy. - kellestracy</p> <p><u>Curriculum and Instructional Design</u> It appears the students will spend half of their instructional time with a "lab proctor" that monitors them while working on study island. Is this correct? The half of the day spend with content teacher appears to be to ask questions about the independent computer work. What does the time with the teacher look like? Teacher is teaching using what methods? How does the connection with the community college play into the day to day instruction of students? It was presented earlier in the application as a big influence on the application.</p>
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	<p>It is unclear if how many days the calendar actually has and/or the actual number of hours. - buffy_fowler</p> <p><u>Special Programs and "At-Risk" Students</u> Differentiaion comes in many forms, the response speaks about differentiation in broad strokes. Please indicate in what ways will the curriculum be differentiated (i.e. product, process, assessment). Does differentiation include differentiated instructional strategies based on learning style. How will students engage in project based learning opportunities? How will intervention supports be administered, monitored, and structured to ensure students are making progress and learning gaps are being addressed? It is unclear as to how individualized student learning goals will be created using what data, monitored, communicated, acted upon. More details are needed regarding the tier 2 research-based intervention program and the data that will be used to maintain a system of interventions (continuum)that will allow entry and exit based on student growth, progress, or needs. More information is needed to better understand how students will be grouped, whether the blended learning will be adaptive to sustain high engagement levels of AIG students. Will all students have a DEP (Differentiated Ed Plan) or is that reserved just for AIG? If not, why not? How will unmotivated AIG students be reengaged and supported? How will the school communicate the message of high expectations for all students including, AIG, struggling learners, ELL, exceptional learners? - kellelytracy</p> <p><u>Special Programs and "At-Risk" Students</u> who is providing the extra 30 minutes per day in Tier 2? At what point in the process would students be referred for evaluation to determine eligibility for the exceptional children's program?</p> <p>What school components are available in the Duke TIP program? How will this support students in the classroom? - buffy_fowler</p> <p><u>Special Programs and "At-Risk" Students</u> Is applicants response more reflective of RTI or MTSS? Will the applicant be participating in NC's AIG program or will it develop it's own process based on the provided standards?</p> <p>Applicant should clarify its understanding of MTSS. - dtsmith840</p> <p><u>Special Programs and "At-Risk" Students</u> There does not appear to be much difference between Tier 2 and Tier 3 interventions. What specific interventions will be used in the individualized learning proficiency plan to encourage progression?</p> <p>What if PREP Academy is unsuccessful in partnering with an ESL specialist from a different LEA? What will the alternative be to ensure that students receive appropriate ELL instruction? - mssmart</p> <p><u>Exceptional Children – Identification and Records</u> 504 plans and accommodations addressed in Education Programming section. - kpiacenza</p> <p><u>Exceptional Children – Identification and Records</u> NC 1503-2.2(c)1:Evaluations must be conducted, eligibility determined, and for an eligible child, the IEP developed, and placement completed within 90 days of receipt of a written referral. not "The initial evaluation will be conducted within 90 days of receiving parental consent for evaluation and will determine if the student has a disability in accordance with state law. If the student is found to qualify for special education and</p>
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related services, an IEP will be developed based on the students educational needs." NC 1503-5.1 (B)1(i)Reviews the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieve. not "IEPs will be reviewed and revised annually to determine student progress and mastery of written goals." - kevin_allen

Exceptional Children – Identification and Records

What is the 504 plans for the proposed school? - dtsmith840

Exceptional Children – Education Programming

The response dose not provide sufficient details regarding how EC will access the core curriculum in a blended learning layered curriculum environment. The response indicates the school will comply, will administer the least restrictive inclusion model but not how this will be done, nor dose it provide narrative that explains how or the guiding principles or core beliefs supporting the school design. - kellelytracy

Exceptional Children – Education Programming

How do you see the one EC teacher's schedule looking?

Describe a sample schedule for the 1 EC teacher also serving as a EC director. - buffy_fowler

Exceptional Children – Education Programming

What if inclusion is not appropriate? How will the school handle students who may be enrolled and inclusion is not the specified service delivery of the IEP? How will this student be serviced from day one of school? Are there not other extenuating circumstances for which a 504 is appropriate for a student? The EC component of the application needs further development as there are no clear plans for those students who may have difficulties pursuing the established track. What is the alternate track that will be provided to students who are EC and may require an alternate track? - dtsmith840

Exceptional Children – Education Programming

Please specifically describe how implementation of IEP's will be monitored and reported to the student and parents.

Please provide more specificity and detail surrounding how PREP Academy will facilitate the provision of outside services such as speech/occupational therapy to students. - mssmart

Student Performance Standards

Response dose not include specific measurable for student performance. It is unclear whether group believes all students can learn or has high expectations for student learning. The use of EOG or EOC data to drive instruction is not compelling. There is no indication that there is a balanced system of summative and formative assessments that are aligned to CCLS and serve as predictors of success on EOY state assessment. There is no information indicating that school will utilize a well-defined process to periodically collect, analyze, review and report results of assessments of student learning. It is unclear how assessment data will be used for individual and organizational learning, beyond compliance. How will informal assessments be used in the classroom to monitor mastery and guide re-teaching decisions? - kellelytracy

Student Performance Standards

"Any student who has an IEP for reading and math will be promoted if their IEP goals have been successfully met."--What if student meets some but not all IEP goals? Could

	<p>the role of the principal and IEP team be clarified in this process? - kevin_allen</p> <p><u>Student Performance Standards</u> What are the promotion plans for any student who fail to meet the level 3 requirements multiple times and who are not EC and not in grade 8? - dtsmith840</p> <p><u>Student Performance Standards</u> What specific measures will learning proficiency plans include?</p> <p>What types of formative assessments will teachers use and how will PREP Academy ensure efficacy as an evaluation tool? - mssmart</p> <p><u>Student Conduct and Discipline</u> Can the applicant clarify the teachers' role in the school's discipline plan? Will teacher training be needed to implement the plan? How does this approach compliment the choice-based aspect of the instructional plan? - kpiacenza</p> <p><u>Student Conduct and Discipline</u> The response address discipline but does not address how it will build a school community and sustain a culture of high expectations, personal responsibility, collective accountability, restorative justice, or self control. What are your guiding principals, core belief, celebrations, mottos, chants? How will organizational and operational policies align with your core values? And how will your partnership with Sprunt also align to your core values as a community of learners and high achievers? - kelleystacy</p> <p><u>Student Conduct and Discipline</u> What is the plan for disseminating due process rights, including grievance procedures, for when a student is suspended or expelled? - kevin_allen</p> <p><u>Student Conduct and Discipline</u> How will day by day discipline be handled? What kinds of school wide discipline policies or philosophies be put into place? Other than using suspension as a last resort is there any school wide effort or staff development planned for supporting at-risk students with behavior? - buffy_fowler</p> <p><u>Student Conduct and Discipline</u> Is there a clear understanding of the age requirement for expulsion? Applicant should clarify. - dtsmith840</p> <p><u>Student Conduct and Discipline</u> Instructional plan is vague particularly as relates to input from content area teacher. Appears students will spend 50% of instructional time on Study Island. No support that Study Island is effective in meeting the rigor of NC Standard Course of Study or that it is effective in helping students catch up. Partnership with community college is not included in instructional model description, but is prominent in school description. - cheryl_turner</p>
<p>Governance and Capacity</p>	<p><u>Tax-Exempt Status 501 (c)(3)</u> Not yet obtained. Allowed 24 months after approval. - dtsmith840</p> <p><u>Tax-Exempt Status 501 (c)(3)</u> PREP Academy has not provided supporting documentation for 501 (c)(3) status. - mssmart</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Can the applicant clarify why only one BOD member lives in Duplin Co.?</p>

<p>"PREP Academy's founder will step down from the Board and serve as the administrator upon approval of this application"- Can the applicant clarify the recruitment and hiring process for this arrangement? Does this create a conflict of interest with respect to salary, benefits, etc.? - kpiacenza</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> How long will the Board chair serve as school leader? Response indicates that "in the future" the Board will look for a school leader but there is no date certain as to when that will happen. There is no indication that Board has a process or matrix to guide new member recruitment in order to ensure the board has the members with the necessary skill sets (i.e. legal, real estate, education, etc). Reponses do not indicate how or what measure it will use to evaluate its own effectiveness and guide its own PD decisions. The proposed board size is small and not aligned to best practices in terms of the critical skill sets needed to work effectively, includes legal, real estate, school administrative, technology, financial, accounting. It is unclear what role the Sprunt Community College will play in school governance and there is no indication that a member of the college will be joining the board. There is no indication that team recognizes the complexities of the proposed school design, especially with regard to the early college program. - kelleltracy</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Do you have By-laws?</p> <p>How will policies be made prior to school beginning and prior to a need or concern requiring a resolution? - buffy_fowler</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> The bylaws outline that vacancies will be filled without a quorum if necessary. Is this appropriate? Why would the board employ such practices? How will parents and other stakeholders participate in board meetings if every meeting is on a Saturday? Does this practice decrease transparency?</p> <p>Applicant needs to clarify the process of amending bylaws and subsequently acting on such changes.</p> <p>There are concerns with the bylaws regarding appropriate meeting notice. Applicant should clarify this practice. - dtsmith840</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> What charter school experience does this board have to allow acceleration? Application should be strong with all 'pass' elements by evaluators to help justify acceleration. Is community college ready to assist middle school? How? - joseph_maimone</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Where does the organization chart list the role of outside entities?</p> <p>Due to the fact that thee are no by-laws attached, this section is lacking in detail and should be addressed/revised when the by-laws are included. - mssmart</p> <p><u>Proposed Management Organization (EMO/CMO)</u> N/A - dtsmith840</p> <p><u>Staffing Plans, Hiring, and Management</u></p>

<p>"The Board will select the school principal"- Can the applicant clarify given that in a previous section(Governance)the applicant states that the founder will be the administrator following acceptance of application. - kpiacenza</p> <p><u>Staffing Plans, Hiring, and Management</u> The recruit plan lacks intentionality for recruiting, hiring and retaining teachers and leaders with critical skill set to operationalize the school program (i.e. technology, blended learning, teacher leaders, middle school HS experience, ELL populations). There is no indication that school leader has the capacity to drive the instructional program such that school is likely to have a positive impact on student learning. - kellelytracy</p> <p><u>Staffing Plans, Hiring, and Management</u> Where in the budget are the funds for drug testing?</p> <p>Is one food service worker realistic for the following tasks.."The Lead Food Service Worker will be responsible for ordering cafeteria supplies and preparing food for the school. The Lead Food Service Worker will be responsible for maintaining accurate food service records and keeping time sheets. "? Is 13k reasonable pay for food service worker when some college is expected? Who will serve students lunch? - buffy_fowler</p> <p><u>Staffing Plans, Hiring, and Management</u> Is the criminal background policy proposed in line or exceeds that of the LEA in which the school is proposing to locate per statue? - dtsmith840</p> <p><u>Staffing Plans, Hiring, and Management</u> How many verbal/written warnings are staff members allowed prior to an action plan being instituted and how long does a staff member have to display improvement on an action plan prior to termination? - mssmart</p> <p><u>Staff Evaluation and Professional Development</u> Has the Prep evaluation tool been approved by the OCS? - kpiacenza</p> <p><u>Staff Evaluation and Professional Development</u> Plans for a school wide weekly PLC lacks sufficient detail to assess the efficacy and assess the value of the meeting. How will other collaborative planning time be utilized and structured (grade level, content area)? Will school be departmentalized? How, if at all, will student performance data influence PD options? What structures, systems, process will be in place to ensure vertical and horizontal alignment? Pleas describe the curriculum development process? What are the expectations for lesson planning and how will PD offerings be evaluated for effectiveness? It is unclear if the school will have a distributive leadership structure or if teachers will have the opportunity to serve as grade level or content area leaders. Who on the staff will be responsible for making PD decisions? - kellelytracy</p> <p><u>Staff Evaluation and Professional Development</u> Will the school compensate teachers for the PD required before the start of school? Is the year 1 PD budget appropriate for the proposed PD plan? - dtsmith840</p> <p><u>Marketing Plan</u> How will the board measure if its marketing strategies are effective? Who will be responsible for the marketing efforts? - dtsmith840</p> <p><u>Marketing Plan</u></p>

	<p>Will social media be utilized for marketing? If so, in what ways? - mssmart</p> <p><u>Parent and Community Involvement</u> What strategies will be used to ensure parent and family engagement and how will school monitor the effectiveness of those strategies? Response assumes that parents will be involved and dose not articulate a plan to ensure that happens and what will be done if it does not happen. There is no discussion of the parent involvement with the Sprunt Community College program. - kellestracy</p> <p><u>Projected Student Enrollment (Table)</u> Low numbers are concerning for budget - joseph_maimone</p> <p><u>Projected Student Enrollment (Table)</u> 3 core content teachers doesn't cover the 4 core content areas. PE is also required in MS. HS diploma is a very low bar for anyone providing instruction to middle school students, especially given the claim of inadequate HS performance in the community. - cheryl_turner</p> <p><u>Weighted Lottery</u> N/A - dtsmith840</p>
<p>Operations</p>	<p><u>Transportation Plan</u> How does it relate to a student with disabilities that requires transportation as outlined on their IEP? - kevin_allen</p> <p><u>Transportation Plan</u> Not having a facility identified while asking for accelerated year does not make sense. - mssmart</p> <p><u>School Lunch Plan</u> If a facility has not/is not identified, how will a local catering company align with the budget? - mssmart</p> <p><u>Facility and Facility Contingency Plan</u> The response dose not provide a description of the space needs to accommodate the academic program. There is no contingency plan provided in case a building cannot be identified. - kellestracy</p> <p><u>Facility and Facility Contingency Plan</u> Does plan for securing facility include plans for meeting ADA and IDEA accessibility requirements? - kevin_allen</p> <p><u>Facility and Facility Contingency Plan</u> What work has been done to seek a facility thus far? What size facility will the board seek? Will you begin with a facility that is sufficient for the projected five year size? Are there possible sites the board has in mind? - buffy_fowler</p> <p><u>Facility and Facility Contingency Plan</u> The facility contingency plan lacks detail. What are the specific steps the proposed board will take if it's original plan does not work? The detail is extremely important especially for a school seeking to accelerate. - dtsmith840</p> <p><u>Facility and Facility Contingency Plan</u> Not having a facility identified while asking for accelerated year does not make sense. -</p>

	<p>joseph_maimone</p> <p><u>Facility and Facility Contingency Plan</u> What is the detailed contingency plan in case a facility/temporary facility is unable to be secured within the school's budget? - mssmart</p>
<p>Financial Plan</p>	<p><u>Budget Revenue Projections from Each LEA (Table)</u> Can the applicant clarify the Local Funds per pupil funding? It does not appear to be accurate @ \$577.33. - kpiacenza</p> <p><u>Budget Revenue Projections from Each LEA (Table)</u> The state average of EC students is 12%. Why is the applicant only projecting 10% when you are targeting students at-risk? - buffy_fowler</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Local funding amount should be clarified. - kpiacenza</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Can the applicant clarify why only one instructional staff is counted for NC State Retirement? - kpiacenza</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Operational budget indicates a line for contracted personnel. Does this include services outlined in IDEA such as school psychology, speech/language therapy, occupational therapy, physical therapy, etc? Is amount allotted sufficient? - kevin_allen</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Budgeting only three certified teachers to be responsible in all subjects for 102 at risk sixth through eighth graders does not seem reasonable. - buffy_fowler</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Teacher salaries are too low to get the qualified folks you are targeting in the application. Low numbers make budget very difficult. - joseph_maimone</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Several operations budget items seem underfunded; Office supplies, instructional materials, lease/mortgage. Can the applicant clarify these values? - kpiacenza</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> The response dose not provide a budget for text books and only 3k for student technology (and that is only for software not hardware)which is not adequate to ensure a computer lab to hold at least 17 students at a time. There is no reserve to support the Sprunt Community College program which is a key design element. - kelleytracy</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Many areas seem to be underfunded such as: Office supplies Communications & Telephone Copier lease Facilities-Lease Maintenance Travel What is other professional listed under professional contract? This budget only allows for \$3000 per month for a lease payment. Is this realistic? How</p>

	<p>much square footage do you predict to seek? Lease payments go up the 2nd year, do you expect to move after first year? How was the lease figure made? - buffy_fowler</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Facility cost for full year seems very low, especially with no facility identified. - joseph_maimone</p> <p><u>Total Expenditure Projections (Table)</u> Local revenue values should be clarified. - kpiacenza</p> <p><u>Total Expenditure Projections (Table)</u> The lack of a realistic budget for technology hardware is problematic. - kellelytracy</p> <p><u>Total Expenditure Projections (Table)</u> Very concerned about ability to meet this small budget. - joseph_maimone</p> <p><u>Budget Narrative</u> Local revenue value @ \$577.36/student does not seem accurate. - kpiacenza</p> <p><u>Budget Narrative</u> The contingency plan is structured so that those most closely impacting students are eliminated first. How will those decisions be made and what will be considered before cutting teachers and thereby increasing class size, given the class size is already 1:34. - kellelytracy</p> <p><u>Budget Narrative</u> With 102 students and 3 teachers the teacher to student ratio is high for at-risk. Other support personnel is described earlier as needing a high school education with some college courses. Is this realistic support personnel would be responsible for students learning for class periods? Contingency plan calls for only 2 teachers, teaching 6th-8th all subjects. Is this realistic for 2 teachers to all subjects for 3 grades? How - buffy_fowler</p> <p><u>Financial Audits</u> Low numbers, no facility, accelerated application all will make this a monumental task. Recommend full planning year. - joseph_maimone</p> <p><u>Financial Audits</u> Recruitment plan says NC Retirement and Health will be offered, but retirement is budgeted for only 2 people. Social Security and Medicare must be paid for all employees, but only 2 people are budgeted. There is no budget for student technology, but ed plan says environment will be 1:1. - cheryl_turner</p> <p><u>Financial Audits</u> Other than hiring an external entity for financial record keeping, please specifically describe how duties will be segregated and what other internal controls will be put in place. - mssmart</p>
<p>OVERALL</p>	<p><u>Acceleration</u> What charter school experience does this board have to allow acceleration? Application should be strong with all 'pass' elements by evaluators to help justify acceleration. Is community college ready to assist middle school? How? - joseph_maimone</p> <p><u>Grade Levels Served and Total Student Enrollment:</u></p>

	<p>Questions: Financial feasibility with low numbers; Depth of assistance from community college for MS students? Acceleration for a board with no experience? - joseph_maimone</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> School does not qualify for fast track - cheryl_turner</p>
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Charter School Advisory Board Subcommittee	
Mission, Purposes, and Goals	
Education Plan	
Governance and Capacity	
Operations	
Financial Plan	
OVERALL	

Overall Summary	
Initial Screening 09/30/2016	<p>The Office of Charter Schools deemed this application incomplete on September 30, 2016. The following is need for the application evaluation:</p> <ul style="list-style-type: none"> (1) Appendix G, proposed bylaws are missing (2) National criminal background checks are needed for 3 of the 5 board members - Earnest Mooring, Leanna Hall, and Margaret Miles (3) Board member information form is needed for Felicia Taft <p>Applicant responded to the incomplete submission request on October 6, 2016.</p>
Application Review	<p>OCS provided a brief overview of the proposed application including the enrollment over five (5) years, proposed county, and mission of the proposed school. The Performance Committee (PFC) discussed each major section for the proposed application. Mr. Joe Maimone led the PFC application review and expressed concerns of the schools desire to accelerate its opening to 2017-18.</p> <p>Ms. Turner detailed the vagueness of the education plan. Mr. Maimone outlined the</p>

	<p>justification of the community college to work with the middle school students and presented a clarifying question around the middle school structure.</p> <p>Ms. Parlr outlined concerns with the facility plan and Ms. Turner echoed those sentiments if the application received acceleration consideration.</p> <p>Mr. Maimone outlined the budget concerns of the proposed school and detailed what it takes to appropriately run a school and expressed that some of the line items in the financial section were budgeted low. Other board members raised concerns with the proposed budget. Mr. McLaughlin outlined the lack of community support and a clarification was sought from the proposed board. The board chair outlined originally there were board members from Duplin County; however, those members resigned and they were actively recruiting board members from the county.</p> <p>Overall there were concerns in each section of the application. Mr. Sanchez pointed to some successes over starting small but stressed it must be done correctly to ensure viability.</p> <p>Ms. Turner made a motion not to forward PREP Academy to the full CSAB for interview. Mr. Maimone seconded. The committee motion passed unanimously.</p> <p>Mr. Maimone made a motion to the CSAB not to forward PREP Academy to the full CSAB for interview. Mr. Sanchez seconded. The motion passed unanimously.</p>
<p>Application Interview</p>	
<p>OVERALL</p>	