





Organization Information

Organization Name *

Preparatory Leadership Academy

Telephone

9803204938

Fax

Address

4060 Creekstone Trce

Unit/Suite

Zip Code

28056

City

Gastonia

State

North Carolina



Primary Contact Name *

Doris Sanders

Opening Year *

2026

Is Management Organization Used

Yes No

Primary Contact Relation To Board *

Chairperson

Management Organization Name

Management Organization Contact Name

Primary Contact Email *

RevDSanders1@gmail.com

Management Organization Phone

Primary Contact Phone *

9803204938

Management Organization Email

PrimaryContact Address *

4060 Creekstone Trce

Unit/Suite *

Zip Code *

28056

City *

Gastonia

State *

North Carolina

Board Members Roster

Name	Street Address	Zip Code	Email	Expertise
Sylvester Washington	108 Bridges Circle, Kings Mountain NC	28086	scwash1725@gmail.com	Yes
Remika Glover	1648 Greenview Drive, Gastonia, NC	28054	remikaglover@gmail.com	No
Chez LeAnder Adams	1218 Monroe Drive, Gastonia, NC	28054	ChezLAdams@hotmail.com	Yes



Name	Street Address	Zip Code	Email	Expertise
Lisa Spikes	1158 Ragan Drive, Gastonia, NC	28054	lisaspikes2012@gmail.com	Yes
City Council Donyell Barber	PO Box 413, Gastonia, NC	28053- 0413	donyel01@gmail.com	Yes
Bishop John McCullough	9105 Daring Ct., Charlotte	28215	Bishopjohnmac@gmail.com	Yes
Dr. A. T. Pearson	339 S. Hawthorne St., Mount Holly, NC	28120	at.pearson06@gmail.com	Yes
Heather Strader	18823 Cloverstone Circle, Cornelius, NC	28031	heatherstradersocial@gmail.com	No



1. Application Contact Information

Q1. Name of Proposed Charter School

Preparatory Leadership Academy

Q2. Primary Contact's Alternate Telephone Number (xxx-xxx-xxxx)

- The primary contact will serve as the contact for follow-up, interviews, and notices regarding this Application

980-251-2668

Q3. Geographic County in which charter school will reside

Gaston County

Q4. LEA/District Name

360 - Gaston County Public School Systems

Q5. Zip code for the proposed school site, if known

28052



Q6. Was this application prepared with the assistance of a third party such as a consultant or Charter Support Organization (CSO)?

I. Definition - Charter Support Organization (CSO)

A for profit or nonprofit, nongovernmental entity that provides:

a. assistance to developers during the application, planning, program design, and initial implementation of a charter school; or

b. technical assistance to operating charter schools, including specific and limited services such as but not limited to professional development, nonprofit board development, payroll, and curriculum development.

Yes

No

Q10. Projected School Opening Month

August 2026



Buffy Fowler

Comments :

This applicant states the projected school opening month is 2026, but has not applied for accelerated opening.

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

Yes (Year-Round)

No

Q12. Complete the Enrollment Summary table (see resources), providing grade levels and total projected student enrollment for Years 1-5. Please note: If applying as a "FACE VIRTUAL" remote academy, the applicant must provide separate enrollment figures for in-person and remote student cohorts (see resources).

Upload Required File Type: excel Max File Size: 30 Total Files Count: 1



Resources

Enrollment Summar...

Applicant Evidence :

Enrollment Summar...

Uploaded on **2/20/2025**
by **Doris Sanders**



Buffy Fowler

Comments :

The applicant plans to begin in August 2026 with 250 students and aims to grow to 350 in year 5, increasing by 50 students each year.

Q13. At full capacity, what is your estimated student enrollment and grade spans?

At full capacity, Preparatory Leadership Academy will be 350 students, with grades Kindergarten through 5th grade. The school will exceed full capacity during its 6th-year of academic operations.

Q14. Complete the Enrollment Demographics table (see resources), providing projected enrollment for each of the following demographic groups.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 1

Resources

Enrollment Demogra...



Applicant Evidence :



Uploaded on **2/20/2025**
by **Doris Sanders**



Buffy Fowler

Comments :

What information did you use to make the projections in the demographics table? Has the interest shown by the community followed this demographic?

Q15. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan outlined above.

Preparatory Leadership Academy will open with 250 students, Kindergarten through 5th grades. Our rationale in year one, for serving students across multiple grade levels is to provide a comprehensive K-5 education to ensure a seamless educational experience for students as they matriculate through elementary school. This rationale ensures that we build with continuity of holistic teaching, data-driven curriculum instruction, NCDPI Priority Standards alignment, social-emotional learning (SEL), transformative learning and leadership, and student support.

We arrived at our targeted enrollment grade levels served in year one and the basis of our growth plan because it is grounded in our school's commitment to providing exceptional educational opportunities for all students and meeting the needs of the community that we serve by prioritizing equity and inclusion to ensure that all students, including economically disadvantaged students, have access to high-quality education and support services.



Buffy Fowler

Comments :



Jessica Kelly

Comments :

The applicant's rationale for the number of students and grade levels is sufficient.

Q16. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- I certify
- I do not certify

Q17. Explanation (optional)

Section



Buffy Fowler

Ratings

Meets the Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Comments :

This applicant states the projected school opening month is 2026, but has not applied for accelerated opening. The applicant plans to begin in August 2026 with 250 students and aims to grow to 350 in year 5, increasing by 50 students each year. What information did you use to make the projections in the demographics table? Has the interest shown by the community followed this demographic?



Jessica Kelly

Ratings

**Meets the
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Comments :

The applicant has met the standards and provided the appropriate evidence to back up the narrative.



Nicky Niewinski

Ratings

**Meets the
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Comments :

Wondering where the demographic information was found. Does it align with the identified location's zip code? In particular, the EDS % seems high for the area.



2. Non-Profit Corporation Information

Private Non-profit Corporation (NCGS 115C-218.1)

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

Q18. Organization Type

- Non-Profit Corporation
- Municipality

Q19. Official name of the private, non-profit corporation as registered with the NC Secretary of State

- This is the entity that will hold the Charter if final approval is granted by the NC Charter Schools Review Board (CSRB).

Preparatory Leadership Academy

Applicant Evidence :


Articles of Incorpora...

Uploaded on **2/20/2025**
by **Doris Sanders**

Q20. Has the organization applied for 501(c)(3) non-profit status?

- Yes
- No

Q21. The private non-profit listed as the responsible organization for the proposed charter school has 501(c)(3) status:

- Federal Tax-Exempt Status (NCGS 115C-218.15)
- If the non-profit organization has yet to obtain 501(c)(3) status, the tax-exempt status




must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval.

Yes

No

Applicant Evidence :


EIN - Preparatory Le...


Uploaded on **2/20/2025**
by **Doris Sanders**

Q22. Attach as Appendix F Federal Documentation of Tax-Exempt Status

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 10

Applicant Evidence :


Response to Questio...

Uploaded on **4/25/2025**
by **Doris Sanders**

Q23. Name of Registered Agent and Address

- As listed with the NC Secretary of State

Dr. Doris A. Sanders

4060 Creekstone Trce


Gastonia, NC 28056

Q24. Federal Tax ID

99-2400188



Applicant Evidence :


EIN - Preparatory Le...

Uploaded on **2/20/2025**
by **Doris Sanders**



Section



Buffy Fowler

Ratings

Meets the
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



Jessica Kelly

Ratings

Meets the
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Comments :

The applicant has met the standards and provided the correct evidence to back up the narrative responses.



Nicky Niewinski

Ratings

Exceeds
the
Standard

The response reflects a thorough understanding of key issues. It clearly aligns with the mission and goals of the school. The response includes specific and accurate information that shows thorough preparation.



3. Acceleration

Per NC Administrative Code 16 NCAC 06G .0509 (<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=84R1LVelxY9lvhpKdhHt1w==&ptid=muNUIKiR2jsXcslsh28JpBkiw==&secid=x9VPtMUo9twbb6Q1kKyM7A==&PG=6&IRP=0>), the State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high-quality charter schools.

Q26. Requirements

The State Board of Education may accelerate the mandatory planning year for a charter applicant that meets the following requirements:

- (1) agrees to participate in the planning year while the charter application is being reviewed without any guarantee of charter award; and
- (2) demonstrates that there is a facility identified by the applicant that is feasible for opening on an accelerated schedule. Do you want your application to be considered for acceleration?

Yes

No

Section



Buffy Fowler

Ratings

Not
Applicable

The Evaluator doesn't evaluate this item

Comments :

The applicant states that the projected opening is 2026, but did not apply as an accelerated application.



Jessica Kelly

Ratings

Meets the
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



Nicky Niewinski

Ratings

Not
Applicable

The Evaluator doesn't evaluate this item



4. Conversion

Q40. Is this application a Conversion from a traditional public school or private school?

Yes

No

Section



Buffy Fowler

Ratings

Not
Applicable

The Evaluator doesn't evaluate this item



Jessica Kelly

Ratings

Meets the
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



Nicky Niewinski

Ratings

Not
Applicable

The Evaluator doesn't evaluate this item



5. Replication

Per NC Administrative Code 16 NCAC 06G .0512, the State Board of Education (SBE) may, in certain well-defined instances, grant permission for a non-profit corporation board of directors (board) to replicate either its own successful model or to employ an educational management company (EMO) or a charter management organization (CMO) to replicate a successful model currently being operated under the management of the EMO or CMO. The SBE may also, in certain well-defined instances, grant permission for a non-profit corporation board to "fast track" such a replication by foregoing the planning year normally required for newly-approved charter applicants.

If applying for a replication, please review the following definitions and continue in this section.

- (1) "Charter school model" or "model" mean the mission as defined in the charter application and function of a charter school, including its governance, its curriculum, its organizational structure, its targeted population, and other key characteristics of the school, such as small class size, thematic academics, and extended day.
- (2) "Successful model" means a charter school model that meets the eligibility requirements in Rule .0513 of this Section.
- (3) "Replication" means the act of copying, recreating, or repeating, a successful charter school model. A "replication" requires the utilization of one charter school "model" to form the creation of a new charter school.
- (4) "Fast-Track Replication" is a special form of replication in which the approved applicant foregoes the planning year required of new charter school applicants.

History Note: Authority G.S. 115C-218.3;

Emergency Adoption Eff. August 20, 2019;

Eff. March 17, 2021.

Q57. Do you want this application to be considered for standard or fast-track replication?

- Standard
- Fast-Track



No, this is not a replication

Section



Buffy Fowler

Ratings

Not
Applicable

The Evaluator doesn't evaluate this item



Jessica Kelly

Ratings

Meets the
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



Nicky Niewinski

Ratings

Not
Applicable

The Evaluator doesn't evaluate this item



6. Alternative

*A charter school meeting the eligibility criteria set forth in this policy and seeking designation as an “alternative school” must submit an application to the Office of Charter Schools describing in detail the school’s mission as it relates to the request for the designation; the criteria the school plans to use that will meet the eligibility requirements set forth below, including the documentation the school will use to support its admissions process; how the school intends to serve the select population, educationally and otherwise; and the goals the school is setting for academic achievement for this population. The application must also include an admission plan that is well-defined and specifically limited to serving at-risk students as described in the application. A plan that is not well-defined will not be approved.

*The school must, in its application, designate which of the alternative accountability options it is requesting under ACCT-038 (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=ACCT-038&Sch=10399&S=10399&C=ACCT&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>). The option selected, if approved, cannot be changed except at the time of renewal (as outlined in CHTR-020.III (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=CHTR-020&Sch=10399&S=10399&C=CHTR&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>)).

Q68. Do you want your application to be considered for an Alternative Charter School?

- Yes
- No

Section



Buffy Fowler

Ratings

Not
Applicable

The Evaluator doesn't evaluate this item



Jessica Kelly

Ratings

Meets the
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



Nicky Niewinski

Ratings

Not
Applicable

The Evaluator doesn't evaluate this item



7. EMO/CMO

Q70. Does the Charter School plan to contract for services with an “educational management organization” or “charter management organization”?

- Yes
- No

Section



Buffy Fowler

Ratings

Not
Applicable

The Evaluator doesn't evaluate this item



Jessica Kelly

Ratings

Meets the
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



Nicky Niewinski

Ratings

Not
Applicable

The Evaluator doesn't evaluate this item



8. Remote Academies

§ 115C-218.120(a). Remote charter academies.

A charter that includes a remote charter academy may do any of the following:

- (1) Provide only remote instruction to enrolled students served by the charter in accordance with this Part.
- (2) Provide remote instruction to students enrolled in the remote charter academy and provide in-person instruction to other students served by the charter.
- (3) Provide enrolled students both remote instruction and in-person instruction. **A student who receives more than half of the student's instruction through remote instruction shall be classified as enrolled in the charter's remote charter academy.**

Q85.

Is the school you're applying to create a remote charter academy?

- Yes
- No

Section



Buffy Fowler

Ratings

Not
Applicable

The Evaluator doesn't evaluate this item



Jessica Kelly

Ratings

Meets the
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



Nicky Niewinski

Ratings

Not
Applicable

The Evaluator doesn't evaluate this item



9. Mission Purposes, and Goals

9.1. Mission and Vision

The mission and vision statements, taken together, should:

- Identify the students and community to be served;
- Illustrate what success will look like; and
- Align with the purposes of the NC Charter School Law.

Q112. Please state the mission statement of the proposed charter school (35 words or less)

- The mission statement defines the organization's purpose and primary objectives, describing why it exists.
- The mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree.

At **Preparatory Leadership Academy**, our goal is to develop future transformational leaders of academic excellence by providing an innovative and rigorous educational experience. Our mission empowers and encourages academic excellence and develops transformational leadership skills.



Buffy Fowler

Comments :

How do you uniquely define transformational leadership? What specific outcomes do you hope your students will embody or achieve?



Jessica Kelly

Comments :

The mission statement meets the criteria.

Q113. Please state the vision statement of the proposed school.

- What will the school look like when it is achieving the mission?
- The vision statement outlines how the school will operate and what it will achieve in



the long term.

The vision of **Preparatory Leadership Academy (PLA)** is to inspire success and a lifetime of learning by preparing the next generation of leaders with integrity, perseverance, and a commitment to service. We aim to equip our students with social-emotional transformative learning, knowledge, and life skills to impact society by providing engaging, innovative, supportive, inclusive, and rigorous academic opportunities for all students in a safe and nurturing learning environment. To fulfil our vision, we aim to recruit experienced educators committed to curriculum alignment with NCDPI Priority Standards, provide teacher development, data-driven decision-making, individualized student support, and culturally responsive practices.



Buffy Fowler

Comments :

How does your educational approach position your students to achieve these skills?



Jessica Kelly

Comments :

The applicant's vision statement meets the criteria.

Q114. Educational Need and Targeted Student Population of the Proposed Charter School Does the school plan to provide services to certain targeted subgroup(s), if so please explain? Provide a description of the Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Additionally, how it will reflect the socioeconomic status of the LEA, SWD population, and MLL population of the district? See G.S. 115C-218.45(e) (https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_115C/GS_115C-218.45.pdf).



Preparatory Leadership Academy (PLA) seeks to provide exceptional academic education, personalized support, and social-emotional transformative learning opportunities for success to economically disadvantaged students in Gastonia, NC. We are committed to fostering a supportive, nurturing, and inclusive learning environment that empowers students to achieve their full potential and become lifelong learners.

PLA Administrators and teachers are intentional about closing the "**not proficient**" gap for low-performing students by ensuring that instruction is aligned with NCDPI Standards, data-driven, targeted to student needs, and delivered consistently and effectively.

The targeted population for our school comprises students from diverse racial, ethnic, and socioeconomic backgrounds, reflecting the demographics of Gaston County Schools in Gastonia, NC. The targeted population includes:

1. Racial/Ethnic Composition: The **Preparatory Leadership Academy** will serve a diverse student body, mirroring the composition of Gaston County Schools in Gastonia, NC. This includes African American, Hispanic/Latino, White, Asian, and other racial and ethnic groups represented in the community.
2. Socioeconomic Status (SES): The majority of students in our targeted population will come from economically disadvantaged backgrounds, reflecting the socioeconomic status of Gaston County Schools and the Local Education Agency (LEA) in Gastonia, NC. This includes families living below the poverty line, experiencing financial hardship, and students are eligible for free or reduced-priced meals.
3. Students with Disabilities (SWD): Preparatory Leadership Academy will provide support and accommodations for students with disabilities, including those with Individualized Education Programs (IEPs) or 504 plans. This population will reflect the proportion of SWD in the district, ensuring that all students have access to equitable educational opportunities.
4. Multilingual Learners (MLL): A significant portion of our targeted population will consist of Multilingual Learners, reflecting the linguistic diversity present in the district. These students may be English language learners (ELLs) or students from bilingual households, and our school will provide language support services to ensure their academic success.



Buffy Fowler

Comments :

The applicant states that the composition of PLA will mirror Gaston County Schools, although the projections given in the demographics are significantly different than GCS. Demographics table states the will be 71% Black or African American students and 12% White. The Gaston County district information reports 25% Black or African American and 44% white.



Jessica Kelly

Comments :

There is a clear educational focus and alignment with the local demographics. The mention of data-driven, standards-aligned, and targeted instruction indicates a thoughtful and strategic plan to address the needs of low-performing students. The applicant could include more specific demographic data and expand on the narrative to show more of an evidence of need such as local proficiency rates or achievement gaps.

Q115. What are the enrollment trends and academic performance outcomes of surrounding schools in the selected community? What elements of your educational model will meet the needs of your target student population?



Preparatory Leadership Academy (PLA), located within the Highland Community, where surrounding schools have experienced increased enrollment trends with greater percentages of Black, Hispanic, White, and Latino Families, with growing population trends indicating a demand for educational services. By incorporating the following elements into our educational model, we aim to address the unique needs of our targeted student population and provide a high-quality education that prepares all students for academic success and achievement in school, career, and beyond.

PLA's goal is to think with a strategy. Plan and take action. Act with intent. Work with enthusiasm. Reach one common goal: to improve student achievement. Everything related to our education model is purposeful, intentional, and relates to working collaboratively toward higher academic performance and student academic growth. **PLA** embraces change and transformational practices necessary to strengthen student academic achievement. **PLA** is committed to modeling change and being the change we want our students to see.

Enrollment Trends and Academic Performance Outcomes of Surrounding Schools:

1. **Enrollment Trends:** Surrounding schools have experienced increasing enrollment trends, which indicates a growing population in the area.
2. **Academic Performance Outcomes:** Academic performance outcomes vary among the surrounding schools. While a few schools may demonstrate proficiency, many struggle with achievement gaps and are not proficient among economically disadvantaged students.
3. **Achievement Gaps:** Many surrounding schools face challenges closing achievement gaps, particularly for students from economically disadvantaged backgrounds, students with disabilities, and Multilingual Learners.
4. **Support Services:** Some schools offer support services to address the diverse needs of students, including tutoring, counseling, and specialized programs for students with disabilities or language needs.

Elements of Our Educational Model to Meet the Needs of the Targeted Student Population:

1. **Data-Driven Instruction:** Our educational model emphasizes data-driven instruction aligned with NCDPI Priority Standards. The vision of **Preparatory Leadership Academy (PLA)** is to inspire success and a lifetime of learning by preparing the next generation of leaders with integrity, perseverance, and a commitment to service. We aim to equip our students with social-emotional transformative learning, knowledge, and life skills to impact society by providing engaging, innovative, supportive, inclusive, and rigorous academic opportunities for all students in a safe and nurturing learning environment. To fulfil our vision, we aim to recruit experienced educators committed to curriculum alignment with NCDPI Priority Standards, provide teacher development, data-driven decision-making, individualized student support, and culturally responsive practices to identify and address individual student needs. Regular assessments and progress monitoring allow us to tailor instruction to meet the diverse learning needs of our students.
2. **Differentiated Instruction:** We employ differentiated instructional strategies to support



students at varying levels of proficiency, including students who are performing below grade level. Small group instruction, personalized learning pathways, and targeted interventions will be utilized to ensure all students receive appropriate support and challenge.

3. **Comprehensive Support Services:** Our school will offer comprehensive support services, including counseling, tutoring, and access to community resources, to address the social-emotional learning, transformative learning, and academic needs of our students. This includes specialized support for students with disabilities and Multilingual Learners.

4. **Culturally Responsive Curriculum:** Our curriculum will be culturally responsive, reflecting the backgrounds and experiences of our diverse student population. We will incorporate diverse perspectives, culturally relevant texts, and real-world connections to engage students and promote academic success.

5. **Parent and Community Engagement: PLA** will actively engage parents and the community in the educational process, offering workshops, events, and opportunities for parent involvement. This includes providing resources and support for parents to help their children succeed academically at home.

6. **Professional Development: PLA** staff will receive ongoing professional development to enhance their instructional practices, cultural competency, and ability to meet the needs of our targeted student population. This includes training in trauma-informed practices, differentiated instruction, and supporting English language learners.

7. **Continuous Improvement: PLA** will regularly evaluate our educational model to make adjustments as needed based on feedback, data analysis, and changing needs. This process ensures that we strive continually to improve our students' performance outcomes.



Buffy Fowler

Comments :

Could you make your data more specific, what are percentages number or comparisons?



Jessica Kelly

Comments :

The response recognizes increasing enrollment trends and persistent achievement gaps in the surrounding schools, specifically identifying underserved subgroups. The proposal outlines a robust educational model and comprehensive student support.

Q116. **What will be the total projected enrollment at the charter school and what**



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

The total projected enrollment at **Preparatory Leadership Academy** is 300, and when compared to LEA of the same offering K-5 grade levels, the percentage of ADM is **1.9%**.



Buffy Fowler

Comments :

This part of the application states that the projected enrollment is 300 whereas, the Enrollment summary table shows 350.



Jessica Kelly

Comments :

This response differs slightly from the enrollment table provided earlier in the application which stated Year 1 of 250 and Year 5 of 350; uncertain where the 300 came from for this response.

Q117. Summarize what the proposed school will do differently than the surrounding schools serving the same population of students. What will make this school unique and more effective than the currently available public-school options?



Preparatory Leadership Academy (PLA) will differentiate itself from surrounding schools by implementing a rigorous leadership-focused curriculum that integrates character development, digital citizenship, social-emotional transformative learning, project-based learning, and real-world problem-solving. Unlike traditional public schools, the academy will provide:

1.

Personalized Learning Plans: Each student will have an individualized academic and leadership growth plan, ensuring tailored instruction and support.

2.

Extended Learning Enrichment Opportunities: A longer school day and year-round enrichment programs that offer additional academic support, reinforcement, and extracurricular engagement.

3.

Leadership Development: Through mentorship programs, community service initiatives, and leadership training, students will develop critical soft skills for future success.

4.

Smaller Class Sizes: Lower student-teacher ratios will allow for more focused instruction and stronger relationships between educators and students.

With a clear timeline for facility preparation, regulatory compliance, and operational setup, **Preparatory Leadership Academy** is positioned to open successfully within the accelerated timeframe. The proactive measures with strategic planning demonstrate the facility's feasibility for launching the school's mission of developing transformational leaders from day one.



Jessica Kelly

Comments :

Clear differentiators are identified and there is a whole-child approach. The applicant could strengthen their response by providing comparative evidence as to what surrounding schools currently do. The applicant could support claims with research or evidence showing success of similar models.

Q118. Describe the relationships that have been established to generate support for the school. How have you assessed demand for the school? Briefly describe these activities and summarize their results



Preparatory Leadership Academy has established strong relationships with community organizations, local businesses, and educational stakeholders to generate support for the school. Engagement efforts have included:

- **Community Forums & Parent Meetings:** Regular meetings with parents and community leaders have provided insights into local educational needs and expectations.
- **Surveys:** A comprehensive survey was conducted among families in the target area, revealing a high demand for a leadership-focused academic program with smaller class sizes and personalized instruction.
- **Partnerships with Local Organizations:** Collaborations with community centers, after-school programs, and youth organizations have helped spread awareness and build trust within the community.
- **Commitment from Local Businesses:** Several businesses have pledged financial and in-kind support, including technology donations, STEM Programs, and student internships.

Combined Community Forum and Survey results indicate that over 80% of respondents with K-5 children would enroll their children in the academy if given the opportunity. Pre-enrollment interest has exceeded initial projections, reinforcing the demand for an alternative educational option in the area.



Jessica Kelly

Comments :

The response references a diverse range of engagement efforts including community forums, parent meetings, surveys, and partnerships with local organizations and businesses. There is quantitative evidence of demand and alignment between the model and community interest. The applicant could include hard numbers for survey participants and name specific partners or supporters. The applicant could also clarify whether these engagements are ongoing or occurred during a fixed outreach period.

Q119. Attach Appendix A: Evidence of Community/Parent Support.

- Provide evidence that demonstrates parents and guardians have committed to



enrolling their children in your school.

- You must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school.
- (Please do not provide more than one sample survey form).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30


Total Files Count: 5

Applicant Comments :

Happy Fruitful Friday!

At present, I am unable to obtain the sign in sheets that reflect 183 signatures of persons that attended a community event and forum where we discussed the academic needs of students and how to help close the low performing gap in surrounding neighborhoods. In addition I was able to provide an open excel spreadsheet for parents to complete.

Applicant Evidence :



Preparatory Leaders...

Uploaded on **4/25/2025**
by **Doris Sanders**



Jessica Kelly

Comments :

Spreadsheet evidence includes 50 responses and applicant indicated they could not obtain the sign in sheets from a community forum.

9.2. Purposes of the Proposed Charter School

Q120. Select one or more of the six legislative purposes the proposed charter will achieve, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations. The Six Legislative Purposes of a Charter School are:

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



- Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system.
- Improving student learning.
- Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.
- Encourage the use of different and innovative teaching methods.



Jessica Kelly

Comments :

The applicant has selected 3 of the 6 legislative purposes.

Q121. Provide a brief narrative to coincide with each applicable legislative purpose(s).



QUESTION #1

1. **Preparatory Leadership Academy (PLA)** is committed to professional teacher development opportunities for teachers and staff applying a Distributive Leadership Model, which will create leadership opportunities for teachers to own the learning program. Teachers will be encouraged to participate in webinars, courses, partnerships, and conferences offered through the NCDPI.

Preparatory Leadership Academy will create a safe culture that encourages dialogue, coaching, and model teaching as teachers work towards mastery of their craft. Teachers will receive targeted, ongoing, job-embedded support, formal and informal feedback from school leaders on instruction and student performance. Teachers will partner with instructional coaches and will work together to develop professional learning communities (PLCs) for job-embedded learning experiences.

Assessment data will be used when meeting with assigned mentors and writing Professional Development (PD) goals with the Lead Administrator. As teacher effectiveness and mastery grow, leadership opportunities will be offered, i.e., Lead Grade-level Teacher, Academic Content/ Curriculum Dean, School Improvement Team Chair, committee work, and other administrative opportunities. PLCs will be monitored throughout the year to gauge their effectiveness. The long-term goal would be building teacher capacity to the point that learning needs are self-guided within an established collegial environment. As an educational organization, all staff will be evaluated on a merit-based system where tenure does not guarantee raises, positions, or promotion; rather, effectiveness, mastery, student growth, and community engagement will impact one's success and longevity as a teacher for **Preparatory Leadership Academy**.

QUESTION #4

1. **Preparatory Leadership Academy** will adopt the Mastery Learning Model, an instructional model that aligns with the fundamental principles of teaching and learning backed by extensive research and positive student learning outcomes. Most of the current applications of mastery learning, a transformative approach pioneered by Benjamin S. Bloom (1971, 1976, 1984), are based on his groundbreaking research.

2. Bloom's work sought to harness the power of individualized instruction and tutoring within the confines of a normal classroom setting. His findings were revolutionary, demonstrating that with time and appropriate learning conditions, nearly all students could achieve at a high level. According to Bloom, teachers followed the traditional method of dividing curriculum content into units and assessing students' progress at the end of each unit. However, he believed these assessments could benefit more if integrated into the teaching and learning process. Specifically, teachers could use the assessment results to identify students' learning difficulties and then provide targeted remedial activities to address those difficulties. Bloom proposed a method called "mastery learning" in 1971 to incorporate feedback and corrective procedures. In this method, teachers divide the essential concepts and skills that they want their students to learn into learning units, each requiring one to two weeks of instructional time. After providing high-quality initial instruction, teachers evaluate the students' learning progress through a formative assessment (Bloom, Hastings, & Madaus, 1971) that identifies precisely what they have learned well and where they still require additional work. The



formative assessment provides explicit, targeted suggestions, called corrective, about what students must do to fix their learning difficulties and to accomplish the desired learning outcomes.

QUESTION #5

1. **Preparatory Leadership Academy** will build and establish a solid foundation of social-emotional transformative life skills, knowledge, remediation, and enrichment opportunities to create a successful learning environment for each student, particularly the socio-economically disadvantaged and AIG students. Through continued assessment processes, teachers will receive regular feedback on student performance to help guide data-driven instruction. If the academic performance of students in a grade level is not proficient, and/or if the school Report Card Grade is rated D or F, then **Preparatory Leadership Academy** will institute reading and math plans (similar to IEPs) for students as protected intervention time for reading and/or math. This protected time is "all hands on deck" for instructional and administrative staff that targets gaps in learning for "low-performing at-risk" students. This protected time demands no class or building interruptions such as non-emergency announcements or activities. Additionally, "low-performing at-risk" and AIG students qualify for after-school tutoring on Tuesday and Thursday for two hours daily. An extreme effort for "low-performing at-risk" students will require them not to participate in electives until demonstrated improvement is achieved.

2. **Preparatory Leadership Academy** offers enrichment opportunities entitled "Real Talk" breakout sessions during students' scheduled SEL Specials for K-5 grades. Students will experience classroom instruction during Specials, electives, and recess. According to Educational Psychologist, Robert Havighurst (Newman & Newman, 1995), the stage of development that students experience preoccupies them with peer pressure, i.e., Group Identity vs. Alienation. The Psycho-Social Theory is an important component in understanding early adolescence, relationship building, self-esteem, and self-image. This particular peer pressure has a tremendous impact on student behavior and academic performance. By offering the "Real Talk" SEL instructional sessions, evidence of change and transformational learning occurs among our students.

3. **Preparatory Leadership Academy's** MTSS and AIG Committees will work collaboratively with teachers, EC staff, interventionists, curriculum coaches, and parents to create a culture of individualized and collective achievement that is research-based, brain-based, and developmentally appropriate for "low-performing at-risk" students. Appointed committee persons will coordinate academic programs such as the Science and Math Olympiad, Author's Corner, Artist Guild, Study Skills and Organization, and leveled Book Clubs.



Jessica Kelly

Comments :

There is a strong focus on research-based instruction and teacher development with an emphasis on social-emotional learning, character, and real-world skills. There is a clearly structured intervention system for struggling students with intentionally designed opportunities for enrichment and leadership. There is limited concrete data or implementation timelines and a few policies may raise concerns around equity or student motivation.

9.3. Goals for the Proposed Charter School

Q122. 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.



Preparatory Leadership Academy's Board of Directors created performance and metric goals developed to demonstrate overall organizational success. Success in the four key areas required by the State of North Carolina: operational, academic, financial, and governance. The lead administrator will submit updated reports at board meetings, including educational, enrollment, personnel, budget, technology, facility, and other items affecting operations. The board will undergo an annual audit by a third party that will report on its academic, financial, operational, and governance status. This report will be submitted to the state and any other entity required under its Charter. In addition, **Preparatory Leadership Academy** will publish an annual report to parents in June annually, highlighting the school's accomplishments, individual achievement, parent volunteers, and providing a future outlook. Lastly, the Board of Directors will create and adopt a 5-year strategic plan by the end of the first year of operation. **Preparatory Leadership Academy's** board has developed the following SMART goals:

1. Operations:

1. **Specific:** Enrollment, food, transportation, furnished facility, supplies, and an updated website are secured before the opening day of school each year.
2. **Measurable:** Goals, planning, and timelines are measured for continuous improvement.
3. **Attainable:** Targeted marketing and effective project management will ensure success.
4. **Relevant:** Students must be present and equipped to meet our mission.
5. **Time Bound:** Goals must be reached before school begins each year and must be maintained during the school year.

2. Academic Growth: Preparatory Leadership Academy students will show academic growth at the end of each academic year.

1. **Specific - Year 1:** The baseline assessment score will be determined by i-Ready (Math) and HMH Growth Measurement Assessment results, administered within the first 30 days of school. Students will demonstrate growth with a 10% increase in scores, scoring 3s & 4s on the EOG in core content areas of math, reading, and science.
2. **Years 2-5:** Students will demonstrate proficiency with 10% growth on benchmark assessments, NC-Check-ins each year, scoring 3s & 4s on the EOG in core content areas of math, reading, and science. By year 5, 90% of students will demonstrate growth, show mastery, and meet this goal.
3. **Measurable:** After year one, **Preparatory Leadership Academy** will demonstrate proficiency with 10% growth on benchmark assessments, and NC Check-Ins, scoring 3s & 4s on the EOG in core content areas of math, reading, and science.
4. **Attainable: Preparatory Leadership Academy's** commitment to adequate resources and qualified teachers provides a solid foundation to reach this goal. Having a streamlined focus on leadership, teachers, and data leads to the most essential focus: individualized support for our students.
5. **Relevant:** This goal supports our mission's promise to provide rigorous instruction.
6. **Time Bound:** After Year 1, **Preparatory Leadership Academy** will have its baseline for student



performance. Then, every year thereafter, goals will be analyzed and strategies revised during the annual strategic planning meeting.

3. Finance: Preparatory Leadership Academy will demonstrate integrity in fiscal management.

1. **Specific:** Internal and external dual control systems will be in place to protect **Preparatory Leadership Academy's** finances and assets, as part of the financial reports that will be submitted to all external entities as required. A certified public accountant will be hired for the annual fiscal audit.
2. **Measurable:** Financial goals will be measured by our end-of-year compliance and budget
3. **Attainable:** **Preparatory Leadership Academy** is willing to amend the budget to honor its mission, and the lead administrator will provide monthly reports to the board to be proactive.
4. **Relevant:** **Preparatory Leadership Academy's** sustainability as a charter depends upon its fiscal management of public funds.
5. **Time Bound:** Board and state reports must be submitted on time, as the **Preparatory Leadership Academy** has annual audits.

4. Governance: The **Preparatory Leadership Academy Board of Directors** will function as a governing body and uphold the terms of the Charter Contract as governed by SBE

1. **Specific:** Develop and implement policies regarding operations, finances, academics, and governance that support Preparatory Leadership Academy.
2. **Measurable:** Continual school-wide improvement and surveys that will measure the effectiveness.
3. **Attainable:** The Board of Directors has a process to develop and disseminate school policies.
4. **Relevant:** The board founded the charter, and its involvement in the school's performance is key to its sustainability.
5. **Time Bound:** Policies will be approved before school opening, and the Board is required to consider updates annually in March for the next school year.



Jessica Kelly

Comments :

There is a use of the SMART goal framework for each response which demonstrates strong strategic planning. There is a baseline and multi-year targets for student academic performance. There is evidence of regular and transparent communication. The applicant could briefly outline the upcoming 5-year strategic plan's focus areas to show forward-thinking leadership and could also incorporate a simple reporting schedule.

Q123. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?



Preparatory Leadership Academy's (PLA) Board of Directors has developed a process of reporting that will provide a complete understanding of its progress in achieving its mission and goals.

Preparatory Leadership Academy's Monthly Board Meetings: During monthly board meetings, **PLA's** lead administrator will present a monthly report to the board, providing evidence of **PLA's** working toward its mission. Updated data will be provided for academic areas (proficiency and growth), attendance, enrollment, budget, staff, community engagement, and satisfaction. The lead administrator will also provide feedback on special programs, and beginning the academic year **2026/2027**, **PLA** will also provide feedback on Specials SEL, "Real Talk" instruction.

Annual Report: Each year, the Lead Administrator will provide data on the **Specific, Measurable, Attainable, Realistic, Time-Bound (SMART) Goals** developed by the Board of Directors. Evidence from EOG assessments, MAP tests, NC-Check-in assessments, curricula assessments, Infinite Campus Service (SIS, no longer on Power School), and program data that will be provided as proof that goals are being addressed strategically, and monthly Board of Director Meeting Minutes are kept. A summary of the marketing strategy, enrollment, status of the facility, supplies, and equipment will show progress in operations. To demonstrate sound fiscal management of school funds, the budget audit and monthly financial reporting will be included, as the Board will already have this information directly from the auditors. Data from quarterly surveys administered to staff, students, and parents will be collected and summarized to determine the climate of the school culture. This total collection of data will make up the lead administrator's annual report to the Board of Directors and will be used for its annual strategic planning meeting.

The Board of Directors will hold an annual strategic planning meeting, no later than 45 days after EOG scores are available. During each annual meeting, the results of the previous action plans will be reviewed and modified to address the upcoming year. The Board will have a thorough discussion of academic gains, school growth, waiting lists, enrollment, finances, school improvement, and school culture and climate. The purpose of the strategic planning meeting is to develop action plans to drive the operations and school goals for the upcoming year. The action plans are updated annually to establish and create how SMART goals can be reached to identify the people and define the roles necessary to ensure success.



Jessica Kelly

Comments :

There are clear reporting structures in place and alignment with the SMART goals. The strategic planning is embedded in the governance and there is a variety of data sources utilized. There could be more alignment with the mission explicitly for each reporting element. The response could also include examples of specific board actions that may follow data review.

Section



Jessica Kelly

Ratings

Meets the Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Comments :

The applicant has met the standard for each component of the mission purposes, and goals rating. The applicant should review the enrollment table evidence and ensure it aligns with their narrative response.



Nicky Niewinski

Ratings

Exceeds the Standard

The response reflects a thorough understanding of key issues. It clearly aligns with the mission and goals of the school. The response includes specific and accurate information that shows thorough preparation.



10. Educational Plan

10.1. Instructional Program

Q124. 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



Instructional Program

Preparatory Leadership Academy (PLA) recognizes the importance of curriculum instructional alignment, the urgency of unpacking the NC Priority Standards, and the significance of adopting an instructional program model or method that aligns with the fundamental principles of instructional teaching. The Mastery Learning Model, a transformative approach backed by extensive research, has demonstrated positive student learning outcomes, as pioneered by Benjamin S. Bloom (1971, 1976, 1984).

Preparatory Leadership Academy (PLA) is committed to preparing the next generation of leaders by fostering academic excellence, social-emotional growth, and a deep commitment to service and integrity. Our instructional program is designed to be rigorous, inclusive, culturally responsive, and aligned with the North Carolina Department of Public Instruction (NCDPI) Priority Standards. **PLA** targets K–5 students, with a special focus on serving economically disadvantaged students and those from diverse racial and ethnic backgrounds.

Major Instructional Methods:

PLA's instructional model integrates a **whole-child, student-centered approach** rooted in the following key practices:

- **Inquiry-Based and Project-Based Learning (PBL):** Students engage in real-world problem-solving and collaborative projects that build critical thinking, communication, and creativity.
- **Direct and Differentiated Instruction:** Teachers use explicit modeling and guided practice alongside small group and individualized instruction to meet diverse learning needs.
- **Culturally Responsive Pedagogy:** Instructions are inclusive of students' cultural identities and lived experiences, fostering engagement, representation, and relevance.
- **Social-Emotional Learning (SEL):** SEL is embedded across content areas and focuses on self-awareness, compassion, and responsible decision-making.
- **Technology Integration:** Digital tools support personalized learning, student engagement, including adaptive software, interactive platforms, and multimedia resources.

Assessment Strategies:

PLA uses a **comprehensive, data-driven assessment system** to monitor student progress and drive instruction:

- **Formative Assessments:** Frequent checks for understanding, such as exit tickets, student reflections, interactive notebooks, and peer feedback.
- **Benchmark and Diagnostic Assessments:** Administered quarterly to track growth, identify learning gaps, and guide targeted interventions.
- **Summative Assessments:** Standards-based unit assessments, performance tasks, and state testing data are used to evaluate mastery and inform school-wide goals.
- **Data-Driven Instructional Planning:** Teachers participate in regular data meetings and



professional learning communities (PLCs) analyze results and tailor instruction.

Meeting the Needs of the Target Student Population:

PLA is designed to support the **academic and socio-emotional success of K-5 students from economically disadvantaged and diverse backgrounds** through:

- **Individualized Support Plans (ISPs):** Tailored interventions for students performing below grade level, including small-group instruction, tutoring, and push-in/pull-out services.
- **English Language Learner (ELL) Supports:** Sheltered instruction, vocabulary development strategies, and bilingual communication with families.
- **Multi-Tiered Systems of Support (MTSS):** A structured approach to academic and behavioral support that ensures early identification and responsive services.
- **Parent, Family, and Community Engagement:** Ongoing collaboration with families, community mentors, and service-learning initiatives to foster leadership and civic engagement.
- **Safe, Nurturing Environment:** A positive school culture and climate grounded in restorative discipline models.



Jessica Kelly

Comments :

Preparatory Leadership Academy proposes a research-based instructional program rooted in the Mastery Learning Model, integrating project-based learning, differentiated instruction, culturally responsive teaching, technology use, and embedded social-emotional learning. The school outlines a strong assessment system using formative, benchmark, and summative assessments to guide data-driven instruction. Supports such as individualized plans, MTSS, and ELL strategies are tailored to meet the needs of economically disadvantaged and diverse students. While the approach is comprehensive and aligned with student needs, the plan would benefit from clearer implementation details, specific performance targets, and stronger differentiation from local public schools.

Q125. Will the proposed charter school serve a single-sex student population?

- Yes
- No

Q129. 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.



Learning Environment

Preparatory Leadership Academy (PLA) will offer a classroom-based, student-centered learning environment that emphasizes inquiry, collaboration, and culturally responsive teaching. Instruction will be guided by the belief that all students, regardless of background, thrive in a space that is structured yet flexible, engaging, and deeply connected to their lived experiences. Classrooms will be active spaces where students engage in hands-on learning, academic discourse, and real-world problem-solving. Social-emotional learning (SEL) and character education will be embedded into daily instruction to cultivate leadership, perseverance, transformation, and a strong sense of community.

Class Size and Structure

PLA will serve students in grades K–5, with a plan to maintain small class sizes of approximately 20–23 students per classroom to support individualized attention and relationship-building. Each class will have a lead teacher, and depending on student needs and grade level, there may be access to an instructional coach. In grades K–2, students will typically remain with one core teacher for most subjects, promoting consistency and early childhood development. In grades 3–5, students may rotate among content-area specialists (e.g., ELA/SS, Science/Math, and STEM) to support deeper learning and instructional expertise.

Instructional Design

PLA's instructional design is grounded in rigorous, standards-aligned, and inquiry-based instruction, tailored to meet the needs of diverse learners through differentiation and Universal Design for Learning (UDL). Lessons will integrate culturally responsive practices, ensuring students see their cultures, languages, and histories reflected and valued in the curriculum.

Instruction will be delivered through a balance of whole-group, small-group, and independent learning experiences. Teachers will use ongoing formative assessments and adaptive technology to inform instruction, provide targeted support, and extend learning opportunities. Students will regularly engage in collaborative projects, performance tasks, and student-led discussions, fostering critical thinking and leadership skills.

Curriculum Overview

PLA is committed to implementing **high-quality, evidence-based curricula** that support both academic achievement and the development of foundational skills across all grade levels.

- For **English Language Arts (ELA)**, **PLA** will use **HMH Into Reading** for core instruction, paired with the **Growth Measurement Assessment** to monitor student progress and drive instructional decisions.
- To support foundational literacy, **PLA** will implement **SPIRE**, a structured, multisensory reading intervention program for small group instruction.
- Teachers will be trained in **LETRS (Language Essentials for Teachers of Reading and Spelling)**



to ensure alignment with the **Science of Reading**, equipping educators with the knowledge and tools to build strong, research-based literacy foundations.

- In **mathematics**, PLA will use **i-Ready Math**, an adaptive, standards-aligned program that enables data-driven instruction, differentiation, and personalized learning.
- For **Social Studies**, instruction will be aligned with the **North Carolina K-5 Social Studies Standards**, which emphasize historical thinking, civic engagement, geography, and cultural understanding. Lessons will connect to students' identities, lived experiences while fostering global citizenship and civic leadership.
- For **Science**, PLA will implement the **North Carolina K-5 Science Standards**, using inquiry-based, hands-on investigations that promote curiosity, critical thinking, and STEM literacy. Students will engage in scientific methods and cross-disciplinary learning that connects to environmental awareness, health, and innovation.

All curriculum choices are selected with a focus on accessibility for English Learners, students with disabilities, and students from historically underserved communities.



Jessica Kelly

Comments :

Preparatory Leadership Academy (PLA) will offer a classroom-based, student-centered learning environment designed to support inquiry, collaboration, and culturally responsive teaching, with class sizes of approximately 20–23 students to ensure personalized attention. In grades K–2, students will remain with a single teacher for most subjects to promote consistency, while grades 3–5 will rotate among content-area specialists for deeper learning. The instructional model integrates project-based learning, direct instruction, SEL, technology, and Universal Design for Learning to meet the diverse needs of its K–5 population, including economically disadvantaged students, English Language Learners, and students with disabilities. PLA will implement high-quality, standards-aligned curricula such as HMH Into Reading, SPIRE, i-Ready Math, and LETRS-based literacy instruction. Social Studies and Science will emphasize civic engagement, inquiry, and real-world problem-solving. While the plan is comprehensive and student-centered, it would be strengthened by providing more detail on daily schedules, staffing, curriculum implementation support, and expected student outcomes.

Q130. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model. Provide evidence that the chosen curriculum has been successful with the target student population, how



the plan will drive academic improvement for all students, and how it has been successful in closing achievement gaps.



Overview of Curriculum Approach

Preparatory Leadership Academy (PLA) is committed to developing future leaders through a rigorous, equitable, and inquiry-based curriculum grounded in Transformative Learning. This approach encourages students to reflect on their experiences, challenge assumptions, and act based on new perspectives, supporting our mission to cultivate leadership, integrity, perseverance, and service. Our academic model integrates high-quality instruction with culturally responsive pedagogy, STEM exploration, targeted literacy intervention (SPIRE), and robust social-emotional learning (SEL) supports to meet the needs of our diverse K–5 student population.

Through this multi-dimensional, mission-aligned curriculum, PLA is equipped to close achievement gaps, improve outcomes, and prepare students to lead with purpose.

1. Transformative Learning and the PLA Vision

PLA uses **Transformative Learning** principles to empower students to:

- Reflect on and discuss their identities, values, and community roles.
- Analyze real-world problems through inquiry and project-based learning.
- Present solutions and take action through service-learning, exhibitions, and student-led initiatives.

This approach supports students in becoming self-directed, empathetic leaders who apply learning in authentic contexts.

2. Serving the Target Population

PLA is designed to meet the needs of students from economically disadvantaged backgrounds, as well as English Language Learners and students with disabilities, by:

- Implementing SPIRE to support struggling readers, especially students with dyslexia.
- Offering differentiated STEM experiences to build engagement and confidence.
- Embedding ESL strategies and WIDA-aligned scaffolding across content areas.
- Utilizing Second Step to teach self-regulation and social skills, critical for trauma-informed practice.
- Ensuring instruction follows Universal Design for Learning (UDL) and aligns with MTSS.

3. Alignment with the North Carolina Accountability Model

PLA's curriculum is fully aligned with the **NC Standard Course of Study**, supporting preparation for:

- EOG assessments in Reading, Math, and Science.



- NC Check-Ins and local benchmarks.
- Growth measures tracked through i-Ready, mClass, and internal assessments.

Instruction is guided by a consistent data-driven cycle to ensure responsiveness and accountability.

4. Evidence of Effectiveness

- **SPIRE** has demonstrated success with early readers in Title I schools, particularly those with decoding challenges.
- **EL Education** and **Eureka Math** are proven to drive growth and proficiency for students in historically underserved populations.
- **Leader in Me** and **Second Step** have shown positive effects on school climate, attendance, and SEL outcomes.
- **FOSS Science** engages ELLs and students with disabilities through tactile, inquiry-based lessons.
- **Transformative Learning** frameworks have been linked to increased student agency, deeper understanding, and long-term retention, especially when applied in diverse classrooms.

5. Driving Academic Improvement and Equity

PLA's approach includes:

- Ongoing coaching, PLCs, and PD on culturally responsive and standards-based instruction.
- An MTSS model offering Tier 2 and Tier 3 supports.
- Weekly STEM Exploratory Blocks and daily SEL instruction.
- Data meetings every six weeks to adjust instruction and interventions.
- Leadership pathways for students to plan service-learning projects and public presentations of learning.



Jessica Kelly

Comments :

Preparatory Leadership Academy's curriculum is designed to align closely with its mission to develop future leaders through rigorous, inquiry-based, and culturally responsive instruction. The curriculum is tailored to meet the needs of economically disadvantaged students, English Language Learners, and students with disabilities through evidence-based programs like SPIRE, Second Step, and UDL-aligned strategies. It aligns with the North Carolina Accountability Model by following the NC Standard Course of Study and using tools such as EOGs, NC Check-Ins, i-Ready, and mClass for progress monitoring. Research-backed curricula like EL Education, Eureka Math, and FOSS Science are integrated to close achievement gaps and support diverse learners. While the plan is comprehensive and mission-aligned, it would benefit from clearer implementation timelines, prioritization of initiatives, and specific performance data to demonstrate measurable impact.

Q131. 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.



To achieve the academic vision for **Preparatory Leadership Academy (PLA)**, the primary instructional strategies will revolve around rigorous, research-based practices tailored to meet the needs of the targeted student population. Strategies that encourage both academic achievement and holistic development will support each grade span.

Elementary (K-5)

1. Evidence-Based Literacy Instruction & Literacy Standards:

- Teachers will use structured literacy programs like SPIRE to address phonemic awareness, decoding, fluency, and comprehension. This is crucial for developing foundational literacy skills.
- Strategies like guided reading, differentiated word work, and scaffolded comprehension instruction will ensure that even struggling readers and English Language Learners (ELLs) make significant progress.
- **Why it works:** Elementary students, especially those from diverse and economically disadvantaged backgrounds, often face barriers in early literacy. Evidence-based practices provide a clear, systematic approach that ensures every student has access to foundational skills, leading to long-term academic success.

2. Math Instruction Incorporating Standards for Mathematical Practice:

- Teachers will integrate problem-solving and reasoning into every math lesson, using models like manipulatives, number lines, and visual representations. Students will be encouraged to explain their thinking and solve real-world problems.
- **Why it works:** Focusing on mathematical practices like reasoning and modeling develops a deep conceptual understanding of math, allowing students to transfer their knowledge to diverse situations, enhancing their critical thinking and problem-solving abilities.

3. Science Instruction Incorporating Scientific and Engineering Practices:

- Inquiry-based science lessons will prioritize hands-on learning, experimentation, and data analysis. Students will engage in the scientific process by asking questions, making predictions, and drawing conclusions from experiments.
- **Why it works:** Elementary students benefit from concrete experiences, and inquiry-based science allows for active engagement. By integrating scientific and engineering practices, students gain a deeper understanding of the world, develop problem-solving skills, and build the vocabulary necessary for academic success.

4. Integrated Literacy in Math, Science, and Social Studies:

- Literacy instruction will be embedded into content areas like math and science, helping students develop reading comprehension and writing skills within the context of these subjects.
- **Why it works:** This integrated approach builds students' disciplinary knowledge and language, fostering greater understanding and retention of content while improving literacy skills across subjects.

5. Social-Emotional Learning (SEL) and Leadership Development:

- Teachers will incorporate SEL frameworks, like *Leader in Me* and *Second Step*, into daily lessons. These programs help students develop self-awareness, self-management, and leadership skills.
- **Why it works:** For economically disadvantaged students, SEL provides the tools to navigate



challenges inside and outside of school. Developing leadership and social-emotional competencies alongside academics fosters well-rounded students who can thrive in any environment.



Jessica Kelly

Comments :

There are clear, research-based instructional strategies with a strong alignment targeting students' needs. There is an emphasis on foundation skills and integrated instruction across content areas. The inclusion of SEL programs supports whole-child development, fostering confidence, resilience, and classroom engagement-critical factors in high-poverty settings. The applicant should expand on differentiation strategies for gifted learners, students with IEPs, or student already meeting proficiency.

Q132. 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.



Preparatory Leadership Academy's instructional plan and graduation requirements are designed to ensure that all students are ready to transition successfully from one grade to the next and ultimately complete the K–5 program with the academic, social-emotional, and leadership competencies necessary for middle school and beyond.

1. Standards-Aligned, Rigorous Instruction

PLA's instructional framework is grounded in the North Carolina Standard Course of Study, ensuring alignment with state expectations for college and career readiness. Our multi-step learning process incorporates evidence-based practices, including:

- **SPIRE for structured literacy**, ensuring foundational reading proficiency by third grade.
- **STEM integration** fosters inquiry, problem-solving, and innovation.
- **Literacy-infused math, science, and social studies**, ensuring interdisciplinary connections and deeper comprehension. By scaffolding instruction through research-based strategies and formative assessment data, students build a strong academic foundation that supports continuous growth and readiness for subsequent grade levels.

2. Clear Benchmarks and Progress Monitoring

PLA will use a combination of formative, interim, and summative assessments to monitor student progress and guide instructional decisions. This includes:

- Universal screeners and diagnostic tools to identify learning needs early.
- Student data portfolios that track mastery of grade-level standards.
- Standards-based report cards and benchmark expectations that reflect readiness to transition.

Students who demonstrate mastery of content standards, leadership competencies, and social-emotional skills will be promoted to the next grade. Targeted intervention and acceleration opportunities are built into the schedule to ensure all students meet benchmarks.

3. Graduation Requirements (Grade 5 Promotion)

To complete the K–5 program at PLA, students must meet the following graduation requirements:

-



Demonstrate proficiency (on-grade level or above) in literacy and math, as measured by end-of-grade assessments and performance tasks.

- Complete a **Capstone Leadership Project**, showcasing academic knowledge, community engagement, and leadership skills developed throughout their PLA journey.

- Exhibit growth in social-emotional learning competencies (e.g., self-management, responsible decision-making), assessed through SEL progress rubrics.

- Actively participate in service-learning activities and leadership roles (e.g., classroom leader, peer mentor, project teams), reinforcing character development.

These graduation criteria reflect a holistic view of readiness, ensuring students leave elementary school not only academically prepared but also equipped with the confidence, communication, and critical thinking skills essential for middle school success.

4. Alignment and Transition Support

The instructional plan includes vertically aligned curricular maps and collaboration among grade-level teams to ensure consistency and continuity in instruction. Students receive:

- Cross-grade experiences and previewing of upcoming standards.

- Transition supports such as 5th to 6th grade bridge activities, student-led reflections, and family engagement sessions to prepare students and families for the next educational phase.



Jessica Kelly

Comments :

The instructional plan is in strong alignment to the state standards with clear and comprehensive progress monitoring. The grade 5 promotion requirements focus on more than solely academics and has a holistic approach. There are built in supports for both struggling and advanced learners to help ensure grade-level mastery for all students, aiding in smooth transitions. The applicant should consider clarifying how students with IEPs or ELLs will be supported and assessed equitably.



Q133. Describe in a brief narrative how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.

Preparatory Leadership Academy proposed calendar has been designed to provide students with the opportunity to learn content included in the school's curriculum while also providing instructional staff with the support and professional development time they need to grow as teachers. The calendar meets the number of hours and days required by the state of North Carolina for a complete school year, while allowing for ample professional development opportunities for teachers.



Jessica Kelly

Comments :

The applicant has provided a brief narrative about their academic calendar. The applicant should consider putting in a comparison of the local traditional public school's calendar as well to strengthen their response.

Q134. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning.

Preparatory Leadership Academy's start date will be no earlier than the Monday preceding August 17, 2026, and end date will be no later than the Friday closest to May 21, 2027 (unless a weather-related calendar waiver has been approved). The calendar covers at least nine calendar months. **PLA's** calendar has a minimum of 185 days of instruction or 1,025 hours required by federal law.

There are eight teacher professional days (PD)/workdays. School will not be held on Saturdays or Sundays. Juneteenth and Veterans' Day shall be holidays for **PLA** students, teachers, and staff.

PLA's calendar outlines both the learning opportunities for students and professional development opportunities for teachers supports our mission of placing each student in an environment committed to high academic achievement and that our students and staff will have the time and training to build a solid foundation of skills and knowledge to be prepared for middle and high school preparatory courses.



Jessica Kelly

Comments :

The calendar complies with the NC Law and has professional development built in. The response frames the calendar around the school's mission to build strong academic foundations and leadership skills. The applicant's response does not include the start or dismissal times and also lacks a breakdown of instructional minutes/hours by subject. The applicant could provide evidence of a sample daily/weekly schedule and also explain how the schedule is tailored to meet their targeted population's needs.

Q135. Describe a typical day for a teacher and a student in the school's first year of operation.



Teacher Arrival

6:45 AM – Arrival & Prep

- Set up materials and technology for the day
- Review lesson plans and student accommodations
- Morning check-in with teammates or admin

• **7:00 AM – Greet Students / Morning Bell Ringer**

- Supervise arrival, greet each student individually
- Oversee unpacking, morning work, and attendance

Student's Day

• **7:00 AM – Arrival / Breakfast (until 7:30am)**

- Greeted by name by the school staff or teacher
- Put away backpack, get breakfast, begin morning work (journal prompt, reading/math warm-up, etc.)

• **7:30 AM – Morning Meeting**

- Class community circle with greetings, sharing, and daily schedule preview
- Social-emotional learning (SEL) mini-lesson or activity

Morning: Core Academics

8:00 AM – Literacy Block (ELA & Social Studies)



-

Teacher: Leads whole-group mini-lesson (e.g., reading strategy), then rotates through guided reading groups, conferences

-

Student: Engages in independent reading, partner work, or centers

10:30 AM – Math Block (Math & Science)

-

Teacher: Begins with hands-on problem-solving or number talk, then moves into small groups

-

Student: Uses manipulatives or math tools, rotates through stations, including tech, games, and teacher table

Lunch & Recess

-

10:15 AM – Lunch Begins

-

Teacher: Either monitors lunch/recess (duty) or takes a break

-

Student: Eats with peers and returns to the classroom after lunch.

- **12:15 PM – Lunch Ends**

-

Re-centering transition, SEL, or content-related read-aloud

-

Afternoon: STEM & Specials

12:15 PM - STEM & Specials

-

Teacher: Facilitates inquiry-based investigation or project-based lesson

-

Student: Participates in hands-on activities (e.g., experiments, map work, group research)

1:15 PM – Specials (Art, Music, PE, Technology, etc.)

-

Teacher: Uses this time for planning, grading, or collaboration



- **Student:** Attends a special subject taught by a specialist

End-of-Day: Wrap-Up & Dismissal

2:00 PM – Reflection & Pack-Up

- **Teacher:** Leads class in daily reflection or journaling, helps with pack-up
- **Student:** Reflects on their day, completes any unfinished work, and packs up

2:15 PM – Dismissal

- **Teacher:** Ensures smooth, safe dismissal—bus, car line, walkers
- **Student:** Leaves school with a sense of closure and a preview of tomorrow

After School (Teacher)

- **2:30 - 3:30 PM**
 - Grade work, respond to emails, and prep for tomorrow
 - Attend a PD session or collaborate with teammates



Jessica Kelly

Comments :

The applicant provided a daily schedule for both a student and a teacher.

Q136. [Will this proposed school include a high school?](#)

- Yes
- No

Q142. [Attach Appendix B: Curriculum Outline per Grade Span \(for each grade span the](#)






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

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5


Applicant Evidence :

		
HMH-Into-Reading-V...	Into-Reading-V3-Ass...	Sound-Wall-Graphe...
Uploaded on 4/23/2025 by Doris Sanders	Uploaded on 4/23/2025 by Doris Sanders	Uploaded on 4/23/2025 by Doris Sanders

Q143. Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)

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

Applicant Evidence :


26-27 PLA Academic ...
Uploaded on 4/23/2025 by Doris Sanders

Q144. Attach Appendix E: Daily and Weekly Schedule Provide a sample daily and weekly schedule for each grade band (K-5, 6-8, and 9-12) the school ultimately plans to serve.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30


Total Files Count: 15

Applicant Comments :

Link to the MASTER Daily and Weekly Schedule: <https://docs.google.com/spreadsheets/d/1Y1C6iQI-8w3Sswxb5evBUA8ErW1N53QxtbP3WG55b7s/edit?usp=sharing> (<https://docs.google.com/spreadsheets/d/1Y1C6iQI-8w3Sswxb5evBUA8ErW1N53QxtbP3WG55b7s/edit?usp=sharing>).



Applicant Evidence :


2026_2027 - Prepara...

Uploaded on **4/23/2025**
by **Doris Sanders**

10.2. Special Populations and "At-Risk" Students

Q145. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.



Preparatory Leadership Academy is committed to providing tailored academic support for at risk students, recognizing their unique challenges and potential. Through personalized interventions, mentorship, and targeted resources, we aim to empower at-risk students to overcome barriers to learning and unlock their full academic potential. Our approach focuses on fostering a supportive and inclusive environment where every student feels valued, respected, and capable of success. By addressing the individual needs of at-risk students and promoting their holistic development, we strive to ensure equitable access to quality education and pave the way for bright futures.

Preparatory Leadership Academy will have detailed processes for students deemed at risk.

Multi-Tiered Systems of Supports

Multi-Tiered System of Support (MTSS) lies at the heart of our educational philosophy, serving as a proactive framework to address all students' diverse academic and behavioral needs. Our organization embraces MTSS as a comprehensive approach that integrates assessment, intervention, and instruction to ensure every learner receives the support they need to thrive. Through data-driven decision-making, collaborative problem-solving, and evidence-based practices, MTSS enables us to identify students' strengths and challenges early, provide timely interventions, and monitor progress effectively. By promoting a culture of continuous improvement and collaboration among educators, families, and community partners, MTSS empowers us to create an inclusive learning environment where all students can reach their full potential. A three to five-year implementation plan has been developed to implement MTSS effectively.

3-5 Year MTSS Implementation Plan

Year 1

- A common language and common understanding help create collective responsibility
- Establish/re-establish the why
- Use the leadership team
- School creates and/or maintains PLC/vertical (Tier 1), grade level/department (Tiers 1/2), and problem-solving teams (Tiers 2/3) to use data-based problem-solving and decision-making following MTSS guidance
- School implements universal screening practices using state assessment and benchmark data, and holds data dialogues to plan instruction based on screening results
- At tier 1, behavioral expectations are directly taught, and teachers intervene with and progress monitor students who fall below grade level expectations (both academic and behavioral)

Year 2

- Maintain a common language and common understanding: collective responsibility (the why)
- School continues to refine teaming structures to use data-based problem solving and decision making
- School continues to refine Tier 1 intervention and data application



- School implements/refines Tier 2 intervention and progress monitoring for math, reading, writing, and behavior

Year 3

- Maintain a common language and common understanding of the value added in MTSS implementation, collective responsibility (the why)
- School has effective teams using data-based problem-solving and decision-making at all tiers
- School is intervening effectively at Tier 1 to meet the needs of 80% of the student population
- School refines Tier 2 intervention and data application, so they are serving about 15% of the student population
- School refines Tier 3 intervention and progress monitoring for math, reading, writing, and behavior for about 5% of the student population

Year 4 and beyond

- Continue to refine teaming structures, interventions, and progress monitoring systems as obstacles are identified
- Decisions are made without long delays
- All cases have a final disposition, and decision rules are consistent

Preparatory Leadership Academy will implement Individualized Reading Plans for students who have literacy deficiencies in coordination with the MTSS process. An Individual Reading Plan outlines the specific reading skill deficiencies of a student who has demonstrated difficulty with reading development and includes the literacy interventions that the student will receive to address the deficiencies, as required by G.S. 115C-83.6B.

I. Determining Which Students Need an IRP

If a student in kindergarten through third grade is found to have difficulty with reading development, an Individual Reading Plan (IRP) will be created based on the results of either the first diagnostic or formative assessment of the school year, or the first diagnostic or formative assessment of the second semester of the school year. **Preparatory Leadership Academy** will utilize NWEA as the diagnostic tool. The IRP shall be continually adjusted based on multiple data sources, as the Department of Public Instruction prescribes, indicating that the student is not progressing toward grade-level standards in one or more major reading areas. Based on the most recently collected data, the IRP shall include the following information specific to the identified student:

- The specific reading skill deficiencies identified by assessment data.
- Goals and benchmarks for growth.
- How progress will be monitored and evaluated.
- The specific additional literacy interventions the student will receive.
- The Science of Reading-based instructional programming that the teacher will implement.



- Any additional services the teacher deems appropriate to accelerate the student's reading skills and development.

To meet the requirements of this section, a multi-tiered system of support intervention incorporating all six components listed above can be used.

II. Notifying Parents or Guardians

If a student is found to have difficulty in their reading development, parents or guardians will be notified. An Individualized Reading Plan (IRP) will be created to include specific strategies to assist the student in reading at grade level. Parents or guardians will be encouraged to choose one or more strategies that align with the student's interests to help them improve their reading at home. In addition, they will be directed to free online or hard copy literacy resources that can be accessed via a prominently displayed area on the homepage of the Department of Public Instruction's primary website and by the local school administrative unit.



Jessica Kelly

Comments :

The applicant plans to support below-grade-level students through a comprehensive Multi-Tiered System of Support (MTSS), using data-driven strategies, universal screeners, and individualized interventions. A phased 3–5-year MTSS implementation plan will guide academic and behavioral support, with immediate interventions in literacy using SPIRE and Individual Reading Plans (IRPs) aligned with North Carolina law. Progress will be monitored through diagnostic tools like NWEA, with clear goals and benchmarks, and parents will be actively involved in the intervention process. While the plan is well-structured for reading, it would benefit from additional details on math, behavior, staffing roles, and supports for ELLs and students with disabilities.

Q146. Describe the extent to which one or more of the founding board members has experience working with special populations (students with disabilities, students with 504 Plans, MLs, students identified as gifted, and students at risk of dropping out). If no founding board members have experience working with special populations, describe the school's pre-opening plan to prepare for special populations.



By North Carolina's participation in the World Class Instructional Design Assessment (WIDA) Consortium English Language Development Standards, all students, current or prospective, should be identified, monitored, and evaluated to ensure their academic success. **PLA** will work immediately to identify new ELL students and administer the WIDA Access Placement Test (W-APT) upon establishing that the following criterion has been met:

1. Under NCSBE, families have identified on their home language survey that English is their second language.
2. A student identified by staff will have the W-APT administered. If previous academic records show previous ELL accommodations, then the teacher will proceed with preparing an instructional plan based on the student's level of proficiency.

INSTRUCTIONAL PROGRAM

PLA faculty will determine the appropriate means of instruction, modifications, and accommodations for ELL students based on results of the WAPT and previous academic records, parent input, student observations, and any other data relevant to the student's language and academics. **PLA** supports a language immersion approach for ELL students and will work toward keeping a student with the class; however, if the language barrier is significant, then pull-outs will be arranged.

PLA's instructional program is designed to teach students with language-rich material that requires reading, investigation, writing, and using real-world and personal references. The instructional program provides initial and post assessments to demonstrate academic growth. **PLA** will ensure that ELL students meet the same challenging English proficiency standards and objectives required of all other students. **PLA** will supplement the curriculum with bilingual dictionaries, grammar, supplementary print and audio support, and research-based online instructional sites. Assuming each student will require ELL services, the ELL teacher will cycle through the grade levels, servicing ELL students daily. In addition, PLA will seek bilingual teachers to help ELL students transition into the **PLA** culture.



Jessica Kelly

Comments :

The response outlines a strong plan for supporting Multilingual Learners (MLs), including the use of WIDA standards, W-APT screening, daily ELL services, and culturally responsive instruction. However, it does not address the central question regarding whether any founding board members have experience working with special populations. Additionally, the response lacks information on supports for students with disabilities, 504 Plans, gifted students, and those at risk of dropping out. There is also no pre-opening plan mentioned to prepare for serving these groups, nor any reference to legal compliance or specialized staffing, which are critical for ensuring equity and readiness.

Q147. Explain how the instructional plan and curriculum will meet the needs of Multilingual Learners (ML), including the following:

- 1. Methods for identifying ML students (and avoiding misidentification).**
- 2. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ML students.**
- 3. Plans for monitoring and evaluating the progress and success of ML students, including exiting students from ML services.**
- 4. Means for providing qualified staffing for ML students.**



Preparatory Leadership Academy is committed to creating a positive and welcoming environment for English Learners and their families. The district leadership recognizes the value that culturally and linguistically diverse learners bring to the district and local community. As such, the following will serve as the guiding principles for Preparatory Leadership Academy's English Learner Program.

Potential

English Learners (ELs) have the same potential as native speakers of English to engage in cognitively complex tasks. Regardless of English proficiency level, ELs need access to challenging, grade-appropriate curriculum, instruction, assessment, and benefit from activities requiring them to think critically. Even though ELs will produce language that might distinguish them from their native English-speaking peers, they should be expected to participate fully in all levels of the educational program of **PLA**.

Funds of Knowledge

Els' primary languages and other social, cultural, and linguistic background knowledge and resources (i.e., their "funds of knowledge" [Moll, Amanti, Neff, & Gonzalez, 1992]) are useful tools to help them navigate among their schools and their communities' valuable resources (world knowledge and different viewpoints) as they develop the social, cultural, and linguistic competencies required for effective communication in English. In particular, an awareness of culture should be embedded within the curriculum, instruction, and assessment provided to ELs.

Diversity in EL Progress in Acquiring English Proficiency

A student's ability to demonstrate proficiency at a particular level will depend on context, content-area focus, and developmental factors. Progress in acquiring English may vary depending on program type, age at which the program is taken, initial English proficiency level, native language literacy, and other factors. Els must simultaneously develop language and content-area knowledge, skills, and abilities. Els do not need to wait until their English Proficiency is sufficiently developed to participate in content area instruction and assessment.

Scaffolding

Els at all levels of language proficiency should be provided with scaffolding to reach the next proficiency level. These scaffolds will assist them as they develop grade-appropriate language capacities, particularly those that involve content-specific vocabulary and registers. The type and intensity of the scaffolding provided will depend on each student's ability to undertake the particular task independently while continuing to uphold appropriate complexity for the student. Scaffolds provided to EL students should be reduced as the students' English proficiency increases.

Students with Limited or Interrupted Formal Education

Students with Limited or Interrupted Formal Education (SLIFE) are English language learners who have experienced interrupted education due to war, civil unrest, migration, or other factors; who have never had the opportunity to participate in any schooling before entering school in the United



States; or who have experienced limited education in their home countries due to lack of resources or trained teachers, the type of schooling they participated in, or other circumstances. ELs with limited or interrupted formal education should be provided access to targeted supports to develop foundational literacy skills in an accelerated time frame (Decapua & Marshall, 2011).

Special Needs

ELs with disabilities benefit from English language development services, and language development goals are included as part of their Individualized Education Plans (IEPs). Educators should be aware that these students may take slightly different paths toward English language proficiency.

Modifications and Accommodations

Based on individual needs, all ELs should be provided with appropriate modifications and accommodations for assessments. Educators should be aware that modifications and accommodations can be used in classroom instruction and assessments to ensure students' access to grade-appropriate curriculum, instruction, and assessments.

Goals of the English Learner Program:

1. Decrease the number of long-term EL students
2. Improve academic achievement in the classroom and on state assessments
3. Meet language proficiency targets for the ACCESS
4. Improve family and community engagement
5. Improvement of management of EL data

Section One: Understanding North Carolina English Learners

In North Carolina, as demographics become increasingly diverse, so do the children who serve in our schools. Students from diverse language backgrounds have been described using many terms, including English as a Second Language (ESL), English Language Learner (ELL), and most recently English Learner (EL).

English Learners

According to ESSA, an English Learner is defined as an individual:

- who is aged 3 through 21;
- who is enrolled or preparing to enroll in an elementary school or secondary school;
- who was not born in the United States or whose native language is a language other than English;
- who is a Native American or Alaska Native, or a native resident of the outlying areas; and
- who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
- who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- whose difficulties in speaking, reading, writing, or understanding the English language may be



sufficient to deny the individual -

- the ability to meet the State's proficient level of achievement on State assessments;
- the ability to successfully achieve in classrooms where the language of instruction is English; or
- the opportunity to participate fully in society.

ELs are a diverse population representing many varied formal educational backgrounds. Some students may have an interrupted education and cannot read or write in their native language. Other students may have been enrolled and attended schools in their native country where their educational experience was very similar to that found in U.S. schools.

Many students have studied English in preparation to attend U.S. schools.

Types of English Learners and Their Characteristics

Type of English Learners	Characteristic
<i>Newcomer with strong literacy background in their first language</i>	<ul style="list-style-type: none"> • Recent arrival (1 year or less in an U.S. school) • Adequate education in native country • Catch up academically with relative ease • May still score lower on standardized testing due to need for English acquisition
<i>Newcomer with low literacy background in first language/interrupted education</i>	<ul style="list-style-type: none"> • Recent arrival (1 year or less in an U.S. school) • Interrupted or limited education in native country • Limited native literacy • Below grade level in academic content • Poor academic achievement
<i>English Learner</i>	<ul style="list-style-type: none"> • Attending a U.S. school and receiving EL Services 2-5 years • May require significant modifications and accommodations
<i>Long-Term English Learner</i>	<ul style="list-style-type: none"> • Attending a U.S. school and receiving EL Services 6+ years • Below grade level in reading and/or math • Mismatch between student perception of achievement and actual grades • Some have adequate proficiency, but score low on assessments • Have had EL instruction, but inconsistent instructional models.



Jessica Kelly

Comments :

The response provides a strong philosophical foundation for supporting Multilingual Learners (MLs), emphasizing equity, cultural responsiveness, and the diverse needs of students, including SLIFE and ELs with disabilities. It outlines guiding principles such as scaffolding, access to grade-level content, and inclusion of language goals in IEPs. However, it lacks key operational details, including specific identification methods (e.g., WIDA screener), progress monitoring and exit criteria, named instructional programs, qualified staffing plans, and professional development for teachers. Strengthening these areas would improve clarity and demonstrate readiness to meet the needs of ML students effectively.

Q148. Explain how the school will identify and meet the needs of gifted students, including the following:

- 1. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.**
- 2. Plans for monitoring and evaluating the progress and success of gifted students; and means for providing qualified staffing for gifted students.**



PLA provides its students with a challenging curriculum that is designed to establish a solid foundation of skills and knowledge. Intellectually gifted students (AIG) will receive differentiated general instruction in their classroom. Teachers will be trained to differentiate instruction for AIG students to target their learning style and capabilities. Similar to the "at-risk" student, the AIG student will have differentiated instruction, small group, technical assistance, independent research time, and projects during class.

During **PLA's** first year, a school-wide baseline will be established for our academic goals; during this time, AIG students will be identified and referred to the AIG program that will begin year two of operations. Following the NC Academically or Intellectually Gifted (NCAIG) Program Standards, when identifying AIG students, **PLA** will rely on prior school records to determine a student's status as AIG. Any unidentified students who display gifted abilities in one or more subjects can be referred to the AIG team. The team is led by the AIG teacher, an administrator, the student's teacher, and two other teachers who show interest in the AIG student. The team will evaluate the students' classwork, assessments, and READY EOG scores to determine AIG programming.

For a student to be eligible for the AIG program, a student must:

1. Demonstrate a need for a special program, superior intellectual development as measured by an intelligence quotient (IQ) of at least two standard deviations above the mean. Student must also possess gifted characteristics according to the standard scale or checklist; or
2. Be a member of an under-represented group, or low socio-economic status, and meet the criteria in an approved public-school plan for increasing participation in gifted education by under-represented groups; or
3. Be nominated for screening by a parent or other individual who suspects a gifted ability.
4. Additional screening when a student demonstrates potential giftedness. Students who meet the criteria must then meet the criteria of the NCAIG Program standards in the state plan. When that criterion is met, an Education Plan (EP) is developed within 30 days of determining eligibility to receive services. **PLA's** AIG team will meet to develop a plan to meet the student's academic needs. This program will include, but is not limited to, independent study, Odyssey of the Mind programs, group research requiring higher critical thought analysis and problem solving, early college programs, and curriculum modifications.

AIG students will undergo the initial evaluation using the K-TEA Assessment, and those scoring two or more positive standard deviations on normative assessments will receive the appropriate services for that student. Follow-up meetings to review the AIG students' standing will occur 1-2 times, at minimum, per year and include the parent, teacher, and administrator.



Jessica Kelly

Comments :

The applicant outlines a foundational plan for identifying and supporting gifted students aligned with North Carolina's AIG Program Standards. Students will be identified through assessments, teacher and parent nominations, and an AIG team review, with services beginning in Year 2. Gifted students will receive differentiated instruction, small group work, and enrichment opportunities such as Odyssey of the Mind and independent study. The school plans to develop individualized Education Plans (EPs) and monitor progress through annual meetings. While the plan emphasizes equity and enrichment, it lacks detail on specific instructional models, progress monitoring tools, teacher training, and staffing timelines, particularly for the program's delayed launch in the first year.

10.3. 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 education teachers pursuant to law.** Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.

Q149. Identification and Records Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.



1. Enrollment Documentation and Parent Communication

- Upon enrollment, all families will complete a comprehensive registration packet, which includes questions regarding previous special education services (IEPs), Section 504 plans, or other support services received at prior schools.
- Parents/guardians will be asked to indicate whether their child has ever received special education services or accommodations, and to provide copies of any relevant documents, such as IEPs, 504 plans, or evaluation reports.
- The Data Manager will follow up with families who indicate previous eligibility to obtain more information and verify the student's status.

1. Request and Review of Educational Records

- **PLA** will request **official records from the student's previous school**, including:
 - Individualized Education Programs (IEPs)
 - 504 Plans
 - Multidisciplinary Evaluation Team (MET) reports
 - Progress monitoring data
 - Other relevant documents on eligibility, services, and accommodations
- Student information will be reviewed by the school's Exceptional Children (EC) Coordinator to determine appropriate next steps.

1. Initial Service Provision and Temporary Placement

- If records confirm an active IEP or 504 Plan, PLA will implement comparable services immediately to ensure the student's access to a free and appropriate public education (FAPE).
- While waiting for complete documentation, PLA will use available data and parent input to develop a temporary support plan and begin services.

1. Verification and Transition of Services

- Upon receipt of complete records, the Student Services Team will:
 - Verify the student's eligibility and service requirements
 - Schedule a **transition IEP or 504 meeting** (if needed) within 30 days to align services with PLA's instructional model and learning environment
 - Update or revise plans in collaboration with parents/guardians and service providers

1. Data Management and Confidentiality

- All documents will be stored in a **secure student information system** in compliance with FERPA and IDEA regulations.
- Access to records will be limited to staff members directly involved in service provision and student support.

By following this comprehensive and proactive process, PLA will ensure that students with disabilities or Section 504 protections are identified promptly and receive the supports they need for success in our inclusive, rigorous, and supportive learning environment.



Preparatory Leadership Academy is committed to complying with the Individuals with Disabilities Education Act (IDEA) and providing accommodations and Exceptional Children's education services to all exceptional students based on their individualized Education Plan. The Academy firmly believes that students with disabilities can receive a Free and Appropriate Public Education (FAPE) in the least restrictive environment (LRE), which enables them to progress in the general curriculum to the fullest extent possible. To achieve this, PLA has implemented an inclusion model that caters to all students' learning styles, including exceptional students who will receive differentiated, relevant, and data-driven instruction in all classes.

Preparatory Leadership Academy provides a true inclusion model and small group instruction to offer additional attention to Exceptional Children (EC) students. Additionally, the Academy operates a pull-out model for one-on-one instruction or other services, including self-contained instruction. Exceptional Children teachers are tasked with monitoring Individualized Education Plans (IEPs) and ensuring that modifications and accommodations are appropriately implemented. If required, PLA will contract additional staff to accommodate EC students. Contractual services will be secured through qualified community resources available in the local education agency and surrounding areas. The Academy will build relationships with established community programs and organizations that specialize in their respective area of service and have experience working in the school environment.

Preparatory Leadership Academy understands the importance of parental involvement in this process and will maintain communication between the student, parents/guardians, and the school. Parents are invited to all annual reviews, quarterly meetings, or any other meeting regarding their student's progress. PLA considers all ideas for the student's sake. PLA will send the parent/guardian a copy of the IEP and a description of the parent's rights during the IEP or via mail in a language understandable to the general public and the parent's native language.



Jessica Kelly

Comments :

The applicant outlines a comprehensive process for identifying and supporting students with existing special education services or Section 504 plans upon enrollment. Families complete a detailed registration packet, and the school's Data Manager and EC Coordinator follow up to request records, confirm eligibility, and implement comparable services immediately to ensure continuity. The Student Services Team holds transition meetings within 30 days to review and align services with PLA's instructional model. The school emphasizes a true inclusion model with small group instruction, pull-out services, and, when necessary, contracted support from external providers. All documentation is handled in compliance with FERPA and IDEA, and parent engagement is prioritized through regular communication and meetings. While the plan demonstrates a strong commitment to compliance and inclusion, it would benefit from clearer timelines for securing records and more specifics on how instructional staff will be trained and supported to implement accommodations effectively.

Q150. Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed. Include how the school will avoid misidentification of special education students.



PLA will fully comply with the Individuals with Disabilities Act (IDEA), the Child Find Mandate, Section 504 of the Rehabilitation Act, and all general statutes concerning the Exceptional Child (EC). PLA will hire licensed EC staff who will monitor and ensure compliance. Following the requirements of IDEA and Child Find, PLA will identify, locate, and evaluate students with disabilities. Upon enrollment, parents will be required to fill out enrollment packets that will inquire about any services their student may have received at their previous school or any diagnosis that may affect the student's learning, e.g. IEP, 504 Plan, or ADHD. In addition, PLA will formally request this information upon receipt of the student's school records. If records are not received within a reasonable time frame (2-4 weeks), an administrator or designee will drive to individual schools to gather student files.

PLA will comply with the federal Child Find Mandate to identify and evaluate all students who either have, or are suspected of having, disabilities and need EC services. Teachers, parents, support staff, the student, and school administrators will be an integral part of the identification process, as students may exhibit behaviors or disabilities only in certain areas. Students may be referred for an EC evaluation by staff or parents. Before the evaluation, PLA, in cooperation with the NCSBE, will direct the child to the MTSS intervention team to address the academic or behavioral concern. If, after moving through the MTSS process, a student is determined to require further help, a referral for evaluation will be made with parental consent.



Jessica Kelly

Comments :

The applicant outlines a clear process for fulfilling the Child Find mandate by identifying, locating, and evaluating students with suspected disabilities. Upon enrollment, families complete forms to disclose past diagnoses or services, and the school will formally request prior records. If records are delayed, staff will take proactive steps to obtain them. Referrals for special education evaluation can come from parents, staff, or administrators, and all students will first be supported through the MTSS process before an evaluation is initiated. Licensed EC staff will oversee compliance and evaluations, ensuring collaboration among educators, families, and support staff. While the process is proactive and compliant with IDEA, the plan would benefit from more detail on how the school will prevent misidentification—especially among multilingual learners and students from historically underserved backgrounds.

Q151. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:

- 1. Requesting Records from previous schools**
- 2. Record Confidentiality (on-site)**



3. Record Compliance (on-site)



PLA will fully comply with the Individuals with Disabilities Act (IDEA), the Child Find Mandate, Section 504 of the Rehabilitation Act, and all general statutes concerning the Exceptional Child (EC). PLA will hire licensed EC staff who will monitor and ensure compliance. Following the requirements of IDEA and Child Find, PLA will identify, locate, and evaluate students with disabilities. Upon enrollment, parents will be required to fill out enrollment packets that will inquire about any services their student may have received at their previous school or any diagnosis that may affect the student's learning, e.g., IEP, 504 Plan, or ADHD. In addition, PLA will formally request this information upon receipt of the student's school records. If records are not received within a reasonable time frame (2-4 weeks), an administrator or designee will drive to individual schools to gather student files.

PLA will comply with the federal Child Find Mandate to identify and evaluate all students who either have or are suspected of having disabilities and need EC services. Teachers, parents, support staff, the student, and school administrators will be an integral part of the identification process as students may exhibit behaviors or disabilities only in certain areas. Students may be referred for an EC evaluation by staff or parents. Prior to evaluation, however, PLA, in cooperation with the NCSBE, will direct the child to the MTSS intervention team to address the academic or behavioral concern. If, after moving through the MTSS process a student is determined to require further help, then a referral for evaluation will be made with parental consent.

Based on the results of the evaluation, the IEP team, including parents and guests, will make the appropriate determination of eligibility and services for the student under one or more NCDPI identification policies. Students who are classified as Otherwise Health Impaired (OHi) will be placed under the care of the 504 Plan Team. The 504 Team will develop a plan that lists specific accommodations, supports, or services for the student. The 504 Team will also identify the source of each service and the person responsible for ensuring the plan is implemented. Students determined to have a learning disability will be referred to the IEP Team, which will make appropriate placement for the student in an environment the least restrictive. If all options are exhausted and the child is deemed ineligible for EC services, then the teacher of record will continue to implement research-based interventions with the student to promote academic growth. IEP and 504 Plans will be reviewed regularly in accordance to Special Education Laws. PLA will work cooperatively with community programs such as Gaston County Health Dept., Head Start, Gaston Community Services, and the Child Find project that are part of a statewide network providing services to children with special needs including: vision and hearing screening, placement in exceptional education programs and information on other community resources.

- **Requesting records.** Within 30 days of student enrollment, PLA will request the student's records, including IEPs and supporting documents, and/or 504 Accommodation plans from previous schools. The student's name, date of birth, and district number will also be requested.
- **Record Confidentiality (on-site).** All student education records will be kept confidential in accordance with the Family Education Rights and Privacy Act (FERPA) and IDEA. Files will be kept in a locked facility and will be authorized in accordance with NC 1505-2.5.
- **Record Compliance (on-site).** All required student records will be prepared, retained, and



disposed of in a manner consistent with federal and state statutes. Paper records will be stored in fireproof cabinets or reduced to electronic documents for storage. Records will be retained per state and federal guidelines and will be destroyed by shredding.



Jessica Kelly

Comments :

The applicant's response presents a clear plan for managing records of students with disabilities and 504 Plans, including timely requesting of documentation within 30 days of enrollment and direct outreach to prior schools if needed. On-site, records will be kept confidential and secured in locked or fireproof storage, with access limited in compliance with FERPA and IDEA. The plan ensures regular reviews of IEPs and 504 Plans and outlines appropriate compliance practices for storage, retention, and destruction of records. While the plan demonstrates a strong commitment to legal compliance and security, it could be strengthened by detailing how staff will be trained in confidentiality protocols and how digital record management systems will be maintained and monitored.

Q152. Exceptional Children's Programming Explain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.

Preparatory Leadership Academy (PLA) will comply with IDEA and provide accommodations and Exceptional Children Education services for any exceptional student based on the student's IEP. PLA stands firm in the belief that a student with a disability is entitled to receive a Free and Appropriate Public Education (FAPE) in the least restrictive environment that will enable the student to progress in the general curriculum to the maximum extent possible. PLA promotes an inclusion model.



Jessica Kelly

Comments :

The applicant has provided a vague response to the question and did not go into detail in meeting the learning needs of students with mild, moderate, and severe disabilities.

Q153. Describe the specific educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities. How will the school ensure students' access to the general education curriculum?



Preparatory Leadership Academy (PLA) stands firm in the belief that a student with a disability is entitled to receive a Free and Appropriate Public Education (FAPE) in the least restrictive environment that will enable the student to progress in the general curriculum to the maximum extent possible. PLA promotes an inclusion model. PLA has an educational plan that allows all students to learn using a variety of learning styles and EC students will receive differentiated, relevant, data driven instruction in all classes. PLA will also use strategies such as co-teaching to ensure additional attention and small group work for EC students. PLA will also reserve a classroom for EC students who require pull out, one on one instruction or other services up to and including self-contained instruction.



Jessica Kelly

Comments :

The school will provide a full continuum of services for students with disabilities through an inclusive educational model that emphasizes access to the general curriculum. Students with disabilities will receive differentiated, data-driven instruction within general education classrooms, supported by co-teaching and small group strategies. For those requiring more intensive services, the school will offer pull-out instruction and maintain a designated space for one-on-one or self-contained support. This flexible, multi-tiered approach ensures that students receive appropriate accommodations while participating in core academic content. A strength of this plan is its commitment to inclusion; however, additional details on staffing qualifications and service delivery coordination would strengthen implementation clarity.

Q154. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).

EC teachers are responsible for monitoring EC students, IEPs and modifying the classroom instruction, assignments and assessments to maintain compliance. PLA will contract additional staff as needed in order to accommodate EC students. Contractual services will be secured through qualified community resources available in the LEA and surrounding areas. PLA will build relationships with established community programs and organizations who specialize in their respected area of service and have experience with working in the school environment.



Jessica Kelly

Comments :

The applicant will ensure students with disabilities receive a Free and Appropriate Public Education (FAPE) by having EC teachers monitor IEPs and modify instruction, assignments, and assessments as needed. The school will also contract additional qualified staff and service providers through local community organizations to meet student needs. This approach provides flexibility and access to specialized resources; however, a potential limitation is reliance on external partnerships, which may impact service consistency or availability if not well-managed. A clearer system for internal oversight and accountability would further strengthen FAPE assurance.

Q155. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents, and relevant staff.

PLA respects the role of the parent/guardian in this process and will maintain communication between the student, parents/guardians and school. Parents are invited to all annual reviews, quarterly meetings or any other meetings regarding their student's progress. All ideas will be considered for the sake of the student. PLA will provide to the parent/guardian a copy of the IEP and a description of parents' rights during the IEP or via mail in a language understandable to the general public and the native language of the parent.



Jessica Kelly

Comments :

The applicant will monitor and report the implementation of Individualized Education Plans (IEPs) through ongoing communication with parents, students, and relevant staff. Parents will be invited to annual reviews, quarterly meetings, and other progress discussions, and will receive IEP copies and a description of their rights in both accessible and native languages. This collaborative, transparent approach supports strong family engagement and ensures accountability. However, the plan would benefit from including more detail on how progress will be tracked and communicated between meetings to ensure consistent implementation and responsiveness.

Q156. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.



EC teachers are responsible for monitoring EC students, IEPs and modifying the classroom instruction, assignments and assessments to maintain compliance. PLA will contract additional staff as needed in order to accommodate EC students. Contractual services will be secured through qualified community resources available in the LEA and surrounding areas. PLA will build relationships with established community programs and organizations who specialize in their respected area of service and have experience with working in the school environment.



Jessica Kelly

Comments :

The applicant plans to provide related services to students with special needs by having Exceptional Children (EC) teachers monitor IEPs and adjust instruction to ensure compliance. The school will contract additional qualified staff and service providers as needed, utilizing local education agencies (LEAs) and experienced community organizations. This flexible staffing approach supports individualized services; however, the plan would be strengthened by including a staffing ratio or projections based on anticipated enrollment and needs. Additionally, clearly outlining timelines for service provision and coordination protocols could enhance implementation readiness.

10.4. Student Performance Standards

Q157. Describe the student performance standards for the school as a whole.

PLA academic goals project that in the first year our students EOG scores will increase by 10% of the baseline established the first 6 weeks of school. Beginning year two, we also project that our student performance will show an increase in the percentage of students who score 3 and 4 on the EOG by 10% each year so that by year 5, 90% of our students will show EOG levels of 3 or better. PLA will use NC EOG scores to grade performance for the school as a whole.



Jessica Kelly

Comments :

The applicant plans to use the EOG scores to measure student performance standards. The applicant should consider additional data points beyond the EOG's.

Q158. 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.



PLA will use HMH Growth Measurement and MAP scores to monitor student growth and proficiency in ELA and i-Ready for Math. The HMH Growth Measurement is administered three times per year. HMH and i-Ready provide detailed data on student strengths/weaknesses in reading and math. The data will identify specific skill deficiencies and strengths that teachers will use when remediation/acceleration is scheduled during the day and for quizzes/tests. PLA grade-level instructional teams will lead the development of benchmark assessments in reading and mathematics based on the Common Core National and NC Essential standards. The data from these assessments will be used in addition to state or federally mandated tests to drive instruction and improve curriculum over time. Teachers will use data to form small groups of students who demonstrates similar challenges or strengths during instruction. The data will also direct the teacher in whole-group and small-group instructional modeling and re-teaching to serve as the basis of quizzes and other prompts to check for understanding. The purpose of this strategy is to ensure proper oversight of student progress.



Jessica Kelly

Comments :

The applicant will supplement state and federal assessments with HMH Growth Measurement for ELA and i-Ready for Math, both administered three times a year. These tools provide detailed insights into student strengths and weaknesses, guiding remediation and acceleration during instructional time. Grade-level teams will also create benchmark assessments aligned to state standards. This data-driven approach allows for targeted instruction, flexible small group formation, and ongoing curriculum adjustments. While this strategy supports individualized learning and continuous improvement, its effectiveness depends on teacher training in data analysis and consistent implementation across classrooms.

Q159.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.



The decision to promote or retain a student is based on different factors that are objective, and data based. Factors include classroom grades, maturity and social skills, annual academic growth, and state EOG scores. The teacher may make a recommendation to the lead administrator. No student will be retained for athletic purposes. For a student to be promoted, the following criteria must be met as set forth by the Board of Directors:

- All students shall meet all attendance requirements.
- All students shall earn a yearly avg of 60 or above to pass any subject area.
- All students must pass Language Arts, Reading, and Math at or above the minimum acceptable grade level.
- All students shall meet community service hours.

Special needs groups include EC and ELL. Students who meet their IEP goals will be promoted even if the standardized tests and class assessments do not show adequate performance. ELL students who have less than 2 years of ESL instruction and are below grade level due to language barriers will be promoted. In addition, PLA will abide by the state mandates regarding Read to Achieve (RTA) legislation for 3rd grade students.

Students' progress at their rate and the significance of their age and/or grade level is de-emphasized. There are times, however, when it is believed that it would benefit a student to spend an additional year at the same grade level. Parents will be notified by mail and conference in Q3. The final decision for promotion will be made after EOG testing is complete. A parent who does not agree with the decision to retain may appeal the decision to the Lead Administrator. The State of North Carolina and PLA have vested all final promotion authority with the lead administrator of the school.



Jessica Kelly

Comments :

The applicant bases student promotion decisions on a combination of academic data, attendance, social development, and performance on standardized assessments. To be promoted, students must pass core subjects, meet attendance and community service requirements, and achieve a 60 average or higher. Special considerations are given to students with IEPs or ELL status—those meeting individualized goals or still acquiring English proficiency may be promoted despite test scores. Promotion criteria are communicated to families in the third quarter through conferences and letters, with final decisions made after EOG testing. A parent appeal process is available, but the lead administrator holds final authority. This approach is comprehensive and supports equity, though the success depends on timely communication and consistent data use.



Q160. Provide the public charter school's exit standards for graduating ALL students. These standards should set forth what students in the last grade served will know and be able to do. Be sure to include plans for students at risk of dropping out.

EXIT STANDARDS: To graduate, all students must, at minimum, be at grade level in reading and math and pass their EOG tests. In addition, all students must complete their 5th-grade cross-curricular transformational leadership research project and community service hours. Students who do not meet these requirements will attend summer school with a subsequent assessment to determine promotion or retention. Students with special needs will have alternative assignments/assessments that demonstrate an expected level of proficiency identified in their IEP or ELL plans.



Jessica Kelly

Comments :

The applicant requires all graduating 5th-grade students to demonstrate grade-level proficiency in reading and math, pass End-of-Grade (EOG) tests, complete a cross-curricular transformational leadership project, and fulfill community service hours. Students not meeting these benchmarks must attend summer school and undergo additional assessment to determine promotion. For students with disabilities or English Language Learners, alternative assignments aligned with their IEPs or ELL plans will be used to measure proficiency. This exit policy sets clear academic and character-based expectations, but its success depends on equitable access to support services—especially for at-risk students who may face barriers to meeting these standards.

10.5. School Culture and Discipline

Q161. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.



Preparatory Leadership Academy is founded on the principles of equity, inclusion, collaboration, leadership and excellence. Our culture prioritizes the well-being and academic success of every student, creating a nurturing and supportive environment where all learners can thrive. Key elements of our school's ethos include:

- 1. Inclusive Community:** Our school celebrates diversity and fosters a sense of belonging for all students, families, and staff. We embrace differences in background, culture, and learning styles, creating an inclusive community where everyone feels valued and respected.
- 2. High Expectations:** Our rigorous curriculum challenges students to think critically, solve problems creatively, and become lifelong learners.
- 3. Positive Relationships:** Positive relationships are at the heart of our school culture where we foster trust, empathy, and mutual respect.
- 4. Social-Emotional Learning (SEL):** Through SEL instruction and activities, students learn important skills such as self-awareness, self-management, empathy, and responsible decision making.
- 5. Collaborative Learning Environment:** Collaboration is a cornerstone of our school's culture.
- 6. Character Education:** Our character education program instills important values that guide students' behavior both inside and outside the classroom.

Promoting a Positive Academic Environment and Reinforcing Student Intellectual and Social Development:

- **Individualized Instruction:** Our school provides individualized instruction allowing students to progress at their own pace and reach their full academic potential.
- **Student-Centered Approach:** We prioritize student voice and choice in their learning, allowing them to take ownership of their education and pursue areas of interest.
- **Enrichment Opportunities:** We offer a wide range of enrichment opportunities, including clubs, extracurricular activities, and community partnerships, to enhance students' intellectual and social development beyond the classroom.
- **Emphasis on Critical Thinking and Problem-Solving:** Our curriculum emphasizes critical thinking, and problem-solving, to develop students' and prepare them for success in an ever changing world.
- **Restorative Practices:** We employ restorative practices to resolve conflicts and build positive relationships.
- **Celebration of Achievements:** We celebrate student achievements and milestones to reinforce positive behavior and academic success, building students' confidence and motivation to continue learning and growing.



Jessica Kelly

Comments :

The applicant fosters a school culture rooted in equity, inclusion, high expectations, and character development. The school emphasizes social-emotional learning, positive relationships, individualized instruction, and enrichment opportunities to support both academic growth and personal development. Its student-centered approach, use of restorative practices, and celebration of student achievement help cultivate a supportive, intellectually stimulating environment.

Q162.Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter the school mid-year.



For Students:

- **Orientation Day:** On the first day of school, students will participate in an orientation day where they learn about the school's values, expectations, and resources available to support their success. This will include activities to build community, establish routines, and promote a positive learning environment.
- **Morning Assembly:** Morning assembly, community circles, and recognition of student achievements will reinforce the school's culture of inclusivity, respect, and excellence.

For Teachers:

- **Professional Development:** Teachers will participate in professional development sessions focused on culturally responsive teaching practices, social-emotional learning, and restorative practices. Equipping them with skills to create a positive classroom environment and build strong relationships with students.
- **Collaborative Planning:** Teachers will collaborate to develop consistent classroom routines, behavior expectations, and academic standards aligned with the school's values. Sharing best practices and supporting one another in implementing the school's culture.

For Administrators:

- **Visible Leadership:** Administrators will model the school's values and expectations through their actions and interactions with students, teachers, and families. They will be present in the hallways, classrooms, and common areas, actively engaging with the school community.
- **Support and Resources:** Administrators will provide ongoing support and resources to teachers and staff to help them create a positive academic environment. This includes access to professional development, coaching, and materials to support teaching and learning.

For Parents:

- **Parent Orientation:** Parents will be invited to an orientation session before the start of the school year to learn about the school's culture, expectations, and ways to support their child's success. This will include information about how parents can be involved in the school community.
- **Open Communication:** Regular communication channels, such as newsletters, emails, and parent-teacher conferences, will keep parents informed about their child's progress and opportunities for involvement in school activities.

Plan for Acculturating Students Entering Mid-Year:

- **Buddy System:** Students entering mid-year will be paired with a "buddy" from their class



who can help them acclimate to the school culture, routines, and expectations. The buddy will serve as a mentor and support system for the new student.

- **Orientation Session:** A special orientation session will be held for new students to introduce them to the school's culture, values, and resources. Having the opportunity to meet with teachers, administrators, and other students to ask questions and get to know their new school community.
- **Transition Support:** Teachers and counselors will provide additional support to new students to help them adjust academically and socially. This may include extra tutoring, and social emotional check-ins.
- **Ongoing Monitoring and Support:** Throughout the school year, staff will monitor the progress of new students and provide ongoing support as needed.



Jessica Kelly

Comments :

The applicant plans to build a strong, inclusive school culture from the start through student orientation, teacher professional development, visible leadership by administrators, and regular parent engagement. Students will engage in morning assemblies, community-building activities, and positive behavior recognition to reinforce shared values. Teachers will receive training in culturally responsive practices and collaborate to ensure consistent expectations. Parents will participate in orientation and ongoing communication. New students entering mid-year will be supported through a buddy system, tailored orientation, and regular check-ins. To strengthen the response, the plan could include more specific metrics or timelines to evaluate cultural implementation success, clarify how culture will be revisited throughout the year, and describe how feedback from stakeholders (students, parents, staff) will be used to adapt and improve the culture-building efforts.

Q163. Provide a brief narrative that delineates how student conduct will be governed at the proposed charter school and how this plan aligns with the overall mission and proposed Education Plan of the charter school. Be sure to include:

- 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 regard 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.



School Practices:

Part of our strategy to fulfill our mission is to provide a nurturing environment for students as they work toward excellence. PLA will build a community of students who feel nurtured and strive for excellence in their work and behavior. To promote a school-wide community, staff and students will attend morning assembly directly after morning attendance is taken, Monday-Friday. The assembly will include patriotic songs, a brief talk about a character quality from "Focus on Character," and announcements, lasting approximately 15 minutes. On Fridays, the assembly will include special recognition of students and staff.

Based on Harry Wong's "First Days of School," teachers and students will work cooperatively to create a safe and inviting classroom. Teachers will inform parents in the first week of school about classroom expectations and student involvement in school activities throughout the year.

A school-wide discipline plan, based on Harry Wong's discipline system, will be utilized to motivate and reward students for positive behavior and progress. PLA will create age-appropriate student leadership opportunities that include classroom and building-wide roles. Positive behaviors will be reinforced, daily by the building administrator during morning assembly and at appropriate learning opportunities. The lead administrator will also present "Student of the Week" awards every Friday to one student per class who the teacher identifies as exemplifying strong character in a social or academic situation.

Zero Tolerance Offenses:

PLA has a strict discipline policy for students who engage in behaviors that are disruptive, aggressive, and/or dangerous. Certain behaviors may result in immediate suspension or expulsion from the school. Certain behaviors include:

- 1. Cheating: to act dishonestly or unfairly to gain an advantage in academic work**
- 2. Bullying: using one's strength or influence to intimidate (someone), typically to force him or her to do what one wants**
- 3. Fighting; taking part in a violent struggle involving the exchange of physical blows**
- 4. Bomb threats, verbal or in writing**
- 5. Threats to kill, shoot, or cause harm to others, verbal or in writing**
- 6. Weapons on campus or at school events for any reason**
- 7. Possessing, distributing, or using illegal drugs on campus or at school events.**

Rights of Students with Disabilities:

EC students will be disciplined according to the state and federal EC Guidelines and the Behavior Intervention Plan prescribed in their IEP. If the child accumulates 10 days of suspension, PLA, the parents and members of the student's IEP team will meet to determine if the conduct in question was caused by or had a direct and substantial relationship to the student's disability. IEP services will not be interrupted while the student is enrolled at PLA.



Due Process Rights Regarding Suspensions or Expulsions:

Parents will be notified, in writing, of their right to appeal at the time of suspension or expulsion. Appeal forms will be made available to the parent upon request. Parents may appeal the decision to suspend or expel their student beyond the lead administrator to the PLA Board of Directors, which will determine the final decision, unless the suspension warrants the involvement of the judicial system. The appeal must be made within five (5) school days of the suspension notice. The board will make reasonable efforts to hear the appeal within seven (7) school days. At a minimum, two board members shall hear the appeal, and they will record the decision.



Jessica Kelly

Comments :

The applicant outlines a student conduct plan rooted in character development, community building, and structured discipline to support its mission of academic and personal excellence. Daily morning assemblies will foster a shared culture of respect and recognition, while positive behavior is reinforced through student leadership roles and weekly awards. Discipline practices draw from Harry Wong’s classroom management model, emphasizing proactive engagement and clear expectations. A list of zero-tolerance offenses—such as threats, physical violence, possession of weapons or drugs, and bullying—may lead to suspension or expulsion. The school affirms its commitment to the rights of students with disabilities by following IDEA guidelines and ensuring IEP teams meet if a student with an IEP faces significant disciplinary action. Due process is upheld through written parent notification, accessible appeal procedures, and the right to a hearing before the Board. To strengthen the plan, PLA could provide greater clarity around tiered disciplinary responses before suspension or expulsion, offer examples of restorative practices, and outline how staff will be trained to implement the conduct plan consistently across classrooms and grade levels.

10.6. Certify

Q164. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

Yes

No

Q165. Explanation (optional):





Section



Jessica Kelly

Ratings

Meets the
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Comments :

The applicant has met the standard however a few responses require more detail if the exceed rating is to be selected.



Nicky Niewinski

Ratings

Meets the
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Comments :

Within the mission, purposes, and goals it is stated that this school will provide extended learning enrichment opportunities to include a longer school day and year-round enrichment programs. The school calendar/daily schedule does not reflect this statement. School calendar does not seem to provide many PD days throughout the year for data analysis. It is mentioned that teachers will analyze data every 6 weeks. The master schedule includes about an hour of plan time. Will that be enough to effectively analyze data and effectively implement new curriculum for a new school. This is a well-written section. At times there is mention of a specific curricular resource that may not be mentioned in other sections as a tool. For example, the math curriculum seems to be iReady and/or Eureka Math. They are not consistently used when discussing math. Benchmark assessments mention MAP in some cases and HMH in other areas. This will be something to consider if the application moves forward to determine what those final curricular choices will be.



11. Governance and Capacity

11.1. School Governing Body

Q166. Organization Street Address (if you have one)

- On the Organization Information page, you already provided the mailing address.

Preparatory Leadership Academy

207 W. Bradley Street

Gastonia, NC 28052


11.2. Governance

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

Q167. Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 3

Resources


Initial Members of the ...

Applicant Evidence :


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Uploaded on 5/28/2025 by
Doris Sanders



Q168. Describe the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles, and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator.



Per NCGS 115C-238.29E (d) the primary function of the Board of Directors of Preparatory Leadership Academy is to decide matters related to the operations of the school, including budgeting, academics, and operating procedures. The Board of Directors has been established conventionally with non-compensated offices and directors and shall operate under the ratified bylaws. The board will retain ultimate and final authority and responsibility for decision making concerning policy, procedure, finance, curriculum, and other operating instructional and non-instructional matters.

The officer roles serving as Board Members: Board Chair, Vice Chair, Treasurer, and Secretary. In addition, board members must work on one subcommittee at a minimum. Sub committees: curriculum, facility, budget, fundraising, and community development. These committees will be voted on per the PLA bylaws. The Board of Directors will observe the boundary between governance and management, delegating management tasks and charges to the school's lead administrator. The school's lead administrator has been identified and will assume the position pending approval of this application. Future hiring practices of the lead administrator will include a national search through a national educational recruiting site, local and statewide searches using various forms of media, including job fairs, charter conferences, and other charter-specific resources, job sites, and print media.

The lead administrator will be selected by the board after careful review of qualifications, experience, and integrity are duly considered. Priority will be given to candidates with educational leadership experience that includes management of a complex organization. The lead administrator will be subject to an employment background check, drug screening, and an agreement specifying the chain of command.

The Lead Administrator will meet monthly with the Board of Directors to ensure compliance enforcing our mission. The Lead Administrator will be evaluated annually by the Board of Directors or a committee thereof via a process that will include official and unofficial feedback surveys from teachers and parents, a quantitative and qualitative analysis, and review of academic, financial, and operational performance. The Board will also utilize established market-based modules and tools, such as the Marzano Leadership Evaluation Model, to evaluate its Lead Administrator. Each year, the Lead Administrator will have three formal meetings, in addition to unscheduled informal meetings as part of the evaluation process. This first meeting will be held before school opening to review the annual goals established in the previous spring. The second meeting will act as a midpoint review to update the Board on the progress being made on reaching goals and the Board's impression of the administrator's status. The third meeting will determine if goals were met; if goals were not met, the Board of Directors will implement a corrective action plan with a strategic timeline and verifiable results. During the third meeting, the Lead Administrator will be notified of the Board's plan to retain him/her as a leader. The Lead Administrator will have opportunities for corrective actions regarding their performance and professional development throughout the year to equip them as a leader and visionary in schools of choice and school reform. This meeting will also be utilized to plan for the upcoming year.



Jessica Kelly

Comments :

The proposed governance structure demonstrates a strong understanding of charter school oversight, clearly distinguishing between the board's governance role and the lead administrator's management responsibilities. The board has defined officer roles and active subcommittees, with hiring and evaluation procedures for the lead administrator that are thorough and well-structured, including stakeholder feedback and the Marzano Leadership Evaluation Model. However, the response could be strengthened by streamlining language, addressing board member training and diversity, clarifying leadership succession, and detailing strategies for community engagement and board accountability.

Q169. Describe the size, current and desired composition, powers, and duties of the governing board.



Following NCDPI's Department of Charter Schools, the PLA Board of Directors will include a range of members greater than five but less than ten, with a preference toward an odd number to ensure a working majority. Since the membership on the Board of Directors will not be a passive position, it will be populated with members committed to active participation in the governance of a charter school. The PLA Board has shown commitment to duty and will always strive to have members who are committed, diverse, and have professional backgrounds.

Roles of the board shall include Chair, Vice Chair, Treasurer, Secretary, and General Board Members. The Board will also include committees as finance, facility, community development, and curriculum. The continued training and development of board members will also be a priority to ensure that PLA's mission and vision are fulfilled. The current board includes a Parent from Gastonia, a former Charter School Administrator, and various professionals who work and have an investment in Gaston and Mecklenburg Counties. The skills and expertise of our members include Charter School Leadership, Human Resources, Education, Parent/Community Engagement, and Clergy.

The diverse composition of the Board will contribute to the operational and educational success of the school. Each Board Member will bring his/her unique knowledge, talents, experience, and networks to the table. This combined knowledge will create a synergistic process from which a framework of integrated policy, procedure, strategic planning, and the successful implementation of a periodic evaluation will emerge. This framework will catalyze the mission, vision, and operational and educational success of PLA.

The Board of Directors will evaluate the success of the school through a process that includes the report from an annual audit that will expose all financials of PLA, combined with data from EOG and MAP tests, and data from surveys taken by parents and staff. From the information, a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis will be created to form the basis of an action plan to make improvements where necessary and keep our strengths relevant for the upcoming year.

The Board will also perform an annual self-evaluation. This will employ a systematic means for gathering input from the various stakeholders, such as staff, faculty, parents, with specific data-driven components from the financial audit, student testing performance, and enrollment/retention statistics. The results will provide the basis of clear short and long-term SMART goals and related strategic plans and benchmarks. The results will also serve in the development of quarterly reviews of operations, finances, and academics completed by the Lead Administrator.

Following North Carolina open meeting laws, all activities, opportunities, and meetings will be posted on PLA's website and in a visible location near the main office in the school. The PLA board will also abide by all laws, rules, and best practices regarding conflicts of interest to ensure the highest integrity of the PLA organization. The Board will invite and welcome input and feedback from key Stakeholders and the community, will set aside time during each board meeting for public comments during which Stakeholders can speak directly to the Board as to PLA's perceived successes, general concerns, the effects of proposed or ratified policies and procedures. In addition, the Board will actively encourage Stakeholders to participate in



the school's leadership through service on Board Subcommittees.



Jessica Kelly

Comments :

The governance structure outlines a well-organized board with defined roles, diverse expertise, and a commitment to active participation and transparency. The inclusion of board subcommittees, annual self-evaluations, stakeholder feedback, and data-driven planning supports strong oversight. To strengthen this section, consider streamlining the language for clarity, outlining specific strategies for recruiting and maintaining a diverse board, and including plans for board succession to ensure long-term stability. Providing more detail on how stakeholder input informs board decisions would also enhance the school's commitment to community engagement.

Q170. Describe the founding board's individual and collective qualifications for implementing the school design successfully, including capacity in such areas as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent/ community engagement.



Preparatory Leadership Academy's founding board's individual and collective qualifications for implementing the school design successfully include a former building administrator with experience in school leadership and administration, with extensive training in school governance structures, strategic planning, and decision-making. Thus, the Board Members consist of education professionals, including former school administrators, educators, and community leaders. Collectively, they bring expertise in school management, policy development, and compliance with state and local regulations.

Second, the founding board includes a founding board member with experience in curriculum development, instructional design, assessment practices, aligning curriculum with NC state standards, and implementing best practices for student learning. As an instructional coach, this board member provided guidance and support to teachers in implementing effective instructional strategies and assessments.

Third, the founding board includes a board member with proficiency in data analysis, performance management, and analyzing student data to monitor progress, identify areas for improvement, and make data-driven decisions. Also, brings experience in accountability systems and performance monitoring.

Fourth, the founding board includes a board member with extensive parent/community engagement experience with strong ties to the local community and experience in community organizing and outreach, partnerships with community organizations, businesses, and parents to promote engagement and support.

Fifth, the founding board includes a board member as a parent representative who is actively involved in the school community and provides valuable perspectives on parent needs and preferences and advocates for parent involvement in school decision-making processes.

Collectively, the founding board collectively possesses a diverse range of expertise and backgrounds, ensuring comprehensive coverage of key areas critical for school success. All are committed to equity and inclusion, collaborative leadership that operates as a cohesive team, and are aligned with the school's vision and mission.

With their collective qualifications and dedication, the founding board is well-equipped to successfully implement the school design, provide effective governance and leadership, and create a thriving educational environment for students, teachers, and families.



Jessica Kelly

Comments :

The response outlines a well-rounded founding board with expertise across key areas needed to implement the school design effectively. Members bring strengths in school leadership, curriculum and instruction, performance management, and community engagement. To strengthen this section, consider reducing repetition and clarifying each member's specific qualifications with concise descriptions. Adding brief professional backgrounds or relevant accomplishments can further demonstrate readiness. Including how the board will continue developing its capacity as the school grows would also enhance the overall credibility and sustainability of governance.

Q171. Explain how this governance structure and composition will help ensure that

- 1. The school will be an educational and operational success;**
- 2. The board will evaluate the success of the school and school leader; and**
- 3. There will be active and effective representation of key stakeholders, including parents.**

Preparatory Leadership Academy's founding board's governance structure includes expertise in essential areas such as school leadership, administration, curriculum, instruction, assessment, and performance management, strategic planning to set clear goals and objectives for the school through collaborative decision-making and data-driven analysis; and oversight and accountability to ensure that the school operates in accordance with its mission, vision, and policies. This expertise enables the board to make informed decisions that support the school's educational and operational success.

Second, the founding boards will evaluate school success and the school leader by establishing clear performance metrics and evaluation criteria to assess the success of the school and the school leader. Metrics may include academic achievement, student growth, parent satisfaction, financial sustainability, and adherence to regulatory requirements. The founding board conducts regular evaluations of the school's progress against established goals and objectives that involve reviewing student data, conducting site visits, and soliciting feedback from stakeholders. The board provides constructive feedback and support to the school leader based on evaluation results for continuous growth and improvement.

Third, the founding board includes parent representatives who advocate for the interests and needs of parents and to ensure that parent perspectives are considered in decision-making processes and that there is open communication between the school and parents. The board is transparent in its decision-making processes and accountable to all stakeholders, including parents. Clear communication about board actions, policies, and decisions helps build trust and confidence in the school's leadership and governance.



Jessica Kelly

Comments :

The response presents a governance structure with strong expertise in school operations, instructional leadership, and strategic planning, which supports the educational and operational success of the school. The board's plan to use performance metrics, data analysis, and stakeholder feedback to evaluate the school and school leader shows a commitment to accountability and continuous improvement. Including parent representatives helps ensure stakeholder voice and transparency. To strengthen this section, streamline the language for clarity, provide specific examples of how stakeholder input influences decisions, and clarify how the board will sustain active parent engagement beyond representation alone.

Q172.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?

Preparatory Leadership Academy's founding board has been recruited and selected because of their interest and dedication to seeing this mission and vision come to fruition for this community. Our unwavering passion to serve Gaston County guarantees that our plan meets its mission and provides a quality school of choice to area residents.

Board members have been recruited based on their interest and enthusiasm for working collaboratively to open a high-quality school of choice and the talents and experience that they bring to the table. Board seats have a limited life span at which time new members will be elected through the approved election process; the process will include procedures for elections held at the expiration of terms, and when the unexpected resignation of board positions occurs during an active term. The election process will also allow for the reelection of board members in good standing.

PLA desires a well-rounded Board of Directors that brings diverse talents that contribute to the school's success. Particular qualities include a passion for children and education, and professional skills and or experience in education, facilities management, human resources, accounting, community service, law, and fundraising. With each term, PLA will make every effort to balance the composition of the Board with a combination of these skills.



Jessica Kelly

Comments :

The response highlights that board members were selected based on their commitment to the school's mission and their relevant professional experience, supporting a well-rounded and collaborative governance team. It outlines intentions to maintain a diverse board and provides a general plan for term limits, reelections, and filling vacancies. To strengthen this section, the school should clarify the specific recruitment methods used to identify initial board members, provide a clear timeline and process for filling future vacancies, and detail how election procedures will be carried out. Including stakeholder involvement in board selection would also enhance transparency and community trust.

Q173. Describe the group's ties to and/or knowledge of the target community.

Members of our Preparatory Leadership Academy founding board serve as clergy in Gaston County in the pastoral role of several churches as member churches of the Gaston County Missionary Baptist Association. Clergy have worked in the Highland community for over thirty years, as the targeted area is a marginalized urban community that experiences many inner city issues such as poverty, single-parent family homes, low-income housing, and much more.

We agree that launching the Preparatory Leadership Academy in our Highland area will positively impact the surrounding communities by providing opportunities for advancement for our youth, thereby increasing the anticipation for a brighter future. Other members and city councilwomen have been serving the Gaston County region collectively for over 70 years. The Association represents 29 churches, Pastors, Moderators, and over 25,000 members who support our mission, vision, and community focus.



Jessica Kelly

Comments :

The applicant is relying on association with church network and could consider expanding beyond that and look for more connections within the target community.

Q174. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.

The PLA Board Meetings will be held monthly, eight (8) times per year (in-person and hybrid), plus one (1) annual meeting. The PLA Board's annual meeting and committee work sessions will conform to the rules and regulations of the NC Open Meeting Laws.



Jessica Kelly

Comments :

The applicant could expand further on the board calendar details such as day of week/month. The applicant should consider expanding on how this meeting structure aligns with the bylaws.

Q175. 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.



Preparatory Leadership Academy founding member will participate in a 1/2-day orientation within thirty (30) days of joining the Board. The orientation will address policy and procedure, member responsibilities, member expectations, and the fundamentals of governance. Annually, the entire Board of Directors will undergo a full day of board training. Topics to be covered: board governance, management, finances, leadership, conducting effective meetings, managing legal matters, managing parent matters, conflict resolution, and an NCSBE Policy review. The first board training will be held within ninety (90) days of charter school approval by the NCSBE.

Board of Directors Calendar Timeline

October 2025 - Orientation, Board role review, and marketing training

November 2025 - The Board will complete the marketing plan and tour the facility.

December 2025 - Facility training: state requirements etc.

January 2026 - Curriculum overview and Lottery

October 2025 - Board Finances training and planning

January 2026 - Complete budget projections for opening year and lottery review

February 2026 - Power School and staff evaluation training

March 2026 - Staff recruitment training and planning

April 2026 - Financial review and staff benefit planning

May 2026 - Grant writing and community development

Each training is required for board members. Trainings will be recorded and saved for future reference. All training will be facilitated by a professional in the field of expertise and will include updates on all other areas of operation, such as finances, curriculum, enrollment, facility (to include food and transportation), and vendors. The PLA Board will look to work with government entities and organizational representatives who may facilitate these trainings without cost.

The list of training and development is a working draft, as a result, the order may shift to accommodate state training offered through the NCDPI and those offered by the North Carolina Charter School Association.



Jessica Kelly

Comments :

The applicant has sufficiently outlined the timeline as well as training topics. I am curious as to why power school and staff evaluation training would need to be part of a board training though.

Q176. 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.

Preparatory Leadership Academy founding board realizes the level of responsibility that comes with its members being charged as stewards of the public trust and that each member's ethical conduct is a reflection on the entire organization. The PLA Board of Directors is committed to preserving the public trust by taking proactive measures to ensure the highest ethical standards are observed and practiced by every board member and, in turn, the Board as a whole. Specifically, the board has adopted a comprehensive conflict of interest policy with the purpose of avoiding conflict of interest and potential conflicts of interest between board member's private interests and their public duties.

Every member has an affirmative duty to provide any and all information that a reasonable person would conclude is necessary to fully disclose about existing or potential conflicts of interest. An individual(s) identified to have a potential conflict shall be excused from relevant decisions and voting regarding the topic of discussion. The member(s) will be excluded from quorum requirements during that meeting.

There are no current concerns about members and any potential conflicts of interest. Going forward, general concerns to be monitored include:

- 1. The respect of rules of confidentiality regarding, staff, students and other sensitive information**
- 2. The receipt of favors, gifts or money**
- 3. Financial benefits to a member's organization and/or business and**
- 4. Nepotism and preferential treatment of family members and/or students.**



Jessica Kelly

Comments :

The response demonstrates a strong commitment to ethical governance, outlining a formal conflict of interest policy, clear procedures for disclosure and recusal, and an awareness of potential risk areas such as nepotism, confidentiality breaches, and financial conflicts. To strengthen this section, the school should include how ethical compliance will be monitored, whether ongoing ethics training will be provided, and who is responsible for managing potential conflicts. While no current conflicts are identified, explicitly stating that all board relationships have been reviewed and cleared would improve transparency and reinforce public trust.

Q177.Explain the decision-making processes the board will use to develop school policies.

Preparatory Leadership Academy's adoption of school policy by a quorum of the board at a legally called meeting will result as the culmination of a process that seeks, via a subcommittee of the board, input from interested/affected constituent groups within the school community, research of data and available alternatives, careful study of the impact and costs of a potential policy and thoughtful deliberation of preliminary solutions.

Upon completion of the process, the subcommittee will make a policy recommendation to the Board that will ratify the recommendation, take no actions, or refer the matter back to the sub committee for additional input, research, study, and deliberation. When deliberation and discussion are complete, board members will work toward consensus by keeping student needs central. While a majority vote is required, buy-in by all members is always the goal to maintain the strength of solidarity with the Board and school community as a whole.

The PLA Board of Directors will continue to exercise governance vs. management in policy making as well. The board will oversee the development of policies that support the school's mission, vision, and goals. Policies that include charter school renewal, admissions, teacher licensure, and board processes will be the focus of the board. School policies that are designed to manage the day-to-day operations of PLA will be developed by the Lead Administrator. The lead administrator will submit policies during the second semester each year for the board to approve for the upcoming academic year. Any addendum to management policies must be initiated and submitted by the lead administrator for the board's consideration and vote.



Jessica Kelly

Comments :

The response outlines a thoughtful and structured policy development process that includes subcommittee research, stakeholder input, and board deliberation, with a focus on consensus and student-centered decision-making. It clearly distinguishes between governance and management responsibilities, with the board overseeing major policies and the lead administrator handling operational ones. To strengthen this section, the school should clarify how stakeholder input will be gathered, establish a clear timeline for regular policy review, and ensure the board remains proactive rather than overly reliant on the administrator for policy development.

Q178. 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.

Preparatory Leadership Academy supports the use of councils and associations whose priority is providing our students with the best their organization has to offer and aiding in their education. PLA, therefore, will provide opportunities for a parent association and a school advisory team. Each will advise the lead administrator, in a non-supervisory role, to reach the organization's goals needed to live our mission and vision.

The parent association will serve as an avenue for parents to become more actively involved in PLA. The parent organization will lead student fundraising efforts, organize volunteers, coordinate school-wide and community events, and other student and/or parent special programs. The parent organization will have no formal authority and is not a committee or sub committee of the Board of Directors; therefore, no direct reporting avenue will exist between them. The parent organization will have no role in the evaluation of the lead administrator or the staff.

To encourage the buy-in and support of its constituents, PLA will establish a school advisory team. The advisory team will report to and advise the lead administrator in its role as liaison between parents/ community and the Lead Administrator. The advisory team will include parents, staff, and student leaders who will provide insight from the perspective of their constituents concerning decisions about day-to-day management. When appropriate, the team will address the PLA Board of Directors regarding issues, however, the team has no formal role on the board and no role in the evaluation of the staff or lead administrator.



Jessica Kelly

Comments :

The response outlines plans for a parent association and school advisory team to support stakeholder engagement and advise the lead administrator in a non-supervisory capacity. These groups will assist with events, fundraising, and community feedback but will not have formal authority or involvement in staff or administrator evaluations. To strengthen this section, the school should clarify how members will be selected, how often these groups will meet, and how their input will be systematically communicated to the board to ensure stakeholder voices are meaningfully considered in school decision-making.

Q179. Discuss the school's grievance process for parents and staff members.



The Preparatory Leadership Academy board will establish a standing Grievance Committee. The purpose of the Grievance Committee is to evaluate and determine the merits of a properly filed grievance by a parent or member of the faculty and staff and to possibly make a recommendation to the board for consideration. Filing a valid grievance requires that the aggrieved party addresses the issue with the following individuals in the proper sequence as follows:

STAFF:

- 1. First Step - Seek resolution of the matter with whom the staff member disagrees.**
- 2. Second Step - Seek resolution via the employee's immediate supervisor.**
- 3. Third Step - Seek resolution via the lead administrator. Assuming no resolution, the staff member may file a grievance with the Board of Directors.**

PARENTS:

- 1. First Step - Seek resolution with the child's teacher.**
- 2. Second Step - Seek resolution with the teacher's department chair or supervisor (if applicable).**
- 3. Third Step - Seek resolution with their Lead Administrator. Assuming no resolution, the parent may file a grievance with the Board of Directors.**

Grievance forms are to be provided without cost by the lead administrator within 48 hours of being requested by the aggrieved. The aggrieved is not required to provide a reason to the lead administrator as a condition of receiving the grievance forms. Multiple grievances may not be combined in one form; however, multiple grievances may be submitted concurrently on separate forms. Grievances must be individually submitted and individually reviewed by the Grievance Committee. The aggrieved has the right to an expeditious, objective, and thorough review of the grievance. Upon receipt of the grievance, the Chairperson of the Grievance Committee shall convene a quorum of the Grievance Committee within a reasonable time, not to exceed twenty (20) calendar days from the date of receipt.



Jessica Kelly

Comments :

The school outlines a clear grievance process for staff and parents, involving a step-by-step escalation that culminates with review by a designated Grievance Committee. The process ensures timely access to forms, individual case review, and a set timeline for committee response. To strengthen this section, the school should provide more detail on the committee's composition, clarify how outcomes will be communicated, and include protections for confidentiality and non-retaliation. Adding an option for informal resolution or mediation could also improve the process's accessibility and effectiveness.



Q180. Attach as Appendix G Organizational Chart

- A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies, or parent/teacher councils).

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

Applicant Evidence :


03-18-2025 ---- PLA O...

Uploaded on 4/23/2025 by
Doris Sanders

Q181. Attach as Appendix H Charter School Board Member Information Form and Resume

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

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

Resources


2024 Charter School B...



Applicant Evidence :

			
Chez Adams - Membe...	D. Sanders - Member I...	Donyel Barber - Mem...	Remika Glover - Mem...
Uploaded on 4/25/2025 by Doris Sanders	Uploaded on 4/25/2025 by Doris Sanders	Uploaded on 4/25/2025 by Doris Sanders	Uploaded on 4/25/2025 by Doris Sanders
			
Lisa Spikes - Member ...	S. Washington - Memb...	John McCullough - M...	A. T. Pearson RESUM...
Uploaded on 4/25/2025 by Doris Sanders	Uploaded on 4/25/2025 by Doris Sanders	Uploaded on 4/25/2025 by Doris Sanders	Uploaded on 5/28/2025 by Doris Sanders
			
Donyel Barber's Resu...	Sylvester_Washington...	AT Pearson - Member ...	
Uploaded on 5/28/2025 by Doris Sanders	Uploaded on 5/28/2025 by Doris Sanders	Uploaded on 4/25/2025 by Doris Sanders	

Q182.Attach Appendix I For Each Board Member

- 1. Charter School Board Member Background Certification Statement and**
- 2. Completed Background Check**

PLEASE NOTE: A background check that does not meet the following requirements will be deemed incomplete and could jeopardize the submission status of your application.

- Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).**
- Background check must include any additional aliases that have been used by the individual.**
- Background check must include a completed county level check for any county returned in the Social Security Trace.**
- Background check must include a completed nationwide check.**




Upload Required **File Type: pdf, image, excel, word, text Max File Size: 40 Total Files Count: 50**

Resources


2024 Charter School B...




Applicant Evidence :

			
A.T. Pearson - BACK...	Remika Glover - BAC...	Chez Adams - BACK...	Doris Sanders - BACK...
Uploaded on 5/28/2025 by Doris Sanders	Uploaded on 5/28/2025 by Doris Sanders	Uploaded on 5/28/2025 by Doris Sanders	Uploaded on 5/28/2025 by Doris Sanders
			
Donyel Barber - BAC...	John McCullough - B...	Lisa Spikes - BACKG...	Sylvester Washington -...
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D. Sanders - Backgrou...	Donyel Barber - Backg...	S. Washington - Backg...	Rimeka Glover - Boar...
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AT Pearson - Backgro...	Chez L. Adams - Back...	Lisa Spikes - Backgrou...	J McCullough - Backg...
Uploaded on 4/25/2025 by Doris Sanders	Uploaded on 4/25/2025 by Doris Sanders	Uploaded on 4/25/2025 by Doris Sanders	Uploaded on 4/25/2025 by Doris Sanders

Q183. Attach as Appendix J Proposed By-Laws of the Nonprofit Organization or Municipality The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law.

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

Applicant Evidence :


04242025 -NonProfit B...
Uploaded on 4/25/2025 by Doris Sanders

Q184. Attach Appendix K Articles of Incorporation or Municipal Charter



- If the applicant is a non-profit board of directors, attach a copy of the articles of incorporation from the NC Department of the Secretary of State.
- If the applicant is a municipality, attach a copy of the municipal charter.

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

Applicant Evidence :


Article of Incorporatio...


Uploaded on 2/20/2025 by
Doris Sanders

11.3. Staffing Plans, Hiring, and Management


Q185. Projected Staff Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models. Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings, and align with the proposed budget.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 10

Resources


Staffing Chart Templa...

Applicant Evidence :


2026-27 Staffing Chart...

Uploaded on 4/23/2025 by
Doris Sanders

Q186. Staffing Plans, Hiring, and Management Explain the board's strategy for recruiting and retaining high-performing teachers.



Preparatory Leadership Academy, supports our mission and believes that well prepared teachers who strive for continuous growth, in a community that nurtures development and leadership are critical to our school realizing its goal. To accomplish this, PLA's recruitment strategy is to attract diverse, smart and innovative teachers who are passionate and dedicated about the mission and who reflect the diversity of our students and Gastonia.

PTA's recruitment strategy will be delivered by using Teach for America, the Internet, and job sites like Indeed.com, CareerBuilder.com and Teachers.com. We will also advertise in the local and surrounding newspapers in North Carolina and other states. Universities and colleges will be contacted and informed of positions available through their job search service departments. PTA's will utilize agencies like the Chronicle of Higher Education and Education Week to conduct national searches when needed.

Drawing from a Distributive Leadership Model, PLA will retain its teachers:

- **Competitive wages and benefits**
- **A strong leadership-based community that trickles down from the Board of Directors to the students.**
- **We will create teacher lead positions, deans, coaches and other leadership opportunities.**
- **We will provide a nurturing and safe environment**
- **Constructive coaching by the lead administrator and assistant administrator**
- **Annual Pay increases**
- **Participation in SWOT (Strengths, Weakness, Opportunities, Threats) analysis and annual goals setting.**
- **Internal promotions**
- **Input, innovation and feedback from staff and teachers outside of scheduled SWOT analysis.**
- **Encourage and support teacher development.**
- **PLA wants to be an employer of choice, we celebrate our successes and recognize accomplishments and work together to solve any issues.**
- **Create a detailed job**



Jessica Kelly

Comments :

The board outlines a broad recruitment and retention strategy focused on attracting diverse, mission-aligned educators through national job boards, university networks, and organizations like Teach for America. Retention efforts emphasize a distributed leadership model, professional growth opportunities, internal promotions, and a supportive work environment. To strengthen this section, the school should correct inconsistent naming, clarify how candidates will be evaluated, provide a timeline for implementation, and expand on how equitable and inclusive hiring practices will be maintained.

Q187.If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Provide specific evidence that demonstrates the capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. If no candidate has been identified, provide the job description or qualifications, and discuss the timeline, criteria, and recruiting/selection process for hiring the school leader.

Dr. Doris Sanders, Founder and Principal of Preparatory Leadership Academy, took part in the inaugural cohort of the W.I.S.E. (Women Inspiring and Seeking Encouragement) Mentorship Program in 2022-2023. Her participation in the program led to her confidence in applying for, opening and leading a charter school. She has served as an administrator in a charter school for five years, as Assistant Principal, Test Coordinator, Data Manager, Teacher, etc.

Dr. Sanders, participated in the WISE Mentorship Program under the leadership of Rhonda Dillingham, giving her as a future female leader an opportunity to learn and experience all aspects of charter school leadership, thereby equipping them to exceed all expectations and giving them the tools they need to be successful once they secure the role of a principal. As an active participant in the W.I.S.E. Cohort, Dr. Sanders learned aspects of how to run a successful charter school with instruction and presentations from experts on board governance, financials, school culture, psychological safety, and educational advocacy. Dr. Sanders was provided valuable tools and resources deemed necessary to inspire transformational leadership, student growth, proficiency, and more.



Jessica Kelly

Comments :

Although Dr. Sanders has an extensive resume the applicant did not provide specific data in regards to the school leadership positions that were held in regards to data driven results that were obtained.

Q188.If the school leader has been identified, attach the school leader’s one-page resume as Appendix O.

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

Applicant Evidence :



Uploaded on 4/23/2025 by
Doris Sanders

Q189.Provide a description of the relationship that will exist between the charter school employees and the school’s board of directors.

Every member of the teaching faculty and staff of Preparatory Leadership Academy will have open and equal access to the grievance process and will contribute, likely through formal and informal surveying, to the annual process of evaluating the school lead administrator and assistant administrator.

Employees will elect a staff representative annually to serve as a liaison to the Board of Directors. This liaison will attend board meetings, provide faculty and staff insights on issues of importance and provide feedback to the Board of Directors with regard to policy and procedure. In addition, teachers and staff will be encouraged to serve on subcommittees of the board and attend monthly board meetings.

The Board of Directors is responsible for reviewing and, if satisfactory, approving the terms and conditions of all employment contracts that are recommended to the Board of Directors by the lead administrator.



Jessica Kelly

Comments :

The applicant's response includes a description of the relationship that will exist between employees and the board.

Q190. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

The hiring process will generally include the following steps, but may be modified slightly for particular positions or unique circumstances:

Initial applications for employment will be screened by the assistant administrator for appropriate experience, certification, education, credentials and other stated prerequisites for the position.

A qualitative review of applications will be conducted by PLA's personnel committee. Qualified candidates will be granted a first round interview with the lead administrator and the assistant administrator, and any other designee of the board. A candidate chosen from the first round interviews will proceed to a second interview with the personnel team (primarily teachers).

After the second interview an examination and verification of education, certification, achievements and references will be completed. The candidate will be required to submit to national background check and pre-employment drug screening. This drug screen will be provided by a professional drug screening company. Assuming a successful second interview and the return of a favorable background check, satisfactory, references, verified credentials and clean drug screen, an offer of employment will be extended to the candidate.

PLA will establish a comprehensive protocol for evaluating employees, that includes the NC Teacher Evaluation Model. In instances where staff/faculty members are identified as underperforming, the faculty/ staff member will be counseled by the lead administrator and may be required to participate in a corrective action plan that establishes clear expectations, timelines and benchmarks for continued employment. Progress on the corrective action plan will be monitored regularly. The employee will be retained or discharged based upon progress. Employees who commit acts of violence, endangerment or other behaviors that compromise student and workplace safety may be discharged without notice or remediation.



Jessica Kelly

Comments :

The response outlines a detailed hiring process that includes application screening, multiple interviews, credential verification, background checks, and drug screening, ensuring a thorough and safe selection of school personnel. It also provides a clear structure for addressing underperformance through corrective action plans and immediate dismissal for serious misconduct. To strengthen this section, the school should clarify the board's role in hiring and dismissal decisions, outline due process protections for employees, and specify who holds final hiring authority. Including broader HR compliance measures, such as anti-discrimination policies, would further enhance the plan.

Q191. Outline the school's proposed salary range and employment benefits for all levels of employment.



All full-time employees will be offered major medical insurance and disability. PLA intends to pay a portion of the premium costs. Economic conditions and uncertain market dynamics, however, may not make it economically feasible for the school to fund the program. PLA will also make supplemental insurance available through a Section 125 Cafeteria Plan. Such coverage includes cancer, dental, life, vision, and other insurance. The section 125 plan premiums would be the employee's responsibility.

- **PLA employees will be provided a fixed number of personal days to use as needed.**
- **PLA will offer participation in a tax-deferred, defined-contribution retirement plan. PLA will contribute up to 50% of every dollar towards the retirement plan; a portion thereof for employees' contribution up to a maximum amount as defined in the plan documents. Employee eligibility and vesting with certain benefits will be determined by law.**

Administrative & Support Personnel:

- **Lead Administrator Salary: \$85,000-\$94,417**
- **Assistant Administrator Salary: \$65,000-\$71,903**
- **Clerical Salary: \$34,000-\$36,047**
- **Food Staff Salary: \$36,000-\$39,262 Custodians Salary: \$36,000-\$39,262**

Teachers' salaries with adjustment up depending on experience and credentials.

Instructional Personnel:

- **Average Teacher salary: \$50,000**
- **Average Assistant Teacher Salary: \$30,000-38,136**
- **Average Elective/Special Teacher Salary: \$50,000**
- **Average Exceptional Teacher Salary: \$50,000 Average ESL Teacher salary: \$50,000**
- **Average Physical Education Teacher Salary: \$50,00**
- **Average Substitute Teacher salary: \$10,000**

The following positions will be contracted out:

- **Average EC Contractor, Speech, Physical Therapy, salary: \$30,000-\$31,854**



Jessica Kelly

Comments :

The applicant should provide evidence on the retirement plan with match 50% of every dollar and employee contributes to ensure it's sustainability; is there any cap/limits to this? The applicant should also provide more specific details on employee leave days and type of leave as well as any information about an additional supplement/bonus. How do these numbers compare to other schools within the target community?

Q192. Provide the procedures for handling employee grievances and/or termination.



PLA Board of Directors will establish a standing Grievance Committee. The purpose of the Grievance Committee is to evaluate and determine the merits of a properly filed grievance by a member of the faculty or staff and to possibly make a recommendation to the Board for consideration. The aggrieved party must address the issue in the proper sequence as follows:

FIRST STEP: Seek a resolution of the matter with whom the staff member has a disagreement

SECOND STEP: Seek resolution via the staff member's dean, if applicable

THIRD STEP: Seek resolution via the lead administrator.

Assuming no resolution, the staff member may file a grievance with the Board of Directors. In accordance with federal law, PLA forbids retaliation when it comes to any aspect of employment, including grievance complaints.

PLA will establish a comprehensive protocol for evaluating, mediating, and terminating employees. In instances where staff or faculty members are identified as under-performing, the staff/faculty member will be counseled by the Lead Administrator and may be required to participate in a written corrective action plan that establishes clear expectations, timeline, and benchmarks for continued employment. Progress on the corrective action plan will be monitored regularly through the expiration date of the plan. Upon reevaluation, the employee will be retained or discharged based on progress.

Employees convicted of, or pleading "nolo contendere" to a felony or to a certain Class A1, 1, or 2 misdemeanors may be discharged without notice to the extent that the law permits.

Employees charged with a felony or certain Class A1, 1, or 2 misdemeanors may be suspended with pay pending the outcome of a trial or hearing.

Employees who commit acts of violence, assault, endangerment, or other behaviors on school property or during school hours will be reprimanded and escorted off campus. An employee may be suspended with pay pending the outcome of a trial or hearing.



Jessica Kelly

Comments :

he response outlines a clear grievance process for employees, beginning with internal resolution steps and culminating in review by a designated Grievance Committee, with protections against retaliation. It also details procedures for handling underperformance through corrective action plans and outlines actions for serious misconduct, including suspension or termination. To strengthen this section, the school should clarify timelines for each grievance step, define the Grievance Committee's role and authority, include an appeals process for terminations, and address how confidentiality will be maintained throughout the process.

Q193. Identify any positions that will have dual responsibilities and the funding source for each position.

Some specialty teachers may have dual responsibilities, which may include intervention/tutoring, library services, and reception area work. Specialty teachers are full-time employees who may have extra planning time during the first few years of operation; therefore, any extra duties are included in their salary. The administrators will also carry out extra duties in the reception area, recess monitoring, food preparation etc. Here again, any extra duties are included in their salary.

PLA will create leadership opportunities as deans and athletic director positions that will require the appointed teacher to have dual responsibilities. In this instance, compensation will come in the form of monetary stipends. Outside of any donations or grants PLA may secure, the Board of Directors will annually review the budget to determine stipend amounts and frequency of pay.



Jessica Kelly

Comments :

Has the applicant budgeted for the additional monetary stipends referenced in the response? Will the dual responsibilities be disclosed to staff members prior to hiring?

Q194. Describe the plans to have qualified staffing adequate for the anticipated special needs population and means for providing qualified staffing for EL and gifted students.



Assuming Exceptional Child (EC) enrollment at 15% of the total student population, the year 1 EC staff will include one EC Coordinator and one EC teacher. EC staffing will fluctuate up or down as EC enrollment and IEP requirements dictate. With the uncertainty of the first year's EC numbers and 2 dedicated EC staff, RCS will work to recruit two teachers for K-4 positions who also carry an EC license, this will ensure the special needs of EC students are addressed immediately.

The faculty will include at least one certified teacher with ESOL/ELL certification or endorsement; year 2 will include a TD-certified teacher. EC teachers will have a BA/BS Degree in Education, Curriculum and Instruction, or a related field from an accredited college or university. They will hold a teacher's certification reflecting mastery of the principles of Exceptional Child Education, Special Education Curriculum and Instructional Theory, and use of data to drive student progress and program improvement.



Jessica Kelly

Comments :

The applicants response does not align to the staffing chart provided as it states 0 EC teachers and 1 EC coordinator in Year 1. Does the applicant have a contingency plan if they are unable to obtain a certified EC teacher or teachers who are dual licensed as stated?

Q195. Provide a narrative detailing the roles and responsibilities, qualifications, and appropriate licenses that each position must have to be hired by the school's board of directors and effectively perform the job function(s).



Faculty and staff will be required to hold the appropriate licenses, certifications, endorsements, and experience necessary to faithfully and satisfactorily fulfill the roles and responsibilities for which they were hired and as required by their job description. Faculty and staff will conduct their work in a manner consistent with PLA's mission, the needs of every student and the expectations of all stakeholders.

TEACHERS:

Minimally, 75% of elementary and 50% of middle-school classroom teachers at the school will hold a valid North Carolina Standard Professional (SP1) One Professional Educator's License. PLA will develop, maintain, as necessary, and have approved by the NCDPI, a teacher licensure program, allowing teachers to progress from SP1 to SP2 license and renew SP2 licenses.

Educators who qualify for lateral entry in North Carolina will be considered for employment as teachers. Teachers designated as Department Heads will be responsible for necessary evaluation and reporting to the school lead administrator on programs and staff and will possess experience and/or advanced credentials commensurate with the position.

LEAD ADMINISTRATOR:

The school's lead administrator will provide educational and operational leadership, contractual accountability, and logistical direction for the day-to-day management of the school. The Lead Administrator is accountable to the Board of Directors. The lead administrator is responsible for the overall success of the programs that drive PLA. Duties will include monitoring the effectiveness of policy, curriculum, safety, license compliance, and all State and Federal compliance issues. The Leader will draft all reports and collate and analyze data as evidence of PLA compliance and fulfillment of its mission. The Lead Administrator is responsible for, facility, budget management, hiring, observing, and evaluating all staff and determining annual increases for each staff person. Minimum qualifications include a Master's Degree in Administration, Social Science, Educational Leadership, Curriculum and Instruction, or a related field, and at least 3 years of experience at the executive leadership level. Preference will be given to a candidate with experience in charter school leadership and a background in strategic planning.

ASSISTANT ADMINISTRATOR:

The assistant administrator is responsible for the interim management of the school in the absence of the school lead administrator. The assistant administrator will assist in the supervision of instructional and non-instructional staff, will oversee and coordinate beginning teacher and professional development programming, and will serve as the chief disciplinarian in the event of student misconduct. The assistant administrator reports to the lead administrator.



Qualifications include possession of a valid state teaching certificate with a minimum of three years of classroom experience. An administrative program (accredited or recognized) or other related master's program is required.

OTHER ADMINISTRATIVE/ SUPPORT PERSONNEL:

Other administrative support personnel, e.g., Food Staff, Clerical, will be responsible for carrying out support functions as delegated to them by the Lead Administrator, and will require applicable credentials and requisite experience based on the position's duties and responsibilities.



Jessica Kelly

Comments :

The response provides clear descriptions of the roles, responsibilities, and required qualifications for teachers, administrators, and support staff, emphasizing licensure compliance, professional experience, and alignment with the school's mission. Teachers must hold or work toward appropriate North Carolina licensure, while administrators must meet specific educational and leadership experience requirements. To strengthen this section, the school should expand on qualifications and expectations for support staff, outline performance evaluation procedures, and provide more detail on how it will support licensure advancement and ensure alignment with equity and mission-driven values.

11.4. Staff Evaluations and Professional Development

Q196. Identify the positions responsible for maintaining teacher license requirements and professional development.

The assistant administrator (Assistant Principal) is responsible for maintaining teacher licensure and professional development. The process is monitored by the lead administrator. Teachers are responsible for following through with PD within the timeline to meet deadlines.



Jessica Kelly

Comments :

The applicant should consider clarifying the certification/degree's that will be required especially since they will be overseeing licensure and professional development.



Q197. Provide a detailed plan noting how the school will mentor, retain and evaluate staff in a format that matches the school's mission and educational program. The plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.



To create a culture of growth, the lead administrator will prioritize daily 15-minute observations. This practice ensures each teacher a weekly visit where a feedback form is left for the teacher to review and, if necessary, a consultation.

PLA will model the North Carolina Teacher Evaluation Process based on the framework for the 21st Century Learning and the North Carolina Professional Teaching Standards. To assess the teacher's performance concerning those standards and to design a plan for professional growth, the Lead Administrator, or designee, will conduct the evaluation process in which the teacher will actively participate through the use of self-assessment, reflection, presentation of artifacts, and classroom demonstrations.

Instructional staff will be evaluated based on the six aligned standards adopted by the NCSBE: leadership, establishing a respectful environment, content knowledge, facilitation of learning, critical reflection, and contributing to academic success.

The evaluation process will include the following components:

Component 1: TRAINING

Before participating in the evaluation process, all teachers, administrators, and peer evaluators must complete training on the evaluation process.

Component 2: ORIENTATION

Within two weeks of a teacher's first day of work in any school year, the lead administrator will provide teachers with the evaluation rubric. This rubric will be used during the evaluation process, and a schedule for completing each component of the evaluation process.

Component 3: SELF-ASSESSMENT

Using the evaluation rubric along with feedback, growth, and improvement plans from previous evaluations, the teacher will conduct a performance self-assessment from the beginning of the year through to the date of the most recent evaluation period.

Component 4: PRE-OBSERVATION CONFERENCE

Before the first formal observation, the lead administrator will meet with the teachers to review and discuss the self-assessment, the teacher's most recent professional growth plan, and the lesson(s) to be observed. The teacher will provide the lead administrator with a written lesson plan. The conference goal is to prepare the Lead Administrator for the observation. If there are multiple observations, pre-observation conferences are not required for subsequent observations.

Component 5: OBSERVATIONS

Formal observations by the lead administrator will be made for a minimum of 45 minutes or the entire class



period. If a class period is less than 45 minutes, then the evaluation will be made over two class periods to fulfill the minimum time requirement. Those teachers who are designated as "Probationary" will undergo no fewer than three formal classroom observations, one of which must be conducted by a peer designated by the lead administrator. Career teachers will be evaluated no fewer than two times per year. During observations, the Lead Administrator and the peer will note, in writing, the teacher's performance concerning the standards contained in the evaluation rubric.

Component 6: POST-OBSERVATION CONFERENCE

The lead administrator and peer for probationary teachers will conduct a post observation conference with the teacher being evaluated no later than ten days after each formal observation. During the post-observation conference, the lead administrator and teacher will discuss and document on the evaluation rubric the performance strengths and weaknesses during the observed lesson.

Component 7: PROFESSIONAL DEVELOPMENT PLAN

Based on the teacher's performance, a professional development plan will be crafted that outlines specific areas for improvement, strategies for improvement, benchmarks to be met, and a timeline for re-evaluation.

PLA believes mastery comes through nurturing a desire for improvement within its staff. In addition to the formal evaluations, the Lead Administrator and designee will provide continuous informal feedback to teachers.



Jessica Kelly

Comments :

The response outlines a detailed and structured teacher evaluation and development plan aligned with North Carolina's professional standards, including formal observations, self-assessments, conferences, and individualized professional development plans. Daily informal feedback and differentiated support for probationary and career teachers reflect a strong commitment to staff growth. To strengthen this section, the school should include specific teacher retention strategies, explain how the plan aligns with budget and staffing projections, and clarify how it will support teachers in meeting licensure requirements, particularly those entering through alternative pathways.

Q198. Describe the core components of the professional development plan and how these components will support the effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.



The PLA professional development plan has its core a commitment to a mission-driven charter school, high-quality instruction, and constant improvement of student learning. Through the use of qualified contractors, trained in-house staff, professional conferences, guest speakers and online learning, the professional development (PD) program will include topics of current interest and instructional relevance such as international framework and curriculum, gender-based instruction, effective classroom management, evidence-based instructional strategies, subject specific texts and reading and technology in the classroom. Other applicable professional development programs will emphasize small group instruction and discussion, peer collaboration, and teamwork. Workplace issues will be incorporated into the professional development program, covering topics such as maintaining a safe workplace, First Aid/ CPR/ AED training, effective communication, preventing sexual harassment, engaging families, and cultivating a culture of diversity in the workplace.

To the extent to which PD will be conducted internally or externally and will be individualized or uniform, PLA will schedule:

1. **Individualized PD:** Peer and mentor (for beginner teachers) observations, along with administrative feedback, provide valuable professional development for staff. The lead administrator, or designee, will ensure the coordination of support, coaching, guest teaching, and other assistance.
2. **Learning Communities:** Teachers are expected to meet in small groups weekly. The groups with which teachers will meet will vary in order to allow grade-level, subject-specific, and cross-curricular collaboration. Beginning teachers will have monthly meetings, as a group, to develop mastery.
3. **Formal development** will be scheduled during August training, teacher workdays, and staff meetings. Development will be facilitated by the administration or a guest with expertise in the identified area.



Jessica Kelly

Comments :

The professional development plan emphasizes high-quality, mission-driven instruction through a blend of internal and external training, including mentoring, peer collaboration, guest speakers, and online learning. It balances individualized support with group learning communities and formal sessions during scheduled staff time. To strengthen this section, the school should clarify how PD topics align with specific academic goals, outline how effectiveness will be measured, provide more detail on scheduling and structure, and ensure alignment with the proposed budget and staffing plan.

Q199. Provide a schedule and explanation of professional development that will take place prior to the 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.

Pre-opening professional development will begin ten days prior to the first day of school for students. Faculty and staff will report to school at 8 am and remain until 3 pm. Each day will include approximately 60- 90 minutes for classroom setup and 30 minutes for lunch. The remaining 50 hours will be used for professional development. Approximately ten hours will be used to train staff on all operating policies and procedures, including school safety plans, code of ethics, employment policy review, student discipline, the EC referral process, managing workplace violence, sexual harassment, and other procedural, safety, and policy topics.

An additional forty hours will be used to build instructional leaders who embrace the curriculum and learning how to "unpack" the standards. The culture of collaboration among staff based on the distributive leadership theory and various team-building exercises. The time used to orient staff toward school-wide instructional goals will address measurement criteria for student performance. During this time, breakout sessions will be incorporated into the instructional objectives training for instructional/grade-level teams. These sessions will be led by lead staff whose objectives will include defining specific objectives within their grades, developing team-wide instructional strategies, creating action plans for anticipated obstacles and challenges, coordinating lesson plans, and synthesizing curriculum components within grades.



Jessica Kelly

Comments :

The pre-opening professional development plan includes a 10-day schedule combining operational training and instructional planning, with clear time allocations for policy review, school safety, and team-based curriculum development. It emphasizes collaboration, unpacking standards, and aligning instructional strategies by grade level. To strengthen this section, the school should detail how the training will be delivered, provide targeted support for new teachers, address preparation for unique or challenging curriculum components, and include a method for assessing staff readiness before the school year begins.

Q200. 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.



Continued professional development is important to the success of PLA. Our mission's objective for academic success through rigorous instruction can happen by developing master teachers. There will be 10 professional development days prior to the beginning of school, where teachers will receive intensive training in curriculum, policy and classroom management and eight mandatory professional development days throughout the school year providing continuous support and training for the faculty and staff. A structured mentor program will help provide additional support for new teachers

Approximately 4-18 hours of additional staff development time will be designated in the form of half days, and will be incorporated into the calendar in September, October, November, December, January, February and April. School will not be in session for students during these half days sessions but faculty and staff will be required to report to work at normal business hours. The programming for each day will be determined based on trending topics and needs identified by the School Board, administration and faculty and staff. In addition, the school will advise teachers of short (1- 3 hr.) topic-specific, online and webinar based voluntary learning opportunities that are available throughout the year. If teachers choose to participate in such opportunities, arrangements will be made in advance so that classes will be covered during the time that the teacher is participating in staff development. Finally, special, unexpected topics for teacher development will occur during regularly scheduled staff meetings and planning meetings. In the event of a crisis, an unscheduled staff meeting will be called to address an issue requiring professional development.

The school's calendar and staffing structure supports this plan through its master schedule that provides for common planning time for teams of teachers to work on interdisciplinary units, analyze and disaggregate student data and implement the MTSS model. A draft of the yearly calendar is included in Appendix C.

The daily schedule accommodates this plan through common planning time (grade level), scheduled team meetings, peer observations, mentor meetings and observations and cross curricular planning.

PLA's staff model was developed to encourage a culture of learning for staff and students. The desire is to create an environment where coaching, observations and development is sought out by faculty due their belief and buy in to PLA's mission, and an intrinsic desire to master their craft. The staffing structure accommodates this plan through PLA's commitment to hiring support staff and creating leadership roles for successful veteran teachers. Veteran teachers who serve as mentors and Deans will have duties that include some coaching, observation, guest teaching and advising beginning or struggling teachers. Teacher Assistants are hired with the expectation that they are trained on the grade level program to which they are assigned and assist teachers with implementing the practices required for student success. Finally, administrators have the expertise to make daily observations of staff to encourage an open approach to professional growth.



Jessica Kelly

Comments :

The professional development plan includes 10 pre-service days, 8 in-service days, and additional half-day sessions throughout the school year, with topics tailored to staff needs and school priorities. It offers a mix of in-person, online, and mentor-led training, supported by common planning time and a staffing structure that promotes coaching and collaboration. To strengthen this section, the school should clarify the total number of annual PD hours, outline how voluntary PD participation is supported or tracked, describe how PD effectiveness will be evaluated, and ensure alignment with the school's budget and staffing resources.

11.5. Marketing, Recruitment, and Enrollment

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

Q201. Marketing Plan Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).



The school will use a variety of methods to promote the school and attract students and families. Some of these methods may include, but are not limited to the following:

1. PLA will hold periodic informational meetings with local community, civic and religious organizations along with individual meetings with local business and civic leaders and other people who may be able to inform and/or influence families and students to enroll at the school.
2. PLA will develop a referral network by fostering relationships with local childcare centers, the Boys and Girls Club of Gaston County, community sporting leagues, the Gaston County YMCA, Gaston County Progressive Coalition, and the Gaston County Early Literacy Collaborative.
3. PLA will advertise throughout the radio and digital marketing.
4. PLA will develop a website for information, registration, and promotion of online marketing videos and
5. Promotion of the PLA website, where parents can find enrollment and recruitment literature.

The Board of Directors recognizes the importance of community awareness and recruitment of parents and students who reflect the racial/ethnic and demographic composition of the Gaston district. To promote a neighborhood school, the marketing strategy will start in the local community immediately and then broaden to the mass market. Marketing to residents in the surrounding communities will be the primary focus. To ensure strong demand, marketing will occur to all appropriate populations, e.g., geographic, ethnic, age, etc. We anticipate that the majority of students will live within a 25-mile radius of the school and, thus, reflect the local community being served. Targeted marketing will be used to focus on this geographic area. Additionally, select marketing materials will be created and produced in multiple languages based on the demographics of the local area. PLA has allocated \$15,000.00 in our budget for marketing. This money will be used for advertising through media such as The Gaston Gazette, radio, billboards, and TV advertisements.



Jessica Kelly

Comments :

The marketing plan outlines a multi-faceted approach that includes community partnerships, local media, digital outreach, and translated materials to reflect the demographics of the Gaston district. With a \$15,000 budget and a focus on a 25-mile radius, the school aims to build community awareness and attract a diverse student body. To strengthen the plan, the school should set clear outreach goals, include a strategy for evaluating marketing effectiveness, expand its digital marketing approach, and incorporate targeted efforts to reach underrepresented or underserved populations.

Q202. Describe how parents and other members of the community will be informed about the



school.

PLA believes that engaging community members, parents, and volunteers creates meaningful ways to include individuals in emotional experiences that help them connect to the school's mission and core values. PLA will communicate and engage parents and the community from the time that the school is approved through its opening. Upon its approval, PLA will maintain a website with current information about the school, including: a directory of the School Board with individual biographies, philosophy, curriculum, school calendar, and an opening timeline. PLA will also utilize social media to increase its support and social awareness through forums such as Facebook, Twitter, and Instagram. PLA will also partner with resources like community action programs, daycare centers, churches, and homeowners' associations to announce the opening of PLA, followed by a statement to follow us on social media.

During the fall of 2026, Families will be invited to information sessions where the history, philosophy, and curriculum will be shared with the community. This will serve as an opportunity for community feedback, allowing the Board to build a database of interested families, customize certain aspects of PLA, and demonstrate our desire for a strong relationship and set a positive tone in the community. Information sessions will become orientations in the spring of 2027. Orientations will follow the start of enrollment, per North Carolina rules, and serve to encourage enrollment of students and investment of parent time, talent, and skills. PLA has identified a position of recognition for a lead volunteer, an official "Parent Ambassador". This person will work with the marketing committee to promote PLA.

Informal activities that require the investment of time, talent, and skill. We want the community to feel a sense of ownership; therefore, PLA will coordinate events like "Earth Day" for the beautification of the exterior of the school and other school beautification projects to prepare the interior of the school's classrooms, halls, office etc. PLA will build engaging partnerships between the families and school that strengthen support for student learning by engaging parents in the life of our school. Through the efforts of our Parent Ambassador, we expect to have a solid core of parent volunteers to represent parent interests through various ways that will be determined between the Board, School Leader, and the Parent Ambassador.

Additionally, parents will support student learning through participation in school governance, leadership opportunities, the School Advisory Team, PTA/PTO, and classroom and school volunteers. PLA will also create an opportunity for a "Grand-Friends" group to organize. Grand Friends will include the grandparents of students and other senior friends who can volunteer their time in the school. Additionally, PLA will seek to nurture partnerships and relationships with other area charter schools and non-profit organizations committed to student learning by sharing information, expertise and talent as a means of fostering mutual support.



Jessica Kelly

Comments :

The plan outlines a multi-faceted approach to informing and engaging parents and the community through a website, social media, in-person sessions, volunteer opportunities, and partnerships with local organizations. It emphasizes early and ongoing communication, community-building events, and the creation of a “Parent Ambassador” role to strengthen family-school connections. To improve the plan, the school should clarify the timeline and frequency of communications, include strategies for evaluating outreach effectiveness, address language and accessibility needs, and establish a structure for collecting and responding to ongoing community feedback.

Q203. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.



Except as otherwise provided by law or the mission of the school as set out in the charter, Preparatory Leadership Academy shall not limit admission to students based on intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.

Pre-admission activities will be limited to providing interested parents with a letter of interest that will include the child's grade and contact information for the parents. The letter of interest will be clearly marked so as to identify that it is not an enrollment document or an application. It will be used for continued outreach and as a preliminary planning tool for resources and staffing. We will enroll for the 2026-2027 school year, beginning the day following final approval by the NCSBE and continuing through April 2026. At that time, the determination will be made regarding a lottery or whether to continue rolling enrollment until all spaces are filled. If there is a need for the lottery, it will be held in April 2026.

PLA will enroll any eligible students who submit a timely application, unless the number of applications exceeds the capacity of a program, class, grade, level, or building. In this case, students shall be accepted by lottery. Once enrolled, students are not required to reapply in sequential enrollment periods, they will, however, be required to re-enroll each year before the open application period begins. Notwithstanding any law to the contrary, PLA may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115c390.5 through G.S. 115c390.11 until the period of suspension or expulsion has expired.

Any student residing in the state of North Carolina must complete the enrollment process to be considered for enrollment. The required enrollment form will consist of, and may not be limited to, the following: personal data, which includes the student's name, place of residence, parent/guardians' names and addresses, student's birth date, and current grade. Following the first year of operations, PLA may give enrollment priority to siblings of currently enrolled students who were admitted to PLA in the previous year and to children of the school employees. If multiple birth siblings apply for admission to a charter school and a lottery is needed under G.S. 115c238.29F(g) (6), the charter school will comply with prevailing law regarding the admission of multiple birth siblings.

No criteria for enrollment will be utilized other than a completed enrollment form and residence in North Carolina. A wait list will be maintained if space becomes available and the school chooses to continue to fill any open enrollment positions. The parent(s) of student(s) may withdraw or transfer their child(ren) at any time. Student records will be forwarded as official documents to the child's receiving school. For parents to re-enroll their child(ren) at a later time, they must go back through the school's enrollment process.



Jessica Kelly

Comments :

The enrollment plan clearly outlines a legally compliant admissions process, including use of a non-binding letter of interest, an enrollment window, and procedures for conducting a lottery if needed. It provides transparent guidelines for re-enrollment and enrollment priorities while maintaining statewide eligibility. To strengthen this section, the school should add specific recruitment strategies, identify responsible parties, include a detailed timeline with benchmarks, and explain how outreach efforts will ensure a diverse and representative applicant pool during the planning year.

Q204. Describe how students will be given an equal opportunity to attend the school. Specifically, describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at-risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.



PLA will utilize a weighted lottery enrollment process. Our objective is to ensure fair and equitable access to PLA for all students, particularly those who are underserved or are at risk of academic failure, through a transparent and inclusive weighted lottery system and targeted community outreach efforts.

PLA's Weighted Lottery Enrollment Process:

PLA will implement a weighted lottery to increase enrollment opportunities for:

- Students from low-income families
- Academically low-achieving students
- Students with disabilities
- English Learners (ELs)
- Other students at risk of academic failure (e.g., foster youth, homeless students)

Eligible students will receive additional weight(s) in the lottery, increasing their chances of being selected while maintaining fairness for all applicants. PLA will publish clear explanations of the weighted lottery criteria and process on its website and all outreach materials. Annual reports will include data on the demographic breakdown of applicants and enrolled students to ensure equitable access processes are followed. We will monitor application, lottery, and enrollment data by subgroup.

The outreach plan for the following student groups is as follows:

1. Families in Poverty - Outreach Methods:

- Partner with local social service organizations, food banks, and shelters to share information.
- Host informational events at community centers, low-income housing areas, and churches.
- Provide brochures and flyers in multiple languages and distribute them via schools with high FRPL (Free and Reduced Lunch) rates.
- Support Offered:
 - Application assistance and on-site support for completing forms.
 - Transportation and translation services for enrollment meetings.

1. Academically Low-Achieving Students - Outreach Methods:



- Collaborate with nearby schools to identify and invite students performing below grade level.
- Share testimonials from PLA students who made academic gains after enrollment.
- **Support Offered:**
 - **Emphasize PLA's interventions, tutoring programs, and personalized learning plans in outreach materials.**

1. Students with Disabilities - Outreach Methods:

- Partner with special education advocacy groups and local SELPAs (Special Education Local Plan Areas).
- Attend local disability fairs and family support groups.
- **Support Offered:**
 - **Provide details on specialized instruction, IEP accommodation, and inclusion models.**
 - **Host parent workshops on rights and services under IDEA.**

1. English Learners - Outreach Methods:

- Translate all materials into the home languages spoken in the community.
- Work with cultural organizations and multilingual parent liaisons to spread awareness.
- Conduct information sessions in multiple languages.
- **Support Offered:**
 - **Highlight ELD (English Language Development) services and dual language supports.**
 - **Offer bilingual staff to support families during the application and enrollment process.**

1. Other At-Risk Students (e.g., foster youth, homeless students) - Outreach Methods:

- Collaborate with local child welfare agencies, shelters, and McKinney-Vento liaisons.
- Share information through county social workers and case managers.
- **Support Offered:**
 - **Prioritize immediate enrollment for homeless and foster youth per legal requirements.**
 - **Provide dedicated staff support to help navigate paperwork and transportation challenges.**



Jessica Kelly

Comments :

The plan outlines a strong commitment to equitable access through a weighted lottery system and targeted outreach to underserved groups, including low-income families, English learners, students with disabilities, and academically at-risk students. Each outreach effort is paired with practical supports to reduce barriers to enrollment, and the school plans to monitor demographic data for transparency. To strengthen the plan, PLA should clarify its intention to seek state approval for the weighted lottery, establish clear outreach timelines and benchmarks, address staffing needs for implementation, and incorporate any unique educational focus into its marketing strategy.

Q205. What established community organizations would you target for marketing and recruitment?

The Highland Tech Community, African American Museum, Gaston County Missionary Baptist Association, The Divine Nine Fraternities and Sororities, and the NAACP etc. You may refer to the uploaded chart for marketing and recruitment demographics.

Applicant Evidence :



Uploaded on 4/24/2025 by
Doris Sanders

11.6. Parent and Community Involvement

Q206. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.



PLA will communicate with the engaged parents and community via email and social events. For PLA to effectively communicate with and engage parents and community members from the time the school is approved through its opening, PLA would implement a strategic, inclusive, and consistent approach built on transparency, accessibility, and collaboration. This proactive approach fosters a strong school-community partnership in the beginning, helping ensure a supportive, inclusive environment where all voices feel heard and valued.

Initial Communication & Introduction (Immediately After Approval)

- **Welcome Letter & Digital Announcement:** Send a welcome message through email, local newspapers, and social media to introduce the vision, mission, and values of the school.
- **Multilingual Materials:** Ensure all communication is available in the primary languages spoken in the community.
- **Community Kick-Off Event:** Host a town hall or open house to introduce leadership, answer questions, and gather community input on priorities.

Ongoing Engagement & Updates (Pre-Opening Phase)

- **Monthly Newsletters:** Share construction updates, curriculum plans, hiring updates, and opportunities for involvement.
- **Social Media & Website Presence:** Maintain active channels for regular updates, event reminders, photos, and videos to build excitement.
- **Parent & Community Advisory Committee:** Establish a diverse group of parents and community leaders to provide input, act as ambassadors, and assist with outreach.

Relationship-Building Activities

- **Coffee Chats & Listening Sessions:** Host informal gatherings at local community centers, libraries, or parks to connect with families and hear concerns or suggestions.
- **Volunteer Opportunities:** Involve community members in preparing the school for opening, classroom setup, welcome kits, or mural painting.
- **Community Partnerships:** Collaborate with local businesses, nonprofits, and organizations to support school initiatives and events.

Pre-Opening Orientation & Celebration

- **Family Orientation Nights:** Organize sessions to introduce families to the school culture, staff, daily routines, and student expectations.
- **Meet the Teacher Events:** Create opportunities for students and families to build relationships with teachers and staff before Day 1.



- **Community Celebration:** Host a grand opening event to mark the school's launch and show appreciation for everyone who supported the journey.

Feedback & Improvement Loop

- **Surveys & Suggestion Boxes:** Regularly collect feedback and ideas for improvement.
- **Follow-Up Communication:** Share what actions were taken based on feedback to demonstrate responsiveness and trust.



Jessica Kelly

Comments :

The plan presents a well-rounded strategy for engaging parents and community members from approval through opening, using emails, social media, events, and multilingual materials to ensure inclusive communication. It emphasizes relationship-building through informal gatherings, advisory committees, and volunteer opportunities, and includes feedback loops to promote transparency. To strengthen the plan, PLA should identify who is responsible for leading engagement efforts, include budget considerations, provide more targeted strategies for reaching hard-to-engage families, and add specific timelines and benchmarks to track progress.

Q207. 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.



PLA would engage parents in the life of the public charter school by establishing a welcoming, inclusive, and transparent school culture that values family input and collaboration, i.e., Open House, Family Nights, Curriculum Nights etc. The PLA Plan ensures parents feel valued, informed, and empowered as partners in their child's education, ultimately enhancing student learning and success. Here's a brief outline of the plan:

1. Strong Communication Channels

- **Regular updates through newsletters, emails, and a parent portal to keep families informed.**
- **Two-way communication via parent surveys, suggestion boxes, and scheduled check-ins to gather input and address concerns.**

1. Family Engagement Events

- **Host curriculum nights, family learning workshops, and student showcases that highlight student progress and provide academic support strategies for home.**
- **Include celebrations of cultural heritage and community-building events to foster connection.**

1. Volunteering and Leadership Opportunities

- **Create opportunities for parents to volunteer in classrooms, on field trips, or at school-wide events.**
- **Form a Parent Advisory Council to serve on the School Improvement Team (SIT) to involve families in school decision-making and planning.**

1. Partnership for Learning

- **Promote student-led conferences to involve parents in academic goal setting.**
- **Provide resources and training to help parents support learning at home, especially in literacy, math, science, and social-emotional development.**

1. Inclusive Practices

- **Ensure all communication and events are accessible to families of diverse backgrounds by offering translations, interpreters, and flexible meeting times.**



Jessica Kelly

Comments :

The plan offers a strong, multifaceted approach to engaging parents through clear communication, academic-focused events, volunteering, leadership opportunities, and inclusive practices like translation services and flexible meeting times. It emphasizes partnerships that support student learning and family involvement in school decision-making. To strengthen the plan, PLA should include a timeline, designate responsible staff, outline how engagement will be measured, and add strategies to reach less-involved families. Addressing budget and resource needs would also help ensure sustainability of these efforts.

Q208.If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.

PLA will offer an initiative entitled Family STEM Nights, where students and their families engage in hands-on science, technology, engineering, and math activities together. This fosters a collaborative learning environment and encourages families to support their child's academic curiosity and growth at home. As well as Up Close and Personal Conversations with the Principals.

PLA will offer an initiative entitled Parent Learning Workshops, focused on helping families understand curriculum expectations, effective homework support strategies, and tools for promoting literacy and numeracy at home. These workshops empower parents to be active partners in their child's education.

PLA will offer an initiative to host Community Read-Alouds and Career Day events, inviting local leaders and professionals to share their experiences and inspire students. These programs strengthen community ties, enrich student learning, and align with the school's mission to nurture lifelong learners to become transformational leaders and foster strong school-home-community partnerships.



Jessica Kelly

Comments :

The proposed parent and community programs—including Family STEM Nights, Parent Learning Workshops, Community Read-Alouds, and Career Day—are well-aligned with PLA’s mission to foster academic curiosity, leadership, and strong school-home-community connections. These initiatives offer meaningful ways to involve families in student learning and build community ties. To strengthen the plan, PLA should include details on scheduling, responsible staff, accessibility for diverse families, and how program effectiveness will be evaluated. Ensuring alignment with available resources and budget will also support long-term success.

11.7. Admissions Policy

Q209. Weighted Lottery Does your school plan to use a weighted lottery? The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited, lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:

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

Yes

No



Jessica Kelly

Comments :

The applicant plans to have a weighted lottery.

Q210. 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

Yes, PLA will use a weighted lottery in certain circumstances, subject to approval by the State Board of Education. We recognize that there may be situations where a standard open lottery may not adequately address the needs of all students, particularly those who face significant educational barriers or come from underrepresented backgrounds. If we choose to deviate from the open lottery normally utilized by charter schools, we will ensure that the following requirements are met:

- 1. Justification:** We will provide a clear justification for the use of a weighted lottery, demonstrating how it will better serve the needs of the student population or address specific educational goals or challenges.
- 2. Evidence of Need:** We will present evidence of the need for the weighted lottery, such as data on student demographics, academic performance, or other relevant factors. This evidence will support our decision to implement the alternative lottery process.
- 3. Equity Considerations:** We will ensure that the weighted lottery does not result in discrimination or inequitable access to the charter school. The process will be fair, transparent, and accessible to all eligible students, regardless of background or circumstances.
- 4. State Board Approval:** We will seek approval from the State Board of Education for the use of the weighted lottery, submitting a formal request and providing supporting documentation to justify the proposed change.
- 5. Public Notice:** We will provide public notice of our intention to use a weighted lottery and allow for public input on the proposed change. This will ensure transparency and allow stakeholders to express any concerns or feedback.
- 6. Documentation and Reporting:** We will document the process for conducting the weighted lottery, including the criteria used for selection and any weighting factors applied. Additionally, we will report on the results of the lottery to ensure accountability and compliance with state regulations.



Jessica Kelly

Comments :

The applicant should specify more details about what will qualify someone for the weighted lottery; the current response is more general.

Q211.2) A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.



Our school intends to use a thorough and transparent process to conduct the lottery, ensuring fairness and equity for all applicants. Here is a detailed description of the processes and procedures we will use:

- 1. Application Period:** We will establish a designated application period during which interested families can submit applications to enroll their children in the school. This period will be communicated widely through various channels, including our school website, social media, community meetings, and local outreach efforts.
- 2. Application Submission:** Families will have multiple options for submitting their applications, including online submission through our school's website, in-person submission at the school or designated community locations, or by mail.
- 3. Eligibility Verification:** Upon receiving applications, our enrollment team will verify the eligibility of applicants based on criteria such as age, residency, and any specific requirements outlined in our charter. This verification process will ensure that only eligible applicants are included in the lottery.
- 4. Lottery Preparation:** Prior to the lottery, our enrollment team will compile a list of all eligible applicants. Each applicant will be assigned a unique identifier to maintain confidentiality and fairness throughout the process.
- 5. Lottery Drawing:** The lottery drawing will be conducted in a public and transparent manner, with oversight from the school's administration or a designated impartial party. We will use a random selection process, such as a computerized random number generator or drawing names from a container, to determine the order of selection.
- 6. Weighted Lottery (if applicable):** If approved by the State Board of Education, we will apply any weighting factors as specified in our lottery policy. This may include preferences for students from low-income families, students with disabilities, English language learners, or other specific groups identified in our charter.
- 7. Notification of Lottery Results:** Following the lottery drawing, all applicants will be notified of their lottery status. Accepted students will receive enrollment offers, while those not selected will be placed on a waiting list in the order determined by the lottery results.
- 8. Acceptance and Enrollment:** Accepted students will have a specified period to accept their enrollment offers and complete the enrollment process. This may include submitting required enrollment forms, providing proof of residency, and attending orientation sessions.
- 9. Waitlist Management:** For students placed on the waiting list, we will maintain an organized and transparent process for managing waitlist movement. As spots become available, we will notify families in accordance with their position on the waitlist and provide clear instructions for accepting the offer.
- 10. Appeals Process:** We will establish an appeals process for families who wish to contest the results of the lottery or seek exceptions based on extenuating circumstances. This process will



include clear guidelines for submitting appeals and a fair and impartial review by the school's administration or designated committee.

11. Documentation and Reporting: Throughout the lottery process, we will document each step and maintain accurate records to ensure accountability and compliance with state regulations. We will also provide regular updates to the State Board of Education and other stakeholders on the outcomes of the lottery and enrollment progress.



Jessica Kelly

Comments :

The response outlines the lottery process with detail.

Q212.3) The underlying research, pedagogical, educational, psychometric, and legal, that supports the request and the procedures the applicant is requesting.



PLA is opening a school designed to serve an underserved population of African American, Latino, White Students and other ethnicities experiencing social-emotional trauma, economic disparities, low academic achievement, and non-proficiency in reading. Serving this population requires a thorough foundation rooted in research and best practices from multiple domains: research, pedagogy, education policy, psychometrics, and legal frameworks. Below is a structured breakdown that can support such a request and application:

Research Foundation

1. Disparities in Educational Outcomes. Numerous studies (e.g., Ladson-Billings, 2006; Skiba et al., 2011) highlight the achievement gap and disciplinary disparities disproportionately affecting African American students. These disparities are often linked to:

- **Socioeconomic disadvantages**
- **Under-resourced schools**
- **Implicit bias in teacher expectations and assessment practices**
- **Curriculum misalignment with students' cultural backgrounds**

2. Social-Emotional Trauma in Urban Education

Children in underserved urban environments often face adverse childhood experiences (ACEs) such as poverty, violence, instability, or systemic racism. Research by the CDC and scholars like Felitti et al. (1998) shows that ACEs significantly impair cognitive development and emotional regulation, leading to poor school performance.

3. Culturally Responsive and Trauma-Informed Pedagogy

The work of Geneva Gay (2010) and Zaretta Hammond (2015) on Culturally Responsive Teaching supports the design of learning environments that affirm students' identities and build on their cultural strengths. Trauma-informed educational frameworks (SAMHSA, 2014) recommend:

- **Safe and predictable classroom environments**
- **Emotional regulation and resilience-building curricula**
- **Staff training in trauma-informed practices**

Pedagogical Approach

1. Culturally Relevant Pedagogy

- **Incorporates African American history, literature, and cultural perspectives across the curriculum**
- **Promotes student voice, agency, and leadership**
- **Validates students lived experiences as texts for learning**



2. Social-Emotional Learning (SEL) Integration

Based on CASEL's framework, the school will implement:

- **Daily SEL instruction**
- **Mindfulness and restorative practices**
- **School-wide positive behavior supports (PBIS)**

3. Differentiated and Scaffolded Instruction

To address low testing scores, the instructional model will include:

- **Small group intervention blocks**
- **Data-informed, standards-based instruction**
- **Multimodal, inquiry-driven learning experiences**
- **Early diagnostic and formative assessments**

Educational Strategy and Program Design

1. Whole Child Framework

Inspired by ASCD's Whole Child approach, the school ensures each student is:

- **Healthy**
- **Safe**
- **Engaged**
- **Supported**
- **Challenged**

2. Extended Learning Time

- **After-school tutoring and enrichment programs**
- **Summer bridge programs focused on math, literacy, and SEL**

3. Community Partnerships

- **Collaborations with local mental health providers and universities**
- **Parent education and support services**
- **Mentorship and college readiness programs**

Psychometric Rationale

1. Assessment and Progress Monitoring



- Use of unbiased, culturally sensitive assessment tools
- Growth-oriented measures (e.g., HMH Growth Measurement, MAP, NWEA MAP, i-Ready, DESSA for SEL)
- Emphasis on formative over punitive assessment practices

2. Multi-Tiered System of Supports (MTSS)

- Tier 1: Universal instruction aligned with state standards
- Tier 2: Small group interventions based on diagnostic data
- Tier 3: Intensive, individualized support with embedded SEL

Legal Framework and Justification

1. Civil Rights and Equity

- **Brown v. Board of Education (1954) and Title VI of the Civil Rights Act of 1964 prohibit discrimination and mandate equal access to quality education**
- **Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act mandate accommodation for students with disabilities**

2. State Charter/Alternative School Statutes

- **The school can be founded under state-specific charter laws or innovation district policies that allow alternative pedagogical models for underserved communities**

3. Every Student Succeeds Act (ESSA)

- **Encourages states to innovate, especially for the lowest performing 5% of schools**
- **Funding can support trauma-informed practices, early intervention, and wraparound services.**



Jessica Kelly

Comments :

The reponse provided a sufficient amount of information backed by resources.

Q213. Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:

1. Tentative dates for the open enrollment application period, enrollment deadlines and procedures.

***Please be advised schools cannot accept applications until after final approval from the SBE.**



2. Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.
3. Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
4. Explanation of the purpose of any pre-admission activities (if any) for students or parents.
5. Clear policies and procedures for student withdrawals and transfers.

Except as otherwise provided by law or the mission of the school as set out in this charter, Preparatory Leadership Academy (PLA) shall not limit admission to students based on intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.

Pre-admission activities will be limited to providing interested parents with a letter of interest that will include the child's grade and contact information for the parents. The letter of intent will be marked to identify that it is not an enrollment document or an application. It will be used for continued outreach and as a preliminary planning tool for resources and staffing. We will enroll for the 2026-2027 school year, beginning the day following final approval by the NCSBE and continuing through April 2026. At that time, the determination will be made regarding a lottery or whether to continue rolling enrollment until all spaces are filled. If there is a need for the lottery, it will be held in late April 2026.

We will enroll any eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade, level, or building. In this case, students shall be accepted by lottery. Once enrolled, students are not required to reapply in subsequent enrollment periods.

Notwithstanding any law to the contrary, Preparatory Leadership Academy may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115c390.5 through G.S. 115c390.11 until the period of suspension or expulsion has expired.

Any student residing in the State of North Carolina must complete the application process to be considered for enrollment. The required application will not consist of, and may not be limited to, the following: a personal application form which includes the student's name, place of residence, parent/guardians' names and addresses, student's birth date, present school, enrollment, and current grade.

Following the first year of operations, PLA will grant enrollment priority to siblings of currently enrolled students who were admitted to PLA in the previous year and to children of the school employees. If multiple birth siblings apply for admission to PLA and a lottery is needed under G.S.115c238.29F(g)(6), PLA will comply with prevailing law regarding the admission of multiple birth siblings.

No criteria for admission will be utilized other than a completed application form and residence in North Carolina. A wait list will be maintained if space becomes available and the school continues to fill open enrollment positions. The parents of students may withdraw or transfer their children at any time. Student records will be forwarded as official documents to the child's receiving school upon immediate request. In order for parents to re-enroll their students at a later time, they must go back through the school's admission process.



Jessica Kelly

Comments :

The proposed parent and community programs effectively support PLA's mission by encouraging academic engagement, leadership development, and strong school-community relationships through events like STEM Nights, Career Days, and learning workshops. These initiatives offer valuable opportunities for family involvement and community partnership. To strengthen the plan, PLA should provide scheduling details, identify responsible staff, ensure accessibility for all families, and include a method for evaluating program effectiveness. Clarifying how these programs align with the school's budget and staffing plan will also support long-term implementation and impact.

11.8. Certify

Q214. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q215. Explanation (optional):

Section



Jessica Kelly

Ratings

**Meets the
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Comments :

The applicant has met the standards for governance and capacity; the applicant should add more details to several responses and ensure they align to the evidences provided.



Nicky Niewinski

Ratings

**Meets the
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Comments :

Background checks do not seem to meet the requirements outlined in the application instructions. However, there is a background check completed for all board members.



12. Operations

12.1. Transportation Plan

Q216. Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. Include budgetary assumptions and the impact of transportation on the overall budget. The details of this plan should align with the mission, identified need for the charter school, targeted student population, and the budget proposal. If you plan to provide transportation, include the following:

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



PLA's transportation strategy begins with our facility location, which is easily accessible, well-lit, and allows for smooth, orderly traffic flow. We believe that our current, targeted facility fulfills those requirements.

The demographics of our targeted population lead us to the reasonable conclusion that, as a condition of enrolling their child at PLA, some parents will need school-provided transportation to safely transport their children to and from school. Following state law, PLA will ensure that transportation is not a barrier to attendance or a deterrent to children who wish to enroll at PLA. PLA will contract to provide bus transportation that will establish designated school bus cluster drop-off and pick-up points throughout the community. School leaders will encourage parents to work with one another to arrange for children to be delivered to the cluster pick-up and drop-off locations. Additionally, PLA will actively encourage parents to create a carpooling network to and from school, particularly for those who live nearby.

PLA will also work with the Gaston County ACCESS program to arrange for a public transportation option in the form of discounted bus passes for our students. We will also request that a transit point be added in front of the school.

Lastly, PLA will reach out to Gaston County Schools to open a dialogue regarding the options available for shared busing of students, including the identification of district schools to serve as shuttle stops for PLA buses or possibly compensating Gaston County Schools for the transport of students to PLA.

Ideally, implementing a door-to-door busing pickup route for every student desiring to attend PLA would be ideal; however, it is cost-prohibitive. Thus, we believe that PLA's planned investment in the community and its commitment to student transportation provide reasonable access to all students throughout Gaston County.



Jessica Kelly

Comments :

The transportation plan aims to ensure no student is denied access due to lack of transportation by offering contracted bus services with community-based cluster stops, promoting carpooling networks, and exploring partnerships with public transit and Gaston County Schools. This flexible, multi-option approach supports equitable access and reflects PLA's community-focused mission. To strengthen the plan, PLA should provide detailed budget assumptions, designate staff oversight, outline procedures for serving students with special transportation needs, and ensure compliance with state and federal regulations. Reducing reliance on parent-coordinated transport would also enhance accessibility for all families.

12.2. School Lunch Plan



Q217. Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal. If the school intends to participate in the National School Lunch Program, include the following components in the response:

- 1. How the school will comply with applicable local, state, and federal guidelines and regulations;**
- 2. Any plans to meet the needs of low-income students; and**
- 3. Include how the school intends to collect free- and reduced-price lunch information from qualified families. If a school intends to participate in the Community Eligibility Provision, describe the methodology the school will use to determine eligibility.**

We, the Preparatory Leadership Academy (PLA), are committed to ensuring that no student begins or ends the school day without a nutritious meal. We recognize the importance of providing meals to our students, and we will be providing a meal program that follows the United States Department of Agriculture (USDA) procurement requirements in compliance with Federal Regulation 7 CFR 210.16.

A food-service provider will be contracted to operate our food-service program (Preferred Meals or other such vendors). We expect the majority of our students will qualify for free and reduced-price meals under the National School Lunch Program, and we will apply to receive reimbursement for the cost of those meals as a means of offsetting the ADM funds currently allocated to cover meal costs. No child at PLA will ever be excluded from receiving breakfast or lunch meals because of an inability to pay or because they failed to bring their meal on a particular day.

All meals served by PLA will meet the nutritional requirements set forth by the United States Department of Agriculture by the National School Lunch Program. Our food-service provider will provide extensive support to the school with menu planning, nutritional analysis, food-handling safety, and sanitization. A hot meal for lunch will be offered daily, and a cold breakfast will be offered if needed. The goal is to meet students' needs and ensure that students can focus on the work of learning and not their physical hunger.

PLA's lunch program shall be under the jurisdiction of the Division of School Support of the Child Nutrition Services of the Department of Public Instruction.



Jessica Kelly

Comments :

PLA's lunch plan ensures that no student will go without a meal by participating in the National School Lunch Program and contracting with a food-service provider to deliver compliant, nutritious meals. The program will offer daily hot lunches and cold breakfasts, with expectations that many students will qualify for free or reduced-price meals. To strengthen the plan, PLA should detail how it will collect eligibility information, clarify who will oversee the program, outline the budgetary impact, and include contingency strategies to address vendor or service disruptions.

12.3. Civil Liability and Insurance

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

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

Q218. [Attach Appendix L: Insurance Quotes](#)

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

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



Applicant Evidence :



Uploaded on 4/24/2025 by
Doris Sanders

12.4. Health and Safety Requirements

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

Q220.We, the Board members will develop a written safety plan and policies to be shared with staff, parents, and students and be available upon inspection from the Department of Public Instruction and local Health Departments. The Board Chair must sign this question.

Signature

12.5. Start-Up Plan

Q221.Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).



PLA's Start UP Plan outlines tasks, estimated timelines, responsible individuals/roles, and suggested compensation where appropriate. This is structured to cover a 12-month pre-opening phase, assuming the school will launch in August 2026.

Phase 1: Vision, Legal, and Foundational Planning (Months 1–3)

1.1 Define Mission, Vision, and Educational Model

- **Tasks:** Finalize the mission, vision, core values, grade levels, and curriculum approach.
- **Responsible:** Board of Directors
- **Compensation:** Volunteer or stipend (\$1,000–\$2,000/month per core member)

1.2 Form Governance Structure - Complete

- **Tasks:** Create a non-profit corporation, file articles of incorporation, and form the founding board.
- **Responsible:** Board of Directors
- **Timeline:** Month 1
- **Compensation:**

1.3 File for 501(c)(3) Status Complete

- **Tasks:** Submit IRS paperwork for tax-exempt status
- **Responsible:** Founder/Principal, Legal Counsel or nonprofit consultant
- **Timeline:** Month 2
- **Compensation:**

1.4 Draft Preliminary Budget - Complete

- **Tasks:** Estimate start-up costs, 3-year operational budget, facility needs
- **Responsible:** Treasurer or Financial Consultant
- **Compensation:**

Phase 2: Curriculum & Program Development (Months 3–6)

2.1 Develop Curriculum Framework

- **Tasks:** Map out the scope and sequence for each grade level, and to align with NC Priority Standards, prepare to order instructional materials
- **Responsible:** Principal/Curriculum and Core Teachers
- **Timeline:** Months 3–5
- **Compensation:**



2.2 Determine Assessment Strategy

- **Tasks:** Select or design assessments aligned to standards and school goals
- **Responsible:** Principal/Test Assessment Coordinator
- **Compensation:** \$2,000

2.3 Plan for Special Populations

- **Tasks:** Draft plans for English Learners, Students with Disabilities (IEP/504), and AIG Students
- **Responsible:** Inclusion Specialist / SPED Consultant
- **Compensation:** \$50–\$75/hr (consulting basis)

Phase 3: Facilities, Operations & Hiring (Months 6–9)

3.1 Secure a Facility – Complete and Secure

- **Tasks:** Find location, negotiate lease, make necessary renovations
- **Responsible:** Operations Director, Realtor, Architect
- **Timeline:** Secure lease by Month 7
- **Compensation:**

3.2 Purchase Furniture & Materials

- **Tasks:** Buy classroom furniture, tech, office supplies
- **Responsible:** Operations Director, Principal
- **Compensation:** Included in Ops salary, budget of ~\$75,000–\$150,000

3.3 Hire Key Staff

- **Tasks:** Recruit and hire Principal/School Leader, Lead Teachers, Admin
- **Responsible:** Board of Directors, HR Consultant
- **Timeline:** Months 7–9
- **Compensation (annual):**
 - **Principal:** \$85,000
 - **Assistant Principal:** \$65,000
 - **Lead Teachers:** \$47,000–\$50,000
 - **Data Manager/Clerical:** \$50,000

Phase 4: Enrollment & Community Engagement (Months 9–12)

4.1 Launch Enrollment Campaign



- **Tasks:** Host info sessions, create website, social media, and advertising
- **Responsible:** Marketing Consultant, Outreach Coordinator
- **Compensation:** Marketing Contract

4.2 Host Open Houses & Parent Meetings

- **Tasks:** Plan community nights, school tours
- **Responsible:** School Leader, Outreach Team
- **Compensation:** Included in salaried roles or part-time stipend

4.3 Train Teachers and Staff (Pre-Opening Training)

- **Tasks:** Onboard staff, hold PD sessions, review curriculum
- **Responsible:** Principal, Instructional Coach
- **Timeline:** Month 11–12
- **Compensation:** Salaried Staff

Phase 5: Final Preparations (Month 12)

5.1 Student Scheduling & Class Setup in PowerSchool

- **Tasks:** Build class rosters, teacher schedules, and room setups
- **Responsible:** Principal, Admin, Teachers
- **Compensation:** Salaried staff

5.2 Technology Setup

- **Tasks:** Set up internet, computers, student devices, and learning platforms
- **Responsible:** IT Consultant
- **Compensation:** E-Rate

5.3 Final Licensing and Inspections

- **Tasks:** Fire code, health inspections, building occupancy permit
- **Responsible:** Operations Director
- **Timeline:** Complete by 2 weeks before opening
- **Compensation:**

Ongoing: Project Management & Oversight

- **Weekly check-ins with the Board of Directors for Start-Up weekly status.**



Jessica Kelly

Comments :

The start-up plan provides a clear, phased roadmap for launching PLA over a 12-month period, with defined tasks, timelines, and assigned responsibilities across key areas such as governance, curriculum, facilities, staffing, and enrollment. Compensation details for most roles and consultants are included, promoting transparency and alignment with operational needs. To strengthen the plan, PLA should ensure full budget integration, include performance benchmarks for tracking progress, address contingency plans for potential delays, and reduce over-reliance on consultants by building internal capacity for long-term sustainability.

Q222. Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.



Anticipated Challenges and Planned Solutions for Opening a New School

PLA has secured both building and bus transportation, which are significant milestones. The Board of Directors recognizes that launching a new school still presents several key challenges. By anticipating these challenges and putting strong systems and supports in place, the Board is confident in a successful student-centered launch of PLA.

Presently, we are proactively planning to address the following areas:

1. Establishing School Culture and Community

Challenge: Creating a strong, positive school culture from the ground up requires planning, community engagement, and consistent leadership.

PLA Response: We will prioritize relationship-building through staff training, student onboarding activities, and family engagement events. Clear values and expectations will be co-developed with input from staff, students, and families to foster ownership and belonging from day one.

2. Hiring and Retaining Quality Staff

Challenge: Attracting a diverse and committed team that aligns with the school's mission is essential, but it is competitive in the current hiring climate.

PLA Response: The Board is committed to offering competitive compensation, robust professional development, and a collaborative environment. We will seek mission-aligned educators passionate about literacy, student growth and reading proficiency, innovation, transformative learning, student-centered learning, and social-emotional learning.

3. Curriculum Development and Instructional Consistency

Challenge: Ensuring a coherent, standards-aligned curriculum across grade levels is critical, especially in a new setting with potentially varied student backgrounds.

PLA Response: Curriculum (HMH) will be carefully developed with educator input, and we will provide ample time for teachers to plan, align, and collaborate. Ongoing support will ensure high-quality data-driven instruction and differentiation from the start.

4. Building Trust and Relationships with Families

Challenge: Families may have uncertainty or questions about a new school's structure, staff, or instructional approach.

PLA Response: Transparent, consistent communication will be a priority. The Board will support frequent opportunities for family input, open houses, and community-building activities to establish trust and promote collaboration.

5. Operational Systems and Routines

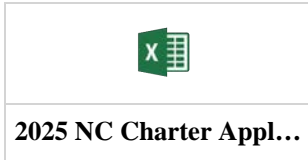
Challenge: Launching effective systems for attendance, behavior management, safety, meals, and technology use requires foresight and flexibility.

Response: We are leveraging experienced operational staff and consulting with school startup



experts to design clear, student-friendly procedures. Regular review and feedback mechanisms will ensure smooth adjustments as needed.

Applicant Evidence :



Uploaded on 4/24/2025 by
Doris Sanders



Jessica Kelly

Comments :

PLA's board has identified key start-up challenges—such as establishing school culture, hiring quality staff, aligning curriculum, building family trust, and developing operational systems—and has outlined thoughtful, mission-aligned strategies to address each. The plan emphasizes relationship-building, transparency, and leveraging expert support. To strengthen it, PLA should include a timeline, assign responsibilities, address potential financial risks, and define metrics to evaluate the effectiveness of its solutions throughout the start-up phase. The applicant should review the budget that was attached as evidence, specifically the benefits portion; the numbers do not add up.

12.6. 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.

Q223. What is your plan to obtain a building? Identify specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation.

PLA has acquired a facility. We are simply awaiting SBE approval to obtain the Educational Certificate of Occupancy and to schedule the state fire marshal and health inspections to be completed.



Jessica Kelly

Comments :

The applicant states a facility has been obtained but should provide further evidence on how they will ensure the timeline is completed.

Q224. Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.

PLA has acquired a facility that meets the space needs for classrooms based on educational program, projected enrollment, and technology requirements, minimizing the need to eliminate or curtail any programming. As such, we did not include an estimate in our budget for facility needs based on educational programming and projected enrollment. Thankfully, we do not have to determine the cost of uplifts and structural changes required to meet local building and safety code requirements.



Jessica Kelly

Comments :

Is the applicant planning on using an existing school for their facility? More information should be provided.

Q225. Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, workroom/copy room, supplies/storage, teacher workrooms, and other spaces.



PLA has acquired a facility with more than enough classroom space. However, a description of our school facility needs is listed below for consideration. Though we have plenty of space, we would require some renovations to add or improve areas like a computer lab and library/media center, while simultaneously addressing needs for various instructional and operational spaces:

School Facility Needs Assessment – Renovation Focus

Despite having ample square footage, the current school facility lacks several critical learning and support spaces that are essential for a comprehensive educational experience. Renovations and reconfigurations of existing spaces are necessary to ensure the school meets the academic, artistic, technological, and physical development needs of all students. Below is a breakdown of facility needs by area:

Academic & Enrichment Learning Spaces

- **Science Labs:** Existing classrooms may need to be upgraded or converted into age-appropriate science labs equipped with lab stations, sinks, safety equipment (eyewash stations, goggles, etc.), storage for materials, and flexible seating to support inquiry-based learning.
- **Art Room:** A dedicated space is needed with appropriate lighting, sinks, kilns (if applicable), flat storage for student work, and space for both 2D and 3D media. Ventilation and durable surfaces are key.
- **Computer Labs (*Renovation Needed*):** Currently unavailable. A new computer lab should be added or repurposed from underused space, outfitted with adequate electrical outlets, updated computers/devices, high-speed internet, printers, and flexible seating for instruction and group collaboration.
- **Library/Media Center (*Renovation Needed*):** Needs to be created or significantly updated. It should serve as a central hub for reading, research, and media production. Flexible seating, digital media tools, quiet reading zones, and classroom collaboration zones are necessary. Integration of digital and print resources with a makerspace area would be ideal.

Performance & Physical Education Spaces

- **Outdoor Playground Equipment:** The outdoor playground equipment should be reviewed for safety and accessibility.

Administrative and Operational Spaces

- **Main Office and Receptionists Office:** Assess for secure access control, visibility to main entrances,



workspace for administrative staff, private meeting areas for parents, and counseling offices.

•

Workroom/Copy Room: Ensure availability of high-speed copiers, laminators, cutting tools, and workspace for prep.

•

Supplies/Storage: Evaluate the current inventory and usage. Schools often lack sufficient general and specialized storage (art, science, PE, tech). Renovations should include lockable storage cabinets and easily accessible supply rooms for staff.

•

Teacher Workroom: These spaces should provide a quiet, comfortable area for lesson planning and collaboration. May need upgrades in furniture, technology access (computers, Wi-Fi, printers), and relaxation space for staff wellness.

•

Flexible Learning Spaces: Create or redesign spaces that can be used for intervention, small group instruction, or enrichment. These rooms should be movable, tech-enabled, and conducive to both collaborative and individualized instruction.

•

Special Education/Support Services: Ensure space is available for IEP meetings, pull-out instruction, occupational therapy, speech, and counseling services.

•

Student Services: Nurse's office, psychologist/social worker space, and a student support center should be private, accessible, and welcoming.

•

Technology Infrastructure: Regardless of room renovations, a facility-wide review of internet bandwidth, Wi-Fi coverage, charging stations, and digital security is critical to support the tech needs of a 21st-century learning environment.



Jessica Kelly

Comments :

The facility needs assessment outlines a comprehensive plan to renovate and repurpose existing space to support academic, artistic, technological, and operational goals aligned with PLA's mission. Key areas include science labs, a media center, computer lab, art room, flexible learning spaces, and upgrades to administrative and support service areas. While the plan demonstrates thoughtful alignment with student and staff needs, it would be strengthened by including a phased timeline, cost estimates, alignment with projected enrollment, compliance considerations, and identification of responsible parties for managing renovations.

Q226. 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.



The facility site that PLA will occupy will be leased to us at a \$12,500.00 monthly rate. PLA's school facility is located at 207 W. Bradley Street in Gastonia, NC, within the Family Life Center of a church. We are leasing this facility at \$12,500 per month for a 10,000-square-foot space. This translates to a lease rate of \$1.25 per square foot monthly or \$15.00 per square foot annually. Given these factors, our proposed lease rate appears to be a reasonable and competitive option for establishing an educational facility at this location.

In comparison with current commercial lease rates in Gastonia:

- **Retail Spaces:** Lease rates range from \$9.00 to \$30.00 per square foot annually, with an average of \$16.00 per square foot.
- **Office Spaces:** Rates typically range from \$15.00 to \$24.00 per square foot annually, depending on the building's location and amenities, according to www.cityfeet.com.
- **Industrial Spaces:** Some industrial properties are listed at \$7.50 to \$10.00 per square foot annually, according to www.regentcre.com
- Your lease rate of \$15.00 per square foot annually positions the facility competitively within the local market, aligning with average rates for retail and office spaces.

Considerations for Educational Facilities in Church-Owned Properties

Leasing a church-owned Family Life Center for educational purposes offers unique advantages:

- **Cost Efficiency:** Church facilities often provide affordable leasing options compared to traditional commercial spaces, especially when considering the inclusion of utilities and maintenance.
- **Community Integration:** Operating within a church facility can foster community relationships and support, which is beneficial for a school environment.
- **Space Utilization:** Family Life Centers are typically designed with multipurpose spaces, making them adaptable for classroom settings, assemblies, and extracurricular activities.



Jessica Kelly

Comments :

PLA's facility lease is \$12,500 per month for a 10,000-square-foot space, equating to \$15 per square foot annually—a rate that aligns competitively with commercial lease averages in Gastonia. The use of a church-owned Family Life Center offers cost efficiency, flexible space, and potential for community partnerships. To strengthen this plan, PLA should clarify what is included in the lease (e.g., utilities, maintenance), outline lease terms and renewal options, compare costs to similar educational facilities, and address how necessary renovations will impact the overall cost.



Q227. 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.

If PLA's acquired facility location does not pan out, or acceptable lease terms suddenly change and cannot be reestablished, a contingency facility will be identified within the same general vicinity. The facilities committee for PLA will meet semi-monthly to monitor the planned charter school site.



Jessica Kelly

Comments :

The applicant does not have a contingency plan in regards to facilities.

Q228. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

While the majority of the PLA Board of Directors bring expertise from a variety of fields, such as education, finance, and community engagement, two members have some direct experience in facilities acquisition and management. Their backgrounds include overseeing building projects and coordinating renovations. These individuals provide valuable insight and guidance regarding facility planning and decision-making. When additional expertise is required, the board is committed to consulting with external professionals to ensure that all facilities projects are completed efficiently, safely, and meet codes, and are aligned with our organization's goals.



Jessica Kelly

Comments :

The board has experience with facilities acquisition and management; this was reflected in the resumes provided earlier.

12.7. Certify

Q229. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

Yes



No

Q230.Explanation (optional):

Section



Jessica Kelly

Ratings

**Meets the
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Comments :

The applicant has met the standards in operations but should consider a contingency plan for facilities and review the budget template provided in comparison to the narrative for a couple positions and benefits.



Nicky Niewinski

Ratings

**Meets the
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Comments :

Budget review- 1. The salary for a social worker seems low. Is this a part-time position? 2. Student enrollment projections tab doesn't match the enrollment summary table provided. This will need to be reviewed. 3. There is no EC teacher in the Year 1 budget. 4. The budget amount for paper and legal services seems low.



13. Financial Plan

13.1. Charter School Budget

All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions by those evaluating the application. 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.

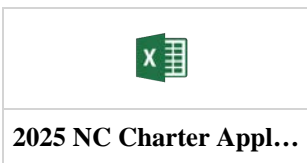
Q230.If applicable, attach as Appendix M: Revenue Assurances. Assurances are needed to confirm the commitment of any additional sources of revenue.

Not Applicable

Q231.Attach as Appendix N: Proposed Budget for Year 1 through Year 5 [Click here to access and download the Budget Template \(https://www.dpi.nc.gov/2025-nc-charter-application-budget-template/download?attachment\)](#) "Please be advised that Google Sheets is not supported for use with the NC charter budget template. Additionally, due to the functions running on the back end of the workbook, it is required that applicants use: [Excel 2021 or later \(PC and Mac\)](#), [Excel for Microsoft 365 Subscriptions \(PC and Mac Versions\)](#), [Excel Online](#)"

Upload Required File Type: excel Max File Size: 30 Total Files Count: 5

Applicant Evidence :



Uploaded on 4/24/2025 by
Doris Sanders



Buffy Fowler

Comments :

Application enrollment summary (250) does not match enrollment in budget (300) for year one.

13.2. Budget Narrative

Please include additional information that explains the assumptions used in the 5-year budget.

Q233. How was the student enrollment number projected?

PLA's student enrollment number was projected based on several factors: First, a clear need for another school of choice in Gaston County. While another Charter School is operating in Gaston County, it is operating at full capacity. Without additional opportunities for school choice enrollment, children are returning to Grade F Gaston County Schools, which are struggling to close the proficiency achievement gap in reading and math.

PLA also considers that Gaston County is a growing community with an increased demand for high-quality public education. Gastonia's low cost of living and recent investments in infrastructure make it an attractive area for businesses and families to relocate to the Gastonia area. Workers and their families are migrating and/or being transferred to Gaston County daily, seeking educational opportunities for their children. Beyond providing for an influx of potential students, PLA believes that Gaston County families deserve a quality education where students are challenged to grow and demonstrate proficiency. Specifically, at PLA, we believe the projected enrollment number of students is coming.

Lastly, PLA used enrollment trends and 2023-2024 waiting list figures at charter schools within a 20-mile radius to gauge demand and establish a basis for the enrollment projections. Our first-year enrollment projection (300) is based on the average, five-year enrollment growth and current waiting lists at Piedmont Community Charter School (6 mi), Lincoln Charter School (14 mi), Mountain Island Charter School (12 mi), and Pinnacle Classical Academy (19 Mi).



Jessica Kelly

Comments :

PLA's enrollment projection of 300 students is based on demonstrated demand for additional school choice options in Gaston County, regional charter school waitlists, and local population growth driven by economic development. The rationale considers trends from nearby charter schools and the area's increasing appeal to families. To strengthen the projection, PLA should include specific enrollment data, clarify whether the 300-student goal is for Year 1 or phased over time, and ensure alignment with facility capacity and staffing plans. Additionally, referencing direct interest in PLA, such as letters of intent, would provide stronger support.

Q234. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.

At PLA, there is a strong demand for our school because we offer a unique educational approach that provides a rigorous, engaging, and student-centered educational experience that fosters intellectual curiosity, critical thinking, and a lifelong love of learning. Thus, we are dedicated to developing future transformational leaders through academic excellence, innovation, and character development. While our mission is to empower students with the knowledge, skills, and leadership qualities necessary for success in college, careers, and beyond, our commitment to personalized instruction ensures that each child receives the support needed to reach their full potential. We offer a strong emphasis on reading proficiency, leadership development, and equity, we create opportunities for all students to thrive in an interconnected and evolving world.

Beyond academics and our commitment to differentiating instruction, we prioritize the social and emotional well-being of every student. Through Social-Emotional Learning (SEL), we equip students with essential life skills to recognize and manage emotions, build meaningful relationships, make ethical decisions, and positively contribute to their communities. We cultivate a welcoming, inclusive, and nurturing environment where every student feels valued, supported, and inspired to lead with integrity, resilience, and purpose. At PLA, we are shaping the leaders of tomorrow, individuals who are prepared to excel, serve, and transform the world.

Last, preliminary outreach indicates a significant number of families are looking for alternatives to traditional public schools. PLA has built strong connections with local community organizations and parent networks, which will support our recruitment efforts and help maintain consistent enrollment over time.



Jessica Kelly

Comments :

PLA anticipates strong enrollment demand due to its distinctive educational model focused on personalized instruction, academic excellence, leadership development, and social-emotional learning. The school's mission to nurture transformational leaders and support the whole child appeals to families seeking alternatives to traditional public schools. Community outreach and partnerships have already generated interest. To strengthen this case, PLA should include specific outreach data (e.g., interest forms, surveys), clearly connect community needs to program features, and align the projected demand with demographic trends and charter market saturation in the region.

Q235. Provide the break-even point of student enrollment.

An analysis using total fixed and variable costs per student revealed years 1-5 break-even points of 300, 350, 375, 400, 425.

Q236. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

If unforeseen circumstances negatively affect revenues, two strategies will be employed depending on the cause. Assuming a shortage arising from under-enrollment, PLA will increase marketing efforts and use every available resource to improve enrollment, including expanded outreach to the community and increased exposure and visibility through advertising.

Assuming changes in funding and unexpected costs are necessary, PLA will request an immediate corrective action plan from the finance committee, requesting that they reduce costs in the following order:

First (1st) - Reduction or elimination of any non-essential fixed costs and renegotiation of leases and contracted consultant costs

Second (2nd) - Reduction or elimination of any non-essential, non-instructional variable costs (including non-instructional and administrative salaries and benefits)

Third (3rd) - Analysis and strategic reduction, consolidation, or combination of expendable, non-essential instructional costs.



Jessica Kelly

Comments :

The applicants contingency plan for addressing revenue shortfalls includes a tiered approach focused on maintaining instructional quality. If under-enrollment occurs, the school will increase marketing and outreach efforts. In the event of funding cuts or unexpected expenses, the finance committee will implement cost reductions in three phases: first, cutting non-essential fixed costs and renegotiating contracts; second, reducing non-instructional and administrative expenses; and third, trimming expendable instructional costs. While the plan prioritizes essential services, it could be strengthened by including financial thresholds, reserve planning, and communication strategies.

Q237.Does the budget rely on sources of funds other than state, county, and federal (e.g., loans, donations, etc.)? If so, please provide the source and amount. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices.

Not Applicable

Q238.Provide the student to teacher ratio that the budget is built on.

PLA's student-to-teacher ratio is: 1:20 - 1:23

Q239.Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully.



The PLA's Board of Directors, composed of individuals with diverse and complementary expertise in finance, education, nonprofit management, and strategic planning. Individually, several members possess advanced degrees in business administration, accounting, and public administration and have held leadership roles in both private and public sectors. Each board member brings his/her unique knowledge, talents, experiences, and networks to create a synergy process from which a framework of integrated policy, procedure, strategic planning, successful implementation, and periodic evaluation will emerge. This framework serves as the driver to drive the mission, vision, operational, and educational goals of PLA.

Notably, the board includes a certified public accountant with years of experience in nonprofit finance, a former school district CFO, and a financial advisor with a background in investment strategy and risk management. The board will be charged with the organizational, pedagogical, oversight, risk management, long-range planning, and other duties required to open and operate a functional, successful, public charter school. The Board of Directors is legally accountable for all aspects of the operation of PLA and will be required to answer to the stakeholders for the academic, financial, and operational performance of PLA. The board has a proven track record of overseeing balanced budgets, securing diverse funding sources, and ensuring compliance with legal and regulatory standards.

PLA's Board capacity is further strengthened by a culture of data-informed decision-making, transparency, and accountability. The board meets regularly to monitor financial performance, adjust strategies as needed, and provide support to the executive team in executing the financial plan. With this robust combination of individual qualifications and collaborative governance, the board is well-positioned to implement the financial plan effectively and ensure the organization's financial health.

The responsibilities of the Board as described above shall include but not be limited to: facilitating the development of fiscal, operating and personnel policies and procedures; hiring, supervising, and evaluating the lead administrator; negotiating contracts with vendors, compliance with the terms and conditions of the Charter contract; compliance with applicable state and federal laws; development of the annual budget and regular monitoring of budgetary performance and facilitation and review of the annual, independent financial audit. The Board of Directors will not engage in day-to-day management or day-to-day operations of PLA but will empower and provide direction to the lead administrator, who will oversee the management of the school.



Jessica Kelly

Comments :

The PLA Board of Directors demonstrates strong individual and collective qualifications to implement the financial plan successfully. With members holding advanced degrees and professional experience in finance, accounting, education, and nonprofit leadership—including a CPA, a former district CFO, and a financial advisor—the board offers a solid foundation in fiscal oversight and strategic planning. The board’s governance approach emphasizes transparency, accountability, and regular financial monitoring, supporting long-term financial health. However, the plan could be strengthened by clearly identifying which board members hold specific roles, detailing how frequently financial data will be reviewed, and outlining board training or development processes to sustain financial competency over time.

Q240. Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.



When one or more high-needs students with disabilities join a classroom, it can significantly affect both the budget and planning due to the specialized support and resources required to meet their individual needs. Here's a breakdown of how this might impact things and how you could plan for it:

Budget Impact

1. Additional Staff:

High-needs students may require one-on-one aides, additional special education teachers, or therapists (e.g., speech, occupational, or behavioral). Hiring or contracting these professionals increases personnel costs.

2. Assistive Technology:

Some students may need communication devices, adaptive software, or modified hardware. These technologies can be expensive and require ongoing maintenance or upgrades.

3. Professional Development:

Teachers and staff might need training in specific intervention strategies, disability awareness, or assistive tech use, incurring costs for workshops, substitutes, or consultants.

4. Classroom Modifications & Materials:

Accessible furniture, visual aids, sensory tools, or differentiated curriculum materials may need to be purchased or created.

Planning for Unanticipated Needs

1. Build Flexibility into the Budget:

Set aside a contingency or emergency fund specifically for special education needs. This allows for a quick response to unexpected placements.

2. Use IEPs as Planning Tools:

Review IEPs (Individualized Education Programs) thoroughly and collaborate with special education staff early in the year to forecast needs accurately.

3. Leverage Community Resources & Grants:

Seek partnerships with local organizations, apply for special education grants, or tap into district-level funding for specific needs.

4. Tiered Support Systems:

Implement RTI/MTSS frameworks that provide layered interventions. This can help serve high-needs students efficiently without relying solely on one-on-one models.

5. Collaborative Planning:

Involve admin, special educators, service providers, and parents in budget and instructional planning to ensure all angles are considered.



Jessica Kelly

Comments :

The response clearly outlines the financial impact and planning considerations of enrolling high-needs students with disabilities. It identifies key cost drivers—such as additional staff, assistive technology, and training—and proposes thoughtful strategies, including contingency budgeting, community partnerships, and tiered support systems. These proactive measures show awareness of both compliance and quality service delivery. However, the plan would be stronger with specific budgetary figures or percentage set-asides, examples of grant sources or community partners, and a description of how these costs will be tracked and evaluated over time to maintain fiscal sustainability while ensuring equitable student support.

Q241.If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance.



To ensure efficient and compliant financial operations, the PLA will outsource certain financial management areas, including, but not limited to, payroll, benefits administration, audits, fundraising, and accounting. All vendors will be selected through a transparent, competitive bidding process that prioritizes experience, cost-effectiveness, compliance with state and federal regulations, and a demonstrated track record in education or nonprofit sectors.

Proposals will be evaluated by a committee composed of board members and relevant administrative staff. Final approval of vendor contracts will rest with the Board of Directors to ensure alignment with organizational priorities and fiduciary responsibility.

Ongoing oversight will include:

- Quarterly Performance Reviews by the board or designated finance subcommittee.
- Regular Reporting Requirements from vendors, including detailed invoices, reports of services rendered, and compliance checklists.
- Annual Contract Evaluations, which may include stakeholder feedback, audit findings, and comparative cost-benefit analysis.
- Clear Termination Clauses in all contracts, allowing for immediate action if standards of performance or compliance are not met.

By outsourcing with accountability, PLA aims to maintain high standards of financial integrity, allowing school leadership to focus on instructional and student success outcomes.



Jessica Kelly

Comments :

The plan to outsource financial functions such as payroll, benefits, audits, and accounting demonstrates a practical approach to operational efficiency and regulatory compliance. The use of a competitive bidding process and board approval adds transparency and accountability. Regular vendor oversight through performance reviews and reporting requirements is a clear strength. However, the plan would be improved by specifying how vendors will be evaluated during selection (e.g., rubric, scoring criteria), who serves on the oversight committee, and how conflicts of interest will be avoided. Including how the board will ensure continuity and internal capacity if vendor relationships end unexpectedly would also strengthen the plan.

Q242.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.

PLA does intend to contract directly for student accounting and financial services with support and training from a charter school operations consulting firm, Prestige School Solutions, LLC. PLA will work with Prestige during the school's planning year and the first three operating years. The consultants will be training our staff in best practices related to accounting, student information management, compliance, facilities operations, human resources, workplace safety, and OSHA, as well as several other critical charter school administrative operations areas. Prestige provides extensive support in areas of school operations, including staff development, leadership training, instructional program evaluations, teacher evaluations, special ed compliance, and instructional improvement.

PLA has spoken with several qualified vendors for administrative, accountability, instructional, special ed, and staff development support services. Contractors will be selected based on multiple factors including the service provider's experience and track record in the given field, the level of value added to the school through such service contracts, the ability to realize cost savings by outsourcing versus hiring, the integrity and reputation of the contractor, the feedback from references, the cost feasibility of the contract, and the favorability and fair nature of contract terms.

The PLA Board of Directors will maintain strict oversight of any vendor/contractor and regularly evaluate contractor performance. No contract will be granted that provides for an outside entity to assume control over PLA operations. PLA desires to remain an independently governed and locally managed school. Preparatory Leadership Academy has no intention of contracting with an EMO or CSO.



Jessica Kelly

Comments :

Q243.Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.

PLA's budget aligns with the school's mission and curricular offerings in several ways: While a majority of charter schools have historically submitted applications calling for arranging private transportation (i.e., carpooling) as a transportation solution, PLA believes that at-risk children, particularly those in urban areas such as Gastonia and Gaston County, have no access to private transportation. Although transportation cannot be a barrier to attendance at a school, we recognize that in some circumstances and among some populations, a lack of transportation is a barrier. Those children, even if offered the opportunity for a better choice in educational programming at a high-quality charter school, are not able to make that choice because a school without a transportation solution is not a viable option for them. PLA has, therefore, included in its budget a provision to provide a combination of student busing and public transit passes to make PLA accessible to the parents and children who seek a better alternative. While this may not provide a complete transportation solution, we believe that investing in transportation within our budget constitutes a substantial effort to mitigate those barriers and advance our mission, particularly for the socioeconomically disadvantaged students, the at-risk population we intend to serve.

Second, while a bring-your-own-lunch program is certainly an option for any child who attends PLA, we will offer and make available a breakfast and lunch program to our students through a contracted, national service provider. The budget provides for \$2.16 per student, per day to be paid from state and local ADM funds to fund the child nutrition program, but PLA intends to apply for certification and funding through the NSLP. Any portion of the child nutrition expenses paid from operating funds but recovered through NSLP reimbursements will flow directly back to our bottom line.



Jessica Kelly

Comments :

The budget demonstrates strong alignment with PLA's mission to serve at-risk and socioeconomically disadvantaged students by proactively including transportation and nutrition services—two key access barriers. The inclusion of funding for a mix of school bus service and public transit passes shows a clear understanding of the needs of the target population in Gastonia. Similarly, the plan to offer both breakfast and lunch, with an eye toward National School Lunch Program (NSLP) reimbursement, strengthens equity and supports student well-being. However, the plan would benefit from more detailed breakdowns of transportation and meal costs, especially if the NSLP application is delayed or denied. Additionally, the budget could be strengthened by clarifying how funds are allocated toward curricular materials, instructional staffing, and facility upgrades to directly support academic programming and growth aligned with the mission.

Q244. What percentage of expenditures will be the school's goal for a general fund balance?

Describe how the school will develop the fund balance.

Fiscal best practices for developing a growth-oriented fund balance at a charter school include enacting policy that compels PLA Board of Directors to operate on a zero-based, balanced budget from year to year while maintaining a low debt-to-income ratio. The school will implement an "MVP" (Maximum Value for Price) procurement strategy to ensure that each spending decision creates savings that contribute to the accumulated fund balance of the school. MVP procurement includes codifying in fiscal policy the use of cost-saving strategies such as looking for instructional equipment that is slightly used rather than buying new, obtaining competitive bids on purchases, and leveraging volume discounts. PLA also intends to apply for federal grant awards that would supplant dollars that would otherwise be spent directly from ADM funds, thereby returning them to the general fund for investment in direct instructional needs, reduction or avoidance of debt, or growth of the fund balance.

PLA has not used expenditures as a means to determine the percentage of fund balance accumulated. Rather, PLA's goal is to achieve consistent, annual growth in the fund balance of at least 10% over the prior year's balance. We believe that measuring growth over the prior year's fund balance is more reliable and provides a better benchmark to track financial growth and communicate it to constituents.



Jessica Kelly

Comments :

PLA aims to build a sustainable general fund balance by following a zero-based, balanced budgeting approach and maintaining a low debt-to-income ratio. The school will implement a cost-saving MVP (Maximum Value for Price) procurement strategy and seek federal grants to offset spending, allowing more funds to remain in the general account. Instead of using a fixed percentage of expenditures, PLA targets at least 10% annual growth over the previous year's fund balance, prioritizing financial health through strategic spending and conservative fiscal management.

Q245. Provide a description of proposed financing structure. Include financing of facilities, other asset financing, and leases.

PLA will finance only what is necessary. When possible, PLA will pay cash for assets and live within its financial means to the extent that it doesn't hinder working capital. Specifically, we are expected to make major purchases that we will have to finance. We will minimize financing through our MVP procurement process, but in instances where leveraging debt is unavoidable, PLA will seek bids from multiple lenders and pursue financing structures that strike an ideal balance between cost of money (i.e. interest charges) and maximizing available working capital.

Certain equipment, such as photocopiers and laptop computers, is more practically financed through an operating lease. An operating lease is a monthly lease where the equipment is not owned by the lessee at the end of the lease term but is returned to the lessor. Generally, with expendable, high-use electronics, an operating lease makes more sense because the lessor replaces the equipment with new equipment and a renewed lease upon expiration of the lease term. Such arrangements, while slightly more expensive, ensure the school has the latest technology in good repair. Nevertheless, PLA will leverage operating leases on equipment when it makes good sense to do so.

Although no firm commitments have been made on lease terms for a facility, PLA will attempt to negotiate a multi-year lease that provides for a graduated lease rate, thereby deferring costs in the early years to the later years of operation. Any facility that PLA ultimately occupies will, at least initially, have to be leased by the developer of the space. Upon being awarded a charter, PLA will contact groups such as Charter School Capital to assist in identifying, purchasing, renovating, and leasing a potential site to the school, particularly if the originally planned facility site becomes impractical or cannot be secured.



Jessica Kelly

Comments :

PLA's proposed financing structure prioritizes financial responsibility by minimizing debt and paying cash for assets when feasible. For necessary purchases, such as equipment or technology, PLA will use competitive bidding and consider operating leases—especially for items like laptops and copiers—where short-term leasing ensures up-to-date tools without ownership. For facilities, PLA plans to negotiate a multi-year lease with graduated payments to reduce upfront costs. If the initial facility becomes unavailable, PLA will seek support from organizations like Charter School Capital to secure and lease a suitable site.

Q246. 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.

Not Applicable

13.3. Financial Compliance

Q247. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate record keeping?



The PLA's Board of Directors will establish internal control standards, financial policies, and procedures to ensure compliance with the Fiscal Control Act to facilitate annual financial audits, audit procedures, and audit requirements adopted by the State Board of Education for charter schools.

The PLA Board of Directors will appoint members to a standing Finance / Audit Committee. This committee shall be responsible for the oversight of the financial accounting and audit functions at the school. Duties will include, but are not limited to:

***Work collaboratively with the Principal/Lead Administrator to draft and submit to the board for annual budget approval.**

***Meet with Principal/Lead Administrator and Business Manager monthly to review the budget report, cash flow, and financial performance.**

***Establish fiscal policy and procedure following generally accepted accounting principles.**

***Issue the RFP and oversee the selection process for an annual, independent auditor.**

***Establish the audit timeline and schedule for fieldwork.**

***Review and present annual audit results to the Board of Directors for approval.**

***Draft the Management Discussion and Analysis ("MD&A") that accompanies the audit report**

***Contribute to the preparation and review of the annual Tax Form 990**

***Review potential financing/leasing instruments.**

***Draft and oversee the implementation of organizational and functional internal controls.**

• PLA will adopt both organizational and functional internal controls and evaluate these controls annually to determine whether the implementation is practical and achieves its intended goals. If necessary, modifications will be made to realign controls within PLA's financial and operational objectives.

• Organizational controls will document the organizational structure and operational nature of the school, including statements on integrity and values, management philosophy and operating style, training and commitment to competence, risk assessment, internal and external communication, and monitoring of the control environment.



Jessica Kelly

Comments :

PLA plans to ensure strong internal controls through a dedicated Finance/Audit Committee responsible for overseeing budgeting, financial reporting, audit processes, and policy development in compliance with the Fiscal Control Act and GAAP. The school will implement both organizational and functional controls, including clear segregation of duties, monthly financial reviews, independent audits, and documented policies to safeguard assets and maintain accurate records. Annual evaluations will guide adjustments to ensure the effectiveness of controls and alignment with financial goals.

Q248. Provide any known or possible related party transactions (relationship, description of transaction, and estimated dollars involved).

Preparatory Leadership Academy (PLA) is neither aware of nor contemplating any possible related party transactions!!!

Q249. Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number, and fax number. If a firm has yet to be identified, please list the firms the board has investigated.

Darrell L. Keller, CPA, PA

105 S. City St.,

Kings Mountain, NC 28086

704-739-0771

13.4. Certify

Q249. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

Yes

No



Q250.Explanation (optional):

Section



Jessica Kelly

Ratings

Meets the
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Comments :

The applicant has met the standards however should review suggestions in several of the questions to improve rating.



Nicky Niewinski

Ratings

Meets the
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Comments :

Projected enrollment numbers mentioned in this section do not match the submitted enrollment summary table.



14. Other Forms

Q252. Sign the attached Charter School Required Signature Certification document and upload it as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 2

Resources

2025 Charter School R...

Applicant Evidence :

Q252 - PLA Signature ...

Uploaded on 5/29/2025 by
Doris Sanders

Q252 - PLA Signature ...

Uploaded on 5/29/2025 by
Doris Sanders

Section



Jessica Kelly

Ratings

Meets the Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



Nicky Niewinski

Ratings

**Exceeds the
Standard**

The response reflects a thorough understanding of key issues. It clearly aligns with the mission and goals of the school. The response includes specific and accurate information that shows thorough preparation.



15. Third-party Application Preparation

Q253. Was this application prepared with the assistance of a third-party person or group?

Yes

No

Section



Jessica Kelly

Ratings

Meets the
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



Nicky Niewinski

Ratings

Not
Applicable

The Evaluator doesn't evaluate this item



16. Application Fee

Pursuant to G.S. 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by April 26, 2024, at 5:00 pm EDT for Fast Track and Accelerated applications, and April 26, 2024, at 5:00 pm EDT for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash nor credit cards are accepted.

Q256.*Application Note: The applicant must mail the certified check or money order along with the Application Fee Payment Form (see the resources to download Payment Form) before or on the due date of April 26, 2024, at 5:00 pm EDT.

Payments should be made payable to the North Carolina Department of Public Instruction: North Carolina Department of Public Instruction Office of Charter Schools 6307 Mail Service Center Raleigh, NC 27699-6307

I understand

Applicant Comments :

Happy Fruitful Friday,

Mailed payment and application fee payment form via "Next Day Air" yesterday, April 24, 2025...Have a phenomenal Weekend!

Resources


2025 Payment Form.pdf

Section



Jessica Kelly

Ratings

**Meets the
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



Nicky Niewinski

Ratings

**Exceeds the
Standard**

The response reflects a thorough understanding of key issues. It clearly aligns with the mission and goals of the school. The response includes specific and accurate information that shows thorough preparation.



17. Signature page

Q257. Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.

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

Resources



Applicant Evidence :



Uploaded on 4/25/2025 by
Doris Sanders

Q258. Board chair, please digitally sign your application here.

Signature



Section



Jessica Kelly

Ratings

**Meets the
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



Nicky Niewinski

Ratings

**Exceeds the
Standard**

The response reflects a thorough understanding of key issues. It clearly aligns with the mission and goals of the school. The response includes specific and accurate information that shows thorough preparation.

Final Status

Reject Approve

Approver Comments

Preparatory Leadership Academy

Proposed By-Laws

Prepared for Board Review

March 14, 2025

Non-Profit Bylaws of Preparatory Leadership Academy

Article I: Name

The name of the organization shall be Preparatory Leadership Academy (hereinafter referred to as "the Academy").

Article II: Purpose and Mission

Section 1: Purpose

The purpose of the Academy is to establish and operate a charter school that provides an innovative and rigorous educational experience, aimed at developing future transformational leaders of academic excellence.

Section 2: Mission Statement

The mission of the Academy is to develop future transformational leaders of academic excellence by providing an innovative and rigorous educational experience. Our mission seeks to achieve academic excellence and develop essential leadership skills.

Section 3: Vision Statement

Our vision is to inspire and prepare the next generation of leaders with values that impact, such as integrity, perseverance, and service. We aim to equip our students with the knowledge and life skills to make significant impact on our society while providing a supportive and inclusive learning environment.

Article III: Membership

Section 1: Membership Eligibility

Membership in the Academy is open to all individuals who are dedicated to supporting the mission and vision of the Academy.

Section 2: Membership Rights

Members have the right to attend all meetings, participate in discussions, and vote on matters brought before the membership.

Article IV: Board of Directors

Section 1: General Powers

The affairs of the Academy shall be managed by its Board of Directors (hereinafter referred to as "the Board").

Section 2: Number, Tenure, and Qualifications

The Board shall consist of no fewer than five (5) and no more than fifteen (15) Board Members. Each Board Member shall hold office for a three (3) consecutive-year term and may be re-elected for additional terms.

Section 3: Duties

The duties of the Board include, but are not limited to:

1. Ensuring the Academy adheres to its mission and vision.
2. Approving and overseeing the budget.
3. Hiring and evaluating the Building Administrator.
4. Setting policies and procedures.
5. Fundraising and resource development.
6. Ensuring compliance with all legal and regulatory requirements.

Section 4: Meetings

The Board shall hold at least eight (8) regular meetings per year. Special meetings may be called by the Chairperson or any three (3) Board Members. Official Meeting Minutes are to be recorded and published on our website within 15 days.

Section 5: Quorum

A Board Member majority shall constitute a quorum for the transaction of business at any meeting of the Board.

Section 6: Voting

Each Director shall have one vote. Decisions shall be made by a majority vote of the Board Members present at a meeting where a quorum is present.

Section 7: Committees

The Board may establish committees as necessary to carry out the work of the Academy. Each committee shall have a Chairperson appointed by the Board.

Article V: Officers

Section 1: Officers

The officers of the Academy shall be a Chairperson, Vice-Chairperson, Secretary, and Treasurer.

Section 2: Election and Term of Office

Officers shall be elected by the Board Members at its annual meeting. Each officer shall serve a three (3) year term and may be re-elected.

Section 3: Duties of Officers

1. **Chairperson:** The Chairperson shall preside at all meetings of the Board and perform other duties as assigned by the Board.
2. **Vice-Chairperson:** The Vice-Chairperson shall perform the duties of the Chairperson in their absence and other duties as assigned by the Board.
3. **Secretary:** The Secretary shall keep minutes of all Board meetings, maintain records, and perform other duties as assigned by the Board.
4. **Treasurer:** The Treasurer shall oversee the financial affairs of the Academy, present financial reports, and perform other duties as assigned by the Board.

Article VI: Executive Administrator (Principal & Building Leader)

The Board shall hire an Executive Administrator (Principal & Building Leader) who shall be responsible for the day-to-day operations of the Academy. The Executive Administrator shall report to the Board and implement policies and procedures set by the Board.

Article VII: Amendments

These bylaws may be amended by a two-thirds (2/3) vote of the Board Members present at any regular or special meeting, provided that notice of the proposed amendment(s) is given to each Board Member at least ten (10) days before the meeting.

Article VIII: Dissolution

In the event of dissolution, the assets of the Academy shall be distributed to an organization with a similar mission and vision, as determined by the Board.

Article IX: Non-Discrimination

The Academy shall not discriminate based on race, color, religion, sex, national origin, age, disability, or any other characteristic protected by law in its programs and activities.

Article XI: Conflict of Interest

The Conflict-of-Interest clause ensures transparency, ethical decision making, and compliance with legal and organizational standards.

1. Purpose

The purpose of this Conflict-of-Interest policy is to protect the integrity and accountability of the Board of Directors of Preparatory Leadership Academy (“the Academy”) when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a Board member or result in a potential or actual conflict of interest.

2. Definitions

a. *Interested Person:* Any Board member, officer, or committee member who has a direct or indirect financial interest, as defined below, is an interested person.

b. *Financial Interest:* A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- An ownership or investment interest in any entity with which the Academy has a transaction or arrangement;
- A compensation arrangement with the Academy or with any entity or individual with which the Academy has a transaction or arrangement;

- A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Academy is negotiating a transaction or arrangement.

3. Disclosure of Conflicts

Each Board member shall disclose any potential or actual conflict of interest to the Board prior to the Board's discussion or vote on a matter in which the member has a conflict. A Board member who believes another member has a conflict shall disclose that concern to the Board Chair.

4. Determining Whether a Conflict Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, they shall leave the Board meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board members shall decide if a conflict of interest exists.

5. Procedures for Addressing the Conflict of Interest

- a. The Board Chair shall appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- b. After exercising due diligence, the Board or committee shall determine whether the Academy can obtain a more advantageous transaction or arrangement that would not give rise to a conflict of interest.
- c. If a more advantageous alternative is not reasonably possible under the circumstances, the Board or committee shall determine whether the transaction or arrangement is in the Academy's best interest, for its own benefit, and whether it is fair and reasonable. The Board may approve the transaction by a majority of the disinterested directors.

6. Violations of the Conflict-of-Interest Policy

- a. If the Board has reasonable cause to believe a member has failed to disclose an actual or possible conflict of interest, it shall inform the member of the basis for such belief and allow the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the response and making further investigation as warranted, the Board determines the member has failed to disclose an actual conflict of interest, it may take appropriate disciplinary and corrective action, including possible removal from the Board.

7. Annual Disclosure Statements

Each Board member shall annually sign a statement which affirms such person:

- Has received a copy of the Conflict of Interest policy;
- Has read and understands the policy;
- Has agreed to comply with the policy;
- Understands the Academy is a nonprofit and must engage primarily in activities which accomplish its educational mission and uphold public trust.

Article X: NC Open Meetings Law

The North **Carolina Open Meetings Law** is a state law that ensures **transparency and accountability in government** by requiring that meetings of public bodies are **open to the public** and that **adequate notice** is given.

Preparatory Leadership Academy will adhere to this law to promote transparency, trust, and citizen engagement in governmental processes by ensuring that decisions are made in the public eye. The law is designed to give citizens access to the decision-making process of public agencies.

Key Points of the NC Open Meetings Law:

1. Public Bodies Covered:

- Includes city and county boards, school boards, commissions, and other government committees or subcommittees. **Applies to charter school boards as they are public bodies under NC law.**

2. Open to the Public:

- Meetings must be open unless they qualify for an official **closed session** under specific exemptions (e.g., legal consultation, personnel matters, student information).

3. Official Notice Requirements:

- Advance public notice must be given, typically posted on the website and at a designated physical location at the school.
- Emergency meetings require as much notice as possible.

4. Minutes and Records:

- o Written minutes or recordings must be kept and made available to the public, even for closed sessions (with confidential parts redacted as needed).

5. Closed Sessions:

- o Must be voted on in an open session with a clear legal justification.
- o Limited to topics like personnel issues, legal advice, or property negotiations.

ADOPTION OF BYLAWS

**These bylaws were adopted by the Board of Directors of
Preparatory Leadership Academy
March 14, 2025**

Board Member Signatures

The undersigned Board Members of the Preparatory Leadership Academy hereby approve and adopt the foregoing By-Laws as of the date below:

Dr. Doris A. Sanders Date: March 14, 2025

Name: Dr. Doris A. Sanders

Title: Board Chair

Mr. Sylvester Washington Date: April 24, 2025

Name: Mr. Sylvester Washington

Title: Recording Secretary

_____ Date: _____

Name: _____

Title: _____

_____ Date: _____

Name: _____

Title: _____

_____ Date: _____

Name: _____

Title: _____

_____ Date: _____

Name: _____

Title: _____

Response to Question 22"

Attach as Appendix F Federal Documentation of Tax-Exempt Status

Preparatory Leadership Academy has file for the 501c3 and is awaiting a response from the IRS as of the submission of this application.

Date of this notice: 04-09-2024

Employer Identification Number:
99-2400188

Form: SS-4

Number of this notice: CP 575 A

PREPARATORY LEADERSHIP ACADEMY
4060 CREEKSTONE TRCE
GASTONIA, NC 28056

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 99-2400188. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

Taxpayers request an EIN for their business. Some taxpayers receive CP575 notices when another person has stolen their identity and are opening a business using their information. If you did **not** apply for this EIN, please contact us at the phone number or address listed on the top of this notice.

When filing tax documents, making payments, or replying to any related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

Based on the information received from you or your representative, you must file the following forms by the dates shown.

Form 940	01/31/2026
Form 944	01/31/2026

If you have questions about the forms or the due dates shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, *Accounting Periods and Methods*.

We assigned you a tax classification (corporation, partnership, etc.) based on information obtained from you or your representative. It is not a legal determination of your tax classification, and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2020-1, 2020-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, *Entity Classification Election*. See Form 8832 and its instructions for additional information.

IMPORTANT INFORMATION FOR S CORPORATION ELECTION:

If you intend to elect to file your return as a small business corporation, an election to file a Form 1120-S, U.S. Income Tax Return for an S Corporation, must be made within certain timeframes and the corporation must meet certain tests. All of this information is included in the instructions for Form 2553, Election by a Small Business Corporation.

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly, which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, *Electronic Choices to Pay All Your Federal Taxes*. If you need to make a deposit immediately, you will need to make arrangements with your Financial Institution to complete a wire transfer.

The IRS is committed to helping all taxpayers comply with their tax filing obligations. If you need help completing your returns or meeting your tax obligations, Authorized e-file Providers, such as Reporting Agents or other payroll service providers, are available to assist you. Visit www.irs.gov/mefbusproviders for a list of companies that offer IRS e-file for business products and services.

IMPORTANT REMINDERS:

- * Keep a copy of this notice in your permanent records. This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you. You may give a copy of this document to anyone asking for proof of your EIN.
- * Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
- * Refer to this EIN on your tax-related correspondence and documents.
- * Provide future officers of your organization with a copy of this notice.

Your name control associated with this EIN is PREP. You will need to provide this information along with your EIN, if you file your returns electronically.

Safeguard your EIN by referring to Publication 4557, *Safeguarding Taxpayer Data: A Guide for Your Business*.

You can get any of the forms or publications mentioned in this letter by visiting our website at www.irs.gov/forms-pubs or by calling 800-TAX-FORM (800-829-3676).

If you have questions about your EIN, you can contact us at the phone number or address listed at the top of this notice. If you write, please tear off the stub at the bottom of this notice and include it with your letter.

Thank you for your cooperation.



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

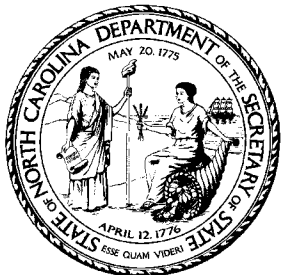
I, ELAINE F. MARSHALL, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

PREPARATORY LEADERSHIP ACADEMY

the original of which was filed in this office on the 26th day of April, 2024.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 26th day of April, 2024.

Elaine F. Marshall

Secretary of State

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

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

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

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

3. The name of the initial registered agent is: DORIS ANN SANDERS

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

Number and Street: 4060 Creekstone Trce

City: Gastonia State: NC Zip Code: 28056-4312 County: Gaston

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

Number and Street or PO Box: _____

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

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

Name	Address
<u>Doris A. Sanders</u>	<u>4060 Creekstone Trce Gastonia NC, 28056-4312 United States</u>

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

a. The corporation will have members.

b. The corporation will not have members.

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

8. Attached are provisions regarding the limitation of activities of the corporation.

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

10. The street address and county of the principal office of the corporation is:

Principal Office Telephone Number: (980) 320-4938

Number and Street: 4060 Creekstone Trce

City: Gastonia State: NC Zip Code: 28056-4312 County: Gaston

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

Number and Street or PO Box: _____

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

11. Principal Office Email Address: Privacy Redaction

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

Name	Address	Title
Doris Sanders	4060 Creekstone Trce Gastonia NC, 28056-4312 United States	Chairman of the Board

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

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

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

This is the 16th day of April, 2024.

Doris A. Sanders
Incorporator Business Entity Name

Doris A. Sanders
Signature of Incorporator

Doris A. Sanders Chairman *Incorporator*
Type or print Incorporator's name and title, if any

NOTES:

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

BUSINESS REGISTRATION DIVISION
(Revised August, 2017)

P. O. BOX 29622

RALEIGH, NC 27626-0622
Form N-01

Item 8: The Limitation of Activities Clause

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in these Articles. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Purpose of Corporation

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

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

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

Prohibited Activities

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

Distributions Upon Dissolution

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



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

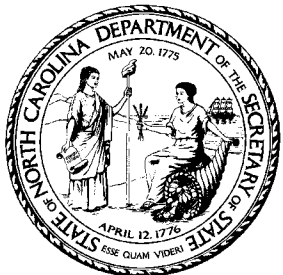
I, ELAINE F. MARSHALL, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

PREPARATORY LEADERSHIP ACADEMY

the original of which was filed in this office on the 26th day of April, 2024.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 26th day of April, 2024.

Elaine F. Marshall

Secretary of State

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

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

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

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

3. The name of the initial registered agent is: DORIS ANN SANDERS

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

Number and Street: 4060 Creekstone Trce

City: Gastonia State: NC Zip Code: 28056-4312 County: Gaston

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

Number and Street or PO Box: _____

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

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

Name	Address
<u>Doris A. Sanders</u>	<u>4060 Creekstone Trce Gastonia NC, 28056-4312 United States</u>

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

a. The corporation will have members.

b. The corporation will not have members.

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

8. Attached are provisions regarding the limitation of activities of the corporation.

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

10. The street address and county of the principal office of the corporation is:

Principal Office Telephone Number: (980) 320-4938

Number and Street: 4060 Creekstone Trce

City: Gastonia State: NC Zip Code: 28056-4312 County: Gaston

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

Number and Street or PO Box: _____

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

11. Principal Office Email Address: Privacy Redaction

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

Name	Address	Title
Doris Sanders	4060 Creekstone Trce Gastonia NC, 28056-4312 United States	Chairman of the Board

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

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

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

This is the 16th day of April, 2024.

Doris A. Sanders
Incorporator Business Entity Name

Doris A. Sanders
Signature of Incorporator

Doris A. Sanders Chairman *Incorporator*
Type or print Incorporator's name and title, if any

NOTES:

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

BUSINESS REGISTRATION DIVISION
(Revised August, 2017)

P. O. BOX 29622

RALEIGH, NC 27626-0622
Form N-01

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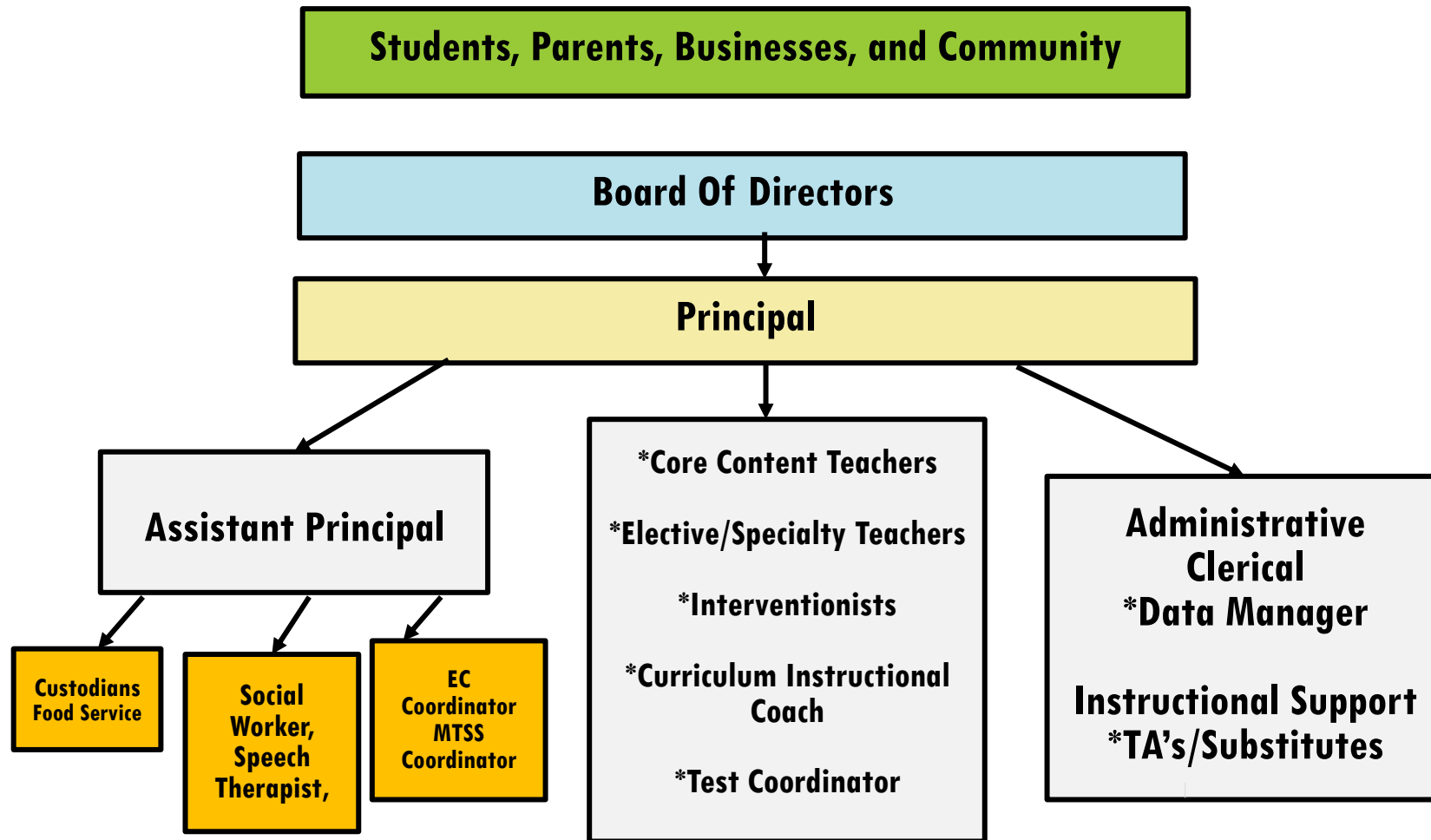
including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 (herein the "Code") (or the corresponding provisions of any future United States Internal Revenue Code).

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PREPARATORY LEADERSHIP ACADEMY

Academic School Year	Grade Levels	Total Projected Student Enrollment
Year 1	K, 01, 02, 03, 04, 05	250
Year 2	K, 01, 02, 03, 04, 05	275
Year 3	K, 01, 02, 03, 04, 05	300
Year 4	K, 01, 02, 03, 04, 05	325
Year 5	K, 01, 02, 03, 04, 05	350

**Academic
School Year**

Grade Levels

**Total Projected
Student Enrollment**

Year 1
Year 2
Year 3
Year 4
Year 5

Ethnicity/Race	# of Students	Percentage (%)
American Indian or Alaska Native	1	1%
Asian	1	1%
Black or African American	90	71%
Hispanic	15	12%
Native HI or Pacific Islander	1	1%
Two or More Races	3	2%
White	15	12%
EDS Subgroups		0%
Economically Disadvantaged Students	95	73%
Students with Disabilities	20	15%
English Language Learners	10	8%
Students Experiencing Homelessness	5	4%

Date of this notice: 04-09-2024

Employer Identification Number:
99-2400188

Form: SS-4

Number of this notice: CP 575 A

PREPARATORY LEADERSHIP ACADEMY
4060 CREEKSTONE TRCE
GASTONIA, NC 28056

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 99-2400188. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

Taxpayers request an EIN for their business. Some taxpayers receive CP575 notices when another person has stolen their identity and are opening a business using their information. If you did **not** apply for this EIN, please contact us at the phone number or address listed on the top of this notice.

When filing tax documents, making payments, or replying to any related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

Based on the information received from you or your representative, you must file the following forms by the dates shown.

Form 940	01/31/2026
Form 944	01/31/2026

If you have questions about the forms or the due dates shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, *Accounting Periods and Methods*.

We assigned you a tax classification (corporation, partnership, etc.) based on information obtained from you or your representative. It is not a legal determination of your tax classification, and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2020-1, 2020-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, *Entity Classification Election*. See Form 8832 and its instructions for additional information.

IMPORTANT INFORMATION FOR S CORPORATION ELECTION:

If you intend to elect to file your return as a small business corporation, an election to file a Form 1120-S, U.S. Income Tax Return for an S Corporation, must be made within certain timeframes and the corporation must meet certain tests. All of this information is included in the instructions for Form 2553, Election by a Small Business Corporation.

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly, which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, *Electronic Choices to Pay All Your Federal Taxes*. If you need to make a deposit immediately, you will need to make arrangements with your Financial Institution to complete a wire transfer.

The IRS is committed to helping all taxpayers comply with their tax filing obligations. If you need help completing your returns or meeting your tax obligations, Authorized e-file Providers, such as Reporting Agents or other payroll service providers, are available to assist you. Visit www.irs.gov/mefbusproviders for a list of companies that offer IRS e-file for business products and services.

IMPORTANT REMINDERS:

- * Keep a copy of this notice in your permanent records. This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you. You may give a copy of this document to anyone asking for proof of your EIN.
- * Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
- * Refer to this EIN on your tax-related correspondence and documents.
- * Provide future officers of your organization with a copy of this notice.

Your name control associated with this EIN is PREP. You will need to provide this information along with your EIN, if you file your returns electronically.

Safeguard your EIN by referring to Publication 4557, *Safeguarding Taxpayer Data: A Guide for Your Business*.

You can get any of the forms or publications mentioned in this letter by visiting our website at www.irs.gov/forms-pubs or by calling 800-TAX-FORM (800-829-3676).

If you have questions about your EIN, you can contact us at the phone number or address listed at the top of this notice. If you write, please tear off the stub at the bottom of this notice and include it with your letter.

Thank you for your cooperation.

PREPARATORY LEADERSHIP ACADEMY ACADEMIC CALENDAR

FY26/27

July 2026						
S	M	T	W	T	F	S
			1	2		4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
(23 Days)						

August 2026						
S	M	T	W	T	F	S
						1
2						8
9						15
16		18	19	20	21	22
23	24	25	26	27	28	29
30	31					
(11 Days)						

September 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6		8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
(21 Days)						

October 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14		16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
(22 Days)						

November 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10		12	13	14
15	16	17	18	19	20	21
22	23	24				28
29	30					
(17 Days)						

December 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23			26
27						
(17 Days)						

January 2027						
S	M	T	W	T	F	S
						2
3			6		8	9
10	11	12	13	14	15	16
17		19	20	21	22	23
24	25	26	27	28	29	30
31						
(17 Days)						

February 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14		16	17	18	19	20
21	22	23	24	25	26	27
28						
(19 Days)						

March 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11		13
14	15	16	17	18		20
21	22	23	24	25		27
28						
(23 Days)						

April 2027						
S	M	T	W	T	F	S
						3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
(20 Days)						

May 2027						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18				22
23		25	26	27	28	29
30						
(17 Days)						

June 2027						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17		19
20	21	22	23	24	25	26
27	28	29	30			
(22 Days)						

CALENDAR KEY:

- Holiday
- First/Last Day of School
- Teacher Workday
- 9-Week Report Cards Distributed
- Teacher Annual Leave

STAFF and STUDENT DAYS:

EMPLOYEE DAYS: 10-Month 219 Days; 11-Month 239 Days; and 12-Month 260 Days
185 STUDENT DAYS = 1,025 Instructional Hours (NO HALF DAYS/EARLY DISMISSAL; Including State/Federal HOLIDAYS for EMPLOYEES)
TWO SEMESTERS: 1ST SEMESTER 88 DAYS and 2ND SEMESTER 90 DAYS
FOUR QUARTERS: 1Q Marking Period 42 Days; 2Q Marking Period 43 Days; 3Q Marking Period 45 Days, and 4Q Marking Period 45 Days
INCLEMENT WEATHER MAKEUP DAYS: Jan. 16; Feb. 20; March 6; April 3; April 3; April 10, April 17

GRADING PERIODS:

End of 9-Week Grading Periods: 10/15/27; 12/18/27; 3/12/27; and 5/10/27 ----- 9-Week Report Cards Distributed: 10/15, 1/7, 3/19, & 5/21
Parent/Teacher Conference Dates: 10/16/27 and 3/12/27 ----- PD/Teacher Workdays: Aug 3-14, Oct 16, Jan 4-5, Mar 12, & May 20-21, 24-28

SUMMER SESSION DATES (TO/FROM):

June 7-30, 2027 (Tentative Dates; 4 weeks)

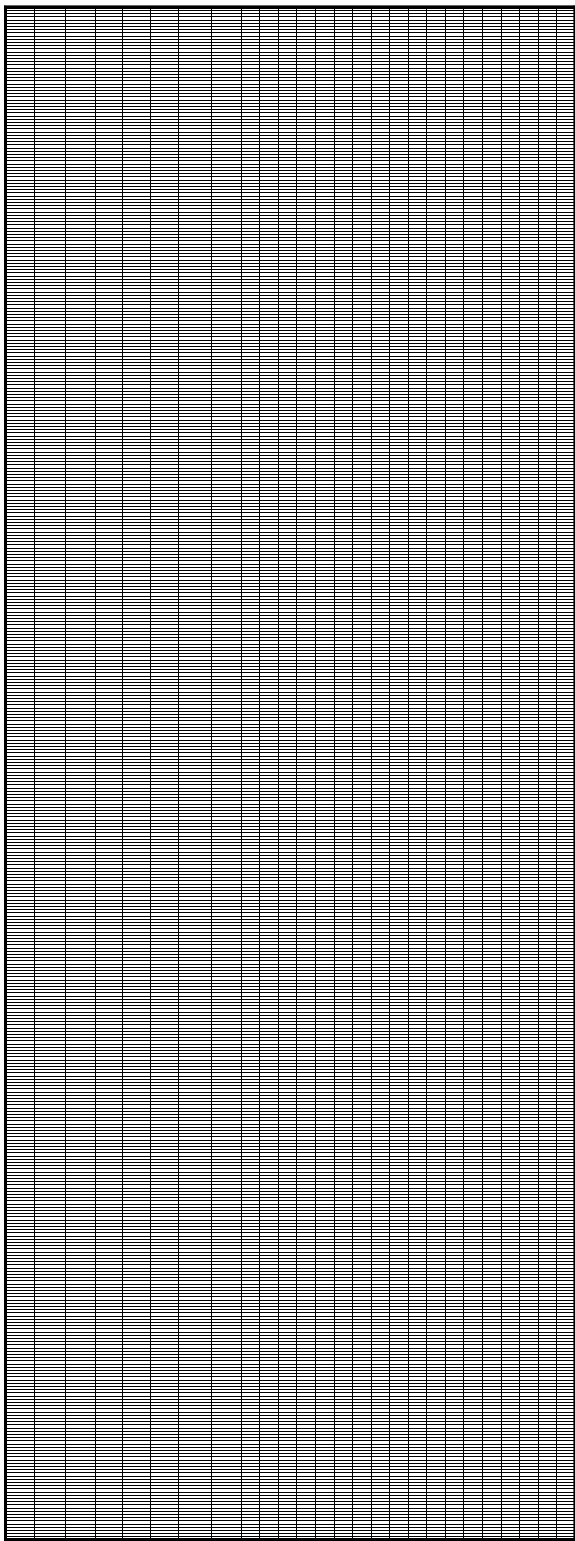
BOARD OF DIRECTORS APPROVED – March 28, 2025

2026 Holiday Observance

- 1. July 4 – Independence Day (Observed on July 3)**
- 2. September 6 – Labor Day (Observed on September 7)**
- 3. November 11 – Veterans Day**
- 4. November 26 – Thanksgiving**
- 5. December 24 – Christmas Eve**
- 6. December 25 – Christmas Day**
- 7. December 31 – New Year’s Eve**

2027 Holiday Observance

- 1. January 1 – New Year's Day**
- 2. January 18 – Martin Luther King Day**
- 3. March 26 – Good Friday**
- 4. March 28 – Easter**
- 5. March 29- April 2 – Spring Break**
- 6. May 31 – Memorial Day**
- 7. June 19 – Juneteenth Day (Observed on June 18)**





A week - AM Schedule		B week - AM Schedule	
A	Classrooms	Teachers receive students	
	Cafeteria Line	2 Teachers	
	B Hall Blind Spot	1 Teacher	
	Bus Walkway	1 Teacher	
	Car Line	3 Teachers	
	Main Hallway	1 Teacher	
A week - PM Schedule		B week - PM Schedule	
W E E K	Buses/Vans Outside	AP	
	Vans Inside	3 Teachers	
	Cars (Gym)	3 Teachers	
	Car Caller	1 Teacher	
	Square: Red	1 Teacher	
	Square: Blue	1 Teacher	
	Square: Yellow	1 Teacher	
	Square: Orange	1 Teacher	
	Square: Green	1 Teacher	
	Square: Purple	1 Teacher	
Square: Black	1 Teacher		
B	Classrooms	Teachers receive students	
	Cafeteria Line	2 Teachers	
	B Hall Blind Spot	1 Teacher	
	Bus Walkway	1 Teacher	
	Car Line	3 Teachers	
	Main Hallway	1 Teacher	
V E E K	Buses/Vans Outside	AP	
	Vans Inside	3 Teachers	
	Cars (Gym)	3 Teachers	
	Car Caller	1 Teacher	
	Square: Red	1 Teacher	
	Square: Blue	1 Teacher	
	Square: Yellow	1 Teacher	
	Square: Orange	1 Teacher	
	Square: Green	1 Teacher	
	Square: Purple	1 Teacher	
Square: Black	1 Teacher		

Teacher	Arrival	Departure	Table Number
Kindergarten			
Teacher	10:15	10:40	1
Teacher	10:20	10:45	2
Teacher	10:25	10:50	3
Teacher	10:30	10:55	4
Second Grade			
Teacher	10:35	11:00	5
Teacher	10:35	11:00	6
Teacher	10:40	11:05	7
Teacher	10:40	11:05	1
First Grade			
Teacher	10:50	11:15	3
Teacher	10:55	11:20	4
Teacher	11:00	11:25	1
Teacher	11:05	11:30	2
SAC			
Teacher	11:10	11:35	Room
Third Grade			
Teacher	11:20	11:45	5
Teacher	11:25	11:50	6
Teacher	11:30	11:55	7
Teacher	11:35	12:00	1
Fourth Grade			
Teacher	11:45	12:10	3
Teacher	11:50	12:15	4
Teacher	11:55	12:20	5
Teacher			
Fifth Grade			
Teacher	12:00	12:25	6
Teacher	12:05	12:30	7
Teacher	12:10	12:35	1
Class 180			
TBD	10:50	11:15	Room

Kindergarden	Specials 1:10-2:10				First Semester Weekly Schedule						
	A	B	C	D	Monday	Tuesday	Wednesday	Thursday	Friday		
Teacher	Dance/Recess	Art/Recess	Recess/PE	Recess/Media or SEL	August 16-18	-	-	A	B	C	
Teacher	Recess/Media or SEL	Dance/Recess	Art/Recess	Recess/PE	August 21-25	A	B	C	D	D	
Teacher	Recess/PE	Recess/Media or SEL	Dance/Recess	Art/Recess	August 28-Sept 1	A	B	C	D	A	
Teacher	Art/Recess	Recess/PE	Recess/Media or SEL	Dance/Recess	Sept 5-8	-	B	C	D	A	
					Sept 9th-13th	A	B	C	D	B	
First Grade	Specials 12:10-1:10				Sept 16-20	A	B	C	D	C	
	A	B	C	D	Sept 23-27	A	B	C	D	D	
Teacher	Dance/Recess	Art/Recess	Recess/PE	Recess/Media or SEL	Sept 30th-Oct 4th	A	B	C	D	A	
Teacher	Recess/Media or SEL	Dance/Recess	Art/Recess	Recess/PE	Oct 7-9	A	B	C	-	-	
Teacher	Recess/PE	Recess/Media or SEL	Dance/Recess	Art/Recess	Oct 14-18	A	B	C	D	B	
Teacher	Art/Recess	Recess/PE	Recess/Media or SEL	Dance/Recess	Oct 21-25	A	B	C	D	C	
					Oct 28-Nov 1	A	B	C	D	D	
2nd Grade	Specials 11:10-12:10				Nov 4th-Nov 8th	A	-	C	D	B	
	A	B	C	D	Nov 11-Nov 15	-	B	C	D	A	
Teacher	Dance/Recess	Art/Recess	Recess/PE	Recess/Media or SEL	Nov 18-22	A	B	C	D	C	
Teacher	Recess/Media or SEL	Dance/Recess	Art/Recess	Recess/PE	Nov 25th-26th	A	B	-	-	-	
Teacher	Recess/PE	Recess/Media or SEL	Dance/Recess	Art/Recess	Dec 2nd-6th	A	B	C	D	D	
Teacher	Art/Recess	Recess/PE	Recess/Media or SEL	Dance/Recess	Dec 9th-13th	A	B	C	D	A	
					Dec 16-20	A	B	C	D	-	
3rd Grade	Specials 9:50-10:50				Second Semester Weekly Schedule (Highlighted weeks are the Media weeks.)						Media/SEL Weekly Rotation
	A	B	C	D		Monday	Tuesday	Wednesday	Thursday	Friday	
Teacher	Recess/PE	Recess/Media or SEL	Dance/Recess	Art/Recess	Jan 6-10	A	B	C	D	A	Media
Teacher	Art/Recess	Recess/PE	Recess/Media or SEL	Dance/Recess	Jan 13-17	A	B	C	D	B	SEL
Teacher	Dance/Recess	Art/Recess	Recess/PE	Recess/Media or SEL	Jan 21-24	-	B	C	D	A	Media
Teacher	Recess/Media or SEL	Dance/Recess	Art/Recess	Recess/PE	Jan 27-31	A	B	C	D	B	SEL
					Feb 3-7	A	B	C	D	C	Media
4th Grade	Specials: 8:50-9:50				Feb 10-14	A	B	C	D	D	SEL
	A	B	C	D	Feb 18-21	-	B	C	D	A	Media
Teacher	Recess/PE	Recess/Media or SEL	Dance/Recess	Art/Recess	Feb 24-28	A	B	C	D	B	SEL
Teacher	Art/Recess	Recess/PE	Recess/Media or SEL	Dance/Recess	March 3-7	A	B	C	D	C	Media
Teacher	Dance/Recess	Art/Recess	Recess/PE	Recess/Media or SEL	March 10-13	A	B	C	D	-	SEL
SAC	Recess/Media or SEL	Dance/Recess	Art/Recess	Recess/PE	March 17-21	A	B	C	D	D	Media
					March 24-28	A	B	C	D	A	SEL
5th Grade	Specials 8:00-8:50				March 31-April 4	A	B	C	D	B	Media
	A	B	C	D	April 7-11	A	B	C	D	C	SEL
Teacher	Dance/Recess	Art/Recess	Recess/PE	Recess/Media or SEL	April 14-17	A	B	C	D	-	Media
Teacher	Recess/Media or SEL	Dance/Recess	Art/Recess	Recess/PE	April 28-May 2	A	B	C	D	D	SEL
Teacher	Recess/PE	Recess/Media or SEL	Dance/Recess	Art/Recess	May 5-9	A	B	C	D	A	Media
					May 12-16	A	B	C	D	B	SEL
SAC	Daily				May 19-21	A	B	C	-	-	SEL
A	Recess/Media or SEL										
B	Dance/Recess										
C	Art/Recess										
D	Recess/PE										
SAC is usually combined with a Recess/PE special Rotation. There is space in 3rd, 4th, and 5th but					Media and SEL Weekly Rotation						
					Sept 9th-13th	SEL	Jan 6-10	Media			
					Sept 16-20	Media	Jan 13-17	SEL			
					Sept 23-27	SEL	Jan 21-24	Media			
					Sept 30th-Oct 4th	Media	Jan 27-31	SEL			
					Oct 7-9	SEL	Feb 3-7	Media			
					Oct 14-18	Media	Feb 10-14	SEL			
					Oct 21-25	SEL	Feb 18-21	Media			
					Oct 28-Nov 1	Media	Feb 24-28	SEL			
					Nov 4th-Nov 8th	SEL	March 3-7	Media			
					Nov 11-Nov 15	Media	March 10-13	SEL			
					Nov 18-22	SEL	March 17-21	Media			
					Nov 25th-26th	Media	March 24-28	SEL			
					Dec 2nd-6th	SEL	March 31-April 4	Media			
					Dec 9th-13th	Media	April 7-11	SEL			
					Dec 16-20	SEL	April 14-17	Media			
		April 28-May 2	SEL								
		May 5-9	Media								
		May 12-16	SEL								
		May 19-21	SEL								

1/2 Day Lunch Schedule	
Teacher	Arrival
Teacher	9:00
Kindergarten	
Teacher	9:05
Teacher	9:10
Teacher	9:15
Teacher	9:20
Third Grade	
Teacher	9:25
Teacher	9:30
Teacher	9:35
Teacher	9:40
First Grade	
Teacher	9:40
Teacher	9:45
Teacher	9:50
Teacher	9:55
SAC	
Teacher	10:00
SAC	10:00
Class 180	
TBD	10:05
Second Grade	
Teacher	10:10
Teacher	10:15
Teacher	10:20
Teacher	10:25
Fourth Grade	
Teacher	10:30
Teacher	10:35
Teacher	10:40
Fifth Grade	
Teacher	10:45
Teacher	10:50
Teacher	10:55

HMH  Into Reading®

Program Literature

Grades K-5



HMH Into Reading®

HMH Into Reading® helps bring the latest evidence-informed best practices in structured literacy to your K–5 ELA curriculum. Every module features award-winning cross-curricular texts, each with a knowledge-building learning objective connected to an Essential Question.

Texts are grade-appropriate with engaging topics that will spark student interest and curiosity, while helping to build topic knowledge.

What's Inside

Grade K →

Grade 1 →

Grade 2 →

Grade 3 →

Grade 4 →

Grade 5 →

Grade K

Connected texts that help build knowledge

Grade K

Grade K Selections	Author's Name	Genre	Lexile Measure	Component
Module 1: Curious About Kindergarten				
Essential Question: What will I discover in kindergarten?				
Keisha Ann Can!	Daniel Kirk	Fiction	460L	Read Aloud Book
School Day!	Jesus Cervantes	Fiction	50L	Big Book
A Squiggly Story	Andrew Larsen	Fiction	AD480L	Read Aloud Book
One Happy Classroom	Charnan Simon	Fiction	200L	Big Book
Kindergarten Kids: "Oops," "Quiet, Please!" "Puzzled," "Kindergarten Kids"	Stephanie Calmenson, illust. by Melissa Sweet	Poetry	NP	Read Aloud Book
School Bus	Donald Crews	Fiction	BR250L	Big Book
Schools Around the World	Clare Lewis	Informational/ Nonfiction	130L	Read Aloud Book
Annie, Bea, and Chi Chi Dolores	Donna Maurer	Fiction	NP	Big Book
Kindness Matters!	Kids for Peace USA	Video	—	Wrap-Up Video
Module 2: There's Only One Me!				
Essential Question: What makes each of us special?				
I Am René, the Boy/Soy René, El Niño	Rene Colato Lainez	Fiction	—	Read Aloud Book
Being Different Rocks!	Judith Stamper	Persuasive Text	320L	Big Book
I Like Myself	Karen Beaumont, illust. By David Catrow	Fiction	230L	Read Aloud Book
ABC I Like Me!	Nancy Carlson	Fiction	190L	Big Book
Snail and Worm Again	—	—	—	Read Aloud Book
Pete the Cat: Too Cool for School	Kimberly and James Dean	Fiction	210L	Big Book

Grade K

Grade K Selections	Author's Name	Genre	Lexile Measure	Component
Tiny Rabbit's Big Wish	Margarita Engle	Fable	AD740L	Read Aloud Book
My Friends	Taro Gomi	Fiction	470L	Big Book
One of a Kind	The Figureheads	Video	—	Wrap-Up Video
Module 3: My Community Heroes Essential Question: What makes a community?				
Places In My Community	Bobbie Kalman	Informational/ Nonfiction	490L	Read Aloud Book
Map My Neighborhood	Jennifer Boothroyd	Informational/ Nonfiction	420L	Big Book
Quinito's Neighborhood	Ina Cumpiano	Fiction	490L	Read Aloud Book
ABC: The Alphabet from the Sky	Benedikt Gross, Joey Lee	Informational/ Nonfiction	230L	Big Book
A Bucket of Blessings	Kabir Sehgal	Fable	AD560L	Read Aloud Book
Bo and Peter	Betsy Franco	Fiction	180L	Big Book
A Piece of Home	Jeri Watts	Fiction	AD570L	Read Aloud Book
Poems: "My Neighborhood" "Homes" "Welcome"	Betsy Franco, Linda Kulp Trout	Poetry	—	Big Book
Let's Go to Work	—	Video	—	Wrap-Up Video
Module 4: Happy Healthy Me Essential Question: How can I be my healthiest me?				
Being Fit	Valerie Bodden	Informational/ Nonfiction	570L	Read Aloud
Germs Are Not For Sharing	Elizabeth Verdick	Informational/ Nonfiction	AD490L	Big Book

Grade K

Grade K Selections	Author's Name	Genre	Lexile Measure	Component
Get Up and Go!	Nancy Carlson	Informational/ Nonfiction	540L	Read Aloud
Stretch	Doreen Cronin	Fiction	AD340L	Big Book
Jack and the Hungry Giant Eat Right With MyPlate	Loreen Leedy	Fairy Tale	AD510L	Read Aloud
Edible Colors	Jennifer Vogel Bass	Informational/ Nonfiction	190L	Big Book
Getting Rest	Sian Smith	Informational/ Nonfiction	420L	Read Aloud
“Bed” (poem)	Anonymous	Poetry	NP	Big Book (projectable)
Rhino Named Paul: Clean Your Mitts	—	Video	—	Wrap-Up Video
Module 5: I Can Do It!				
Essential Question: What doesn't it mean to try hard?				
Jabari Jumps	Gaia Cornwall	Fiction	AD490L	Read Aloud
The Electric Slide and Kai	Kelly J. Baptist	Fiction	TBD	Big Book
The Little Red Hen (Makes a Pizza)	Philemon Sturges	Folktale	AD570L	Read Aloud
The Little Red Hen on Stage	Karen Knapstein	Play	NP	Big Book
Ish	Peter H. Reynolds	Fiction	510L	Read Aloud
Let's Make Music!	Owen Holmes	Informational/ Nonfiction	420L	Big Book
Dancing through Space: Dr. Mae Jemison Soars to New Heights	Lydia Lukidis	Biography	TBD	Read Aloud
A Morning with Grandpa	Sylvia Liu	Fiction	AD520L	Big Book
Zack's Shack	Time for Kids	Video	—	Wrap-Up Video

Grade K

Grade K Selections	Author's Name	Genre	Lexile Measure	Component
Module 6: Home of the Free and the Brave Essential Question: What makes the USA special?				
America the Beautiful	Katharine Lee Bates	Poetry	NP	Read Aloud
In Our Country	Susan Canizares and Daniel Moreton	Informational/ Nonfiction	190L	Big Book
Take Me Out to the Yakyu	Aaron Meshon	Fiction	AD480L	Read Aloud
Take Me Out to the Ball Game	Jack Norworth	Poetry (Song)	NP	Big Book (projectable)
Martin Luther King, Jr.	Marion Dane Bauer	Informational/ Nonfiction	490L	Read Aloud
Presidents' Day	Judith Stamper	Informational/ Nonfiction	540L	Big Book
Apple Pie Fourth of July	Janet S. Wong	Fiction	540L	Read Aloud
Happy Birthday to the U.S.!	Francie Alexander	Informational/ Nonfiction	450L	Big Book
I Have a Dream - A Song for MLK Day!	Daria Music	Video	—	Wrap-Up Video
Module 7: Zoom In! Essential Question: What can I learn when I look closely?				
Last Stop on Market Street	Matt de la Pena	Fiction	AD610L	Read Aloud Book
Not a Box	Antoinette Portis	Fiction	AD240L	Big Book
I Know the River Loves Me-Yo sé que el río me ama	Maya Christina Gonzalez	Fiction	AD440L	Read Aloud Book
Look-Alike Animals	Robin Bernard	Informational/ Nonfiction	410L	Big Book
Me . . . Jane	Patrick McDonnell	Informational/ Nonfiction	AD610L	Read Aloud Book

Grade K

Grade K Selections	Author's Name	Genre	Lexile Measure	Component
Jane Goodall and the Chimpanzees	Betsey Chessen and Pamela Chanko	Informational/ Nonfiction	190L	Big Book
Please Don't Step On Me	Elly-Kree George	Persuasive Text	TBD	Read Aloud Book
Ants	Lisa J. Amstutz	Informational/ Nonfiction	360L	Big Book
Zoom In	PBS Kids: Zoom Landing	Video	—	Wrap-Up Video
Module 8: From Plant to Plate				
Essential Question: How do plants become food?				
Plants Feed Me	Lizzy Rockwell	Informational/ Nonfiction	320L	Read Aloud Book
Planting Seeds	Kathryn Clay	Informational/ Nonfiction	300L	Big Book
Up in the Garden and Down in the Dirt	Kate Messner	Informational/ Nonfiction	AD660L	Read Aloud Book
Earthworms	Lisa J. Amstutz	Informational/ Nonfiction	240L	Big Book
PB & J Hooray!	Janet Nolan	Informational/ Nonfiction	AD620L	Read Aloud Book
Growing Vegetable Soup	Lois Ehlert	Fiction	740L	Big Book
Rainbow Stew	Cathryn Falwell	Fiction	AD540L	Read Aloud Book
How Does Your Salad Grow?	Francie Alexander	Informational/ Nonfiction	340L	Big Book
Experimenting with Seeds	Peep and the Big Wide World	Video	—	Wrap-Up Video

Grade K

Grade K Selections	Author's Name	Genre	Lexile Measure	Component
Module 9: Animal Habitats				
Essential Question: What makes a habitat a home?				
Why Living Things Need Homes	Daniel Nunn	Informational/ Nonfiction	220L	Read Aloud Book
What Am I, Where Am I?	Ted Lewin	Informational/ Nonfiction	140L	Big Book
Bear and Wolf	Daniel Salmieri	Fiction	550L	Read Aloud Book
Black Bears	JoAnn Early Macken	Informational/ Nonfiction	440L	Big Book
A Day and Night in the Desert	Caroline Arnold	Informational/ Nonfiction	660L	Read Aloud Book
In the Tall, Tall Grass	Denise Fleming	Fiction	NP	Big Book
Red Knit Cap Girl to the Rescue	Naoko Stoop	Fiction	AD540L	Read Aloud Book
Polar Animals	Wade Cooper	Informational/ Nonfiction	350L	Big Book
Polar Bears	National Geographic Kids	Video	—	Wrap-Up Video

Grade 1

Connected texts that help build knowledge

Grade 1

Grade 1 Selections	Author's Name	Genre	Lexile Measure	Component
Module 1: Nice to Meet You!				
Essential Question: How can making new friends and learning new things help us?				
My First Day	—	Realistic Fiction	150L	myBook
Pete the Cat: Rocking in My School Shoes	Eric Litwin	Fantasy	AD430L	Big Book
Try This!	Pam Muñoz Ryan	Narrative Nonfiction	60L	myBook
You Will Be My Friend!	Peter Brown	Fantasy	AD510L	Read Aloud Book
My School Trip	Aly G. Mays	Realistic Fiction	140L	myBook
A Kids' Guide to Friends	Trey Amico	Informational Text	230L	myBook
Suki's Kimono	Chieri Uegaki	Realistic Fiction	690L	Read Aloud Book
Big Dilly's Tale	Gail Carson Levine	Fairy Tale	360L	myBook
I'm Me	The FuZees	Video/Song	—	myBook
Ralph Tells a Story	Abby Hanlon	Realistic Fiction	460L	Focal Text
Module 2: My Family, My Community				
Essential Question: How does everyone in my family and community make them special?				
Kids Speak Up!	—	Opinion Writing	210L	myBook
Whose Hands Are These?	Miranda Paul	Informational Text	AD420L	Big Book
Dan Had a Plan	Wong Herbert Yee	Realistic Fiction	250L	myBook
Maybe Something Beautiful	F. Isabel Campoy and Theresa Howell	Realistic Fiction	AD580L	Read Aloud Book
On the Map!	Lisa Fleming	Informational Text	240L	myBook

Grade 1

Grade 1 Selections	Author's Name	Genre	Lexile Measure	Component
Places in My Neighborhood	Shelly Lyons	Informational Text	IG470L	myBook
Abuela	Arthur Dorros	Fantasy	510L	Read Aloud Book
Who Put the Cookies in the Cookie Jar?	George Shannon	Informational Text	420L	myBook
Curious About Jobs	HMH	Video	—	myBook
Nana in the City	Lauren Castillo	Realistic Fiction	AD360L	Focal Text
Module 3: Amazing Animals				
Essential Question: How do animals' bodies help them?				
Animal Q & A	—	Informational Text	310L	myBook
Best Foot Forward	Ingo Arndt	Informational Text	NC920L	Big Book
The Nest	Carole Roberts	Realistic Fiction	260L	myBook
Whose Eye Am I?	Shelley Rotner	Informational Text	AD770L	Read Aloud Book
Blue Bird and Coyote	James Bruchac	Folktale	310L	myBook
Have You Heard the Nesting Bird?	Rita Gray	Narrative Nonfiction	AD430L	myBook
Ol' Mama Squirrel	David Ezra Stein	Fantasy	AD570L	Read Aloud Book
Step-by-Step Advice from the Animal Kingdom	Steve Jenkins and Robin Page	Procedural Text	480L	myBook
Beaver Family	National Geographic Kids	Video	—	myBook
Giraffes	Kate Riggs	Informational Text	330L	Focal Text

Grade 1

Grade 1 Selections	Author's Name	Genre	Lexile Measure	Component
Module 4: Better Together				
Essential Question: Why is it important to do my best and get along with others?				
Good Sports	—	Opinion Writing	380L	myBook
Baseball Hour	Carol Nevius	Informational Text	AD510L	Big Book
Goal!	Jane Medina	Informational Text	480L	myBook
Pelé, King of Soccer	Monica Brown	Biography	620L	Read Aloud Book
Get Up and Go!	Rozanne Lanczak Williams	Informational Text	370L	myBook
Brontorina	—	—	—	myBook
The Great Ball Game	Joseph Bruchac	Folktale	520L	Read Aloud Book
If You Plant a Seed	Kadir Nelson	Fantasy	AD340L	myBook
Color Your World with Kindness	BetterWorldians Foundation	Video	—	myBook
Do Unto Otters	Laurie Keller	Fantasy	AD460L	Focal Text
Module 5: Now You See It, Now You Don't				
Essential Question: Why do light and dark come and go?				
Super Shadows!	—	Informational Text	290L	myBook
On Earth	G. Brian Karas	Informational Text	AD540L	Big Book
The Black Rabbit	—	—	—	myBook
How Do You Know It's Winter?	Ruth Owen	Informational Text	NC580L	Read Aloud Book

Grade 1

Grade 1 Selections	Author's Name	Genre	Lexile Measure	Component
Day and Night	Margaret Hall	Informational Text	390L	myBook
The Best Season	Nina Crews	Opinion Writing	400L	myBook
Oscar and the Moth	Geoff Waring	Narrative Nonfiction	520L	Read Aloud Book
What Are You Waiting For?	—	—	—	myBook
I'm So Hot	StoryBots	Video/Song	—	myBook
Why the Sun and the Moon Live in the Sky	Elphinstone Dayrell	Folktale	570L	Focal Text
Module 6: Celebrate America				
Essential Question: What do holidays and symbols tell about our country?				
State the Facts!	—	Informational Text	360L	myBook
You're a Grand Old Flag	George M. Cohan	Song	NP	Big Book
Monument City	Jerdine Nolen	Drama	NP	myBook
Presidents' Day	Anne Rockwell	Realistic Fiction	AD800L	Read Aloud Book
The Contest	Libby Martinez	Opinion Writing	490L	myBook
The Statue of Liberty	Tyler Monroe	Informational Text	550L	myBook
Can We Ring the Liberty Bell?	Martha E. H. Rustad	Narrative Nonfiction	570L	Read Aloud Book
Hooray for Holidays!	Pat Cummings	Realistic Fiction	450L	myBook
Yankee Doodle (Patriotic Poems)	Anonymous	Song	NP	myBook
Labor Day (Patriotic Poems)	Marci Ridlon	Poetry	NP	myBook

Grade 1

Grade 1 Selections	Author's Name	Genre	Lexile Measure	Component
A Day for Martin Luther King, Jr. (Patriotic Poems)	Kate Arnold	Poetry	NP	myBook
Celebration (Patriotic Poems)	Kristine O'Connell George	Poetry	NP	myBook
The Thanksgiving Door	Debby Atwell	Realistic Fiction	550L	Focal Text
Module 7: The Big Outdoors Essential Question: How do things in nature change?				
Storm Report	—	Opinion Writing	430L	myBook
Rainy, Sunny, Blowy, Snowy	Jane Brocket	Informational Text	AD580L	Big Book
Sam & Dave Dig a Hole	Mac Barnett	Fantasy	450L	myBook
On Meadowview Street	Henry Cole	Realistic Fiction	560L	Read Aloud Book
Deserts	Quinn M. Arnold	Informational Text	300L	myBook
Handmade	Guadalupe Rodríguez	Procedural Text	470L	myBook
Do You Really Want to Visit a Wetland?	Bridget Heos	Narrative Nonfiction	630L	Read Aloud Book
Grand Canyon	Sara Gilbert	Informational Text	480L	myBook
Water Cycle	The Bazillions	Video/Song	—	myBook
Ask Me	Bernard Waber	Realistic Fiction	250L	Focal Text
Module 8: Tell Me a Story Essential Question: What lessons can we learn from stories?				
Follow the Story Path	—	Informational Text	490L	myBook
Chicken Little	Rebecca and Ed Emberley	Folktale	AD500L	Big Book

Grade 1

Grade 1 Selections	Author's Name	Genre	Lexile Measure	Component
Interrupting Chicken	David Ezra Stein	Fantasy	AD510L	myBook
Red Knit Cap Girl and the Reading Tree	Naoko Stoop	Fantasy	500L	Read Aloud Book
Little Red Riding Hood	Lisa Campbell Ernst	Drama	NP	myBook
The Grasshopper & the Ants	Jerry Pinkney	Fable	470L	myBook
My Name is Gabriela	Monica Brown	Biography	830L	Read Aloud Book
Thank You, Mr. Aesop	Helen Lester	Informational Text	520L	myBook
The Tortoise and the Hare	Speakaboos: adapted by Amy Kraft	Video	—	myBook
The Kissing Hand	Audrey Penn	Fantasy	520L	Focal Text
Module 9: Grow, Plants, Grow!				
Essential Question: What do plants need to live and grow?				
Plant Pairs	—	Poetry	NP	myBook
If I Were A Tree	Dar Hosta	Poetry	NP	Big Book
So You Want to Grow a Taco?	Bridget Heos	Procedural Text	510L	myBook
The Curious Garden	Peter Brown	Fantasy	AD840L	Read Aloud Book
Which Part Do We Eat?	Katherine Ayres	Poetry	NP	myBook
The Talking Vegetables	Won-Ldy Paye and Margaret H. Lippert	Folktale	550L	myBook
Amazing Plant Bodies	Ellen Lawrence	Informational Text	IG590L	Read Aloud Book
Yum! ¡MmMm! ¡Qué rico!: Americas' Sproutings	Pat Mora	Poetry	NP	myBook

Grade 1

Grade 1 Selections	Author's Name	Genre	Lexile Measure	Component
A Year in the Garden	Brad Hiebert	Video	—	myBook
One Bean	Anne Rockwell	Narrative Nonfiction	510L	Focal Text
Module 10: Dare to Dream				
Essential Question: How can thinking in new ways help solve problems?				
Kids Are Inventors, Too!	—	Informational Text	490L	myBook
What Can You Do?	Shelley Rotner and Sheila Kelly	Informational Text	520L	Big Book
Young Frank Architect	Frank Viva	Realistic Fiction	500L	myBook
Charlotte the Scientist Is Squished	Camille Andros	Fantasy	600L	Read Aloud Book
Sky Color	Peter H. Reynolds	Realistic Fiction	AD550L	myBook
Me x 2 (We Are the Future)	Jane Medina	Poetry	NP	myBook
The Shoe Rack (We Are the Future)	Nikki Grimes	Poetry	NP	myBook
Flying-Man (We Are the Future)	Anonymous	Poetry	NP	myBook
Row, Row, Row Your Boat (We Are the Future)	Anonymous	Poetry	NP	myBook
Star Light, Star Bright (We Are the Future)	Anonymous	Poetry	NP	myBook
I am Amelia Earhart	Brad Meltzer	Biography	580L	Read Aloud Book
Joaquín's Zoo	Pablo Bernasconi	Fantasy	580L	myBook
Marconi and the Radio	StoryBots	Video	—	myBook
The Girl Who Could Dance in Outer Space	Maya Cointreau	Biography	620L	Focal Text

Grade 1

Grade 1 Selections	Author's Name	Genre	Lexile Measure	Component
Module 11: Genre Study: Nonfiction Essential Questions: What are the characteristics of narrative nonfiction? What are the characteristics of informational text? What are the characteristics of a biography?				
I Will Not Read This Book	Cece Meng	Fantasy	720L	Focal Text
Module 12: Genre Study: Literary Texts Essential Questions: What are the characteristics of realistic fiction? What are the characteristics of folktales? What are the characteristics of fantasy?				
Big Bad Bubble	Adam Rubin	Fantasy	480L	Focal Text

Grade 2

Connected texts that help build knowledge

Grade 2

Grade 2 Selections	Author's Name	Genre	Lexile Measure	Component
Module 1: Be a Super Citizen				
Essential Question: How can being a good citizen make a difference to others?				
We Are Super Citizens	—	Personal Narrative	530L	myBook
Meet the Dogs of Bedlam Farm	Jon Katz	Informational Text	AD600L	Read Aloud Book
Clark the Shark	Bruce Hale	Fantasy	500L	myBook
The William Hoy Story	Nancy Churnin	Biography	AD620L	Read Aloud Book
The Great Puppy Invasion	—	—	—	myBook
Being a Good Citizen	Rachelle Kreisman	Informational Text	530L	myBook
Violet the Pilot	Steve Breen	Fantasy	AD740L	Read Aloud Book
Picture Day Perfection	Deborah Diesen	Realistic Fiction	570L	myBook
Get Involved: Be Awesome!	—	Video	—	myBook
Just a Dream	Chris Van Allsburg	Narrative Nonfiction	550L	Focal Text
Module 2: Look Around and Explore!				
Essential Question: How does exploring help us understand the world around us?				
What's the Matter?	—	Informational Text	440L	myBook
The Important Book	Margaret Wise Brown	Narrative Nonfiction	AD460L	Read Aloud Book
Many Kinds of Matter	Jennifer Boothroyd	Informational Text	530L	myBook
It's Only Stanley	Jon Agee	Fantasy	AD530L	Read Aloud Book

Grade 2

Grade 2 Selections	Author's Name	Genre	Lexile Measure	Component
The Great Fuzz Frenzy	Janet Stevens and Susan Stevens Crummel	Fantasy	420L	myBook
Water Rolls, Water Rises	Pat Mora	Poetry	NP	myBook
If You Find a Rock	Peggy Christian	Informational Text	AD740L	Read Aloud Book
The Puddle Puzzle	Ellen Weiss	Drama	NP	myBook
Looking at Art	Andrew Stevens	Fine Art/ Informational Text	630L	myBook
Uncommon Traveler: Mary Kingsley in Africa	Don Brown	Biography	AD770L	Focal Text
Module 3: Meet in the Middle				
Essential Question: How can people work out disagreements?				
Meet Me Halfway	—	Informational Text	450L	myBook
Mango, Abuela, and Me	Meg Medina	Realistic Fiction	AD560L	Read Aloud Book
Big Red Lollipop	Rukhsana Khan	Realistic Fiction	490L	myBook
Three Hens and a Peacock	Lester L. Laminack	Fantasy	AD590L	Read Aloud Book
Working with Others	Robin Nelson	Informational Text	490L	myBook
Gingerbread for Liberty!	Mara Rockliff	Biography	590L	myBook
Serious Farm	Tim Egan	Fantasy	750L	Read Aloud Book
Pepita and the Bully	Ofelia Dumas Lachtman	Realistic Fiction	530L	myBook

Grade 2

Grade 2 Selections	Author's Name	Genre	Lexile Measure	Component
Be a Hero! Work it Out!	—	Infographic	530L	myBook
Mr. Tiger Goes Wild	Peter Brown	Fantasy	440L	Focal Text
Module 4: Once Upon a Time				
Essential Question: What lessons can we learn from the characters in stories?				
Recipe for a Fairy Tale	—	Recipe	490L	myBook
Goldilocks and the Three Dinosaurs	Mo Willems	Fairy Tale	AD800L	Read Aloud Book
How to Read a Story	Kate Messner	Informational Text	480L	myBook
Rabbit's Snow Dance	James & Joseph Bruchac	Fable	560L	Read Aloud Book
A Crow, a Lion, and a Mouse! Oh, My!	Crystal Hubbard	Drama	NP	myBook
Hollywood Chicken	Lisa Fleming	Fantasy	600L	myBook
A Perfect Season for Dreaming	Benjamin Alire Sáenz	Fantasy	830L	Read Aloud Book
If the Shoe Fits: Two Cinderella Stories	Pleasant DeSpain	Fairy Tale	580L	myBook
Those Clever Crows	New York Times	Video	—	myBook
Aunt Isabel Tells a Good One	Kate Duke	Fantasy	AD610L	Focal Text
Module 5: Lead the Way				
Essential Question: What are the qualities of a good leader?				
What's Good to Read? Book Reviews for Kids by Kids!	—	Opinion Article	690L	myBook
Seed by Seed: The Legend and Legacy of John "Appleseed" Chapman	Esmé Raji Codell	Legend	AD940L	Read Aloud Book
Going Places	Peter and Paul Reynolds	Fantasy	480L	myBook

Grade 2

Grade 2 Selections	Author's Name	Genre	Lexile Measure	Component
My Dream Playground	Kate M. Becker	Realistic Fiction	AD550L	Read Aloud Book
Wilma Rudolph: Against All Odds	Stephanie E. Macceca	Biography	570L	myBook
Great Leaders	—	Opinion Writing	520L	myBook
Whoosh! Lonnie Johnson's Super-Soaking Stream of Inventions	Chris Barton	Biography	820L	Read Aloud Book
Who Are Government's Leaders?	Jennifer Boothroyd	Informational Text	580L	myBook
Thomas Edison and the Light Bulb	StoryBots	Video	—	myBook
Stand Tall, Molly Lou Melon	Patty Lovell	Fantasy	AD560L	Focal Text
Module 6: Weather Wise				
Essential Question: How does weather affect us?				
Weather Through the Seasons	—	Informational Text	500L	myBook
Freddy the Frogcaster	Janice Dean	Fantasy	850L	Read Aloud Book
Wild Weather	Thomas Kingsley Troupe	Narrative Nonfiction	590L	myBook
The Story of Snow: The Science of Winter's Wonder	Mark Cassino with Jon Nelson, PhD	Informational Text	630L	Read Aloud Book
Cloudette	Tom Lichtenheld	Fantasy	590L	myBook
Get Ready for Weather	Lucy Jones	Informational Text	580L	myBook
Fall Leaves	Loretta Holland	Informational Text	AD810L	Read Aloud Book
Weather (Whatever the Weather)	Eve Merriam	Poetry	NP	myBook

Grade 2

Grade 2 Selections	Author's Name	Genre	Lexile Measure	Component
Covers (Whatever the Weather)	Nikki Giovanni	Poetry	NP	myBook
Cloud Dragons (Whatever the Weather)	Pat Mora	Poetry	NP	myBook
Rain Cloud in a Jar	Sci-Tech Discovery	Video	—	myBook
When the Moon Is Full: A Lunar Year	Penny Pollock	Poetry	AD600L	Focal Text
Module 7: Everyone Has a Story Essential Question: How do our experiences shape our lives?				
Get to Know Biographies	—	Opinion Essay	560L	myBook
Miss Moore Thought Otherwise	Jan Pinborough	Biography	AD1060L	Read Aloud Book
I Am Helen Keller	Brad Meltzer	Biography	560L	myBook
The Camping Trip That Changed America: Theodore Roosevelt, John Muir, and Our National Parks	Barb Rosenstock	Historical Fiction	740L	Read Aloud Book
How to Make a Timeline	Boyd N. Gillin	Procedural Text	530L	myBook
The Stories He Tells: The Story of Joseph Bruchac	James Bruchac	Biography	700L	myBook
Molly, by Golly!: The Legend of Molly Williams, America's First Female Firefighter	Dianne Ochiltree	Legend	AD830L	Read Aloud Book
Drum Dream Girl	Margarita Engle	Poetry	NP	myBook
Roberto Clemente	—	Video	—	myBook
How I Became a Pirate	Melinda Long	Fantasy	470L	Focal Text

Grade 2

Grade 2 Selections	Author's Name	Genre	Lexile Measure	Component
Module 8: Time to Grow!				
Essential Question: What do plants need to live and grow?				
The Growth of a Sunflower	—	Photo Essay	490L	myBook
From Seed to Pine Tree: Following the Life Cycle	Suzanne Slade	Informational Text	IG600L	Read Aloud Book
Experiment with What a Plant Needs to Grow	Nadia Higgins	Informational Text	570L	myBook
Berry Song	Michaela Goade	Folklore/Legend	TBD	Read Aloud Book
Jack and the Beanstalk	Helen Lester	Fairy Tale	550L	myBook
Jackie and the Beanstalk	Lori Mortensen	Fairy Tale	660L	myBook
The Patchwork Garden	Diane de Anda	Realistic Fiction	800L	Read Aloud Book
Don't Touch Me!	Elizabeth Preston	Informational Text	600L	myBook
Great Innovators: George Washington Carver	StoryBots	Video	—	myBook
From Seed to Plant	Gail Gibbons	Informational Text	560L	Focal Text
Module 9: Home Sweet Habitat				
Essential Question: How do living things in a habitat depend on each other?				
The Best Habitat for Me	—	Opinion Essay	620L	myBook
Nature's Patchwork Quilt: Understanding Habitats	Mary Miché	Informational Text	AD890L	Read Aloud Book
The Long, Long Journey	Sandra Markle	Informational Text	610L	myBook
Kali's Story: An Orphaned Polar Bear Rescue	Jennifer Keats Curtis	Informational Text	AD640L	Read Aloud Book

Grade 2

Grade 2 Selections	Author's Name	Genre	Lexile Measure	Component
Sea Otter Pups	Ruth Owen	Informational Text	600L	myBook
Polar Bear Family (At Home in the Wild)	Eileen Spinelli	Poetry	NP	myBook
Big Brown Moose (At Home in the Wild)	Joyce Sidman	Poetry	NP	myBook
Over in the Meadow (At Home in the Wild)	Anonymous	Poetry/Song	NP	myBook
The Cricket (At Home in the Wild)	Alberto Blanco	Poetry	NP	myBook
What Rhino Knows (Dear Wandering Wildebeest: And Other Poems from the Water Hole)	Irene Latham	Poetry	NP	myBook
Out of the Woods: A True Story of an Unforgettable Event	Rebecca Bond	Narrative Nonfiction	NC840L	Read Aloud Book
Abuelo and the Three Bears	Jerry Tello	Folktale	460L	myBook
Ducklings Jump from Nest	PBS	Video	—	myBook
The Great Kapok Tree: A Tale of the Amazon Rain Forest	Lynne Cherry	Fantasy	590L	Focal Text
Module 10: Many Cultures, One World				
Essential Question: What can we learn from different people and cultures?				
Hello, World!	—	Informational Text	540L	myBook
Trombone Shorty	Troy "Trombone Shorty" Andrews	Autobiography	760L	Read Aloud Book
Where on Earth Is My Bagel?	Frances and Ginger Park	Realistic Fiction	590L	myBook
Time for Cranberries	Lisl H. Detlefsen	Realistic Fiction	AD730L	Read Aloud Book
May Day Around the World	Tori Telfer	Narrative Nonfiction	600L	myBook

Grade 2

Grade 2 Selections	Author's Name	Genre	Lexile Measure	Component
Goal!	Sean Taylor	Informational Text	620L	myBook
Dreams Around the World	Takashi Owaki	Informational Text	AD880L	Read Aloud Book
Poems in the Attic	Nikki Grimes	Poetry	NP	myBook
What's for Lunch Around the World?	—	Video	—	myBook
The Name Jar	Yangsook Choi	Realistic Fiction	AD590L	Focal Text
Module 11: Genre Study: Nonfiction Essential Questions: What are the characteristics of a biography? What are the characteristics of opinion writing? What are the characteristics of informational text?				
Roller Coaster	Marla Frazee	Narrative Nonfiction	AD490L	Focal Text
Module 12: Genre Study: Literary Texts Essential Questions: What are the characteristics of realistic fiction? What are the characteristics of fantasy? What are the characteristics of poetry?				
The Dot	Peter H. Reynolds	Realistic Fiction	AD500L	Focal Text

Grade 3

Connected texts that help build knowledge

Grade 3

Grade 3 Selections	Author's Name	Genre	Lexile Measure	Component
Module 1: What a Character!				
Essential Question: What makes a character interesting?				
Zach Jumps In!	—	Realistic Fiction	580L	myBook
Marisol McDonald Doesn't Match	Monica Brown	Realistic Fiction	580L	myBook
Judy Moody, Mood Martian	Megan McDonald	Realistic Fiction	610L	myBook
Stink and the Freaky Frog Freakout	Megan McDonald	Realistic Fiction	570L	myBook
Scaredy Squirrel	Melanie Watt	Fiction	630L	myBook
Westlandia	Paul Fleischman	Fiction	AD820L	Focal Text
Module 2: Adventures with Words				
Essential Question: How do people use words to express themselves?				
A LOL Story	—	Text Message	—	myBook
Dear Primo	Dunkin Tonatiuh	Realistic Fiction (Letter)	560L	myBook
A Limerick	—	Poetry	—	myBook
Haiku	—	Poetry	—	myBook
"I Like You" from Cricket magazine	Casie Hermansson	Poetry	NP	myBook
"In the Land of Words," "Jokes," "Riddles," and "I Go to the Land" from In the Land of Words	Eloise Greenfield	Poetry	NP	myBook
The Upside Down Boy	Juan Felipe Herrera	Narrative Nonfiction (Memoir)	570L	myBook

Grade 3

Grade 3 Selections	Author's Name	Genre	Lexile Measure	Component
Dear Dragon	Josh Funk	Fantasy (Letter)	550L	myBook
The Lemonade War	Jacqueline Davies	Fiction	630L	Focal Text
Module 3: Proud!				
Essential Question: How do historic places, documents, and symbols represent our nation?				
American Places, American Ideals	—	Informational Text	670L	myBook
The U.S. Constitution	Norman Pearl	Informational Text	650L	myBook
The Flag Maker	Susan Campbell Bartoletti	Narrative Nonfiction	620L	myBook
Why We Celebrate the Fourth of July	—	Video	NP	myBook
Why Is the Statue of Liberty Green?	Martha E. H. Rustad	Narrative Nonfiction	560L	myBook
All the Places to Love	Patricia MacLachlan	Fiction	920L	Focal Text
Module 4: Stories on Stage				
Essential Question: Why might some stories be better told as plays?				
That's Entertainment	—	Opinion Text	730L	myBook
"Gigi and The Magic Ring"	(adapted from Italian fairy tale)	Drama (Fairy Tale)	NP	myBook
"The Saga of Pecos Bill" from American Folklore, Legends, and Tall Tales for Readers Theatre	Anthony D. Fredericks	Drama (Tall Tale)	NP	myBook
The Traveling Trio: Český Krumlov, Czech Republic	—	Video	NP	myBook
Two Bear Cubs	Robert D. San Souci	Drama (Myth)	NP	myBook
Crossing Bok Chitto	Tim Tingle	Fable	AD640L	Focal Text

Grade 3

Grade 3 Selections	Author's Name	Genre	Lexile Measure	Component
Module 5: Teamwork!				
Essential Question: What can sports teach us about working together?				
Teamwork = Victory	—	Informational Text	700L	myBook
Soccer Shootout	Jake Maddox/Bob Temple	Realistic Fiction	670L	myBook
Running Rivals	Jake Maddox/Val Priebe	Realistic Fiction	570L	myBook
Bend It Like Bianca	PBS	Video	NP	myBook
Brothers At Bat	Audrey Vernick	Narrative Nonfiction	700L	myBook
Don't Feed the Geckos	Karen English	Realistic Fiction	690L	Focal Text
Module 6: Animal Behaviors				
Essential Question: What behaviors help animals survive?				
Frozen Alive	—	Informational Text	700L	myBook
This Is Your Life Cycle	Heather Lynn Miller	Informational Text	700L	myBook
The Nose Awards	—	Informational Text	640L	myBook
Octopus Escapes Again	Laurie Ellen Angus	Narrative Nonfiction	680L	myBook
T.J. the Siberian Tiger Cub	Ann Whitehead Nagda and Cindy Bickel	Informational Text	620L	myBook
In November	Cynthia Rylant	Fiction	AD530L	Focal Text

Grade 3

Grade 3 Selections	Author's Name	Genre	Lexile Measure	Component
Module 7: Build Your Community				
Essential Question: How can one person make a meaningful difference in their local or global community?				
Let's Build a Park!	—	Opinion Text	650L	myBook
Farmer Will Allen and the Growing Table	Jacqueline Briggs Martin	Biography	650L	myBook
One Plastic Bag	Miranda Paul	Biography	570L	myBook
Energy Island	Allen Drummond	Narrative Nonfiction	770L	myBook
The Storyteller's Candle	Lucia M. González	Historical Fiction	810L	myBook
What If Everybody Did That?	Ellen Javernick	Fiction	AD450L	Focal Text
Module 8: Imagine! Invent!				
Essential Question: What does it take to make a successful invention?				
A Century of Amazing Inventions	—	Informational Text	770L	myBook
Timeless Thomas	Gene Barretta	Biography	850L	myBook
A Bumpy Ride	Sharon Katz Cooper and Rachel Young	Informational Text	860L	myBook
Rosie Revere, Engineer	Andrea Beaty	Fiction Narrative (Lyrical Poetry)	780L	myBook
Edison's Best Invention	—	Opinion Text	850L	myBook
Now and Ben: The Modern Inventions of Benjamin Franklin	Gene Barretta	Informational Text	640L	Focal Text

Grade 3

Grade 3 Selections	Author's Name	Genre	Lexile Measure	Component
Module 9: From Farm to Table				
Essential Question: How does food get to your table?				
Great Ideas from Great Parents!	—	Editorial	760L	myBook
How Did That Get in My Lunchbox?	Adrienne Sylver	Informational Text	880L	myBook
How Do You Raise a Raisin?	Pam Muñoz Ryan	Informational Text	860L	myBook
Carrots, Farm to Fork	—	Video	NP	myBook
It's Our Garden	George Ancona	Informational Text	640L	myBook
Gone Fishing: A Novel in Verse	Tamera Will Wizssinger	Fiction	NP	Focal Text
Module 10: Tell a Tale				
Essential Question: Why is it important to pass stories down to the next generation?				
Why We Share Stories	—	Informational Text	800L	myBook
When the Giant Stirred	Celia Godkin	Legend	980L	myBook
Why the Sky Is Far Away	retold by Marci Stillerman	Folktale	790L	myBook
Cinder Al and the Stinky Footwear	—	Fairy Tale	870L	myBook
Compay Mono and Comay Jinotea	Joe Hayes	Folktale	670L	myBook
The Plot Chickens	Mary Jane and Herm Auch	Fiction	AD540L	Focal Text

Grade 3

Grade 3 Selections	Author's Name	Genre	Lexile Measure	Component
Module 11: Genre Study: Nonfiction Essential Questions: What are the characteristics of informational text? What are the characteristics of narrative nonfiction? What are the characteristics of opinion text?				
Lilly's Purple Plastic Purse	Kevin Henkes	Fiction	600L	Focal Text
Module 12: Genre Study: Literary Texts Essential Questions: What are the characteristics of realistic fiction? What are the characteristics of poetry? What are the characteristics of traditional tales?				
Roberto Clemente	Jonah Winter	Informational Text (Biography)	800L	Focal Text

Grade 4

Connected texts that help build knowledge

Grade 4

Grade 4 Selections	Author's Name	Genre	Lexile Measure	Component
Module 1: What Makes Us Who We Are?				
Essential Question: How do your experiences help shape your identity?				
The Story of You	—	Informational Text/Photo Essay	660L	myBook
Flora & Ulysses: The Illuminated Adventures	Kate DiCamillo	Fantasy	580L	myBook
"Jammin", "Sandwich," "No Bounds," "Bus Ride," and "Stream" from Lend a Hand: Poems about Giving	John Frank	Poetry	NP	myBook
The Year of the Rat	Grace Lin	Realistic Fiction	680L	myBook
Kitoto the Mighty	Tololwa M. Mollel	Folktale	610L	myBook
La Mariposa	Francisco Jimenez	Realistic Fiction	750L	Focal Text
Module 2: Come to Your Senses				
Essential Question: How do people and animals use their senses to navigate the world?				
What Are the Five Senses?	—	Informational Text	900L	myBook
The Science Behind Sight	Louise Spilsbury	Informational Text	600L	myBook
Animal Senses (video)	Animal Atlas	Media: Informational Video	—	myBook
Blind Ambition (from Nat. Geo. Kids magazine)	Matthew Cooper and Rachel Buchholz	Personal Narrative	760L	myBook
The Game of Silence	Louise Erdrich	Historical Fiction	770L	myBook
Apex Predators	Steve Jenkins	Informational Text	1020L	Focal Text
The Upside Down Boy	Juan Felipe Herrera	Narrative Nonfiction (Memoir)	570L	myBook

Grade 4

Grade 4 Selections	Author's Name	Genre	Lexile Measure	Component
Module 3: Rise to the Occasion				
Essential Question: What does it take to meet a challenge?				
Never Give Up!	—	Argumentative Text	780L	myBook
Rent Party Jazz	William Miller	Historical Fiction	730L	myBook
Hurricanes: A Force of Nature	—	—	—	myBook
Catch Me If You Can	Carol Schaffner	Play	NP	myBook
My Diary from Here to There	Amada Irma Pérez	—	820L	myBook
Kite Fighters	Linda Sue Park	Historical Fiction	880L	Focal Text
Module 4: Heroic Feats				
Essential Question: What makes someone a hero?				
Who's a Hero?	—	Informational Text	820L	myBook
Prince Charming Misplaces His Bride	Christopher Healy	Fairy Tale	830L	myBook
Smokejumpers to the Rescue!	Laurie Toupin	Narrative Nonfiction	790L	myBook
Perseus and the Fall of Medusa	Claire Daniel	Myth/Play	NP	myBook
Mario and the Hole in the Sky: How a Chemist Saved Our Planet	Elizabeth Rusch	Biography	730L	myBook
Love Will See You Through	Angela Farris Watkins	Biography	AD970L	Focal Text

Grade 4

Grade 4 Selections	Author's Name	Genre	Lexile Measure	Component
Module 5: Art Everywhere				
Essential Question: How far can your talents take you?				
Why Art Centers Matter	—	Argumentative Text	890L	myBook
The Beatles Were Fab (and They Were Funny)	Kathleen Krull and Paul Brewer	Biography	860L	myBook
How Can Photos Take Us Back in Time?	#MetKids	Video	—	myBook
Let's Dance Around the World (from Appleseeds magazine)	Leticia Ann Kimura and Annabel Wildrick	Informational Text	970L	myBook
The Art of Poetry "Necessary Gardens" "Eating Alphabet Soup" "The Big-Word Girl" "Balloon" "The Arrow and the Song" "Quiet Water" "Better Fun"	J. Patrick Lewis, Bob Raczka, Henry Wadsworth Longfellow, Francisco Alarcón	Poetry: Acrostic, Limerick, Lyric/Classic, Concrete	—	myBook
Mr Ferris and His Wheel	Kathryn Gibbs Davis	Biography	900L	Focal Text
Module 6: Marvels of Nature				
Essential Question: What makes Earth's natural wonders exciting and unique?				
Seven Natural Wonders	—	Informational Text	920L	myBook
The Mariana Trench (from Seven Natural Wonders of the Arctic, Antarctica, and the Oceans)	Michael Woods and Mary Woods	Informational Text	900L	myBook
Weird and Wondrous Rocks	April Pulley Sayre	Informational Text	870L	myBook
Nature's Wonders (poetry collection) "The Great Barrier Reef", "The Mariana Trench", "Aurora Borealis", "Mount Everest"	Robert Schechter, X.J. Kennedy, Steven Withrow	Poetry and Informational Text	1040L (for info text only)	myBook
Grand Canyon: A Trail Through Time (text) and Grand Canyon (video)	Linda Vieira	Literary Nonfiction	1140L	myBook
Coral Reefs	Jason Chin	Informational Text	1010L	Focal Text

Grade 4

Grade 4 Selections	Author's Name	Genre	Lexile Measure	Component
Module 7: Tricksters and Tall Tales				
Essential Question: What lessons can you learn from characters in traditional tales?				
A Tale of Traditional Tales	—	Informational Text	920L	myBook
Thunder Rose	Jerdine Nolen	Tall Tale	950L	myBook
In the Days of King Adobe (from Watch Out for Clever Women)	Joe Hayes	Folktale	660L	myBook
A Pair of Tricksters	John and Caitlín Matthews; Aesop	Fable/Trickster Tale	760L	myBook
Ten Suns: A Chinese Legend (text and video)	Eric A. Kimmel	Legend; Media: Video	780L	myBook
The Luck of the Loch Ness Monster	A.W. Flaherty	Fantasy	930L	Focal Text
Module 8: Food for Thought				
Essential Question: What can we do to make more healthful food choices?				
To Your Health!	—	Informational Text	860L	myBook
Eco-Friendly Food (from A Teen Guide to Being Eco in Your Community)	Cath Senker	Informational/Argumentative Text	980L	myBook
Kids Rock Nutrition in the Kitchen (video)	nutrition.gov	Media: Recipe	—	myBook
Bug Bites	Ask magazine	Informational/Argumentative Text	890L	myBook
Now You're Cooking!	René Saldaña Jr.	Realistic Fiction	750L	myBook
It's Disgusting and We Ate It!	James Solheim	Informational Text	1010L	Focal Text

Grade 4

Grade 4 Selections	Author's Name	Genre	Lexile Measure	Component
Module 9: Global Guardians				
Essential Question: What can people do to care for our planet?				
The Eco Guardians	—	Letters	870L	myBook
Luz Sees the Light	Claudia Dávila	Graphic Novel	640L	myBook
On Sea Turtle Patrol (text) & Saving the Kemp's Ridley Sea Turtle (video)	Nancy Dawson	Realistic Fiction; Media: Video	670L	myBook
How Can We Reduce Household Waste?	Mary K. Pratt	Informational Text	780L	myBook
Seeds of Change	Jen Cullerton Johnson	Biography	810L	myBook
The Case of the Vanishing Honeybees	Sandra Markle	Informational Text	980L	Focal Text
Module 10: Communication Nation				
Essential Question: What forms can communication take?				
How Technology Has Changed Communication	—	Informational Text/Timeline	880L	myBook
The History of Communication	—	Informational Text	1070L	myBook
A New Language—Invented by Kids!	Charnan Simon	Narrative Nonfiction	910L	myBook
Dolphin Dinner (video)	NatGeo Kids	Media: Video	—	myBook
Cooper's Lesson	Sun Yung Shin	Realistic Fiction	620L	myBook
The Museum Book	Jan Mark	Informational Text	1070L	Focal Text

Grade 4

Grade 4 Selections	Author's Name	Genre	Lexile Measure	Component
Module 11: Genre Study: Nonfiction Essential Questions What are the characteristics of informational text? What are the characteristics of a biography? What are the characteristics of argumentative text?				
A Strange Place to Call Home	Marilyn Singer	Poetry	NP	Focal Text
Module 12: Genre Study: Literary Texts Essential Questions: What are the characteristics of realistic fiction? What are the characteristics of traditional tales? What are the characteristics of historical fiction?				
City Chickens	Christine Heppermann	Narrative Nonfiction	1080L	Focal Text

Grade 5

Connected texts that help build knowledge

Grade 5

Grade 5 Selections	Author's Name	Genre	Lexile Measure	Component
Module 1: Inventors at Work				
Essential Question: What kinds of circumstances push people to create new inventions?				
Artificial Intelligence Is A Great Invention	—	Persuasive Essay	TBD	myBook
The Inventor's Secret: What Thomas Edison Told Henry Ford	Suzanne Slade	Narrative Nonfiction	710L	myBook
Winds of Hope	Katy Duffield	Narrative Nonfiction	1020L	myBook
Wheelchair Sports: Hang Glider to Wheeler-Dealer	Simon Shapiro	Informational Text	930L	myBook
Captain Arsenio: Inventions and (Mis)Adventures in Flight	Pablo Bernasconi	Science Fiction/ Fantasy	900L	myBook
Girls Think of Everything: Stories of Ingenious Inventions By Women	Catherine Thimmesh	Informational Text	960L	Focal Text
Module 2: What a Story				
Essential Question: How does genre affect the way a story is told?				
Many Ways to Tell a Story	—	Informational Text	1060L	myBook
Airborn	Kenneth Oppel	Fantasy/ Adventure	820L	myBook
The Secret Garden	Frances Hodgson Burnett	Fiction/Fantasy	800L	myBook
The Miracle of Spring	Helen Hanna	Play	—	myBook
The Poem That Will Not End: Fun with Poetic Forms and Voices	Joan Bransfield Graham	Poetry	—	myBook
The Mesmer Menace	Kersten Hamilton	Science Fiction	770L	Focal Text

Grade 5

Grade 5 Selections	Author's Name	Genre	Lexile Measure	Component
Module 3: Natural Disasters				
Essential Question: How can learning about natural disasters make us safer?				
Who Studies Natural Disasters?	—	Narrative Nonfiction/Letter	850L	myBook
Eruption! Volcanoes and the Science of Saving Lives	Elizabeth Rusch	Narrative Nonfiction	870L	myBook
Between the Glacier and the Sea: The Alaska Earthquake	The Valdez Museum	Video (informational)	—	myBook
Quaking Earth, Racing Waves	Rachel Young	Informational Text	1060L	myBook
Hurricanes: The Science Behind Killer Storms	Alvin and Virginia Silverstein and Laura Silverstein Nunn	Informational Text	920L	myBook
Green City	Allan Drummond	Informational Text	910L	Focal Text
Module 4: Wild West				
Essential Question: What character traits were needed in people who settled the West?				
Why Go West?	—	Informational Text	TBD	myBook
Losing the West	Joseph Bruchac	Informational Text	TBD	myBook
The Transcontinental Railroad	Bruce Watson	Informational Text	TBD	myBook
Homesteading	Prairie Public Broadcasting	Video (informational)	—	myBook
A Pioneer Sampler: The Daily Life of a Pioneer Family in 1840	Barbara Greenwood	Historical Fiction	860L	myBook
Along the Santa Fe Trail	Ginger Wadsworth	Informational Text	910L	Focal Text

Grade 5

Grade 5 Selections	Author's Name	Genre	Lexile Measure	Component
Module 5: Project Earth				
Essential Question: How can caring for Earth and its living things improve life now and in the future?				
The Protective Power of Nature Preserves	—	Informational Text	940L	myBook
Potatoes on Rooftops: Farming in the City	Hadley Dyer	Persuasive Text	1020L	myBook
Living Green	Doreen Beaugard	Play	—	myBook
The Good Garden: How One Family Went from Hunger to Having Enough	Katie Smith Milway	Realistic Fiction	820L	myBook
Parrots Over Puerto Rico	Susan L. Roth and Cindy Trumbore	Informational Text	850L	myBook
The Elephant Keeper: Caring for Orphaned Elephants in Zambia	Margriet Ruurs	Fiction (based on a true story)	880L	Focal Text
Module 6: Art for Everyone				
Essential Question: How do different art forms impact people in different ways?				
Let's Get Creative	—	Infographic	930L	myBook
Christo and Jeanne-Claude: Through the Gates and Beyond	Jan Greenberg and Sandra Jordan	Informational Text	1010L	myBook
Rita Moreno	Juan Felipe Herrera	Biography	1020L	myBook
Play, Louis, Play! The True Story of a Boy and His Horn	Muriel Harris Weinstein	Fictionalized Biography	860L	myBook
Dream Builder: The Story of Architect Philip Freelon	Kelly Starling Lyons	Biography	AD810L	myBook
Miss Alaineus: A Vocabulary Disaster	Debra Frasier	Fiction	820L	Focal Text

Grade 5

Grade 5 Selections	Author's Name	Genre	Lexile Measure	Component
Module 7: Above, Below, and Beyond				
Essential Question: What role does curiosity play in exploration?				
A Few Who Dared	—	Biography	1090L	myBook
Into the Unknown: Above and Below	Stewart Ross	Informational Text	1040L	myBook
Great Discoveries and Amazing Adventures: Stories of Hidden Marvels and Lost Treasures	Claire Llewellyn	Informational Text	1020L	myBook
SpaceShipOne	Matthew Stinemetze (as told to Naomi Wallace)	Autobiography	950L	myBook
The Mighty Mars Rovers: The Incredible Adventures of Spirit and Opportunity	Elizabeth Rusch	Narrative Nonfiction	950L	myBook
The Day-Glo Brothers	Chris Barton	Biography	990L	Focal Text
Module 8: A New Home				
Essential Question: How do people adapt to new experiences and make a new place home?				
Moving to a New Country: A Survival Guide	—	Informational Text/Guide	900L	myBook
A Movie in My Pillow	Jorge Argueta	Poetry	—	myBook
From Scratch	Susie Castellano	Realistic Fiction	960L	myBook
Elisa's Diary	Doris Luisa Oronoz	Realistic Fiction	800L	myBook
Inside Out and Back Again	Thanhha Lai	Poetry	—	myBook
Love That Dog	Sharon Creech	Fiction/Poetry	1010L	Focal Text

Grade 5

Grade 5 Selections	Author's Name	Genre	Lexile Measure	Component
Module 9: Unexpected, Unexplained				
Essential Question: What makes something mysterious, and what drives people to solve mysteries?				
Why People Love Mysteries	—	Informational Text	1070L	myBook
Mr. Linden's Library	Walter Dean Myers	Mystery	990L	myBook
The Loch Ness Monster	National Geographic	Video (informational)	—	myBook
Finding Bigfoot: Everything You Need to Know	Martha Brockenbrough	Informational/Persuasive Text	1050L	myBook
The Secret Keepers	Trenton Lee Stewart	Mystery	720L	myBook
The Egypt Game	Zilpha Keatley Snyder	Fiction	1010L	Focal Text
Module 10: The Lives of Animals				
Essential Question: What can we learn about ourselves by observing and interacting with animals?				
Why We Watch Animals	—	Informational Text	990L	myBook
Willie B.: A Story of Hope	Nancy Roe Pimm	Narrative Nonfiction	1020L	myBook
Dolphin Parenting	National Geographic	Video (informational)	—	myBook
Can We Be Friends?	Ellen R. Braaf	Informational Text	1040L	myBook
Winter Bees and Other Poems of the Cold	Joyce Sidman	Multigenre (Poetry and Informational Text)	1150L	myBook
The One and Only Ivan	Katherine Applegate	Fiction	570L	Focal Text

Grade 5

Grade 5 Selections	Author's Name	Genre	Lexile Measure	Component
Module 11: Informational Text Essential Questions: What are the characteristics of informational text? What are the characteristics of narrative nonfiction? What are the characteristics of persuasive text?				
Love, Amalia	Alma Flor Ada and Gabriel M. Zubizarreta	Fiction	940L	Focal Text
Module 12: Literary Text Essential Questions: What are the characteristics of realistic fiction? What are the characteristics of plays? What are the characteristics of mysteries?				
Words with Wings	Nikki Grimes	Fiction/Poetry	850L	Focal Text

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Assessment Overview

Grades K-6



HMH Into Reading®

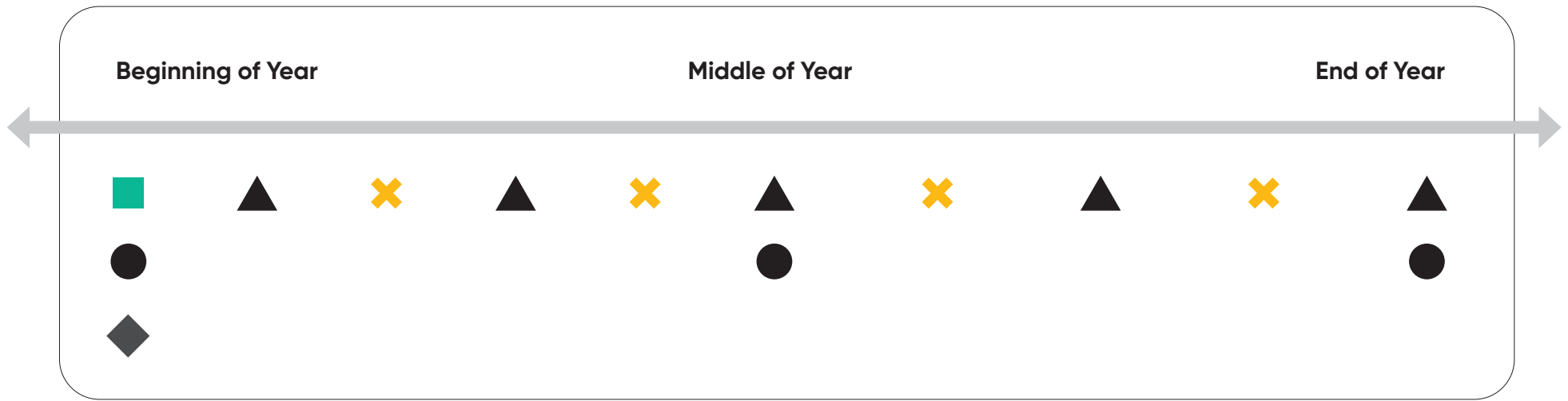
HMH Into Reading® helps bring the latest evidence-informed best practices in structured literacy to your K–6 ELA curriculum. Grounded in the science of reading and guided by memorable lessons each step of the way, discover *HMH Into Reading's* clear path to reading and writing success.

What's Inside

- 1 Assess Knowledge and Measure Growth**
- 2 Experience a Powerful Toolkit for Student Growth**
- 3 Connect Assessment, Core, Supplemental and Intervention**
- 4 Make Data Actionable for Teachers**
- 5 Assign Standards-Aligned Lessons in Two Clicks**
- 6 Track Student Understanding Day-by-Day**
- 7 Unpack Foundational Literacy Skills**
- 8 Personalize Learning for Each Child**
- 9 Advance Their Writing with Data**

Assess Knowledge and Measure Growth

HMH Into Reading program assessments and NWEA® MAP® Growth™ assessments identify students' skill gaps, inform instruction, and measure growth throughout the school year.



 Diagnostic

 Interim

 Universal Screener

 Formative

 Progress Monitor



MAP Growth is available for purchase with HMH Into Reading.

Experience a Powerful Toolkit for Student Growth

With HMH and NWEA *MAP Growth*, teachers and leaders can combine the powers of research based and backed curriculum with the most trusted interim assessment available.

Explore the following pages to learn more.

Coming for
the 2025/2026
school year.

HMH 

The **best** curricula
and tools

+

map
GROWTH

The **most** reliable and
valid assessment

Connect Assessment with Core, Supplemental, and Intervention Instruction

Assess Less, Measure More

Program-embedded daily practice exercises, end of unit quizzes, and NWEA *MAP Growth* assessments give teachers and leaders the right data to answer the question, "What's next?"

Plan More Easily

It's easy to integrate program assessment results into instructional planning with standards-aligned content recommendations, student grouping options, and lesson planning tools on *HMH Ed*.



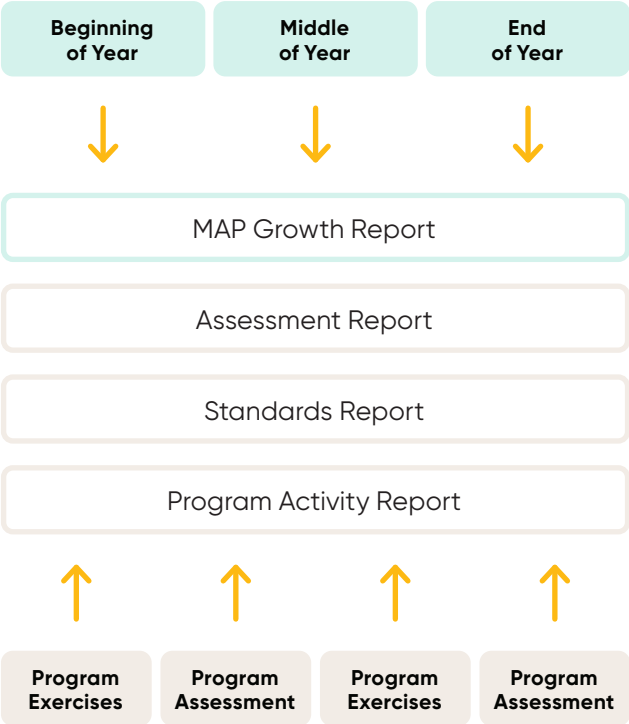
Make Data Actionable for Teachers

Coming for the 2025/2026 school year.

MAP Growth Key Data

Only from HMH

- Reading
- Math
- Language Usage
- Science



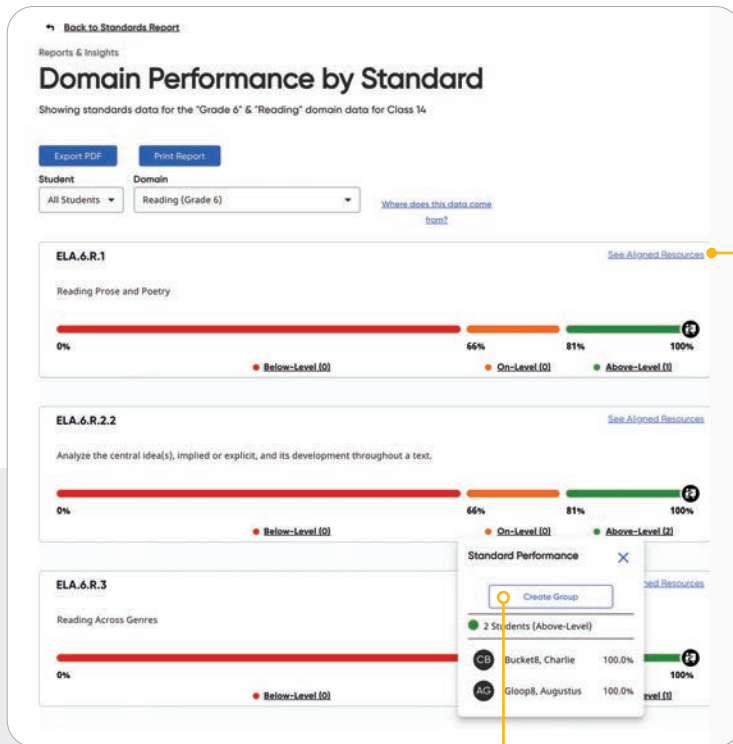
HMH Into Reading

Teacher Tools on HMH Ed

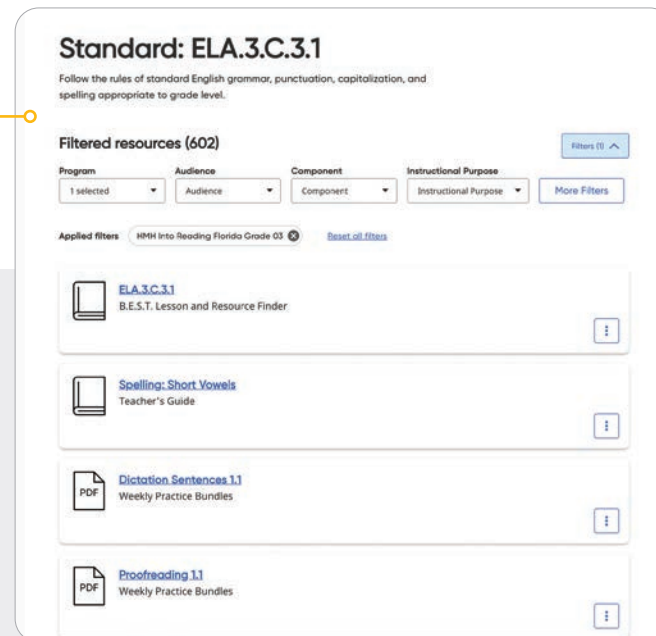
- Create Group
- See Aligned Resources
- See Performance by Standards

Assign Standards-Aligned Lessons in Two Clicks

Learning data is connected to standards-aligned lessons and practice to keep children on a track to success.



Get a **standards-aligned view of student achievement** that updates as students answer standards-based assessment items.



View, filter, and assign **standards-aligned resources**.

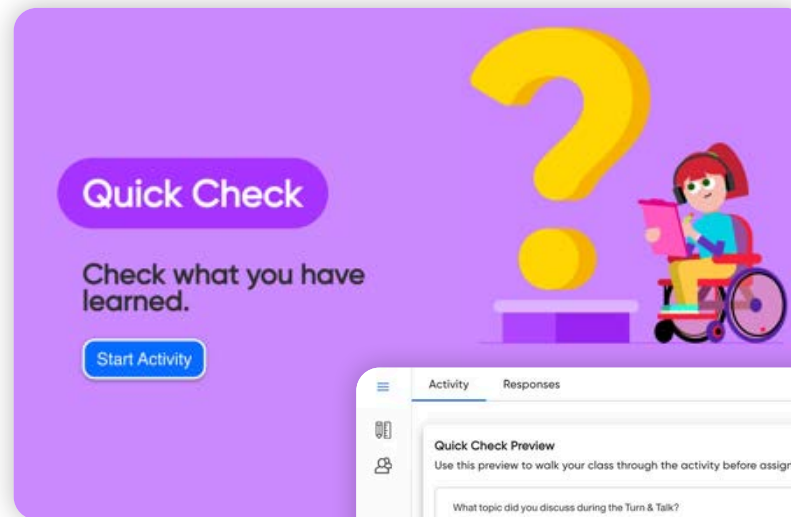
Group students for convenient **standards-aligned differentiation** and re-teaching.

Track Student Understanding Day-by-Day

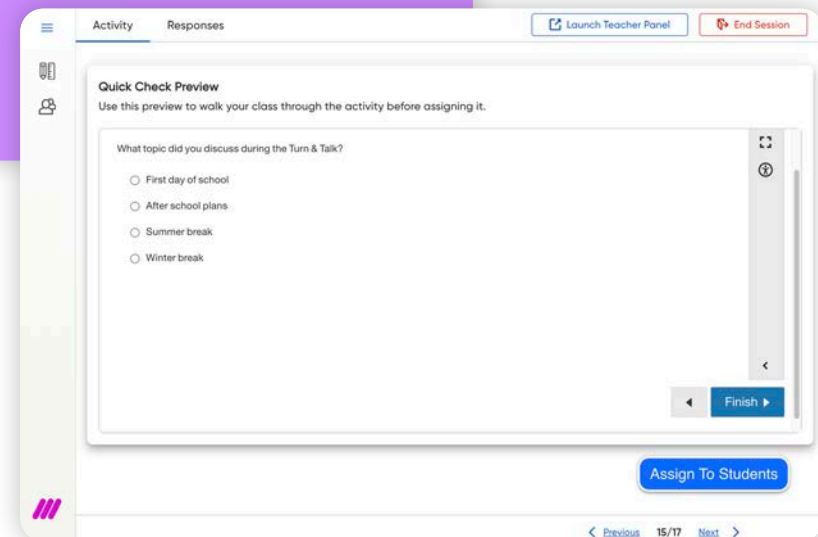
Quick Checks are not your average Exit Ticket. These ready-made interactive questions capture data and responses instantly from all students, so you can monitor progress in the moment and plan instruction with *HMH Into Reading*.

When using *HMH Classcraft™* to deliver whole-group instruction, you and your students have access to formative assessment in every session. With the insights from these assessments, you can:

- See Quick Check results immediately
- Check understanding of Reading & Vocabulary and Writing & Grammar knowledge
- Plan next steps for small-group differentiation
- Review year-to-date data in the Program Activity Report.

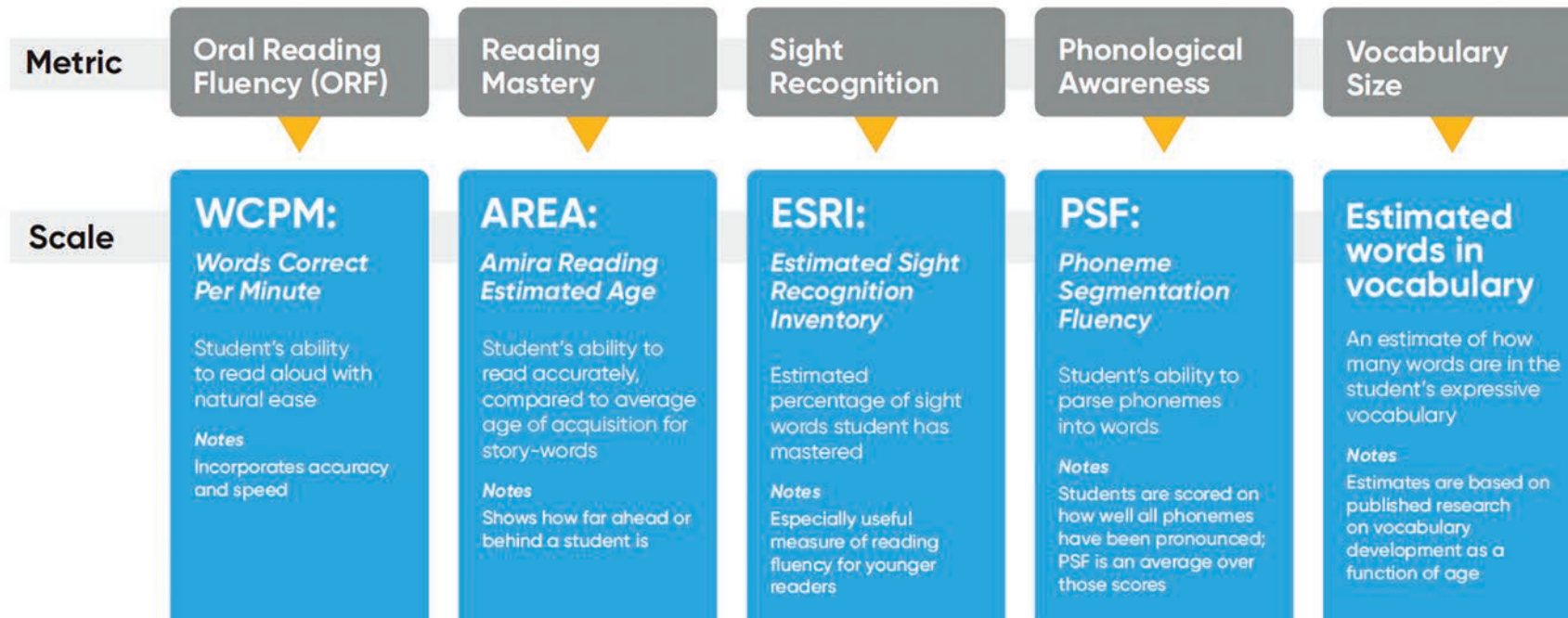


Classcraft Quick Checks consist of 1-3 multiple choice questions or a closed response question. These question types help gather precise learning data.



Unpack Foundational Literacy Skills

In 30 minutes or less, understand where ALL your students are starting the year with *Amira's* ORF Assessment and Dyslexia Screener.



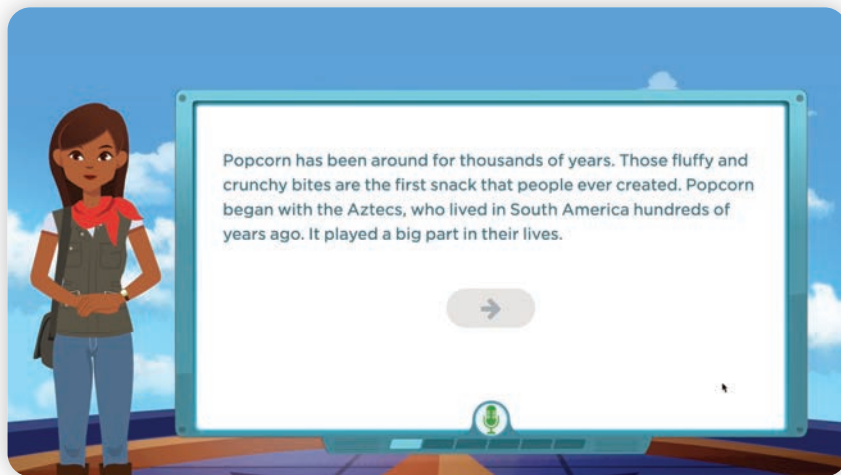
Learning Data to Guide Instruction

Amira's reporting data keeps a focus on metrics that are critical to reading development. Teachers can view performance at a single point in time AND track progress over time.

Personalize Learning for Each Child

Assessment data automatically places students in individualized, adaptive practice for ELA skills and oral reading fluency.

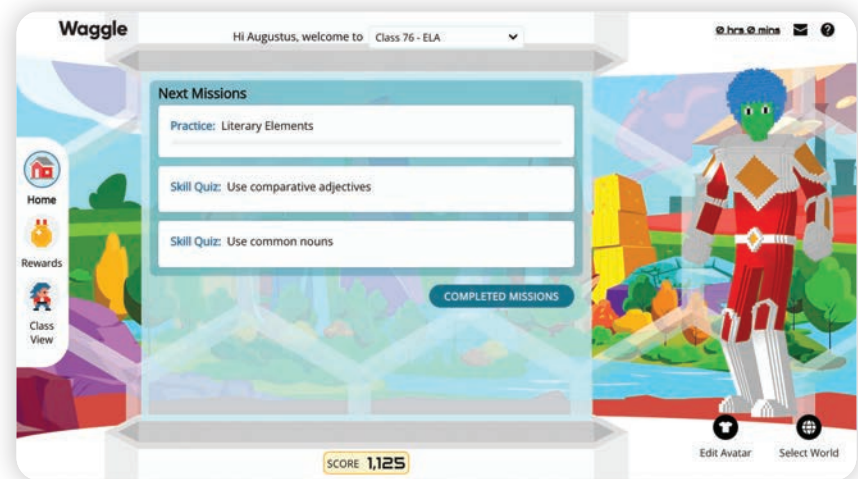
Amira



Double students' reading growth with *Amira Learning*

Learning data from *Amira Assessment* places students in 1:1 reading tutoring. This ESSA-Strong online fluency practice and tutoring is available in both English and Spanish.

Waggle



Connect differentiation with whole group instruction

Assessment results flow into *Waggle* to place students in personalized practice. Teachers can also assign *Waggle* practice sessions according to skills covered in daily whole-group instruction.

Advance Their Writing with Data

Help students write to discover in an online space for scaffolded writing practice at Grades 3–6

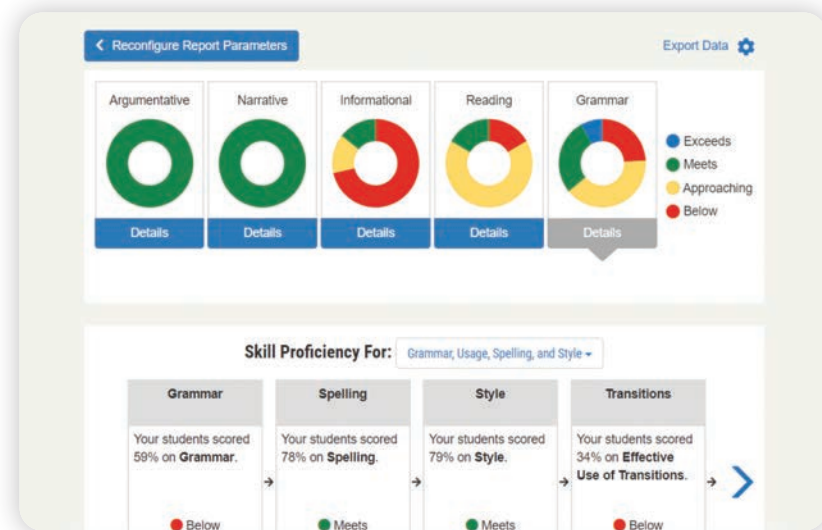
HMH Into Reading Alignment

HMH Into Reading program writing tasks are shared within *Writable* where feedback and scaffolded prompts help students participate in the steps of the writing process. With *Writable*[®], students receive targeted instruction, and the platform shows their writing growth over time.

Writable's Learning Data Insights

- Identify differentiated writing groups
- Build skill mastery with assignment recommendations
- Deliver 3 levels of scaffolded prompts (light, moderate, and substantial scaffolds)
- Customize any assignment to meet a range of student abilities

Writable



Assessments for Year-long Teacher Support

What do I want to assess?	HMH Assessment	Format	Auto-Score	How does report data automatically help teachers?
Interim, Screening, Diagnostic and Progress Monitoring				
K-12: Reading and Math 2-12: Language Usage and Science <i>Spanish Assessments: K-12</i> <i>Math, K-8 Reading</i>	**MAP Growth	Online	Yes	<ul style="list-style-type: none"> Shows students' performance within each reporting domain, based on state standards. Provides students' performance across subject areas. Tracks students' academic growth over time. Shows how well a student performed in comparison to similar students in the norm group. Places children in differentiated practice. (**Waggle and Read 180)
K-5: Oral Reading, Foundational Skills, Literal Comprehension and Fluency <i>Spanish Assessment: K-5</i>	**MAP Reading Fluency" with Coach: Oral Reading Fluency Assessment, Adaptive Screening, Progress Monitoring and Dyslexia Screener	Online	Yes	<ul style="list-style-type: none"> Provides a reliable and valid assessment of children's dyslexia risk. Automatically generates running records. Helps determine when and how to provide more intensive intervention. Places students in differentiated practice pathways in English and Spanish. Deploys micro-interventions during ESSA-strong tutoring and determines instructional next steps.
K-6 Alphabet Knowledge, Phonological Awareness, Phonics and Word Study, Oral Reading Fluency <i>Spanish Assessment: K-6</i>	HMH Into Reading Screening, Diagnostic, and Progress Monitoring	Printable PDFs	No	<ul style="list-style-type: none"> Shows beginning-of-year skill gaps. Shows where interventions are needed and identifies which skills to target. Checks the progress of children receiving interventions.
1-6 Spelling	HMH Into Reading Qualitative Spelling Inventory	Printable PDFs	No	<ul style="list-style-type: none"> Identifies students' spelling grade level Shows students who are on, above, and below grade level. Provides details about which specific phonics and spelling principles a student has mastered so far and what instruction should come next. Helps determine how to group students for spelling instruction.

What do I want to assess?	HMH Assessment	Format	Auto-Score	How does report data automatically help teachers?
Interim, Screening, Diagnostic and Progress Monitoring				
3–12: Reading; Grammar, Usage, and Mechanics; 3 Writing Modes (Argument, Narrative, Informational) <i>Spanish Assessment: 3–12</i>	**Writable Diagnostic and Growth Assessments	Online	Yes	<ul style="list-style-type: none"> • Shows beginning-of-year skill gaps. • Determines appropriate groups based on skills data. • Shows performance against state benchmarks. • Recommends assignments and scaffolded prompts based on skills data.
K–6: Oral Reading, Foundational Skills, Listening and Reading Comprehension, Fluency, and Estimated Vocabulary Size <i>Spanish Assessment: K–6</i>	**Amira Learning with Tutoring: Oral Reading Fluency Assessment, Normed Progress Monitoring and Dyslexia Risk Screener	Online	Yes	<ul style="list-style-type: none"> • Provides a reliable and valid assessment of children's dyslexia risk. • Automatically generates reading transcript. • Helps determine when and how to provide more intensive intervention. • Places students in differentiated practice pathways in English and Spanish. • Deploys micro-interventions during ESSA-strong tutoring and determines instructional next steps.

**Available for purchase with *HMH Into Reading*.

What do I want to assess?	HMH Assessment	Format	Auto-Score	How does report data automatically help teachers?
Formative Assessments				
3–5 Reading & Vocabulary, Writing & Grammar	HMH <i>Classcraft</i> ™ Daily Quick Checks	Online	Yes	<ul style="list-style-type: none"> • See which students can demonstrate skills learned each day. • Identify students who may need extra support during small-group lessons. • Shows which skills may need reteaching in whole-group lessons. • Understand weekly, monthly, and overall class progress and student progress.
3–6 Knowledge-Building and Writing <i>Spanish Assessment: 3–6</i>	HMH <i>Into Reading</i> Module Performance Tasks	Print myBook Writable	No	<ul style="list-style-type: none"> • Understand students' knowledge-building progress at the end of a program module. • See students' ability to synthesize knowledge across module texts and to craft a response. • Monitor students' response-writing growth throughout the year.
K–2 Module Foundational Skills <i>Spanish Assessment: K–1</i>	HMH <i>Into Reading</i> Module Inventory HMH <i>Into Reading</i> Module Assessments	Editable Files	No	<ul style="list-style-type: none"> • Shows level of mastery for module content and standards with early literacy skills.
3–5 Module Foundational Skills	HMH <i>Into Reading</i> Module Inventory	Editable Files	No	<ul style="list-style-type: none"> • Shows level of mastery for module content and standards with foundational skills.
K: Module Listening/Reading 1–6: Module Reading & Vocabulary, Writing & Grammar <i>Spanish Assessment: K–6</i>	HMH <i>Into Reading</i> Module Assessments	Online and Editable Files	Yes	<ul style="list-style-type: none"> • Checks module comprehension skills using grade-level cold reads. • Shows level of mastery for module content and standards.

What do I want to assess?	HMH Assessment	Format	Auto-Score	How does report data automatically help teachers?
Formative Assessments				
K–6: Weekly Reading, Writing, Vocabulary and Grammar <i>Spanish Assessment: K–6</i>	<i>HMH Into Reading</i> Weekly Assessments	Online and Editable Files	Yes	<ul style="list-style-type: none"> • Checks weekly comprehension skills using grade-level cold reads. • Shows level of mastery for the week’s content and standards.
1–6: myBook Selection Comprehension <i>Spanish Assessment: 1–6</i>	<i>HMH Into Reading</i> myBook Selection Quizzes	Online and Editable Files	Yes	<ul style="list-style-type: none"> • Checks comprehension of grade-level myBook selections.
3–12: Grammar, Usage, Mechanics, Reading, 3 Writing Modes (Argument, Narrative, Informational) <i>Spanish Assessment: 3–12</i>	** <i>Writable</i> Formative Assessments	Online	Yes	<ul style="list-style-type: none"> • Checks writing skills using daily 5-minute writing prompts. • Identifies ongoing instructional needs using data from everyday practice that mirrors state summative assessments.
K–8: Common Core ELA Skills	** <i>Waggle</i> Formative Assessment	Online	Yes	<ul style="list-style-type: none"> • Identifies ongoing whole-group and small-group instructional needs using data from everyday learning sessions. • Shows which students are making progress. • Shows which skills are challenging for one or more students. • Provides a holistic view of class growth. • Identifies students who may need teacher intervention.

**Available for purchase with *HMH Into Reading*.

HMH  Into Reading®



A vision for student growth

Continue your sampling experience at
hmhco.com/SampleIntoReading

	A	B	C	D	E	F	G
1	<u>Position</u>	<u>Year 0</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
2			FY26/27	FY27/28	FY28/29	FY29/30	FY30/31
3	Principal/Lead Administrator		1	1	1	1	1
4	Assistant Principal		1	1	1	1	1
5	Clerical		1	2	2	2	2
6	Food Service Staff		3	3	3	3	3
7	Custodians		2	2	2	2	2
8	Social Worker		1	1	1	1	1
9	Psychologist		0	1	1	1	1
10	Total Admin and Support		9	11	11	11	11
11							
12							
13	Core Content Teachers		11	12	12	12	12
14	Elective/Specialty Teachers		2	4	4	4	4
15	Exceptional Children (EC) Teacher		0	1	1	1	1
16	Instructional Support - Teacher Assistants		2	2	2	2	2
17	Instructional Support - PE Teacher		1	1	2	2	2
18	Instructional Support - Substitutes		1	1	1	1	1
19	Instructional Support - EC Coordinator		1	1	1	1	1
20	Instructional Support - Speech Therapist		1	1	1	1	1
21	Total Instructional Personnel		19	23	24	24	24
22							
23							
24							
25	Annual EMPLOYEE Totals:		28	34	35	35	35

Dr. Doris Sanders

Principal

Profile

Passionate and experienced Assistant Principal with a strong background in education, visionary, and transformative leadership. Highly skilled with demonstrated ability in effective communication, educational leadership, coaching, and differentiated instruction. Highly innovative, organized, creative, and computer technological skills. Proven track record of success in leading teams, fostering positive culture/learning environments, and reading student data to drive instruction. Education includes two Doctor of Ministry Degrees, a Master of Divinity, and a Bachelor of Arts. I am eager to leverage my skills and experience to drive positive changes, innovation, student growth, proficiency, and academic excellence in K-12. After all, to whom much is given, much is required.

Employment History

4th Grade Teacher (ELA/SS)

Gaston County Public Schools, Gastonia, NC

August 2024 — Current

Interpret the District-approved curriculum program to accommodate the school's needs. Teach and unpack the prescribed NC Standard Course of Study (NCSCOS) aligned with NC Standards prescribed by Gaston County Schools (GCS) to prepare students for end-of-grade testing. Develop continuous instructional materials and strategies for classroom instruction to help students demonstrate growth and proficiency in state/district assessments. Grow students by using what I learn in LETRS to provide data-driven and individualized instruction to meet the needs of students. Communicate with parents through Class Dojo, participate in parent-teacher conferences to discuss students' progress, identify student needs, provide additional academic help to students experiencing social-emotional learning needs, and create an effective environment for learning and academic success.

Assistant Principal, HR/Finance Director,

Payroll/Benefits, Data Manager & Test Coordinator

Ridgeview Charter School, Gastonia, NC

March 2019 — June 2024

As Building Administrator, I managed day-to-day administrative operations, submission of NCDPI State Reports, Data Manager of Student Information Systems (Power School), processed AP/AR Logs to issue/process payments, processed HR Onboarding/Payroll/Benefits/Tax Forms, Test Administrator of EOGs/NC-Check Ins/BOG/RTA/EOG/EOG Retakes, Read Data to/provide data-driven individualized instructions to support students. Collaborate with NCDPI as Superintendents & Leaders, District Teachers, parents, and support staff in developing effective teaching strategies and resources to meet the needs of students. Collect and analyze data to monitor student progress and make necessary adjustments to drive instruction for student success.

Address

4060 Creekstone Trce
Gastonia, North Carolina
28056, United States

Email

RevDSanders1@gmail.com

Phone

980.320.4938

Skills

- Communication
- Data Analysis
- Data-Driven Instruction
- Differentiated/Data-Driven Instruction
- Time Management
- Visionary Leadership

**Executive Administrator, Adjunct Professor,
Shaw University Divinity School, Raleigh, NC**

January 2005 — July 2013

As Executive Administrator to the Dean of Divinity and the Communications Department. Chair, I managed the Office of the Dean/Department Chair/WSH-Radio Station (plan/assign/direct work), managed daily departmental calendars, scheduled appointments, and advised students. Served as Liaison to University Officials, Faculty, Staff, and ATS/SACS Accreditation Committee to assist with University Governance & Student Policy, Facilitate/coordinate/arrange staff & faculty meetings, and prepare meeting minutes. Student Enrollment and Advisement, Supervised Student Work Study Program, Assistant Professor in Graduate and Undergraduate Courses, Mentored Students, Greek Advisor for Sigma Gamma Rho Sorority, Inc., and verified student degrees and transcripts for prospective graduate students.

3rd Grade Teacher & Student Assignment Representative

Gaston County Public Schools, Gastonia, NC

February 2018 — February 2019

Taught the prescribed course of study approved by Gaston County School District to prepare students for End of Grade (EOG) Testing. Developed instructional materials and strategies suitable for instruction. Grew students by providing data-driven instruction designed to meet the individual needs of students. Created a Student Data Binder for ELA and Math, Writing Blocks, and Digital Organizers. Communicated with parents, held parent conferences to discuss students' progress, identified student needs with behavioral issues, provided additional academic help to students as needed, and created an effective learning environment for academic success.

Licensure Elementary Education (K-6)

R - Residency License

License: #1298670 Expiration: 06/30/2025

Education

United Theological Seminary (Dayton, OH)

Doctor of Ministry (DMin Degree)

August 2021 — May 2024

Degree Conferred: May 18, 2024

Apex School of Theology (Durham, NC)

Doctor of Ministry (DMin Degree)

August 2010 — May 2014

Degree Conferred: May 17, 2014

Shaw University Divinity School (Raleigh, NC)

Master of Divinity (MDiv Degree)

August 2004 — December 2008

Degree Conferred: January 30, 2009

University of Illinois – Springfield (Springfield, IL)

Bachelor of Arts (BA Degree)

August 1991 — December 1995

Degree Conferred: December 16, 1995

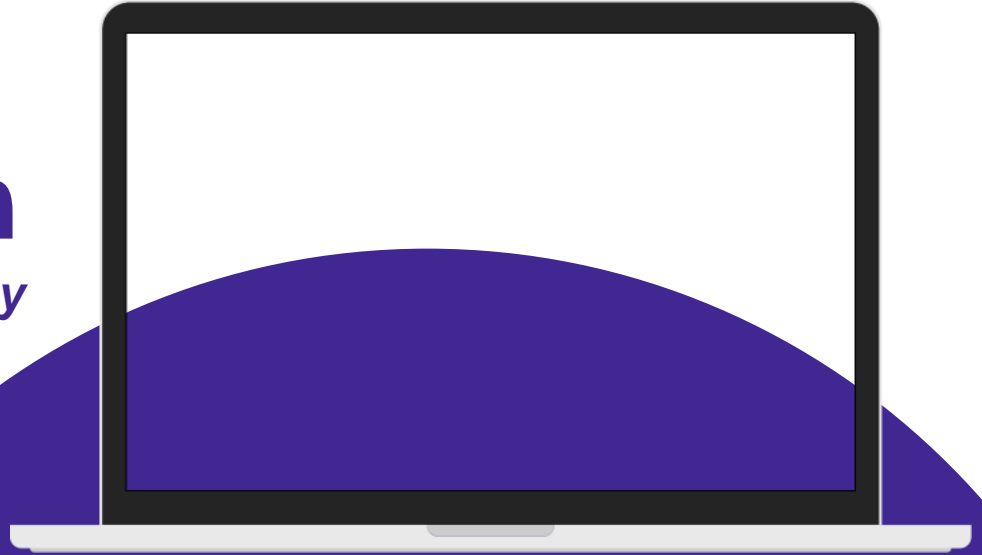


Digital Marketing Plan

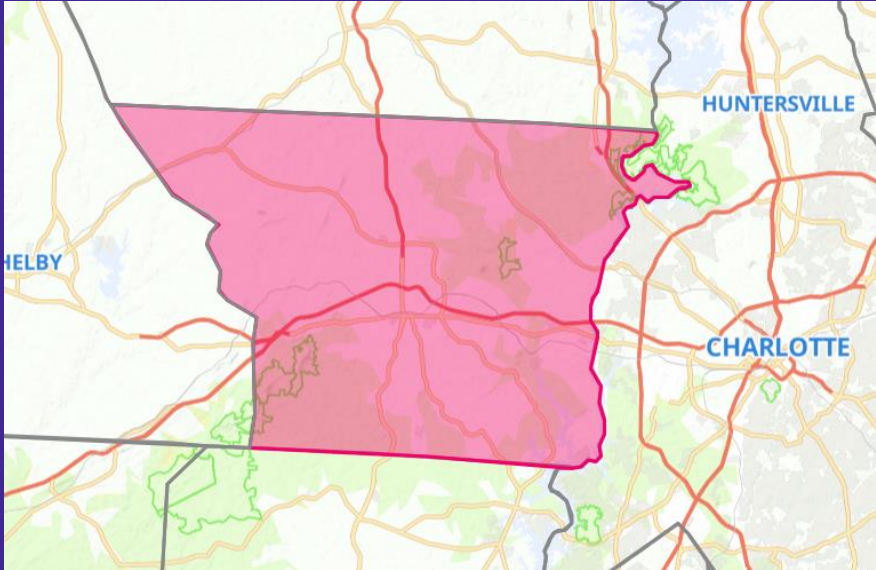
Preparatory Leadership Academy

April 12, 2025

Brittany.frank@radio-one.com



OVERVIEW



Target

Gaston (NC)

Home Ownership

All

Gender

Female

Marital Status

All

Target Audience Size

29,151

% of Total

13.3%

Average Income

All

Age

25 - 44

Audience Segments

Additional Segments:
Acxiom US Demographic >
Adults with Children by Age
Range and Gender > Unknown
Gender 06-10

OVERVIEW

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**Programmatic
Display**



Programmatic Video

DISPLAY

Programmatic Display

.....

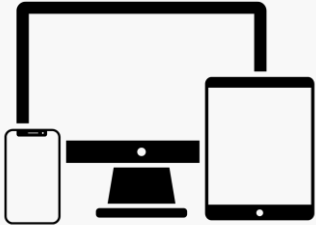
Online display advertising is a powerful marketing tool that utilizes visual banners, images, and interactive media to promote your brand across websites and digital platforms.



- **Automated Buying:** Streamlines the ad buying process with real-time bidding, reducing manual effort and improving efficiency.
- **Precise Targeting:** Leverage data-driven insights to deliver ads to the right audience based on behavior, demographics, and interests.
- **Scalability:** Reach vast audiences across multiple platforms and publishers, maximizing campaign reach and impact.

PROGRAMMATIC DISPLAY

.....
Devices: TV, Desktop, Tablet, Mobile



TARGETING

Demographic Targeting: Ads are delivered to specific groups based on gender, age, income, educational level, and parenting status.

Interest Targeting: Ads are served to users identified with particular interests, determined by their browsing history, the content they view, and other recent activities.

Keyword Targeting: Ads are displayed to users engaging with content that includes specific relevant keywords.

Retargeting: Ads target users who have visited the website in the past 30 days. This requires a tracking tag/pixel.

Geographic Targeting: Ads are delivered to a specific geographic area using zip code-level targeting.

AD PRODUCT

RATE

START DATE

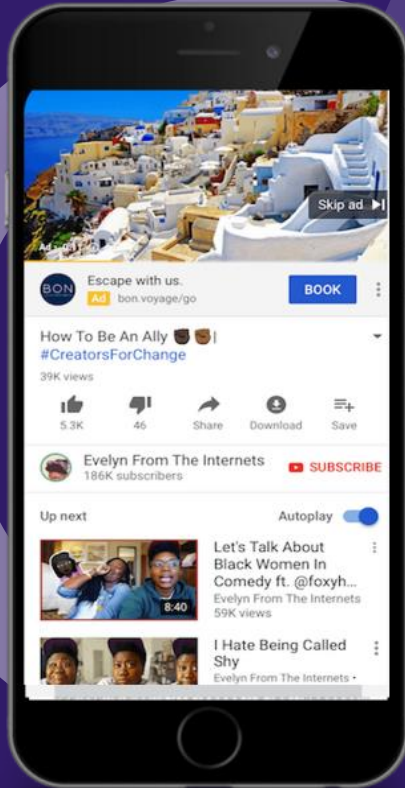
END DATE

Audience Targeting +
Retargeting

\$10 CPM

Apr 01, 2026

Mar 31, 2027



VIDEO

Programmatic Video

Programmatic video advertising automates the buying and placement of video ads across various platforms, enabling advertisers to reach targeted audiences efficiently and at scale with dynamic, engaging content.

- **Automated Buying:** Streamlines ad purchasing with real-time bidding, optimizing ad placement and performance.
- **Precise Targeting:** Utilize data-driven insights to deliver video ads to specific audiences based on behavior, demographics, and interests.
- **Cross-Platform Reach:** Deploy ads across multiple devices and platforms, including desktop, mobile, and connected TV, for maximum visibility.

PROGRAMMATIC VIDEO

.....
Devices: TV, Desktop, Tablet, Mobile



TARGETING

Demographic Targeting: Ads are delivered to specific groups based on gender, age, income, educational level, and parenting status.

Interest Targeting: Ads are served to users identified with particular interests, determined by their browsing history, the content they view, and other recent activities.

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Geographic Targeting: Ads are delivered to a specific geographic area using zip code-level targeting.

AD PRODUCT

RATE

START DATE

END DATE

INVESTMENT

Audience Targeting

\$18 CPM

Apr 01, 2026

Mar 31, 2027

\$30,000



SUMMARY



CAMPAIGN NAME

Digital

CLIENT NAME

Preparatory Leadership Academy

CAMPAIGN DATES

Apr 1, 2026 - Mar 31, 2027

PRODUCT NAME

KEY METRIC

PRODUCT BUDGET

MONTHLY INVESTMENT

Programmatic Display
Streaming

\$2,500
\$1,600

CAMPAIGN BUDGET

MONTHLY INVESTMENT

4,100

ANNUAL INVESTMENT
April-October

28,700



Thank you

INSURANCE PROPOSAL
PREPARED FOR:

Preparatory Leadership Academy

PRESENTED BY:

**Van Popering
Insurance**

Insurance with a Twist

Account Executive: Brendan Van Popering
Address: 8318 Pineville Matthews Road, Suite 266
Charlotte, NC 28226
Phone: (704) 543-1544
E-Mail: Brendan@VPInsure.com
Policy Term: TBD



This presentation is designed to give you an overview of the insurance coverages we recommend for your company. It is meant only as a general understanding of your insurance needs and should not be construed as a legal interpretation of the insurance policies that will be written for you. Please refer to your specific insurance contracts for details on coverages, conditions, and exclusions.

COMMERCIAL PROPERTY COVERAGE

Named Insured:	Preparatory Leadership Academy		
Company Name:	To be Determined	(AM Best rating: A or better)	
Policy Term:	TBD		
Street Address	NC - 28052		

Limits	Property Description	Deductible	Co-Ins	Valuation
\$ 100,000	Business Personal Property	\$ 1,000	80%	RC
\$ N/A	Building			

REPLACEMENT COST VALUATION

This loss valuation method pays for the cost to repair or replace damaged items with like kind and quality without deduction for depreciation. This is important since you could face a substantial loss if you must replace property at today's prices but receive only the depreciated value of the property that was destroyed.

SPECIAL CAUSES OF LOSS COVERAGE

This coverage will protect covered property against direct physical loss arising from any cause not specifically excluded. The advantage of this form is that the insurance company must prove that a loss is specifically excluded in order to deny coverage under the policy.

COMMERCIAL GENERAL LIABILITY

Named Insured:	Preparatory Leadership Academy
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD

Coverage Written On:		<input checked="" type="checkbox"/> Occurrence Form <input type="checkbox"/> Claims Made Form
Retro:		
	LIMITS	COVERAGE DESCRIPTION
\$	1,000,000	Each Occurrence - Bodily Injury and Property Damage
\$	2,000,000	General Aggregate
\$	2,000,000	Products and Completed Operations Aggregate
\$	1,000,000	Personal and Advertising Injury
\$	500,000	Damage to Rented Premises (each occurrence)
\$	10,000	Medical Expense (any one person)

Crime Coverage: Employee Dishonesty

	LIMITS	COVERAGE DESCRIPTION
\$	250,000	Crime – Employee Dishonesty

UMBRELLA (optional)

	LIMITS	COVERAGE DESCRIPTION		Avg Premium per million
\$	1,000,000	Umbrella Coverage	\$	1,000

COMMERCIAL GENERAL LIABILITY SCHEDULE OF EXPOSURES

Loc	Classification	Class Code	Premium Basis (s)
1	SCHOOLS – Charter K-5	47476	250

PROFESSIONAL LIABILITY

Named Insured:	Preparatory Leadership Academy
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD

	LIMITS	COVERAGES
\$	1,000,000	Educator's Legal Liability (per claim limit)
\$	2,000,000	Policy Aggregate
\$	1,000,000	Directors and Officers Liability

Abuse & Molestation Coverage (Optional)

	LIMITS	COVERAGE DESCRIPTION
\$	1,000,000 / 2,000,000	Abuse & Molestation

Employment Related Practices (Optional)

	LIMITS	COVERAGE DESCRIPTION
\$	1,000,000 / 1,000,000	Employment Related Practices

Employee Benefit Liability (Optional)

	LIMITS	COVERAGE DESCRIPTION
\$	1,000,000 / 1,000,000	Employee Benefit Liability

WORKERS' COMPENSATION POLICY

Named Insured:	Preparatory Leadership Academy
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD

Limits		<u>Coverage Description</u>
	As Required	Workers' Compensation
\$	500,000	Employer's Liability - Each Accident
\$	500,000	Employer's Liability - Disease - Policy Limit
\$	500,000	Employer's Liability - Disease - Each Employee

Workers' Compensation Rating Basis

Loc	Code	Classification	Est. Payroll	Rates
All	8868	SCHOOL PROFESSIONAL EMPLOYEES & CLERICAL		0.48
All	9101	SCHOOL-ALL OTHER EMPLOYEES		2.6

****Payroll of employees x Rate = Total Premium**

COMMERCIAL AUTOMOBILE COVERAGE

Named Insured:	Preparatory Leadership Academy
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD

	Limits	Coverage Description
\$	1,000,000	Combined Single Limit - Bodily Injury and Property Damage
\$	5,000	Medical Payments (each insured)

HIRED AND NON-OWNED AUTO COVERAGE

	LIMITS	COVERAGE DESCRIPTION
\$	1,000,000	Each Occurrence

COMMERCIAL AUTOMOBILE SCHEDULE

Vch #	Year	Vehicle Make Vehicle Model Serial Number	Liab	Med Pay	PIP	UM	UIM	Specified Causes of Loss or Comprehensive	Collision Deductible
0001			X	X		X	X	[] Specified Causes [X] Comprehensive \$ Ded	\$
0002			X	X		X	X	[] Specified Causes [X] Comprehensive \$ Ded	\$

****Premium = Est. \$850 / per bus (Year 2000 School bus)**

STUDENT ACCIDENT POLICY

Named Insured:	Preparatory Leadership Academy
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD

Number of eligible students:

- 250

Description of Benefits:

- Full Excess Plan 4
- Accident Medical Expense **\$10,000**
- Including Dental up to \$100 per tooth
- \$0 Deductible
- 52 week Benefit Period

Principal Sum:

- \$10,000 Death
- \$20,000 Dismemberment

DESCRIPTION OF HAZARDS:

This coverage will protect covered property against direct physical loss arising from any cause not specifically excluded. The advantage of this form is that the insurance company must prove that a loss is specifically excluded in order to deny coverage under the policy.

COVERAGE RECOMMENDATIONS SPECIFICALLY FOR:

Preparatory Leadership Academy

OUR PROPOSAL MAY OR MAY NOT HAVE INCLUDED ALL EXPOSURES THAT YOUR BUSINESS MAY EXPERIENCE. THE FOLLOWING COVERAGES WILL TREAT SOME OF THE MAJOR EXPOSURES THAT WE WOULD LIKE FOR YOU TO CONSIDER (PREMIUMS PRESENTED UPON REQUEST AND RECEIPT OF COMPLETE UNDERWRITING INFORMATION):

FLOOD INSURANCE--- This coverage is used to provide protection against loss due to water damage that arises from flooding, surface water, tides, tidal waves and the overflow of any body of water.

EARTHQUAKE COVERAGE--- This coverage is used to provide protection for loss due to earth movement including earthquake shocks and volcanic eruption.

Loss Control Program--- A written loss control and/or safety program should be developed, implemented and monitored by you to minimize your exposure to loss.

Employee Benefits Review Procedures--- To reduce the possibility of employee benefits administration errors, written procedures should be established for employee indoctrination and on-going servicing procedures.

Contracts Reviewed--- All contracts should be reviewed routinely by legal counsel to ensure that you are not assuming any unintended liability, including hold harmless agreements, lease arrangements, contracts of carriage or purchase orders.

PREMIUM SUMMARY

Coverage Description

1.	Workers Compensation	\$	4,800.00
2.	Business Property		
	Property	\$	650.00
	General Liability	\$	1,800.00
	Professional Liability	\$	3,500.00
	<i>(optional coverage)</i>	\$	2,900.00
3.	Umbrella <i>(optional)</i>	\$	1,000.00
4.	Commercial Auto (2 buses with Hired & Non-owned)	\$	2100.00
5.	Student Accident Policy	\$	500.00
6.	Crime Coverage - \$250,000	\$	325.00

Enrollment Projections Year 1 through Year 5

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

If applying as 'Statewide Virtual', select 1000-Statewide Avg as LEA 1 only. If applying as 'Regional Virtual', select a maxim
 The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any partic

LEA #1:

LEA #2:

LEA #3:

Grade	Year 1			Year 2			
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1
	360	600		360	600		360
Kindergarten	47	3		52	7		54
Grade 1	47	3		52	7		54
Grade 2	47	3		52	6		54
Grade 3	47	3		52	6		54
Grade 4	47	3		52	6		54
Grade 5	47	3		52	6		54
Grade 6							
Grade 7							
Grade 8							
Grade 9							
Grade 10							
Grade 11							
Grade 12							
LEA Totals:	282	18	0	312	38	0	324

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



ts to enroll. In addition, please
 he initial cover page.

um of three LEAs.
 cular level.

the LEA selected above will qualify for EC funding?	10%
---	-----

the LEA selected above will qualify for EC funding?	10%
---	-----

the LEA selected above will qualify for EC funding?	
---	--

Year 3		Year 4			Year 5		
LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3
600		360	600		360	600	
9		56	11		58	13	
9		56	11		58	13	
9		56	11		58	13	
8		56	11		58	13	
8		56	10		58	13	
8		56	10		58	12	
51	0	336	64	0	348	77	0

t forth and approved in the projected enrollment tables. However, in

Budget: Revenue Projections from each LEA Year 1

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.

State EC Funds: Charter schools receive a per pupil share of state funds per student with disabilities (school-aged 5 through 21). Funds are limited to 12.75% of the local education agency's average daily membership (ADM).

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1:		360-Gaston		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds	\$6,460.40	282	\$1,821,832.80	
Local Funds	\$1,544.40	282	\$435,520.80	
State EC Funds	\$5,177.91	28	\$146,017.06	
Federal EC Funds	\$1,514.35	28	\$42,704.67	
Total:			\$2,446,075.33	

LEA #2:		600-Char.-Mecklenburg		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds	\$6,390.31	18	\$115,025.58	
Local Funds	\$3,840.20	18	\$69,123.60	
State EC Funds	\$5,309.31	2	\$9,556.76	
Federal EC Funds	\$1,514.35	2	\$2,725.83	
Total:			\$196,431.77	

LEA #3:				
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds				
Local Funds				
State EC Funds				
Federal EC Funds				

Total:

\$0.00

Total Budget: Revenue Projections Year 1 through Year 5

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

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

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

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

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4
State ADM Funds	\$ 1,936,858	\$ 2,258,477	\$ 2,419,075	\$ 2,579,674
Local Per Pupil Funds	\$ 504,644	\$ 627,780	\$ 696,236	\$ 764,691
State EC Funds	\$ 155,574	\$ 181,726	\$ 194,842	\$ 207,957
Federal EC Funds	-	\$ 45,431	\$ 56,788	\$ 60,574
Other Funds*				
Working Capital*				
TOTAL REVENUE:	\$ 2,597,077	\$ 3,113,414	\$ 3,366,941	\$ 3,612,897

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



on federal funding in

Year 5	
\$	2,740,273
\$	833,147
\$	221,073
\$	64,360
\$	3,858,853

Additional questions by
revising budget, please
use funds. If these

ix M.

Personnel Budget: Expenditure Projections

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary
Administrative & Support Personnel															
Lead Administrator	1	\$ 85,000	\$ 85,000	1	\$ 86,700	\$ 86,700	1	\$ 88,434	\$ 88,434	1	\$ 90,203	\$ 90,203	1	\$ 92,007	\$ 92,007
Assistant Administrator	1	\$ 65,000	\$ 65,000	1	\$ 66,300	\$ 66,300	1	\$ 67,626	\$ 67,626	1	\$ 68,979	\$ 68,979	1	\$ 70,358	\$ 70,358
Finance Officer			\$ -			\$ -			\$ -			\$ -			\$ -
Clerical	1	\$ 33,000	\$ 33,000	2	\$ 33,660	\$ 67,320	2	\$ 34,333	\$ 68,666	2	\$ 35,020	\$ 70,040	2	\$ 35,720	\$ 71,441
Food Service Staff	3	\$ 36,000	\$ 108,000	3	\$ 36,720	\$ 110,160	3	\$ 37,454	\$ 112,363	3	\$ 38,203	\$ 114,610	3	\$ 38,968	\$ 116,903
Custodians	2	\$ 35,000	\$ 70,000	2	\$ 35,700	\$ 71,400	2	\$ 36,414	\$ 72,828	2	\$ 37,142	\$ 74,285	2	\$ 37,885	\$ 75,770
Transportation Staff			\$ -			\$ -			\$ -			\$ -			\$ -
Instructional Technology Facilitator (Remote Applicants ONLY)			\$ -			\$ -			\$ -			\$ -			\$ -
24/7 Help Desk Technicians (Remote Applicants ONLY)			\$ -			\$ -			\$ -			\$ -			\$ -
Library Media Specialists (Remote Applicants ONLY)			\$ -			\$ -			\$ -			\$ -			\$ -
Psychologist	0	\$ 30,000	\$ -	1	\$ 30,600	\$ 30,600	1	\$ 31,212	\$ 31,212	1	\$ 31,836	\$ 31,836	1	\$ 32,473	\$ 32,473
Social Worker	1	\$ 30,000	\$ 30,000	1	\$ 30,600	\$ 30,600	1	\$ 31,212	\$ 31,212	1	\$ 31,836	\$ 31,836	1	\$ 32,473	\$ 32,473
Total Admin and Support:	9		\$ 391,000	11		\$ 463,080	11		\$ 472,342	11		\$ 481,788	11		\$ 491,424
Instructional Personnel															
Core Content Teacher(s)	11	\$ 50,000	\$ 550,000	12	\$ 51,000	\$ 612,000	12	\$ 52,020	\$ 624,240	12	\$ 53,060	\$ 636,725	12	\$ 54,122	\$ 649,459
Electives/Specialty Teacher(s)	2	\$ 50,000	\$ 100,000	4	\$ 51,000	\$ 204,000	4	\$ 52,020	\$ 208,080	4	\$ 53,060	\$ 212,242	4	\$ 54,122	\$ 216,486
Exceptional Children Teacher(s)	0	\$ 50,000	\$ -	1	\$ 51,000	\$ 51,000	1	\$ 52,020	\$ 52,020	1	\$ 53,060	\$ 53,060	1	\$ 54,122	\$ 54,122
Instructional Support			\$ -			\$ -			\$ -			\$ -			\$ -
Teacher Assistants	2	\$ 30,000	\$ 60,000	2	\$ 30,600	\$ 61,200	2	\$ 31,212	\$ 62,424	2	\$ 31,836	\$ 63,672	2	\$ 32,473	\$ 64,946
PE Teacher	1	\$ 50,000	\$ 50,000	1	\$ 51,000	\$ 51,000	2	\$ 52,020	\$ 104,040	2	\$ 53,060	\$ 106,121	2	\$ 54,122	\$ 108,243
Substitutes	1	\$ 15,000	\$ 15,000	1	\$ 15,000	\$ 15,000	1	\$ 15,000	\$ 15,000	1	\$ 15,000	\$ 15,000	1	\$ 15,000	\$ 15,000
EC Coordinator	1	\$ 45,000	\$ 45,000	1	\$ 45,900	\$ 45,900	1	\$ 46,818	\$ 46,818	1	\$ 47,754	\$ 47,754	1	\$ 48,709	\$ 48,709
Speech Therapist	1	\$ 30,000	\$ 30,000	1	\$ 30,600	\$ 30,600	1	\$ 31,212	\$ 31,212	1	\$ 31,836	\$ 31,836	1	\$ 32,473	\$ 32,473
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
Total Instructional Personnel:	19		\$ 850,000	23		\$ 1,070,700	24		\$ 1,143,834	24		\$ 1,166,411	24		\$ 1,189,439
Total Admin, Support and Instructional Personnel:	28		\$ 1,241,000	34		\$ 1,533,780	35		\$ 1,616,176	35		\$ 1,648,199.11	35		\$ 1,680,863

Benefits	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total
Administrative & Support Benefits															
Health Insurance	9	\$ 8,200	\$ 73,800	11	\$ 8,364	\$ 92,004	11	\$ 8,531	\$ 93,841	11	\$ 8,702	\$ 95,722	11	\$ 8,876	\$ 97,636
Retirement Plan--NC Slate		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Retirement Plan--Other	9	\$ 2,544	\$ 22,896	11	\$ 2,526	\$ 27,785	11	\$ 2,576	\$ 28,341	11	\$ 2,628	\$ 28,907	11	\$ 2,680	\$ 29,485
Life Insurance		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Disability		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Medicare		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Social Security	9	\$ 3,244	\$ 29,192	11	\$ 3,221	\$ 35,426	11	\$ 3,285	\$ 36,134	11	\$ 3,351	\$ 36,857	11	\$ 3,418	\$ 37,594
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Total Admin and Support Benefits:			\$ 125,888			\$ 155,214			\$ 158,316			\$ 161,486			\$ 164,715
Instructional Personnel Benefits															
Health Insurance	19	\$ 8,200	\$ 155,800	23	\$ 8,364	\$ 192,372	24	\$ 8,531	\$ 204,744	24	\$ 8,702	\$ 208,848	24	\$ 8,876	\$ 213,024
Retirement Plan--NC Slate		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Retirement Plan--Other	19	\$ 3,972	\$ 75,468	23	\$ 4,001	\$ 92,027	24	\$ 4,040	\$ 96,971	24	\$ 4,120	\$ 98,892	24	\$ 4,202	\$ 100,852
Social Security	19	\$ 5,064	\$ 96,222	23	\$ 5,101	\$ 117,334	24	\$ 5,152	\$ 123,637	24	\$ 5,254	\$ 126,087	24	\$ 5,358	\$ 128,586
Disability		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Medicare		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Life Insurance		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Instructional Personnel Benefits:			\$ 327,490			\$ 401,733			\$ 425,352			\$ 433,827			\$ 442,462
Total Personnel Benefits:			\$ 453,378			\$ 556,947			\$ 583,668			\$ 595,313			\$ 607,177
Total Admin & Support Personnel (Salary & Benefits):	9		\$ 516,888	11		\$ 618,294	11		\$ 630,657	11		\$ 643,274.49	11		\$ 656,140
Total Instructional Personnel (Salary & Benefits):	19		\$ 1,177,490	23		\$ 1,472,433	24		\$ 1,569,186	24		\$ 1,600,238	24		\$ 1,631,901
TOTAL PERSONNEL:	28		\$ 1,694,378	34		\$ 2,090,727	35		\$ 2,199,843	35		\$ 2,243,512	35		\$ 2,288,040

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

Operations Budget: Expenditure Projections

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

OPERATIONS BUDGET: Administrative and Support			
	Year 1	Year 2	Year 3
Office			
Office Supplies	\$ 2,500.00	\$ 3,000.00	\$ 3,500.00
Paper	\$ 1,000.00	\$ 1,500.00	\$ 2,000.00
Computers & Software	\$ 10,000.00	\$ 5,000.00	\$ 5,000.00
Communications & Telephone	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Copier leases	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Software	\$ 5,000.00	\$ 6,000.00	\$ 7,000.00
*** Insert rows and edit text as needed. ***			
Management Company			
Contract Fees			
Other			
*** Insert rows and edit text as needed. ***			
Professional Contract			
Legal Counsel	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00
Student Accounting	\$ 9,000.00	\$ 9,000.00	\$ 9,000.00
Financial	\$ 50,000.00	\$ 52,000.00	\$ 54,000.00
Marketing	\$ 28,700.00	\$ 28,700.00	\$ 28,700.00
Audit Fees	\$ 8,000.00	\$ 8,250.00	\$ 8,500.00
Bank Fees	\$ 500.00	\$ 500.00	\$ 500.00
General Admin			
Human Resources - Back Ground Checks	\$ 1,500.00	\$ 1,600.00	\$ 1,700.00
Tech Support			
Facilities			
Facility Lease/Mortgage	\$ 150,000.00	\$ 150,000.00	\$ 150,000.00
Maintenance	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00
Custodial Supplies	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Custodial Contract			
Insurance (pg19)	\$ 25,000.00	\$ 26,250.00	\$ 27,562.50
Other			
*** Insert rows and edit text as needed. ***			
Utilities			
Electric	\$ 36,000.00	\$ 37,800.00	\$ 39,690.00

Gas			
Water/Sewer	\$ 12,000.00	\$ 12,600.00	\$ 13,230.00
Trash			
Other			
*** Insert rows and edit text as needed. ***			
Transportation			
Buses	\$ 240,000.00	\$ 240,000.00	\$ 240,000.00
Gas			
Oil/Tires & Maintenance			
Other			
*** Insert rows and edit text as needed. ***			
Other			
Child nutrition			
Travel			
Other			
*** Insert rows and edit text as needed. ***			
Total Administrative & Support Operations:	\$ 617,700.00	\$ 620,700.00	\$ 628,882.50

OPERATIONS BUDGET:			
Instructional	Year 1	Year 2	Year 3
Classroom Technology			
Classroom/Student Devices	\$ 82,500.00	\$ 15,000.00	\$ 15,000.00
Software (LMS, SIS, etc.)	\$ 45,000.00	\$ 45,000.00	\$ 50,000.00
Tech Supplies	\$ 2,000.00	\$ 3,000.00	\$ 4,000.00
Other			
Instructional Contract			
EC Services			
Psychological Services			
Speech Services			
Remediation Services			
Guidance Services			
Health Services			
Security Services			
Field Trips			
Workshop Expenses	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
EC Workshops			
Other			
*** Insert rows and edit text as needed. ***			
Books and Supplies			
Instructional Materials	\$ 35,000.00	\$ 40,000.00	\$ 45,000.00
Curriculum/Texts	\$ 50,000.00	\$ 55,000.00	\$ 60,000.00
Copy Paper	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
Testing Supplies			
EC Supplies	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
Health Supplis			
Membership Dues			
Postage	\$ 500.00	\$ 500.00	\$ 500.00
Non Cap Equipment Furniture	\$ 7,500.00	\$ 7,500.00	\$ 7,500.00
Other			
*** Insert rows and edit text as needed. ***			
Total Instructional Operations:	\$ 237,500.00	\$ 181,000.00	\$ 197,000.00
TOTAL OPERATIONS:	\$ 855,200.00	\$ 801,700.00	\$ 825,882.50

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

Year 4	Year 5
\$ 4,000.00	\$ 4,500.00
\$ 2,500.00	\$ 3,000.00
\$ 5,000.00	\$ 5,000.00
\$ 5,000.00	\$ 5,000.00
\$ 10,000.00	\$ 10,000.00
\$ 8,000.00	\$ 9,000.00
\$ 3,500.00	\$ 3,500.00
\$ 9,000.00	\$ 9,000.00
\$ 56,000.00	\$ 58,000.00
\$ 28,700.00	\$ 28,700.00
\$ 8,750.00	\$ 8,800.00
\$ 500.00	\$ 500.00
\$ 1,800.00	\$ 1,900.00
\$ 150,000.00	\$ 150,000.00
\$ 15,000.00	\$ 15,000.00
\$ 5,000.00	\$ 5,000.00
\$ 28,940.63	\$ 30,387.66
\$ 41,674.50	\$ 43,758.23

\$ 13,891.50	\$ 14,586.08
\$ 240,000.00	\$ 240,000.00
\$ 637,256.63	\$ 645,631.96

Year 4		Year 5	
\$	110,000.00	\$	15,000.00
\$	55,000.00	\$	60,000.00
\$	5,000.00	\$	6,000.00
\$	10,000.00	\$	10,000.00
\$	50,000.00	\$	55,000.00
\$	65,000.00	\$	70,000.00
\$	3,000.00	\$	3,000.00
\$	2,000.00	\$	2,000.00
\$	500.00	\$	500.00
\$	7,500.00	\$	7,500.00
\$	308,000.00	\$	229,000.00
\$	945,256.63	\$	874,631.96

Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 1,694,378.10	\$ 2,090,727.39	\$ 2,199,843.31	\$ 2,243,512.34	\$ 2,288,040.27
Total Operations	M	\$ 855,200.00	\$ 801,700.00	\$ 825,882.50	\$ 945,256.63	\$ 874,631.96
Total Expenditures	N = J + M	\$ 2,549,578.10	\$ 2,892,427.39	\$ 3,025,725.81	\$ 3,188,768.96	\$ 3,162,672.23
Total Revenue	Z	\$ 2,597,076.60	\$ 3,113,413.65	\$ 3,366,941.10	\$ 3,612,896.80	\$ 3,858,852.50
Surplus / (Deficit)	= Z - N	\$ 47,498.50	\$ 220,986.26	\$ 341,215.29	\$ 424,127.84	\$ 696,180.27

Enrollment Projections Year 1 through Year 5

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

If applying as 'Statewide Virtual', select 1000-Statewide Avg as LEA 1 only. If applying as 'Regional Virtual', select a maxim
 The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any partic

LEA #1:

LEA #2:

LEA #3:

Grade	Year 1			Year 2		
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3
	360	600		360	600	360
Kindergarten	47	3		52	7	54
Grade 1	47	3		52	7	54
Grade 2	47	3		52	6	54
Grade 3	47	3		52	6	54
Grade 4	47	3		52	6	54
Grade 5	47	3		52	6	54
Grade 6						
Grade 7						
Grade 8						
Grade 9						
Grade 10						
Grade 11						
Grade 12						
LEA Totals:	282	18	0	312	38	324

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



ts to enroll. In addition, please
he initial cover page.

um of three LEAs.
ular level.

the LEA selected above will qualify for EC funding?	10%
---	-----

the LEA selected above will qualify for EC funding?	10%
---	-----

the LEA selected above will qualify for EC funding?	
---	--

Year 3		Year 4			Year 5		
LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3
600		360	600		360	600	
9		56	11		58	13	
9		56	11		58	13	
9		56	11		58	13	
8		56	11		58	13	
8		56	10		58	13	
8		56	10		58	12	
51	0	336	64	0	348	77	0

t forth and approved in the projected enrollment tables. However, in

Budget: Revenue Projections from each LEA Year 1

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.

State EC Funds: Charter schools receive a per pupil share of state funds per student with disabilities (school-aged 5 through 21). Funds are limited to 12.75% of the local education agency's average daily membership (ADM).

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1:		360-Gaston		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds	\$6,460.40	282	\$1,821,832.80	
Local Funds	\$1,544.40	282	\$435,520.80	
State EC Funds	\$5,177.91	28	\$146,017.06	
Federal EC Funds	\$1,514.35	28	\$42,704.67	
Total:			\$2,446,075.33	

LEA #2:		600-Char.-Mecklenburg		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds	\$6,390.31	18	\$115,025.58	
Local Funds	\$3,840.20	18	\$69,123.60	
State EC Funds	\$5,309.31	2	\$9,556.76	
Federal EC Funds	\$1,514.35	2	\$2,725.83	
Total:			\$196,431.77	

LEA #3:				
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds				
Local Funds				
State EC Funds				
Federal EC Funds				

Total:

\$0.00

Total Budget: Revenue Projections Year 1 through Year 5

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

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

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

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

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4
State ADM Funds	\$ 1,936,858	\$ 2,258,477	\$ 2,419,075	\$ 2,579,674
Local Per Pupil Funds	\$ 504,644	\$ 627,780	\$ 696,236	\$ 764,691
State EC Funds	\$ 155,574	\$ 181,726	\$ 194,842	\$ 207,957
Federal EC Funds	-	\$ 45,431	\$ 56,788	\$ 60,574
Other Funds*				
Working Capital*				
TOTAL REVENUE:	\$ 2,597,077	\$ 3,113,414	\$ 3,366,941	\$ 3,612,897

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



on federal funding in

Year 5	
\$	2,740,273
\$	833,147
\$	221,073
\$	64,360
\$	3,858,853

Additional questions by
rearranging budget, please
reallocate funds. If these

ix M.

Personnel Budget: Expenditure Projections

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary
Administrative & Support Personnel															
Lead Administrator	1	\$ 85,000	\$ 85,000	1	\$ 86,700	\$ 86,700	1	\$ 88,434	\$ 88,434	1	\$ 90,203	\$ 90,203	1	\$ 92,007	\$ 92,007
Assistant Administrator	1	\$ 65,000	\$ 65,000	1	\$ 66,300	\$ 66,300	1	\$ 67,626	\$ 67,626	1	\$ 68,979	\$ 68,979	1	\$ 70,358	\$ 70,358
Finance Officer			\$ -			\$ -			\$ -			\$ -			\$ -
Clerical	1	\$ 33,000	\$ 33,000	2	\$ 33,660	\$ 67,320	2	\$ 34,333	\$ 68,666	2	\$ 35,020	\$ 70,040	2	\$ 35,720	\$ 71,441
Food Service Staff	3	\$ 36,000	\$ 108,000	3	\$ 36,720	\$ 110,160	3	\$ 37,454	\$ 112,363	3	\$ 38,203	\$ 114,610	3	\$ 38,968	\$ 116,903
Custodians	2	\$ 35,000	\$ 70,000	2	\$ 35,700	\$ 71,400	2	\$ 36,414	\$ 72,828	2	\$ 37,142	\$ 74,285	2	\$ 37,885	\$ 75,770
Transportation Staff			\$ -			\$ -			\$ -			\$ -			\$ -
Instructional Technology Facilitator (Remote Applicants ONLY)			\$ -			\$ -			\$ -			\$ -			\$ -
24/7 Help Desk Technicians (Remote Applicants ONLY)			\$ -			\$ -			\$ -			\$ -			\$ -
Library Media Specialists (Remote Applicants ONLY)			\$ -			\$ -			\$ -			\$ -			\$ -
Psychologist	0	\$ 30,000	\$ -	1	\$ 30,600	\$ 30,600	1	\$ 31,212	\$ 31,212	1	\$ 31,836	\$ 31,836	1	\$ 32,473	\$ 32,473
Social Worker	1	\$ 30,000	\$ 30,000	1	\$ 30,600	\$ 30,600	1	\$ 31,212	\$ 31,212	1	\$ 31,836	\$ 31,836	1	\$ 32,473	\$ 32,473
Total Admin and Support:	9		\$ 391,000	11		\$ 463,080	11		\$ 472,342	11		\$ 481,788	11		\$ 491,424
Instructional Personnel															
Core Content Teacher(s)	11	\$ 50,000	\$ 550,000	12	\$ 51,000	\$ 612,000	12	\$ 52,020	\$ 624,240	12	\$ 53,060	\$ 636,725	12	\$ 54,122	\$ 649,459
Electives/Specialty Teacher(s)	2	\$ 50,000	\$ 100,000	4	\$ 51,000	\$ 204,000	4	\$ 52,020	\$ 208,080	4	\$ 53,060	\$ 212,242	4	\$ 54,122	\$ 216,486
Exceptional Children Teacher(s)	0	\$ 50,000	\$ -	1	\$ 51,000	\$ 51,000	1	\$ 52,020	\$ 52,020	1	\$ 53,060	\$ 53,060	1	\$ 54,122	\$ 54,122
Instructional Support			\$ -			\$ -			\$ -			\$ -			\$ -
Teacher Assistants	2	\$ 30,000	\$ 60,000	2	\$ 30,600	\$ 61,200	2	\$ 31,212	\$ 62,424	2	\$ 31,836	\$ 63,672	2	\$ 32,473	\$ 64,946
PE Teacher	1	\$ 50,000	\$ 50,000	1	\$ 51,000	\$ 51,000	2	\$ 52,020	\$ 104,040	2	\$ 53,060	\$ 106,121	2	\$ 54,122	\$ 108,243
Substitutes	1	\$ 15,000	\$ 15,000	1	\$ 15,000	\$ 15,000	1	\$ 15,000	\$ 15,000	1	\$ 15,000	\$ 15,000	1	\$ 15,000	\$ 15,000
EC Coordinator	1	\$ 45,000	\$ 45,000	1	\$ 45,900	\$ 45,900	1	\$ 46,818	\$ 46,818	1	\$ 47,754	\$ 47,754	1	\$ 48,709	\$ 48,709
Speech Therapist	1	\$ 30,000	\$ 30,000	1	\$ 30,600	\$ 30,600	1	\$ 31,212	\$ 31,212	1	\$ 31,836	\$ 31,836	1	\$ 32,473	\$ 32,473
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
Total Instructional Personnel:	19		\$ 850,000	23		\$ 1,070,700	24		\$ 1,143,834	24		\$ 1,166,411	24		\$ 1,189,439
Total Admin, Support and Instructional Personnel:	28		\$ 1,241,000	34		\$ 1,533,780	35		\$ 1,616,176	35		\$ 1,648,199.11	35		\$ 1,680,863

Benefits	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total
Administrative & Support Benefits															
Health Insurance	9	\$ 8,200	\$ 73,800	11	\$ 8,364	\$ 92,004	11	\$ 8,531	\$ 93,841	11	\$ 8,702	\$ 95,722	11	\$ 8,876	\$ 97,636
Retirement Plan--NC Slate		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Retirement Plan--Other	9	\$ 2,544	\$ 22,896	11	\$ 2,526	\$ 27,785	11	\$ 2,576	\$ 28,341	11	\$ 2,628	\$ 28,907	11	\$ 2,680	\$ 29,485
Life Insurance		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Disability		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Medicare		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Social Security	9	\$ 3,244	\$ 29,192	11	\$ 3,221	\$ 35,426	11	\$ 3,285	\$ 36,134	11	\$ 3,351	\$ 36,857	11	\$ 3,418	\$ 37,594
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Total Admin and Support Benefits:			\$ 125,888			\$ 155,214			\$ 158,316			\$ 161,486			\$ 164,715
Instructional Personnel Benefits															
Health Insurance	19	\$ 8,200	\$ 155,800	23	\$ 8,364	\$ 192,372	24	\$ 8,531	\$ 204,744	24	\$ 8,702	\$ 208,848	24	\$ 8,876	\$ 213,024
Retirement Plan--NC Slate		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Retirement Plan--Other	19	\$ 3,972	\$ 75,468	23	\$ 4,001	\$ 92,027	24	\$ 4,040	\$ 96,971	24	\$ 4,120	\$ 98,892	24	\$ 4,202	\$ 100,852
Social Security	19	\$ 5,064	\$ 96,222	23	\$ 5,101	\$ 117,334	24	\$ 5,152	\$ 123,637	24	\$ 5,254	\$ 126,087	24	\$ 5,358	\$ 128,586
Disability		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Medicare		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Life Insurance		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Instructional Personnel Benefits:			\$ 327,490			\$ 401,733			\$ 425,352			\$ 433,827			\$ 442,462
Total Personnel Benefits:			\$ 453,378			\$ 556,947			\$ 583,668			\$ 595,313			\$ 607,177
Total Admin & Support Personnel (Salary & Benefits):	9		\$ 516,888	11		\$ 618,294	11		\$ 630,657	11		\$ 643,274.49	11		\$ 656,140
Total Instructional Personnel (Salary & Benefits):	19		\$ 1,177,490	23		\$ 1,472,433	24		\$ 1,569,186	24		\$ 1,600,238	24		\$ 1,631,901
TOTAL PERSONNEL:	28		\$ 1,694,378	34		\$ 2,090,727	35		\$ 2,199,843	35		\$ 2,243,512	35		\$ 2,288,040

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

Operations Budget: Expenditure Projections

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

OPERATIONS BUDGET: Administrative and Support			
	Year 1	Year 2	Year 3
Office			
Office Supplies	\$ 2,500.00	\$ 3,000.00	\$ 3,500.00
Paper	\$ 1,000.00	\$ 1,500.00	\$ 2,000.00
Computers & Software	\$ 10,000.00	\$ 5,000.00	\$ 5,000.00
Communications & Telephone	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Copier leases	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Software	\$ 5,000.00	\$ 6,000.00	\$ 7,000.00
*** Insert rows and edit text as needed. ***			
Management Company			
Contract Fees			
Other			
*** Insert rows and edit text as needed. ***			
Professional Contract			
Legal Counsel	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00
Student Accounting	\$ 9,000.00	\$ 9,000.00	\$ 9,000.00
Financial	\$ 50,000.00	\$ 52,000.00	\$ 54,000.00
Marketing	\$ 28,700.00	\$ 28,700.00	\$ 28,700.00
Audit Fees	\$ 8,000.00	\$ 8,250.00	\$ 8,500.00
Bank Fees	\$ 500.00	\$ 500.00	\$ 500.00
General Admin			
Human Resources - Back Ground Checks	\$ 1,500.00	\$ 1,600.00	\$ 1,700.00
Tech Support			
Facilities			
Facility Lease/Mortgage	\$ 150,000.00	\$ 150,000.00	\$ 150,000.00
Maintenance	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00
Custodial Supplies	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Custodial Contract			
Insurance (pg19)	\$ 25,000.00	\$ 26,250.00	\$ 27,562.50
Other			
*** Insert rows and edit text as needed. ***			
Utilities			
Electric	\$ 36,000.00	\$ 37,800.00	\$ 39,690.00

Gas			
Water/Sewer	\$ 12,000.00	\$ 12,600.00	\$ 13,230.00
Trash			
Other			
*** Insert rows and edit text as needed. ***			
Transportation			
Buses	\$ 240,000.00	\$ 240,000.00	\$ 240,000.00
Gas			
Oil/Tires & Maintenance			
Other			
*** Insert rows and edit text as needed. ***			
Other			
Child nutrition			
Travel			
Other			
*** Insert rows and edit text as needed. ***			
Total Administrative & Support Operations:	\$ 617,700.00	\$ 620,700.00	\$ 628,882.50

OPERATIONS BUDGET:			
Instructional	Year 1	Year 2	Year 3
Classroom Technology			
Classroom/Student Devices	\$ 82,500.00	\$ 15,000.00	\$ 15,000.00
Software (LMS, SIS, etc.)	\$ 45,000.00	\$ 45,000.00	\$ 50,000.00
Tech Supplies	\$ 2,000.00	\$ 3,000.00	\$ 4,000.00
Other			
Instructional Contract			
EC Services			
Psychological Services			
Speech Services			
Remediation Services			
Guidance Services			
Health Services			
Security Services			
Field Trips			
Workshop Expenses	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
EC Workshops			
Other			
*** Insert rows and edit text as needed. ***			
Books and Supplies			
Instructional Materials	\$ 35,000.00	\$ 40,000.00	\$ 45,000.00
Curriculum/Texts	\$ 50,000.00	\$ 55,000.00	\$ 60,000.00
Copy Paper	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
Testing Supplies			
EC Supplies	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
Health Supplis			
Membership Dues			
Postage	\$ 500.00	\$ 500.00	\$ 500.00
Non Cap Equipment Furniture	\$ 7,500.00	\$ 7,500.00	\$ 7,500.00
Other			
*** Insert rows and edit text as needed. ***			
Total Instructional Operations:	\$ 237,500.00	\$ 181,000.00	\$ 197,000.00
TOTAL OPERATIONS:	\$ 855,200.00	\$ 801,700.00	\$ 825,882.50

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

Year 4		Year 5	
\$	4,000.00	\$	4,500.00
\$	2,500.00	\$	3,000.00
\$	5,000.00	\$	5,000.00
\$	5,000.00	\$	5,000.00
\$	10,000.00	\$	10,000.00
\$	8,000.00	\$	9,000.00
\$	3,500.00	\$	3,500.00
\$	9,000.00	\$	9,000.00
\$	56,000.00	\$	58,000.00
\$	28,700.00	\$	28,700.00
\$	8,750.00	\$	8,800.00
\$	500.00	\$	500.00
\$	1,800.00	\$	1,900.00
\$	150,000.00	\$	150,000.00
\$	15,000.00	\$	15,000.00
\$	5,000.00	\$	5,000.00
\$	28,940.63	\$	30,387.66
\$	41,674.50	\$	43,758.23

\$ 13,891.50	\$ 14,586.08
\$ 240,000.00	\$ 240,000.00
\$ 637,256.63	\$ 645,631.96

Year 4		Year 5	
\$	110,000.00	\$	15,000.00
\$	55,000.00	\$	60,000.00
\$	5,000.00	\$	6,000.00
\$	10,000.00	\$	10,000.00
\$	50,000.00	\$	55,000.00
\$	65,000.00	\$	70,000.00
\$	3,000.00	\$	3,000.00
\$	2,000.00	\$	2,000.00
\$	500.00	\$	500.00
\$	7,500.00	\$	7,500.00
\$	308,000.00	\$	229,000.00
\$	945,256.63	\$	874,631.96

Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 1,694,378.10	\$ 2,090,727.39	\$ 2,199,843.31	\$ 2,243,512.34	\$ 2,288,040.27
Total Operations	M	\$ 855,200.00	\$ 801,700.00	\$ 825,882.50	\$ 945,256.63	\$ 874,631.96
Total Expenditures	N = J + M	\$ 2,549,578.10	\$ 2,892,427.39	\$ 3,025,725.81	\$ 3,188,768.96	\$ 3,162,672.23
Total Revenue	Z	\$ 2,597,076.60	\$ 3,113,413.65	\$ 3,366,941.10	\$ 3,612,896.80	\$ 3,858,852.50
Surplus / (Deficit)	= Z - N	\$ 47,498.50	\$ 220,986.26	\$ 341,215.29	\$ 424,127.84	\$ 696,180.27

Timestamp	Email Address	Student's LEGAL First : Last Name of PRIMAR	
4/23/2024 22:50:17	rondaholston4@gmail.c	Jael Reeves	Holston
4/23/2024 22:56:13	shajuanagrice91@gma	Ju'Lia McCullough	Mccullough
4/23/2024 22:58:06	niiecy35@gmail.com	Rhyleii	Valentine
4/23/2024 23:05:11	keshaylaleak@gmail.c	Kharter leak	Leak
4/23/2024 23:08:57	Baeamari3@gmail.corr	Cadence Robinson	Robinson
4/23/2024 23:25:13	hilltina94@yahoo.com	Adriyana Logan	Hill
4/23/2024 23:30:29	daniasanchez89@gma	Jazmine Sanchez	Sanchez
4/24/2024 0:26:55	Jaynr257@yahoo.com	Aryanna Jackson	Jayme Jackson
4/24/2024 5:24:43	antoniothompson1980	Shayquita	Rogers
4/24/2024 5:34:21	Igooden2014@gmail.c	Charles Blackshear	Elicia Gooden
4/24/2024 5:50:34	maria.romero07@hotm	Jaylin Salazar	Maria Romero
4/24/2024 7:38:40	parisbarnette19@gmai	Mackenzie Norman	Paris Barnette
4/24/2024 7:50:16	shania.oliver@yahoo.c	Salena Gordon	Shania Oliver
4/24/2024 8:28:31	chantygoode@gmail.c	Maharai Goode	Goode
4/24/2024 8:29:29	chantygoode@gmail.c	Makhyus Goode	Goode
4/24/2024 8:33:55	surrattashley10@gmai	Travis Surratt jr	Patterson
4/24/2024 8:53:42	marvella2013@gmail.c	Arabella Castro	Torres
4/24/2024 9:31:46	shanagamble40@gmai	Gavynn Coleman	Gamble
4/24/2024 9:46:15	breontayk@gmail.com	Khieren Smith	Perry
4/24/2024 9:56:08	empressosha11793@c	Emory Robbins	Robbins
4/24/2024 12:56:32	Baeamari3@gmail.corr	Cadence Robinson	Robinson
4/25/2024 1:36:29	tiwandergreene@gmai	Nevaeh Greene	Greene
4/25/2024 3:05:00	victoriaqrox34@outloo	Jineylii Reyes Valdez	Reyes Valdez
4/25/2024 6:32:21	tomekahopkins08@gm	Alex Hopkins	Hopkins
4/25/2024 9:50:46	tishaygreene@gmail.c	Nevaeh Greene	Tiwander Greene
4/25/2024 11:01:46	chantygoode@gmail.c	Maharai Goode	Goode
4/25/2024 11:02:58	chantygoode@gmail.c	Makhyus Goode	Goode
4/25/2024 12:08:06	jacquailwells@gmail.c	Jacquail Wells	N/A
4/25/2024 12:33:25	alioune.maguatt@yaho	Mame Diarra Dieng	Dieng
4/28/2024 17:17:19	shatoya_g@yahoo.corr	Kylan Griffin	Griffin
5/9/2024 6:00:25	kimyattan88@gmail.co	Londyn neely	Neely
5/9/2024 6:01:20	kimyattan88@gmail.co	Christian neely	Neely
4/24/2025 16:17:50	elenatorres0721@gma	Kaelen Clyburn	Leon
4/24/2025 19:47:40	shatoya_g@yahoo.corr	Kylan Griffin	Griffin
4/24/2025 19:48:53	shatoya_g@yahoo.corr	Kinslee Griffin	Griffin
4/24/2025 19:50:03	shatoya_g@yahoo.corr	Kingston Carmichael	Griffin
4/24/2025 20:04:03	lashaylahs@yahoo.com	Lionel Gudino Lopez	Smith Lopez
4/24/2025 21:45:45	Jaynr257@yahoo.com	Ayden Jackson	Jayme Jackson
4/25/2025 6:28:15	jimmytackleberry600@	Victoria herrington	James herrington

Gender.	Student Grade Level	in How many people are i	What is your annual ho
Female	5th Grade	3-4	\$15,000 - \$30,000
Female	2nd Grade	3-4	\$30,000 - \$40,000
Female	3rd Grade	3-4	\$15,000 - \$30,000
Male	Kindergarten	3-4	\$15,000 - \$30,000
Female	4th Grade	3-4	\$40,000 - \$50,000
Female	2nd Grade	1-2	\$30,000 - \$40,000
Female	5th Grade	5 or more	\$50,000 - \$75,000
Female	3rd Grade	5 or more	\$75,000 or more
Female	5th Grade	5 or more	\$50,000 - \$75,000
Female	3rd Grade	5 or more	\$50,000 - \$75,000
Female	5th Grade	5 or more	\$50,000 - \$75,000
Female	4th Grade	3-4	\$15,000 - \$30,000
Female	3rd Grade	1-2	\$50,000 - \$75,000
Male	2nd Grade	3-4	\$15,000 - \$30,000
Male	1st Grade	3-4	\$15,000 - \$30,000
Male	4th Grade	5 or more	Less than \$15,000
Male	1st Grade	5 or more	\$50,000 - \$75,000
Male	1st Grade	3-4	\$15,000 - \$30,000
Male	1st Grade	1-2	\$30,000 - \$40,000
Female	4th Grade	1-2	\$15,000 - \$30,000
Female	4th Grade	3-4	\$40,000 - \$50,000
Female	SUPPORT THE NEED	3-4	\$30,000 - \$40,000
Female	4th Grade	3-4	Less than \$15,000
Female	SUPPORT THE NEED	3-4	Less than \$15,000
Female	SUPPORT THE NEED	3-4	\$15,000 - \$30,000
Male	3rd Grade	3-4	\$15,000 - \$30,000
Male	2nd Grade	3-4	\$15,000 - \$30,000
Female	SUPPORT THE NEED	3-4	\$75,000 or more
Female	2nd Grade	3-4	\$15,000 - \$30,000
Male	2nd Grade	5 or more	\$40,000 - \$50,000
Female	2nd Grade	3-4	\$15,000 - \$30,000
Male	SUPPORT THE NEED	3-4	\$15,000 - \$30,000
Female	SUPPORT THE NEED	3-4	\$30,000 - \$40,000
Male	3rd Grade	5 or more	\$75,000 or more
Female	Kindergarten	5 or more	\$75,000 or more
Male	SUPPORT THE NEED	5 or more	\$75,000 or more
Male	3rd Grade	5 or more	\$40,000 - \$50,000
Male	2nd Grade	5 or more	\$75,000 or more
Male	SUPPORT THE NEED	3-4	\$50,000 - \$75,000

Do you receive any put	Race/Ethnicity	PRIMARY contact telepho	ACADEMIC DATA: When describ
YES	Black or African Americ	7046707887	Below Grade Level: Students perf
YES	Black or African Americ	704-575-9834	At Grade Level: Students performi
YES	Black or African Americ	7048980483	Approaching Grade Level: Studen
YES	Black or African Americ	704-273-4106	Approaching Grade Level: Studen
YES	Black or African Americ	(704)349-2211	At Grade Level: Students performi
YES	Black or African Americ	7048534492	Above Grade Level: Students perf
NO	Hispanic or Latino	6319229974	Approaching Grade Level: Studen
NO	Black or African Americ	3057900750	At Grade Level: Students performi
NO	Black or African Americ	7049236155	Emerging Skills: Students demons
YES	Black or African Americ	7042939416	Approaching Grade Level: Studen
YES	Hispanic or Latino	2017769155	At Grade Level: Students performi
YES	Black or African Americ	7049159371	At Grade Level: Students performi
NO	Black or African Americ	5854454558	At Grade Level: Students performi
YES	Black or African Americ	704-977-8643	Above Grade Level: Students perf
YES	Black or African Americ	704-977-8643	At Grade Level: Students performi
YES	Black or African Americ	7046740700	Approaching Grade Level: Studen
NO	Hispanic or Latino	704-914-6291	At Grade Level: Students performi
NO	Black or African Americ	7047725027	Approaching Grade Level: Studen
NO	Black or African Americ	213-304-4737	At Grade Level: Students performi
YES	Black or African Americ	9804489502	Approaching Grade Level: Studen
YES	Black or African Americ	(704)349-2211	Approaching Grade Level: Studen
NO	Black or African Americ	980-230-3323	At Grade Level: Students performi
YES	Hispanic or Latino	6029030350	At Grade Level: Students performi
YES	Black or African Americ	704 -915-1644	Approaching Grade Level: Studen
YES	Black or African Americ	9802303323	At Grade Level: Students performi
YES	Black or African Americ	704-977-8643	Above Grade Level: Students perf
YES	Black or African Americ	704-977-8643	At Grade Level: Students performi
YES	Black or African Americ	7046895247	Approaching Grade Level: Studen
YES	Black or African Americ	7043451109	Above Grade Level: Students perf
YES	Black or African Americ	794-842-7574	Approaching Grade Level: Studen
NO	Black or African Americ	7049236293	Approaching Grade Level: Studen
NO	Black or African Americ	7049236293	Approaching Grade Level: Studen
YES	Two or More Races	7049079774	At Grade Level: Students performi
YES	Black or African Americ	7048427574	Approaching Grade Level: Studen
YES	Black or African Americ	7048427574	At Grade Level: Students performi
YES	Black or African Americ	7048427574	At Grade Level: Students performi
YES	Two or More Races	9802678443	Above Grade Level: Students perf
NO	Black or African Americ	3057900750	At Grade Level: Students performi
NO	Black or African Americ	8607123386	At Grade Level: Students performi

When describing grade performances, it's important to consider a range of performance levels

forming below grade level may struggle to meet academic standards and may require additional

ing at grade level meet or exceed grade-level expectations in all academic areas. They demons

ts who are approaching grade level are making progress but may still need some additional sup

ts who are approaching grade level are making progress but may still need some additional sup

ing at grade level meet or exceed grade-level expectations in all academic areas. They demons

forming above grade level demonstrate advanced understanding and mastery of grade-level coi

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strating emerging skills are beginning to grasp foundational concepts but may still need significa

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ing at grade level meet or exceed grade-level expectations in all academic areas. They demons

to accurately assess students' academic progress. Here are common descriptors for grade performance support to catch up to their peers. They may demonstrate gaps in foundational skills and struggle with

support to fully meet grade-level expectations. They may demonstrate proficiency in some areas but still need

support to fully meet grade-level expectations. They may demonstrate proficiency in some areas but still need

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HMH  Into Reading®

**Sound Wall
Grapheme and
Phoneme Cards**

Grades K–2



HMH Into Reading®

HMH Into Reading® is a complete K-6 literacy program with standards-aligned, research-based instruction on one platform, connecting learning data, instruction, practice and professional learning.

What's Inside

- 02 Phoneme and Grapheme Cards
- 04 Ready-Made Resources on HMH Ed
- 05 Kindergarten Sound Wall Sample
- 06 Grade 1 Sound Wall Sample
- 07 Grade 2 Sound Wall Sample



Bridge Their Sound-Letter Understanding Every Day

Support children as they learn to match phonemes with graphemes using *HMH Into Reading's* Sound Wall Cards.



3x4 Grapheme Cards



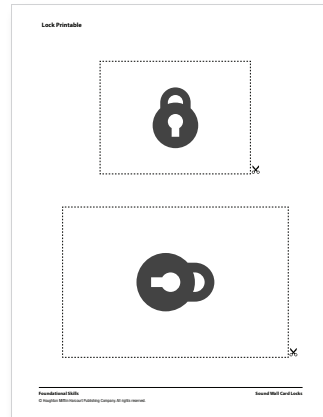
4x6 Phoneme Cards

Access Ready-Made Sound Wall Resources on HMH Ed

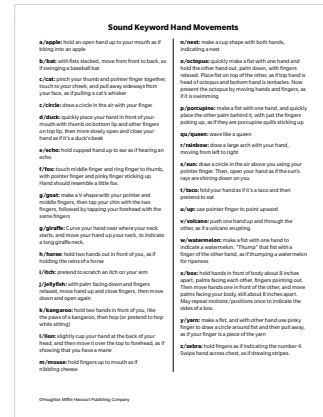
With print phoneme and grapheme cards in hand, the basics for developing and using Sound Walls in the classroom can be found online on HMH Ed.



Instruction Manual
Understand how to construct a grade-level Sound Wall step-by-step.



Lock Graphic
Use the printable Lock Graphic to cover sounds that children have not yet learned.



Sound-Keyword Hand Movements
Provide a total sensory response connection for many of the grapheme keywords on the Sound Wall.



Articulation Videos
Support children's understanding of sounds and mouth positions.



Sound Wall Cards



KINDERGARTEN SOUND WALL WITH PHONEME AND GRAPHEME CARDS

Grade K

The sound wall is organized as follows:

- Staircase of Vowel Phonemes (Left):** A series of cards descending from top-left to bottom-right, showing the phonemes: /ē/, /i/, /ā/, /è/, /ă/, /ī/, /ō/, /ū/, /yū/, /ō/, /i/, /ō/, /ū/.
- Central Column of Vowel Phonemes:** A vertical column of cards showing: /ē/, /i/, /ā/, /è/, /ă/, /ī/, /ō/, /ū/.
- Consonant Phonemes (Top Right):**
 - Group 1: /p/, /b/, /t/, /d/, /k/, /g/ with corresponding letters and illustrations.
 - Group 2: /m/, /n/, /ng/ with corresponding letters and illustrations.
 - Group 3: /k/ and /ck/ with corresponding letters and illustrations.
- Consonant Phonemes (Middle Right):**
 - Group 1: /l/, /r/ with corresponding letters and illustrations.
 - Group 2: /f/, /v/, /th/, /TH/, /s/, /z/, /sh/, /h/ with corresponding letters and illustrations.
 - Group 3: /s/ with corresponding letters and illustrations.
- Consonant Phonemes (Bottom Right):**
 - Group 1: /ch/, /j/ with corresponding letters and illustrations.
 - Group 2: /wh/, /w/, /y/ with corresponding letters and illustrations.
 - Group 3: /k/, /s/, /k/, /w/ with corresponding letters and illustrations.
- Empty Lockers:** Several empty boxes with a lock icon, indicating where additional cards can be placed.



GRADE 1 SOUND WALL WITH PHONEME AND GRAPHEME CARDS

Grade 1

The sound wall is organized into several sections:

- Top Left:** A vertical column of cards for the /ē/ phoneme, showing the letter 'e' and the grapheme 'y' with examples like 'ee' and 'ea'.
- Top Center:** A card for the /ə/ phoneme with a banana illustration.
- Top Right:** A grid of cards for /p/, /b/, /t/, /d/, /k/, /g/, /m/, /n/, and /ng/ phonemes, each with a mouth image and a corresponding letter or grapheme.
- Middle Left:** A vertical column of cards for /ī/ and /ā/ phonemes, showing the letter 'i' and 'y' with examples like 'ee' and 'ea'.
- Middle Center:** A vertical column of cards for /ō/ and /aw/ phonemes, showing the letter 'o' and 'oo' with examples like 'oo' and 'oo'.
- Middle Right:** A grid of cards for /ll/, /r/, /f/, /v/, /th/, /TH/, /s/, /z/, /sh/, and /h/ phonemes, each with a mouth image and a corresponding letter or grapheme.
- Bottom Left:** A grid of cards for /oi/, /ow/, /oi/, /ou/, /oy/, and /ow/ phonemes, showing the letters 'oi', 'ou', and 'oy' with examples like 'oi' and 'ou'.
- Bottom Center:** A grid of cards for /er/, /ar/, /or/, /er/, /ar/, /or/, /ir/, and /ur/ phonemes, showing the letters 'er', 'ar', and 'or' with examples like 'er' and 'ar'.
- Bottom Right:** A grid of cards for /ch/, /j/, /wh/, /w/, /y/, /k/, /s/, /k/, /w/, /x/, and /qu/ phonemes, each with a mouth image and a corresponding letter or grapheme.



GRADE 2 SOUND WALL WITH PHONEME AND GRAPHEME CARDS

Grade 2

The sound wall displays the following phonemes and their corresponding graphemes:

- Phonemes and Graphemes:**
 - /ē/ = e
 - /i/ = i, y
 - /ā/ = a
 - /ē/ = e, ea
 - /ă/ = a
 - /ī/ = i, y
 - /ō/ = o
 - /aw/ = au, aw, ough, oa, ow, oe
 - /ū/ = u, ew, ue, oo
 - /yū/ = y, u
 - /ōō/ = oo
 - /ō/ = oo
 - /ui/ = ui
 - /ū/ = u
 - /yū/ = y, u
 - /p/ = p
 - /b/ = b
 - /t/ = t, ed
 - /d/ = d, ed
 - /k/ = c, ck
 - /g/ = g, gh
 - /m/ = m
 - /n/ = n
 - /ng/ = ng
 - /l/ = l
 - /r/ = r
 - /f/ = f
 - /v/ = v
 - /th/ = th
 - /TH/ = th
 - /s/ = s
 - /z/ = z
 - /sh/ = sh
 - /h/ = h
 - ff
 - ss
 - ch
 - ph
 - ll
 - wr
 - ss
 - cz
 - ch
 - j
 - wh
 - w
 - y
 - x
 - qu
 - tch
 - g
 - dge
- Other Phonemes and Graphemes:**
 - /ē/ = e, ea
 - /i/ = i, y
 - /ā/ = a
 - /ē/ = e, ea
 - /ă/ = a
 - /ī/ = i, y
 - /ō/ = o
 - /aw/ = au, aw, ough, oa, ow, oe
 - /ū/ = u, ew, ue, oo
 - /yū/ = y, u
 - /ōō/ = oo
 - /ō/ = oo
 - /ui/ = ui
 - /ū/ = u
 - /yū/ = y, u
 - /p/ = p
 - /b/ = b
 - /t/ = t, ed
 - /d/ = d, ed
 - /k/ = c, ck
 - /g/ = g, gh
 - /m/ = m
 - /n/ = n
 - /ng/ = ng
 - /l/ = l
 - /r/ = r
 - /f/ = f
 - /v/ = v
 - /th/ = th
 - /TH/ = th
 - /s/ = s
 - /z/ = z
 - /sh/ = sh
 - /h/ = h
 - ff
 - ss
 - ch
 - ph
 - ll
 - wr
 - ss
 - cz
 - ch
 - j
 - wh
 - w
 - y
 - x
 - qu
 - tch
 - g
 - dge
- Additional Phonemes and Graphemes:**
 - /oi/ = oi
 - /ow/ = ou
 - /oy/ = oy
 - /ow/ = ow
 - /er/ = er
 - /ar/ = ar
 - /or/ = or
 - /air/ = are, air
 - /ēr/ = eer
 - er
 - ar
 - or
 - are
 - ear
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 - ur
 - or
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 - ore
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 - our
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Notes

Notes

HMH  Into Reading®



A Vision for **Student Growth**

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hnhco.com/SampleIntoReading



Charter School Required Signature Certification

Note: Outlined below is a list of areas that must be certified by the proposed Board of Directors. Signatures of all Board Members must be provided in Section VII. The Board Chair must certify and provide signature in Section VIII. Any section 'Not Applicable' to the proposed charter school, indicate below with N/A and provide a brief explanation for providing such response in the corresponding text boxes.

Serving on a public charter school board is a position of public trust and board members of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, the school's fulfillment of its public obligations, all terms of its charter, and understanding/overseeing all third-party contracts with individuals or companies.

I. School Information

Name of charter school

PREPARATORY LEADERSHIP ACADEMY

II. Selected Board Attorney

❖ The selected Board Attorney has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non-Profit Corporation.

No: Yes: **XX** Not yet identified:

Name of Selected Board Attorney:

Attorney David Hostetler.

Business/Law Firm Name: **Lexis School Law Services**

Business Address: **1289 Fordham Blvd, Chapel Hill, NC 27517**

Telephone No.: **919-442-8593**

E-mail address: Click or tap here to enter text.

III. Selected Board Auditor

<p>❖ The selected Board Auditor has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.</p> <p>No: <input type="checkbox"/> Yes: <input checked="" type="checkbox"/> Not yet identified: <input type="checkbox"/></p>	<p>Name of Selected Board Auditor: Darrell L. Keller, CPA</p> <p>Business/Firm Name: Darrell L. Keller, CPA, PA</p> <p>Business Address: 105 S. CITY ST., Kings Mountain, NC 28086</p> <p>Telephone No.: 704-739-0771</p> <p>Email address: Click or tap here to enter text.</p>
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IV. Selected CMO/EMO

<p>❖ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.</p> <p>No: <input checked="" type="checkbox"/> Yes: <input type="checkbox"/> Not yet identified: <input type="checkbox"/></p>	<p>Name of Selected Management Organization: Click or tap here to enter text.</p> <p>Business Address: Click or tap here to enter text.</p> <p>Telephone No.: Click or tap here to enter text.</p> <p>Email address: Click or tap here to enter text.</p>
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V. Selected Financial Management Service Provider

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

No: Yes: **XX** Not yet identified:

Name of Selected Financial Management Service Provider:

Prestige School Solutions, LLC (Christy N.)

Business Address: 230 Spindale, St., 28139.

Telephone No: 919-235-8124

Email address: christy.nickolauson@prestigeschoolsolutions.com

VI. Selected Infinite Campus Service Provider

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

No: Yes: **XX** Not yet identified:

Name of Selected PS or IC Service Provider:

Polaris Information Management Services (Sarah)

Business Address: 108 Taylor Street, Rutherfordton, NC 28139.

Telephone No.: 828-419-7467

Email address: Click or tap here to enter text.

VII. Signatures of All Charter Board Members

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.
11.	12.
13.	14.
15.	16.

VIII. Certification of Board Chair

I, Click or tap here to enter text., as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina Charter Schools Review Board as Click or tap here to enter text. Charter School is true and correct in every respect.

Signature: *Chris Sanders, Board Chair*

Date: *04-24-2025*



Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a one-page resume with this form and sign by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information	
Name of charter school	PREPARATORY LEADERSHIP ACADEMY
Board Member's Information	
Board Members	<p>Full name: Dr. Doris A. Sanders</p> <p>Home Address: 4060 Creekstone Trce, Gastonia, NC 28056</p> <p>Business Name & Address: Preparatory Leadership Academy 4060 Creekstone, Trce. Gastonia, NC 28056</p> <p>Telephone No.: 980-320-4938</p> <p>E-mail address: preparatoryleadershipacademy@gmail.com</p>

Board Member Application

Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?

No: Yes: **XX**

Educational History

Licensure Elementary Education (K-6)
R - Residency License License: #1298670 Expiration: 06/30/2025

United Theological Seminary (Dayton, OH)
 Doctor of Ministry (DMIn Degree)
 August 2021 — May 2024
Degree Conferred: May 18, 2024

Apex School of Theology (Durham, NC)
 Doctor of Ministry (DMIn Degree)
 August 2010 — May 2014
Degree Conferred: May 17, 2014

Shaw University Divinity School (Raleigh, NC)
 Master of Divinity (MDiv Degree)
 August 2004 — December 2008
Degree Conferred: January 30, 2009

University of Illinois – Springfield (Springfield, IL)
 Bachelor of Arts (BA Degree)
 August 1991 — December 1995
Degree Conferred: December 16, 1995

Employment History

4th Grade Teacher (ELA/SS)
Gaston County Public Schools, Gastonia, NC
August 2024 — Current

Assistant Principal, HR/Finance Director, Payroll/Benefits, Data Manager & Test Coordinator
Ridgeview Charter School, Gastonia, NC
March 2019 — June 2024

Executive Administrator, Adjunct Professor,
Shaw University Divinity School, Raleigh, NC
January 2005 — July 2013

<p>3rd Grade Teacher & Student Assignment Representative Gaston County Public Schools, Gastonia, NC February 2018 — February 2019</p>	
<p>How were you recruited to join this Board of Directors?</p>	<p>God spoke to me.</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>Obedience is better than sacrifice. As Founder, I am on a mandated mission assignment to impact the lives of these students and improve student proficiency outcomes.</p>
<p>How were you recruited to join this Board of Directors?</p>	<p>God spoke to me, and I said, "Yes!"</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>Obedience is better than sacrifice. As Founder, I am on a mandated mission assignment to impact the lives of these students and improve student proficiency outcomes.</p>
<p>What is your understanding of the appropriate role of a public charter school board member?</p>	<p>The role of a public charter school board member is vital to the success, accountability, and sustainability of the school. Board members provide strategic oversight, ensure fiduciary responsibility, and uphold the mission of the school. Board Governance.</p>
<p>Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.</p>	<p>I have previously served as a Charter School Advisory Board Interim Recording Secretary. I provided various reports and updates on school day-to-day operations and took copious notes (meeting minutes).</p>
<p>Describe the specific knowledge and experience that you would bring to the board.</p>	<p>I bring knowledge and experience as a Board Chair and Recording Secretary, and knowledge of "Board Governance" expectations.</p>

School Mission and Program

<p>What is your understanding of the school's mission and guiding beliefs?</p>	<p>To develop future transformational leaders of academic excellence by providing an innovative and rigorous educational experience to achieve academic excellence and develop essential leadership skills.</p>
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What is your understanding of the school's proposed educational program?	To help scholars demonstrate growth and proficiency.
What do you believe to be the characteristics of a successful school?	Strong, respected leadership and administrative support.
How will you know that the school is succeeding (or not) in its mission?	Active parent engagement and support

Governance

Describe the role that the board will play in the school's operation.	Promotes the school's mission to stakeholders, including parents, educators, and the broader community. Advocate for policies and funding that support public charter schools and student achievement
How will you know if the school is successful at the end of the first year of operation?	Student academic achievement in all core classes (ELA, Math, Science, and Social Studies).
How will you know at the end of five years of the schools is successful?	Growing waiting list for student enrollment. "active parent engagement, and parent continued support.
What specific steps will the charter school board need to take to ensure that the school is successful?	Be visible and vigilant in supporting teachers, students, and parents.
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	Speak with him/her in private, then remind them of the rules of Board Members to hold them accountable.

Certification

I, Dr. Doris Sanders, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for **PREPARATORY LEADERSHIP ACADEMY** Charter School is true and correct in every respect.

Board Member's Signature

Signature



Date: APRIL 24, 2025

**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. Click or tap here to enter text.*

Dr. Doris Sanders

Principal

Profile

Passionate and experienced Assistant Principal with a strong background in education, visionary, and transformative leadership. Highly skilled with demonstrated ability in effective communication, educational leadership, coaching, and differentiated instruction. Highly innovative, organized, creative, and computer technological skills. Proven track record of success in leading teams, fostering positive culture/learning environments, and reading student data to drive instruction. Education includes two Doctor of Ministry Degrees, a Master of Divinity, and a Bachelor of Arts. I am eager to leverage my skills and experience to drive positive changes, innovation, student growth, proficiency, and academic excellence in K-12. After all, to whom much is given, much is required.

Address

4060 Creekstone Trce
Gastonia, North Carolina
28056, United States

Email

RevDSanders1@gmail.com

Phone

980.320.4938

Employment History

4th Grade Teacher (ELA/SS)

Gaston County Public Schools, Gastonia, NC

August 2024 — Current

Interpret the District-approved curriculum program to accommodate the school's needs. Teach and unpack the prescribed NC Standard Course of Study (NCSCOS) aligned with NC Standards prescribed by Gaston County Schools (GCS) to prepare students for end-of-grade testing. Develop continuous instructional materials and strategies for classroom instruction to help students demonstrate growth and proficiency in state/district assessments. Grow students by using what I learn in LETRS to provide data-driven and individualized instruction to meet the needs of students. Communicate with parents through Class Dojo, participate in parent-teacher conferences to discuss students' progress, identify student needs, provide additional academic help to students experiencing social-emotional learning needs, and create an effective environment for learning and academic success.

Skills

- Communication
- Data Analysis
- Data-Driven Instruction
- Differentiated/Data-Driven Instruction
- Time Management
- Visionary Leadership

**Assistant Principal, HR/Finance Director,
Payroll/Benefits, Data Manager & Test Coordinator
Ridgeview Charter School, Gastonia, NC**

March 2019 — June 2024

As Building Administrator, I managed day-to-day administrative operations, submission of NCDPI State Reports, Data Manager of Student Information Systems (Power School), processed AP/AR Logs to issue/process payments, processed HR Onboarding/Payroll/Benefits/Tax Forms, Test Administrator of EOGs/NC-Check Ins/BOG/RTA/EOG/EOG Retakes, Read Data to provide data-driven individualized instructions to support students. Collaborate with NCDPI as Superintendents & Leaders, District Teachers, parents, and support staff in developing effective teaching strategies and resources to meet the needs of students. Collect and analyze data to monitor student progress and make necessary adjustments to drive instruction for student success.

**Executive Administrator, Adjunct Professor,
Shaw University Divinity School, Raleigh, NC**

January 2005 — July 2013

As Executive Administrator to the Dean of Divinity and the Communications Department. Chair, I managed the Office of the Dean/Department Chair/WSH-Radio Station (plan/assign/direct work), managed daily departmental calendars, scheduled appointments, and advised students. Served as Liaison to University Officials, Faculty, Staff, and ATS/SACS Accreditation Committee to assist with University Governance & Student Policy, Facilitate/coordinate/arrange staff & faculty meetings, and prepare meeting minutes. Student Enrollment and Advisement, Supervised Student Work Study Program, Assistant Professor in Graduate and Undergraduate Courses, Mentored Students, Greek Advisor for Sigma Gamma Rho Sorority, Inc., and verified student degrees and transcripts for prospective graduate students.

**3rd Grade Teacher & Student Assignment Representative
Gaston County Public Schools, Gastonia, NC**

February 2018 — February 2019

Taught the prescribed course of study approved by Gaston County School District to prepare students for End of Grade (EOG) Testing. Developed instructional materials and strategies suitable for instruction. Grew students by providing data-driven instruction designed to meet the individual needs of students. Created a Student Data Binder for ELA and Math, Writing Blocks, and Digital Organizers. Communicated with parents, held parent conferences to discuss students' progress, identified student needs with behavioral issues, provided additional academic help to students as needed, and created an effective learning environment for academic success.

Licensure Elementary Education (K-6)

R - Residency License

License: #1298670 Expiration: 06/30/2025

Education

United Theological Seminary (Dayton, OH)

Doctor of Ministry (DMin Degree)

August 2021 — May 2024

Degree Conferred: May 18, 2024

Apex School of Theology (Durham, NC)

Doctor of Ministry (DMin Degree)

August 2010 — May 2014

Degree Conferred: May 17, 2014

Shaw University Divinity School (Raleigh, NC)

Master of Divinity (MDiv Degree)

August 2004 — December 2008

Degree Conferred: January 30, 2009

University of Illinois – Springfield (Springfield, IL)

Bachelor of Arts (BA Degree)

August 1991 — December 1995

Degree Conferred: December 16, 1995



Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a one-page resume with this form and sign by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information	
Name of charter school	PREPARATORY LEADERSHIP ACADEMY

Board Member's Information	
Board Members	<p>Full name: Chéz LeAnder Adams</p> <p>Home Address: 1218 Monroe Drive, Gastonia, NC 28054</p> <p>Business Name & Address: n/a</p> <p>Telephone No.: 704/222-3849</p> <p>E-mail address: ChezLAdams@gmail.com</p>

Board Member Application

Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?

No: X Yes:

Educational History

Florida A&M University
BS- Health Care Management
December 2000

Employment History

Please See attached Resume.

How were you recruited to join this Board of Directors?

Dr. Doris Sanders invited to me be a member of the board of directors due to my community advocacy, experience with working with children in mental disorder and children in foster care. Also, experience in education specifically exceptional children.

Why do you wish to serve on the board of the proposed charter school?

I have a heart to serve my community especially when it involves children. Due to my many years of experience working in the human services field, I believe that I could bring a plethora of resources and ideas that would make a school thrive.

<p>How were you recruited to join this Board of Directors?</p>	<p>Dr. Doris Sanders invited to me be a member of the board of directors due to my community advocacy, experience with working with children in mental disorder and children in foster care. Also, experience in education specifically exceptional children.</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>I have a heart to serve my community especially when it involves children. Due to my many years of experience working in the human services field, I believe that I could bring a plethora of resources and ideas that would make a school thrive.</p>
<p>What is your understanding of the appropriate role of a public charter school board member?</p>	<p>A public charter school board member role is to ensure the school fulfills its mission while being accountable to students, families, the community, and authorizing bodies. Their primary responsibilities include:</p> <ol style="list-style-type: none"> 1. Governance & Oversight 2. Academic & Operational Accountability 3. Community Engagement & Advocacy 4. Ethical & Fiduciary Duty
<p>Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.</p>	<p>Girl Scout Troop Leader 2005-2008</p> <p>Pride of the Pack Booster Club 2013-2017; President 2014- 2017</p> <p>Loyal Huskies Athletic Booster Club 2013- Present</p> <p>Hunter Huss Alumni Association Founder & President; 2013-present</p> <p>Gaston County Parent Advisory Committee 2013-2018</p> <p>Runner's Camp Volunteer 2013- 2019</p>

<p>Gaston County Schools Volunteer 2013-present</p> <p>Urban Music & Performing Arts Foundation Treasurer; 2019-2020</p> <p>Little Theater of Gastonia Board Member; 2021-present</p> <p>Highland's Community Art Park Board Member; 2021-present</p> <p>Municipal's City of Gastonia Citizens' Academy June 2024 Graduate</p> <p>City of Gastonia Parks & Recreation Advisory Board July 2024-Present</p> <p>NAACP Asst. Treasurer Oct. 2024-Present</p>	<p>My area of expertise would be engaging with children with mental/behavioral disorders, working with children that would classify under the McKinney-Veto Act, also children with special needs.</p>
<p>Describe the specific knowledge and experience that you would bring to the board.</p>	<p>Describe the specific knowledge and experience that you would bring to the board.</p>

School Mission and Program

<p>What is your understanding of the school's mission and guiding beliefs?</p>	<ul style="list-style-type: none"> • Avoiding conflicts of interest and making decisions in the best interest of students. • Maintaining transparency and accountability in all actions. • Following open meeting laws and ensuring proper governance practices.
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<p>What is your understanding of the school's proposed educational program?</p>	<p>The Preparatory Leadership Academy's educational model is holistic, balancing academic rigor, leadership development, and social-emotional well-being to shape young students into confident, ethical, and impactful future leaders. It is student-centered, equity-driven, and designed to foster both intellectual and character growth.</p> <ul style="list-style-type: none"> • Representing and advocating for the school within the broader community. • Engaging families, staff, and stakeholders in meaningful dialogue and decision-making. • Strengthening partnerships with local organizations and education stakeholders.
<p>What do you believe to be the characteristics of a successful school?</p>	<p>If Preparatory Leadership Academy is consistently meeting or exceeding benchmarks, it indicates mission success. However, if student outcomes, leadership development, or metrics show stagnation or decline, the board and school leadership should adjust strategies to address challenges.</p>

Governance

<p>Describe the role that the board will play in the school's operation.</p>	<ul style="list-style-type: none"> • Establishing the school's vision, mission, and strategic goals. • Ensuring compliance with the charter agreement, state and federal laws, and ethical standards. • Overseeing financial health, approving budgets, and ensuring responsible use of public funds. • Hiring, evaluating, and supporting the school leader (e.g., principal or executive director) without micromanaging daily operations.
<p>How will you know if the school is successful at the end of the first year of operation?</p>	<ul style="list-style-type: none"> • By monitoring student achievement and ensuring the school meets performance goals. • Reviewing policies and procedures to maintain high academic and operational standards. • Upholding equity and access for all students, including those with special needs.

<p>How will you know at the end of five years of the schools is successful?</p>	<p>At the end of five years, Preparatory Leadership Academy's success can be measured through a combination of academic performance, leadership development, student well-being, and operational stability.</p>
<p>What specific steps will the charter school board need to take to ensure that the school is successful?</p>	<p>The charter school board will provide strong oversight, strategic leadership, and community engagement to ensure Preparatory Leadership Academy thrives and secures a successful charter renewal.</p>
<p>How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?</p>	<p>Personally, I would report any unethical situation to the founder and/or the president of the board.</p>

Certification

I, Chéz L. Adams, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for PREPARATORY LEADERSHIP ACADEMY Charter School is true and correct in every respect.

Board Member's Signature

Signature *Chéz L. Adams*

Date *3/18/25*

**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. Click or tap here to enter text.*



CHÉZ L. ADAMS

PROFILE

Multi-faceted Professional
Organized and results-driven professional with diverse experience across finance, digital marketing, recruitment, and community engagement.

- **Treasurer:** Skilled in processing contributions, maintaining detailed financial records, and producing comprehensive reports.
- **Digital Marketing Specialist:** Data-driven strategist with a proven track record of driving traffic and engaging audiences through inbound marketing.
- **Recruitment Specialist:** Experienced in designing and optimizing recruitment processes to attract and retain top talent.
- **Community Activist:** Passionate advocate with strong public speaking skills and a commitment to community involvement and change.

CONTACT

PHONE:
704-222-849

EDUCATION

Florida A & M University
Tallahassee, FL
Bachelor of Science
Health Care Management
December 2000

WORK EXPERIENCE

Movement School-Southwest
Exceptional Children Teacher-2nd Grade
July 2024-Present

- **Individualized Education Plans (IEPs):** Develop, implement, and monitor IEPs for each student, setting specific goals and accommodations based on student assessments.
- **Instructional Support:** Deliver specialized instruction in various subjects, modifying lesson plans and instructional techniques to meet individual student needs.
- **Collaboration:** Work closely with general education teachers, paraprofessionals, parents, and administrators to provide an inclusive learning environment.
- **Progress Monitoring:** Track student progress toward IEP goals, adjusting teaching strategies as necessary, and provide regular updates to stakeholders.
- **Behavioral and Emotional Support:** Address the social, emotional, and behavioral needs of students, using positive reinforcement and conflict-resolution techniques.
- **Compliance and Documentation:** Ensure that all activities and IEPs are compliant with state and federal regulations, maintaining accurate records and documentation for each student.

Chéz Adams for Gaston
Candidate for Gaston County School Board
July 2020- November 2020; July 2024-November 2024

- **Academic Excellence:** Advocating that all students have access to resources and opportunities that help them achieve their full potential.
- **Support for Educators:** Advocating for competitive salaries, professional development, and adequate resources to support teaching and learning.
- **Community Engagement:** Promoting strong relationships with parents, businesses, and local organizations to enhance school programs and opportunities.
- **Transparency and Accountability:** Promoting open communication and responsible use of funds to meet the needs of students, families, and staff.

WEBSITE:
www.ChezAdamsForGaston.com

EMAIL:
ChezLAdams@gmail.com

SKILLS

Analytical Skills
Organizational Skills
Communication Skills
Social Media Marketing
Notary Public
Time-Management Skills
Leadership Skills
TIPPS MAPP Trainer
Becoming a Therapeutic Foster Parent-
Trainer
Deciding Together Trainer
Confidentiality Trainer
Client's Rights Trainer
Blood Borne Pathogens Trainer

Pinnacle Family Services
Therapeutic Foster Parent Recruiter, Trainer & Licensing Specialist
January 2023 – February 2024

- Engaged in provider fairs and community events to educate the public, network, and recruit potential therapeutic foster parents.
- Conducted training programs for prospective families, preparing them to meet the demands of therapeutic foster care.
- Performed thorough home inspections and family interviews to ensure compliance with state regulations for licensing foster homes.

Gaston County Schools
Substitute Teacher
April 2016 – March 2020

- Delivered instruction to students by following lesson plans provided by the absent teacher, ensuring continuity of learning.
- Utilized strong communication skills to present lessons in a clear and engaging manner for diverse student groups.
- Demonstrated effective classroom management to maintain a positive learning environment and manage student behavior.

Committee to Re-Elect Walker Reid for Mayor
Campaign Treasurer
July 2019 – January 2020; July 2017 – March 2018

- Maintained comprehensive financial records, managing donations totaling over \$5,000 per month.
- Prepared and submitted detailed finance reports, ensuring compliance with Board of Elections requirements.
- Streamlined donor gifting processes and oversaw fundraising efforts, enhancing donor engagement and campaign funding.

Toole for NC Lieutenant Governor
Deputy Finance Director
Feb 2019 – Jun 2019

- Managed campaign deposits and ensured secure handling of funds.
- Prepared bookkeeping entries and assisted with year-end audits.
- Provided accounting protocol guidance to staff and communicated updates as needed.

Robert Kellogg for NC House of Representatives
Field Representative
Sep 2018 – Nov 2018

- Secured voter commitments and assisted with planning their voting process.
- Recorded outreach results according to Board of Elections standards.
- Managed social media and other marketing efforts to boost campaign visibility.

Carolina Therapeutic Services, Inc.
Program Manager
Dec 2014 – Mar 2015

- Designed and led a pilot therapeutic program in partnership with Boys & Girls Club, focusing on daily living and social skills.
- Built and maintained network relationships to enhance service outcomes.
- Oversaw therapeutic interventions and activities tailored for youth members.

Carolina Therapeutic Services, Inc. |
Licensing Specialist/Recruiter
Sep 2011 – Apr 2014

- Conducted recruitment events and community outreach to attract foster parents.
- Trained prospective families and completed compliance inspections for foster licensing.

Carolina Therapeutic Services, Inc. |
Foster Care Case Manager
Sep 2010 – Sep 2011

- Provided supervision and monthly training to Therapeutic Foster Parents.
- Handled emergency calls and reviewed foster care medical documentation.
- Prepared medical summaries for continued therapeutic care services.

Favor Youth Services |
Case Manager, QMHP
Dec 2009 – Apr 2010

- Linked, monitored, and assessed therapeutic services for mentally challenged clients.
- Developed individualized treatment plans and conducted clinical documentation.
- Built relationships with community stakeholders to support client needs.

Children's Advocacy Network, LLC |
Lead Qualified Mental Health Professional
Nov 2008 – Dec 2009

- Supervised Case Managers, handled crisis situations, and provided upper management reports.
- Supported team members in achieving case management goals and compliance.

Jackson Family Homes, Inc. |
Qualified Mental Health Professional
Apr 2007 – Feb 2009

- Conducted therapeutic activities to foster independence and social skills in clients.
- Documented client progress and mentored clients toward behavioral goals.

Mental Health Associate Professional

CRE Care Management | Sep 2004 – Apr 2007

Genesis House | Nov 2003 – Sep 2004

- Organized therapeutic activities and documented behavioral patterns and goal progress.
- Guided clients in daily living skills and appropriate social interactions to support therapeutic goals.

LEADERSHIP

City of Gastonia, Park & Recreation Advisory Board
Board Member 2024-Present

Highland Community Art Park
Board Member 2021-Present

Little Theater of Gastonia
Board Member 2021-Present

Algebraische Geometrie
Sommersemester 2012



Charter School Board Member Information Form

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School Information	PREPARATORY LEADERSHIP ACADEMY
Name of charter school	

Board Member's Information	
Board Members	
Full name: Donyel Barber	
Home Address: 610 Devonwood Court Gastonia, NC 28052	
Business Name & Address:	
Telephone No.: 704-460-4517	
E-mail address: donyel01@gmail.com	

Board Member Application

<p>Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?</p>	<p align="center">No: <input type="checkbox"/> Yes: <input checked="" type="checkbox"/></p>
<p>Educational History</p>	<p>1992 Ashbrook High School Graduate, Gastonia, NC Click or tap here 1996 BA Spelman College, Atlanta, GA.</p>
<p>Employment History</p>	<p>Kintegra Health, Gastonia, NC</p>
<p>How were you recruited to join this Board of Directors?</p>	<p>I was personally asked by the applicant leader to join the Board.</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>To offer my experience and knowledge to assure the success of the school.</p>
<p>How were you recruited to join this Board of Directors?</p>	<p>I was personally asked by the applicant to join the Board.</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>To offer my experience and knowledge to assure the success of the school.</p>
<p>What is your understanding of the appropriate role of a public charter school board member?</p>	<p>To be present at meetings, make sound decisions and provide guidance to determine the direction of school, and assure the success of the school. Also, assure school leadership is fiscally responsible and school business is sound.</p>
<p>Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.</p>	<p>I have served as a previous treasurer of a charter school.</p>

<p>I would bring financial experience and the proper tools to conduct business in a responsible and accountable way.</p>	<p>Describe the specific knowledge and experience that you would bring to the board.</p>
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<p style="text-align: center;">School Mission and Program</p>	
<p>What is your understanding of the school's mission and guiding beliefs?</p>	<p>At Preparatory Leadership Academy, our goal is to develop future transformational leaders of academic excellence by providing an innovative and rigorous educational experience. Our mission is to empower students in grades K-5 to achieve academic excellence, develop essential leadership skills, and make positive contributions to their communities for success in college and career pathways. We are committed to fostering every student's social, emotional, and academic success by creating a positive, welcoming, and healthy environment where students feel known, valued, and supported. We aim to empower students with the skills to recognize and manage emotions, build positive relationships, make ethical decisions, and contribute meaningfully to our global society through SEL.</p>
<p>What is your understanding of the school's proposed educational program?</p>	<p>It is my understanding the school will provide personalized instruction, character development, and a commitment to equity and inclusion with an emphasis on leadership development skills. The desire is to nurture the potential of each K-5 student to thrive in a technological, interconnected, and ever-changing world, as future leaders of tomorrow.</p>
<p>What do you believe to be the characteristics of a successful school?</p>	<p>A successful school is fiscally sound and financially healthy. It is engaged with the students and the families of the each student. A successful school hires and retains qualified teachers and administrators. A successful school creates an environment conducive for learning.</p>
<p>How will you know that the school is succeeding (or not) in its mission?</p>	<p>A successful school will produce students that are meeting the necessary requirements academically. A successful school will produce students who are thriving and socially succeeding in the school environment. A successful school is capable of meeting its financial responsibilities to retain the staff necessary to be successful.</p>

Governance

<p>Describe the role that the board will play in the school's operation.</p>	<p>Provide resources or referrals to contribute to the success of the school's operation.</p>
<p>How will you know if the school is successful at the end of the first year of operation?</p>	<p>Based on student and parent feedback conducted through surveys and focus groups. The financial stability of the school determines success as well as retention of staff, and the goals and benchmarks achieved by the students.</p>
<p>How will you know at the end of five years of the schools is successful?</p>	<p>The ability of the students to matriculate through the school, the retention and growth of the student body, determining if the needs of staff and students are being met and the financial stability of the school.</p>
<p>What specific steps will the charter school board need to take to ensure that the school is successful?</p>	<p>Conducting regular meetings, receiving reports, including financial relevant to student and staff success.</p>
<p>How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?</p>	<p>Report the actions and information to the entire board and discuss taking the proper steps to properly report the information so that those involved can be held accountable.</p>

Certification

I, Donyel Barber, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Preparatory Leadership Academy Charter School is true and correct in every respect.

Board Member's Signature

Signature Donyel Barber

Date April 26, 2024

****If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. Click or tap here to enter text.***

Charter School Board Member Information Form

*Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information	
Name of charter school	PREPARATORY LEADERSHIP ACADEMY

Board Member's Information	
Board Members	Full name: John A. McElroy
9125 Dorris St Charlotte NC 28215	Home Address:
	Business Name & Address:
704-648-3337	Telephone No.:
Bishopjohn.mae@gmail.com	E-mail address:

Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: <input type="checkbox"/> Yes: <input checked="" type="checkbox"/>
Educational History	Click or tap here to enter text
West Charlotte HS 1986	
Shaw University BA 1994	
Hood Theological Seminary MDiv 2000	
Employment History	Click or tap here to enter text
1981-1991 Duke Power Charlotte NC	
1988 - present Friendship Christian Church Gastonia NC	
How were you recruited to join this Board of Directors?	By Dr. Dorris Senders
Why do you wish to serve on the board of the proposed charter school?	To help oversee its success as a strong school for a much needed community

How were you recruited to join this Board of Directors?	Click or tap here to enter text
Why do you wish to serve on the board of the proposed charter school?	Click or tap here to enter text
What is your understanding of the appropriate role of a public charter school board member?	We will be responsible for oversight of all aspects of the school
Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.	I served on a Charter School board in Charlotte NC. I have 35 years of community involvement. I have 35 years of overseeing the management of budgets & personnel.
Describe the specific knowledge and experience that you would bring to the board.	Click or tap here to enter text

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	I understand that the goal is to prepare youth for academic excellence.
What is your understanding of the school's proposed educational program?	That it will be a program that helps students for college & career readiness.
What do you believe to be the characteristics of a successful school?	One that embraces all students & family despite background & status.
How will you know that the school is succeeding (or not) in its mission?	We will conduct regular evaluations.

Governance	
Describe the role that the board will play in the school's operation.	We will have monthly meetings to receive statistics & reports on student performance.
How will you know if the school is successful at the end of the first year of operation?	We as the board will govern all aspects and evaluations. Also to assure that funds are properly managed.
How will you know at the end of five years of the schools is successful?	
What specific steps will the charter school board need to take to ensure that the school is successful?	We will regularly assess the operations of the school.
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	I would follow protocol for addressing issues within the school.

Certification	
I, <u>John A. McCullough Jr.</u> , certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for <u>Preparatory Academy</u> Charter School is true and correct in every respect.	

Board Member's Signature	
Signature	Date

John A. McCullough Jr. 4/26/24

**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. [Click or tap here to enter text.](#)*

How were you recruited to join this Board of Directors?	
Why do you wish to serve on the board of the proposed charter school?	
What is your understanding of the appropriate role of a public charter school board member?	We will be responsible for oversight of all aspects of the school
Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.	I served on a Charter School board in Charlotte NC. I have 35 years of community involvement. I have 35 years of overseeing the management of budgets & personnel.
Describe the specific knowledge and experience that you would bring to the board.	

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	I understand that the goal is to prepare youth for academic excellence.
What is your understanding of the school's proposed educational program?	That it will be a program that helps students for college & career readiness.
What do you believe to be the characteristics of a successful school?	One that embraces all students & family despite background & status.
How will you know that the school is succeeding (or not) in its mission?	We will conduct regular evaluations.

Governance	
Describe the role that the board will play in the school's operation.	We will have monthly meetings to receive statistics & reports on student performance.
How will you know if the school is successful at the end of the first year of operation?	We as the board will govern all expectations and evaluations. Also to assure that funds are properly managed.
How will you know at the end of five years of the schools is successful?	
What specific steps will the charter school board need to take to ensure that the school is successful?	We will regularly assess the operations of the school.
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	I would follow protocol for addressing issues within the school.

Certification	
I, <u>John A. McCullough Jr.</u> , certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for <u>Preparatory Leadership Academy</u> Charter School is true and correct in every respect.	

Board Member's Signature	
Signature	Date

John A. McCullough Jr. 4/26/24

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John Alvin McCullough, II

jam1118@aol.com

9205 Egret Ridge
Belmont, North Carolina 28012

Home Telephone: 704.825.5267

Cell Telephone: 704.648-3334

OBJECTIVE

To spread the gospel to mankind on all levels, to promote economic and educational development in the community and to be used by God as an instrument making a positive impact on those I serve and meet

EXPERIENCE

1988 - present Friendship Christian Church Gastonia, NC Senior Pastor

Preach the gospel, care for people, counsel those in need, oversee the operations of the ministry by managing human resources, and raise capital for ministry operations

1981 - 1991 Duke Energy Charlotte, NC Research Analyst

Collect and analyze electrical usage data from varying sources to determine rate increases and consumer needs

EDUCATION

2000 Hood Theological Seminary Salisbury, NC
Masters of Divinity

1994 Shaw University Raleigh, NC
Bachelor of Arts
Religion and Philosophy

MEMBERSHIPS and AFFILIATIONS

Founder and CEO of Friendship Christian Academy
Gastonia Chamber of Commerce
Gaston Clergy Citizens
Gaston County Human Relations Committee
Gaston County Progressive Coalition
Red Cross Board
United Way of Gaston County
Hope for Gaston Community Revitalization Program
REFERENCES available upon request



Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a one-page resume with this form and sign by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school, you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information	
Name of charter school	PREPARATORY LEADERSHIP ACADEMY
Board Member's Information	
Board Members	Full name: Heather Strader
	Home Address: 18823 Cloverstone circle
	Business Name & Address:
	Telephone No.: 704-287-5658
	E-mail address: heatherstradersocial@gmail.com

Board Member Application

<p>Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?</p>	<p>No: <input checked="" type="checkbox"/> Yes: <input type="checkbox"/></p>
<p>Educational History</p>	<p>Bachelors of Arts - Central Missouri State University Master of Arts- Webster University</p>
<p>Employment History</p>	<p>Own my own marketing company</p>
<p>How were you recruited to join this Board of Directors?</p>	<p>Phone call with Dr. Sanders</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>Passion for education and children</p>
<p>How were you recruited to join this Board of Directors?</p>	<p>Click or tap here to enter text.</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>Click or tap here to enter text.</p>
<p>What is your understanding of the appropriate role of a public charter school board member?</p>	<p>Provide the strategic vision for the school.</p>
<p>Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.</p>	<p>Because of my educational background, past teaching exposure, children that attended charter schools. And the marketing insight to create a brand for the school.</p>

Describe the specific knowledge and experience that you would bring to the board.	Marketing, branding, digital assets, social media and seo.
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School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	transforming leadership by leading the way.
What is your understanding of the school's proposed educational program?	students to have access to cultural, historical, educational and recreational opportunities.
What do you believe to be the characteristics of a successful school?	leadership
How will you know that the school is succeeding (or not) in its mission?	well rounded students, test scores, engaged parents, and organized staff

Governance	
Describe the role that the board will play in the school's operation.	integrity, guidance and support
How will you know if the school is successful at the end of the first year of operation?	enrollment numbers and returning students
How will you know at the end of five years of the schools is successful?	Test scores, school report card, goals met
What specific steps will the charter school board need to take to ensure that the school is successful?	leadership, operations, marketing, and qualified teachers and staff.
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	take it to the powers that be

Certification

I, Heather Strader, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Preparatory Leadership Academy Charter School is true and correct in every respect

Board Member's Signature



Date **4/26/2024**

**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. Click or tap here to enter text.*



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School Information	
Name of charter school	PREPARATORY LEADERSHIP ACADEMY

Board Member's Information	
Board Members	<p>Full name: Lisa Denise Ross Spikes</p> <p>Home Address: 1158 Ragan Drive, Gastonia, NC. 28054</p> <p>Business Name & Address: Simplyyou Hair Salon, 1158 Ragan Drive Gastonia, NC. 28054</p> <p>Telephone No.: 704-860-7791</p> <p>Email address: lisaspikes2012@gmail.com</p>

Board Member Application

Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?

No: Yes:

Educational History

Cleveland Community College Cosmetology 1999, Gaston College Associate General Education 2015, Gardner Webb University Bachelor of Arts Organizational Leadership 2021.

Employment History

Gaston College- work study Assist.
 Gaston County Schools- Parent Involvement Specialist, Student Success Coordinator, Financial Secretary/ Data Manager.
 Kings Mountain Housing Authority. Office Assist, Occupancy Specialist, Executive Assist.

How were you recruited to join this Board of Directors?

Recruited by Dr. Sanders

Why do you wish to serve on the board of the proposed charter school?

Ensure a sufficient education for children.

How were you recruited to join this Board of Directors?

I was asked to serve on the board.

Why do you wish to serve on the board of the proposed charter school?

Ensure a sufficient education for children

What is your understanding of the appropriate role of a public charter school board member?

To ensure that the school is successful, while advocating for the students' success while providing oversight, accountability, and strategic planning.

<p>Describe any previous experience you have had that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.</p>	<p>I have had the opportunity to serve on the policy council for NC Head Start, while my son attended in the early 2000's</p>
<p>Describe the specific knowledge and experience that you would bring to the board.</p>	<p>My experience with volunteering to be apart of the policy counsel allowed me to understand the importance of ensuring that documentations, rules and regulations are followed.</p>

School Mission and Program

<p>What is your understanding of the school's mission and guiding beliefs?</p>	<p>To inspire and educate the next generation of leaders through education.</p>
<p>What is your understanding of the school's proposed educational program?</p>	<p>To develop future transformational leaders through academic education. Social and well being of each student is a must. To encourage growth beyond high school. To grow into successful adults.</p>
<p>What do you believe to be the characteristics of a successful school?</p>	<p>Build relationships with families and students. Make ethical decisions while ensuring an inclusive and nurturing environment.</p>
<p>How will you know that the school is succeeding (or not) in its mission?</p>	<p>Staying informed of the progress of the students progress and being physically involved with meetings and progress of the school, reviewing and approving of the policies and budget as to ensure the schools regulations are in compliance.</p>

Governance

<p>How will you know if the school is successful at the end of the first year of operation?</p>	<p>The board should have knowledge of how the funding is spent along with the growth of the students education as test scores and the students performances.</p>
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<p>How will you know at the end of five years if the school is successful?</p>	<p>By evaluating the student's success in their assessments and performance and progress. Ensure the fiscal responsibility with the accountability measures along with the renewal requirements.</p>
<p>What specific steps will the charter school board need to take to ensure that the school is successful?</p>	<p>The board doing its homework will ensure that the school is effective and being successful.</p>
<p>How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?</p>	<p>Document the behavior and consult with the board leadership, seek legal advice, mediation or resolution if internal measures fail.</p>

Certification

I, Lisa Spikes , certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Preparatory Leadership Academy Charter School is true and correct in every respect.

Board Member's Signature

Signature Lisa Denise Ross Spikes

Date March 13th, 2025

**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. Click or tap here to enter text.*

Lisa Spikes
1158 Ragan Drive, Gastonia NC
lisaspikes2012@gmail.com
704-860-7791
Linkedin:www.linkedin.com/lisaspikes

Career Summary

- Compassionate and empathetic with a strong record of coordination.
- Focused and motivated team player with improved professional development.
- Excellent communication ability and collaborative community partner.

Education

Gardner-Webb University, Boiling Springs, NC December, 2021

- Bachelor of Arts in Organizational Leadership
Gaston College, Dallas NC May, 2015
- Associate Degree in General Education

Work Experience

Kings Mountain Housing Authority May 2022-Present

Assistant Director/ Administrative Assistant/ Occupancy Specialist

Payroll, Accounts Payable

Asst Executive Director Post tenant payments/prepare banking statements/Record tenant issues.

Type memos/mail tenant statements.

Gaston County Schools Lingerfeldt Elementary 2020-2022

Data Manager/Financial Secretary

- Communicate with organization professionals and school staff to provide information viable for daily operations.
- Represent the values and mission of the organization within the community.
- Propose partnership with external organizations to enhance the stability of the organization's community events.
- Record and maintain funds and statements related to the financial department of the Organization.

Community Engagement

- Greeters Ministry Chair Coordinator at Tabernacle Baptist Church 2008-Present. Volunteer Operation Christmas Child 2015-Present, Convoy of Hope Volunteer, Zeta Phi Beta Sorority Inc Member 2024-Present

Certifications

AS400 Management Systems, Oracle Cloud Management Systems 2020-2022

Sacs Systems, Hud.Org Trainings



Charter School Board Member Information Form

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School Information	
Name of charter school	PREPARATORY LEADERSHIP ACADEMY
Board Member's Information	
Board Members	Full name: Sylvester Washington
	Home Address: 108 Bridges Circle, Kings Mountain, NC
	Business Name & Address:
	Telephone No.: 704-472-2982
	E-mail address: scwash1725@gmail.com

Board Member Application

<p>Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?</p>	<p>No: <input checked="" type="checkbox"/> Yes: <input type="checkbox"/></p>
<p>Educational History</p>	<p>BS-Degree, Elementary Ed. Master-Degree, School Administration</p>
<p>Employment History</p>	<p>1976-1989, Elementary School Teacher, Charleston, SC 1978-1986, Judge, Magistrate's Court, Charleston County, SC 1990-1995, Elementary School Teacher, Gaston County Schools 1995-2005, Middle School Teacher, Charlotte-Meck. Schools 2005-2009, Assistant Principal, Charlotte-Meck. Schools</p>
<p>How were you recruited to join this Board of Directors?</p>	<p>A personal request from the founder.</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>I believe strongly in the mission of the founder, her leadership ability, and the need for such an institution in the proposed area of service.</p>
<p>How were you recruited to join this Board of Directors?</p>	<p>Same as above</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>Same as above</p>
<p>What is your understanding of the appropriate role of a public charter school board member?</p>	<p>As a board member, I will be accountable for the oversight of the operational processes of the school and its administration. The careful use and appropriation of public funds, as the adherence to the stated</p>

<p>mission of the school, as well as its commitment to the public, (students and families) it serves.</p>	
<p>I currently serve and have served as a board member of the Leadership Council of the Friendship Christian Church of Gastonia, North Carolina for more than fifteen years.</p>	<p>Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.</p>
<p>More than 25 years of teaching, six years in school administration, several years as a Judge of the Magistrate's Court in Charleston, SC, and many years as a member of the Leadership Council of the Friendship Christian Church, Gastonia, NC.</p>	<p>Describe the specific knowledge and experience that you would bring to the board.</p>

<p style="text-align: center;">School Mission and Program</p>	
<p>What is your understanding of the school's mission and guiding beliefs?</p>	<p>The school's mission is to provide an innovative and rigorous educational program aimed at developing transformational learners and leaders.</p>
<p>What is your understanding of the school's proposed educational program?</p>	<p>The educational program will be aligned to the standards of North Carolina with innovative rigor and integrity.</p>
<p>What do you believe to be the characteristics of a successful school?</p>	<p>A school that makes a positive impact on the holistic growth and development of the student, in academics and social emotional development.</p>
<p>How will you know that the school is succeeding (or not) in its mission?</p>	<p>In academics, checkpoints for student achievement and student retention to the program, (returning to the school), and growth of the program and student body.</p>

<p style="text-align: center;">Governance</p>	
<p>Describe the role that the board will play in the school's operation.</p>	<p>Oversight of school functions, approval of faculty and staff, management of public funds and resources to provide for the successful operation of the school.</p>

<p>How will you know if the school is successful at the end of the first year of operation?</p>	<p>The school has developed a practice of adhering to its goals and mission statement with no negative effects on academic achievements of students.</p>
<p>How will you know at the end of five years of the schools is successful?</p>	<p>The school has established a record of continued progress and achievement in student academics, growth in programs to better serve the students and a positive impact on the school community.</p>
<p>What specific steps will the charter school board need to take to ensure that the school is successful?</p>	<p>Hands on oversight of the programs and adherence to the mission of the school as well as seeking resources to support the overall school function.</p>
<p>How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?</p>	<p>If such a situation arose, the party or parties in question would need to be reminded of the importance of their role as board members and how such behavior reflects upon the school and affects the lives of the students. Also to inform them that such behaviors could not be tolerated and ask that they resign the position.</p>

Certification

I, Sylvester Washington, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Preparatory Leadership Academy Charter School is true and correct in every respect.

Board Member's Signature

Signature Sylvester Washington

Date April 23, 2025

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School Information

Name of charter school **PREPARATORY LEADERSHIP ACADEMY**

Board Member's Information

Board Members	Full name: Remika Nichelle Glover
	Home Address: 1656 Greenview Drive Gastonia, NC 28054
	Business Name & Address:
	Telephone No.: 704-616-1358
	E-mail address: remikaglover4@gmail.com

Board Member Application

Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?

No: Yes:

Educational History

B.S. degree in Criminal Justice (Albany State University, 2002)
M.S. degree in Criminal Justice (Albany State University, 2010)

Employment History

Georgia Department of Corrections (2002-2019)
Ashland University (2019-2021)
DSI Security (2021-2021)
North Carolina Probation (2021-2022)
Gaston Residential Services (2023-present)

How were you recruited to join this Board of Directors?

Dr. Sanders and I were speaking about the possibility of her starting a charter school and I informed her that I had been a founding board member of Pataula Charter School in Edison, Ga. Later, she contacted me with the opportunity.

<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>I believe that Preparatory Leadership Academy will give students a great foundation to their success in school as well as in life. As a board member, I would be able to assist with ensuring that the school is successful and that students have what they need to have a solid education.</p>
<p>How were you recruited to join this Board of Directors?</p>	<p>Dr. Sanders and I were speaking about the possibility of her starting a charter school and I informed her that I had been a founding board member of Pataula Charter School in Edison, Ga. Later, she contacted me with the opportunity.</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>I believe that Preparatory Leadership Academy will give students a great foundation to their success in school as well as in life. As a board member, I would be able to assist with ensuring that the school is successful and that students have what they need to have a solid education.</p>
<p>What is your understanding of the appropriate role of a public charter school board member?</p>	<p>The appropriate role of a public charter school board member is to ensure that the school meets the state requirements, to ensure that the school's academic program is successful, and to assist with building community relationships.</p>
<p>Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.</p>	<p>I was a founding member of Pataula Charter Academy (2008-2009).</p>
<p>Describe the specific knowledge and experience that you would bring to the board.</p>	<p>As a previous founding board member, I will bring skills such as identifying curriculums, interviewing and hiring administrators, assisting with marketing the school, assisting with building prep, assisting with enrolling students (using a lottery if necessary). Having been an administrator within a state agency, I bring knowledge of managing budgets, serving as an Americans with Disabilities Act director and working with individuals with I/DD diagnosis.</p>

<p>What is your understanding of the school's mission and guiding beliefs?</p>	<p>Preparatory Leadership Academy will develop future leaders through academics, innovations, and character development. We will equip elementary age students with the skills, tools, and qualities needed to excel and reach their full potential. Using Social-Emotional Learning, we will equip students with essential life skills to recognize and manage emotions, build meaningful relationships, make ethical decisions, and positively contribute to their communities.</p>
<p>What is your understanding of the school's proposed educational program?</p>	<p>Preparatory Leadership Academy will use a rigorous curriculum aligned with state standards.</p>
<p>What do you believe to be the characteristics of a successful school?</p>	<p>A successful school is one that has highly trained administrators, board members, and staff who are dedicated to the success of every student. The school must have effective instruction that incorporates ways to effectively and efficiently monitor student progress. Also, in order for a school to be successful the administrators and staff must foster a safe and supportive learning environment.</p>
<p>How will you know that the school is succeeding (or not) in its mission?</p>	<p>The board and administrators can utilize student scores and enrollment; among other things, to determine the school's success.</p>

Governance

Certification

I, Remika Nichelle Glover, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Preparatory Leadership Academy Charter School is true and correct in every respect.

Board Member's Signature

Remond A. Hill

Signature

Date 4/23/2025

**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. Click or tap here to enter text.*

Remika Glover

Gastonia, NC 28056 | (704) 616-1358 | remikaglover@gmail.com

Summary

Hardworking professional with 20 years of security operations experience, 15 years of management experience, 4 years of delivery experience as an independent contractor, and a proven knowledge of crisis communications, emergency preparedness, staff management, managing budgets, community support with individuals with intellectual disabilities and leadership training aiming to leverage my skills to successfully fill the role at your company

Skills

- Client Needs Assessments
- Counseling
- Program Planning
- Needs Assessment
- Referral Coordination
- Documentation Management
- Documentation Proficiency
- Emotional Awareness
- Progress Evaluations
- Administration and Management

Experience

COMMUNITY SUPPORT STAFF | 10/2023 - Current

Gaston Residential Services (CMG) - Gastonia, NC

- Assist intellectually disabled individuals with becoming more socially independent
- Document in client online chart daily
- Serve as a job coach.

INDEPENDENT CONTRACTOR | 01/2019 - Current

Door Dash

- Deliver food and other items to customers
- Maintain above average customer ratings, acceptance ratings and completion ratings.

HABILITATION TECHNICIAN | 04/2023 - 07/2023

Bayada - Shelby, NC

- Assist intellectually disabled individuals with meeting their goals outlined on the case plan
- Document in client online chart daily
- Served as a job coach.

PROBATION/PAROLE OFFICER | 11/2021 - 04/2022

North Carolina Community Corrections - Gastonia, NC

- Training to manage a caseload of probationers and parolees.

SECURITY SITE SUPERVISOR | 02/2021 - 11/2021

DSI - Charlotte, NC

- Managed the security operations at Eaton Corporation
- Signed guests in and out of facility.

SITE DIRECTOR | 01/2019 - 01/2021

Ashland University - Ashland, OH

- Assisted offenders with completing Financial Aid forms
- Assisted offenders with completing admissions paperwork
- Served as Point of Contact for technology issues
- Ensured that students stayed on track with studies
- Issued schedules, grades and all other correspondence from the University.

DEPUTY WARDEN OF CARE & TREATMENT | 07/2012 - 01/2019

Pulaski State Prison - Hawkinsville, GA

- Served as facility Grievance Coordinator
- Served as Classification Chairperson
- Served as Institutional Duty Officer
- Supervised 9 caring departments in the facility and 2 secretaries
- Handled offender complaints
- Motivated staff members
- Managed budgets for all departments
- Conducted interviews for open staff positions
- Served as Sexual Assault Response Team Leader
- Served as ADA Coordinator
- Managed a population of severe mental health offenders
- Completed Critical Incident Debriefings when needed.

CASE MANAGER | 08/2011 - 07/2012

Autry State Prison - Pelham, GA

- Supervised a case load of offenders
- Completed classification paperwork.

DEPUTY WARDEN OF CARE & TREATMENT | 09/2009 - 08/2011

Dooly State Prison - Unadilla, GA

- Served as facility Grievance Coordinator
- Served as Classification Chairperson
- Served as Institutional Duty Officer
- Supervised 7 caring departments in the facility and 2 secretaries
- Handled offender complaints
- Motivated staff members
- Managed budgets for all 7 departments
- Conducted interviews for open staff positions
- Served as the mental health liaison
- Planned facility events
- Managed offenders who have mental health crises.

CHIEF COUNSELOR | 02/2006 - 09/2009

Calhoun State Prison - Morgan, GA

- Served as facility Grievance Coordinator
- Served as Classification Chairperson
- Served as Institutional Duty Officer
- Supervised 11 case managers and 2 secretaries
- Handled offender complaints
- Motivated staff members
- Served as Sex Offender Point of Contact
- Managed the counseling department's budget.

CASE MANAGER | 10/2003 - 02/2006

Calhoun State Prison - Morgan, GA

- Supervised a case load of offenders
- Completed classification paperwork
- Received grievances from offenders.

CORRECTIONAL OFFICER | 10/2002 - 10/2003

Calhoun State Prison - Morgan, GA

- Supervised offenders in an assigned dorm/area
- Maintained accountability for the facility's keys and tools in the central control area
- Maintained all counts and count packages during my shift
- Monitored and announced all facility radio traffic in the main control area
- Monitored the facility's Perimeter Detection System.

Education and Training

Albany State University - Albany, GA | Master of Science

Criminal Justice, 05/2010

Albany State University - Albany, GA | Bachelor of Science

Criminal Justice, 12/2002

Certifications

CPR Certified

American Heart Association, January 2023

American Red Cross, October 2023

Behavior Technician Certified

January 2023

Education Trainings

- Albany State University, Albany, GA, Master of Science (M.S.) Criminal Justice, 05/01/10
- Albany State University, Albany, GA, Bachelor of Science (B.S.) Criminal Justice, 05/01/02
- Corrections Leadership Institute, 2010
- Behavior Technician training, 2023

Community Service

- Served as Sunday School teacher for kids under 14, 1995, 1997
- Served as Youth Usher Ministry Leader, 2018, 2020
- Serve as Co-Grief Ministry Leader
- Administrative staff of Vacation Bible School

References

References available upon request



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School Information	
Name of charter school	PREPARATORY LEADERSHIP ACADEMY

Board Member's Information	
Board Members	<p>Full name: Akeeya T. Pearson</p> <p>Home Address: 3917 Christin Gamble Ct. Bessemer City, NC 28016</p> <p>Business Name & Address: N/A</p> <p>Telephone No.: 04.431.7775</p> <p>E-mail address: at.pearson06@gmail.com</p>

Board Member Application

<p>Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?</p>	<p align="right">No: <input checked="" type="checkbox"/> Yes: <input type="checkbox"/></p> <p>EdD- University of the Cumberland MTS- Liberty Baptist Theological Seminary MSA – UNC Charlotte MS – University of West Alabama BA – Livingstone College AA – Riverside College AA/BA – Southern California College</p>
<p>Employment History</p>	<p>2023- Present: Mecklenburg County- HR Manager 2018-2023: Charlotte Mecklenburg Schools- Administration (HR) 2015-2018: Gaston County Schools- Principal / Asst. Principal 2007-2015: Cleveland County Schools: Assistant Principal / Counselor 2002-2007: Rowan-Salisbury Schools: Teacher / Counselor 2005-2006: City of Greensboro: Human Resources Employment Serv. 2005-2007: Cornerstone CDC: Executive Director</p>
<p>How were you recruited to join this Board of Directors?</p>	<p>Invitation / Meeting</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>I am a lifelong learner and professional educator who desires to improve student outcomes for our community. I believe that education is essential to any community's economic development and stability.</p>
<p>How were you recruited to join this Board of Directors?</p>	<p>See pervious response</p>

Why do you wish to serve on the board of the proposed charter school?	See previous response
What is your understanding of the appropriate role of a public charter school board member?	To assist in establishing vision and policy; support administrators, teachers, and staff through fundraising, accountability, risk mitigation, and overall check-and-balance which lead to positive student outcomes.
Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.	I can be an effective member because of my professional preparation as an educator and educational leader. I've earned the distinction of being a North Carolina Principal Fellow (Cohort 13) and School Teacher of the Year (2006, 2009). I have lead schools at every level PreK-12; each school experienced positive student outcomes. I am familiar with public school laws and practices in the State of North Carolina. I am a certified Public-School Educator and Administrator. I have a keen understanding of Human Resources in the context of North Carolina Public Schools. I have a sincere and informed passion to help those who help students.
Describe the specific knowledge and experience that you would bring to the board.	Please see previous response to "experience" and "education"

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	To develop contributing members to a global society.
What is your understanding of the school's proposed educational program?	To create an environment where all students can not only grow but excel (proficiency) academically, socially, and emotionally.
What do you believe to be the characteristics of a successful school?	Solid curriculum and instructional leadership, teacher competency, clear systems, and processes which facilitate a safe environment to learn.
How will you know that the school is succeeding (or not) in its mission?	To assist parents/guardians in achieving academic growth (to include student proficiency in core subject areas), civic engagement/awareness, and Social-emotional growth for all students. It is not the mission/purpose of school to replace parents; they should support parents.

Governance

<p>Describe the role that the board will play in the school's operation.</p>	<p>Setting/revising policy, Fiscal and Academic Accountability, Advisement and support to those who engage in the enterprise of teaching and learning.</p>
<p>How will you know if the school is successful at the end of the first year of operation?</p>	<p>Students remained safe. Students have grown by at least one year. Students have been exposed to a balance curriculum which emphasizes Reading/Literature, Science, Math, Arts, and Athletics. Student retention.</p>
<p>How will you know at the end of five years of the schools is successful?</p>	<p>Successive years of positive trending outcomes for students. Community Engagement. Increased student enrollment.</p>
<p>What specific steps will the charter school board need to take to ensure that the school is successful?</p>	<p>Implement a regular meeting schedule which monitors and/or revises procedures and policies aligned to goals. Provide parents and community with opportunities to give feedback and perspective. Support School Leadership through accountability measures which include but is not limited to evaluation of school leadership and programs.</p>
<p>How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?</p>	<p>Transparency and accountability; Investigate and/or report allegations to the appropriate authority.</p>

Certification

I, **Akeeya T. Pearson** certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for **Preparatory Leadership Academy** Charter School is true and correct in every respect.

Board Member's Signature

Signature



Date

4.26.24

**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. Click or tap here to enter text.*

Akeeya T. Pearson

3917 Christin Gamble Court | Bessemer City, NC 28016

AT.Pearson06@gmail.com | 704.431.7775

HUMAN RESOURCES PROFESSIONAL

Performance Management / Training and Development / Employee Relations

Professional Summary:

- Proven human resources/talent management experience; collaborates with all stakeholders to appropriate resources that optimize outcomes
- Strong facilitation skills, including relationship building, client service orientation, leadership, influence, teamwork, and collaboration
- Offering progressive experience in the development and oversight of workplace policies, and initiatives to promote employee growth and retention
- Human Resources Management experience with an organization of 19,500 employees and 188 sites/locations
- Improved organizational capabilities through the effective execution of proven Talent Acquisition Strategies
- Extensive scholarly research and direct experience in the areas of Career Development, Career Pathways, and Leadership for public employees
- Successful in driving policy and standards compliance; directing initiatives to meet organizational needs while cultivating trusting relationships with stakeholders

Areas of Expertise:

- Human Resources Management
 - Employee Relations & Investigations
 - Policy Development, Analysis, and Implementation
 - Talent Acquisition
 - Employee Training and Development
 - Talent Development
 - Employee Recognition
 - Compensation
 - Data-driven Decision Making
 - Career Banding
 - Workforce Planning
 - Continuous Improvement
-

PROFESSIONAL EXPERIENCE

MANAGER, HUMAN RESOURCES (2023-Present)
Mecklenburg County Government, Charlotte, North Carolina

MANAGER, HUMAN RESOURCES | EMPLOYEE RELATIONS / TALENT ACQUISITION & RETENTION (2018-2023)
Charlotte-Mecklenburg Schools, Charlotte, North Carolina

PRINCIPAL | ASSISTANT PRINCIPAL (2015-2018)
Gaston County Schools, Gastonia, North Carolina

ASSISTANT PRINCIPAL | COUNSELOR (2008-2015)
Cleveland County Schools, Shelby, North Carolina

STUDENT SUPPORT SERVICES COORDINATOR | SCHOOL COUNSELOR (2002-2005, 2007-2008)
Rowan-Salisbury Schools, Salisbury, NC

EXECUTIVE DIRECTOR | (2005 - 2007)
Cornerstone Child Development Centers, Salisbury, North Carolina

RELEVANT EMPLOYMENT EXPERIENCE

HUMAN CAPITAL MANAGEMENT CONSULTANT | (2016 - Present)

Progress Consultants Group, LLC – Gastonia, North Carolina

EDUCATIONAL CONSULTANT | (2014 - Present)

Professional Development Differentiated, LLC – Concord, North Carolina

ADJUNCT INSTRUCTOR | (2008 - 2010)

Cleveland Community College – Shelby, North Carolina

LAW ENFORCEMENT OFFICER-INVESTIGATOR

California Highway Patrol, San Diego | Sacramento, California (2000-2002)

MANAGER, HUMAN RESOURCE OPERATIONS & BUSINESS DEVELOPMENT (1997-2000)

Kelly Services, San Diego, California

EDUCATION

DOCTOR OF EDUCATION | University of the Cumberland, Williamsburg, KY

MASTER OF SCHOOL ADMINISTRATION | University of North Carolina- Charlotte, Charlotte, NC

MASTER OF SCIENCE COUNSELING PSYCHOLOGY | University of West Alabama, Livingston, AL

MASTER OF ARTS | Southern California Seminary, San Diego, CA

BACHELOR OF ARTS | Livingstone College, Salisbury, NC

ASSOCIATE OF ARTS | Southern California Seminary, San Diego, CA

ASSOCIATE OF APPLIED SCIENCE, ADMINISTRATION OF JUSTICE | Riverside Community College, Riverside, CA

CERTIFICATIONS

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

- Principal (K-12)
- School Counselor (K-12)
- Curriculum Specialist (K-12)

SOCIETY FOR HUMAN RESOURCES - Certified Professional

Donyel B. Barber

610 Devonwood Court • Gastonia, NC 28052 • 704.460.4517

Seasoned and dedicated with Twenty-Eight years' experience of community engagement, providing crisis response services to at risk children and families. Possess the empathy, compassion and sensitivity necessary to service the needs of at risk individuals in high risk environments.

CORE COMPETENCIES

- Community Outreach
- Individual & Group Counseling
- Trust Building
- Court Procedures / Foster care
- Crisis Intervention & Grief Management
- Needs Assessment/Evaluation
- Intake Process Improvement
- Local & Federal Agencies / Laws / Mandates
- Family Dynamics
- Grant writing
- Program Development
- Problem Resolution

PROFESSIONAL EXPERIENCE

Gaston Family Health Services-Community Centered Health Coordinator (2016-Present)

- **Cultivate relationships** with patients/residents, community agency staff members and other formal and informal leaders to establish a working CCH team.
- **Engage** CCH Team in applying the concepts of the CCH model and utilizing its process.
- **Provide** CCH Team members training in advocacy, community organizing, and leadership as appropriate.
- **Coordinate** meetings of CCH Team and community members.
- **Communicate** CCH work progress with team members, community members and funders, including tracking relevant data (may utilize GIS Mapping, EHR data, Community Health Report and other data points).
- **Identify needed healthcare systems change** and work with CCH Team to implement the change. Working with the CCH Team, develop a strong CCH implementation plan that will positively impact the health status of the community and include relevant data to quantify results.

Family Promise of Gaston County-Executive Director (2004-Present)

- **Management and oversight of the agency**, ensuring efficient and effective operations, Research, write and submit grants to support the organization's budget, maintain programs and operations, including payroll and paying bills.
- **Provide intensive case management**, creating clear, concise case plans to address, employment, physical and mental health needs and housing goals to help families achieve independence and transition back into the local community.
- **Recruit and train** host and support congregations and volunteers to provide shelter, meals and support to homeless families.
- **Interview and screen** potential participants for the program, conducting background and drug screens.
- **Works closely** with and serve as a liaison to social service agencies, school officials, community and faith-based organizations, while advocating for low income and homeless families in the community.

Child Protective Services Social Worker III – Night Duty (1999 –2004)

Child Protective Services Social Worker (1997 -1999)

Promoted to provide crisis intervention solutions for children who are alleged to be abused, neglected or exploited in the County of Gaston with a population of 190,365 and a 14.5% child poverty rate.

- Investigated more than 175 cases annually involving possible sexual assaults, physical, mental, nutritional, drug abuse or neglect; custody actions and exploitations of children. Investigations include intense research and fact structuring/finding techniques, employment of trust building and listening strategies to help disengage borders placed forth by clients and identify key problems.

- Conducted in-depth assessments of family dynamics with severe medical and/or emotional disorders and mental illness.
- Visited client homes, jails, hospitals, attorney offices, healthcare facilities, etc. to assess environmental conditions, identify evidence of abuse, evaluate the level of threat to children; determine type of protective custody and ascertain whether possible police intervention is needed.
- Provided onsite individual and group counseling. Diligently pursue all appropriate and possible resolution sources, carefully review case records and complaints, interview clients and accurately record series of events, parties involved as well as personal observations.
- Created and establish effective systems of communication with all governmental agencies and branches to find solutions; inform parents or legal guardians of their responsibilities for child custody and consequences for failing to provide adequate support.
- Made recommendations to the court; authorize agency services and ensure available follow up private and public services.
- Created easy to understand and concise reports for supervisors, courts, and other local and federal agencies.

Income Maintenance Caseworker (1996 – 1997)

Interviewed individuals seeking social services assistance. Carefully reviewed records and economic situation, computed appropriate financial assistance as provided by county guidelines.

- Played a key role in the implementation and streamlining of the Work First Program for this county with a 10.9% overall poverty rate and 11.1% elderly poverty rate.
- Interviewed an average of 10 individuals daily. Advised applicants of approval or denial of benefits and/or services as well as explained their rights of appeal and responsibilities for continued benefits/services.
- Interpreted Federal, State and local laws and written policies applicable to public service assistance, executed procedures compliant with mandates.
- Conducted extensive follow-up evaluations.

EDUCATION

BA, Political Science, Spelman College, Atlanta, GA 1996

SYLVESTER WASHINGTON

Kings Mountain, NC 28086
704-472-2982 - scwash1725@gmail.com

PROFESSIONAL SUMMARY

Education professional with strong foundation in school administration and leadership. Known for fostering positive learning environment and supporting both staff and students. Focused on team collaboration and adaptable to changing needs, with skills in conflict resolution and curriculum development.

SKILLS

- Instructional leadership
- Student achievement
- Parent engagement and communication

WORK HISTORY

08/2005 to 06/2009

Assistant Principal

Charlotte Meck-Schools – Charlotte, NC

- Partnered with principal to administer school program in alignment with vision and goals, providing positive, high-expectation academic environment.
- Supported a positive school culture by addressing student behavior concerns promptly and effectively.
- Performed classroom evaluations to assess teacher strategies and effectiveness.

08/1995 to 06/2005

Middle School Teacher

Charlotte-Meck Schools – Charlotte, NC

- Provided one-on-one attention to students, while maintaining overall focus on entire group.
- Kept classroom organized, clean and safe for students and visitors.
- Completed in-service and additional training to maintain professional growth.
- Utilized various technology platforms to enhance virtual learning experiences during remote instruction periods, ensuring continued academic progress despite challenging circumstances.
- Mentored new teachers to help them acclimate to the school culture and implement effective teaching strategies.

08/1990 to 06/1995

Elementary School Teacher

Gaston County Schools – Gastonia, NC

- Created lesson plans to correlate with state curriculum standards and devised educational programs to meet educational objectives.
- Evaluated and assessed student progress regularly, providing constructive feedback and adapting teaching methods accordingly.
- Established open communication and positive relationships with students, parents,

peers, and administrative staff.

- Established a positive classroom environment through effective classroom management strategies, fostering respect and cooperation among students.

08/1976 to 06/1989 **Elementary School Teacher**

Charleston County Schools – Charleston, SC

- Contributed to school-wide initiatives aimed at improving overall student achievement, participating in professional development workshops and collaborating with colleagues on best practices.
- Collaborated with fellow teachers to develop interdisciplinary lesson plans, enhancing students' understanding of various subjects.
- Maintained knowledge of school curricula, standards and policies to correctly prepare students for higher grade levels.

06/1978 to 08/1986 **Judge, Magistrate Court**

Charleston County Government – Charleston, SC

Handled misdemeanor criminal cases, civil cases under \$2,000.

Issued arrest warrants, search warrants, at all levels.

Also bond hearings on all criminal cases for Charleston County.

EDUCATION

08/2003

Master of Arts: School Administration

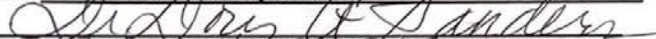
Gardner-Webb University - Boiling Springs, NC

Signature Page

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

Print/Type Name: Dr. Doris A. Sanders

Board Position: Board Chairperson

Signature: 

Date: 04-24-2025

Sworn to and subscribed before me this 24th day of April, 2025.

Notary Public: 

Official Seal:

My commission expires: October 27, 2028.

