

Organization Information

Application Type *		Operator Type *	
Standard		New Operator	
Primary Contact Name *		Has the School Leader Been Identified? *	
Doris Sanders		☒ Yes ☐ No	
Proposed Leader Name *		Proposed School Leader Current Job/Position *	
Dr Doris Sanders		Head of School	
List any principal/leadership programs the proposed leader is currently enrolled in or have completed			
Is Management Organization Used		Management Organization Name	Primary Contact Relation To Board *
☐ Yes ☒ No			Chairperson
Primary Contact Email *		Proposed Leader Name *	Management Organization Contact Name
preparatoryleadershipacademy@gmail.com		Dr Doris Sanders	
Primary Contact Phone *		Management Organization Email	
9803204938			
PrimaryContact Address *			Unit/Suite *
4060 Creekstone Trce			
Zip Code *	City *	State *	
28056	Gastonia	North Carolina	
Proposed Leader Job *			
Head of School			

1. Application Contact and Student Enrollment 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 Schools

Q5.Zip code for the proposed school site, if known. Please provide a primary zip code location and a secondary, or alternative, proposed zip code.

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 2028

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).
- State law requires that a charter school serve a minimum of 80 students unless the school has a compelling reason such as serving a geographically remote student population. 115C-218.1(13).

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

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

The Preparatory Leadership Academy (PLA) opens with a phased elementary model during the **first year, 2028-2029: K-3 + one (1) 4th/5th grade split Sibling Preference Classroom**; the **second year, 2029-2030, has K-4 + one (1) 4th/5th grade split Sibling Preference Classroom**; the **third year, 2030-2031, adds 5th grade**; and enrollment reaches **full capacity in 2032-2033**. **PLA** aims to grow student enrollment from 250 to 350 in year 5, with an increase of 25 students each year. At full capacity, **PLA** is projected to serve 350 students, Kindergarten through 5th grade, and exceed full enrollment capacity during its 6th year of academic operations.

Q14. How did you determine the projected enrollment targets and grade levels listed in this application? Reference data, methodology, calculations and other factors used.

Preparatory Leadership Academy (PLA) determined its projected enrollment targets and grade-level configuration through a comprehensive, data-driven methodology aligned to community need, facility capacity, financial sustainability, and academic program design.

Data Sources and Community Analysis

Enrollment projections are grounded in an analysis of the following sources:

- North Carolina Department of Public Instruction (NCDPI) - Enrollment, School Performance Grades, and Subgroup Data

- Gaston County Schools - District Facts & Figures
- United States Census Bureau - Community Demographics (school-age trends, income levels)
- Public school accountability data identifying persistent achievement gaps in K–5 literacy and mathematics

This analysis identified a clear need for a high-quality elementary program that integrates **structured literacy, STEM, and social-emotional learning**, particularly for economically disadvantaged students.

GRADE CONFIGURATION AND PHASED ENROLLMENT MODEL (K–5)

The Preparatory Leadership Academy (PLA) will implement a **strategic phased enrollment model** to ensure strong academic implementation, operational stability, and financial sustainability.

In **Year 1**, PLA will open in the **2028–2029 school year**, serving the following:

- **Kindergarten through 3rd grade**, and
- **One (1) 4th/5th-grade split Sibling Preference classroom**

In **Year 2**, PLA will open in the **2029–2030 school year**, serving the following:

- **Kindergarten through 4th grade (expanding 4th grade for full-grade-level implementation)**, and
- **One (1) 4th/5th-grade split Sibling Preference classroom to accommodate 3rd-grade students from Year 1.**

This design ensures:

- Immediate access for families with older siblings
- Vertical alignment across grade levels
- Continuity of instruction rooted in NCDPI Priority Standards, structured literacy, STEM integration, and SEL

In **Year 3 (2030–2031)**, PLA will **expand to add 5th grade**, transitioning from the split-classroom model to full-grade-level implementation and completing the K–5 instructional program.

PLA will continue to scale enrollment strategically and will reach **full operational capacity in the 2032–2033 school year**.

ENROLLMENT GROWTH PROJECTIONS

PLA's enrollment model reflects **intentional, controlled growth** to preserve instructional quality and ensure financial viability:

- **Year 1 (2028–2029):** 250 students
- **Annual Growth:** Increase of approximately **25 students per year**
- **Year 5 (2032–2033):** 350 students (Full Capacity)

At full capacity, PLA will serve the following:

- **350 students across Kindergarten through 5th grade**
- With balanced class sizes and strong MTSS support structures

PLA anticipates **exceeding full enrollment capacity in Year 6**, based on:

- Demonstrated academic success
- Community demand
- Strong family engagement and retention

CALCULATION METHODOLOGY

Enrollment projections are based on a **phased classroom expansion model**, not a full K–5 buildout in Year 1.

Year 1 and Year 2 Structure:

- K–3: Core grade levels with full classrooms (Year 1)
- K–4: Core grade levels with full classrooms (Year 2)
- 4th/5th: One split sibling preference classes (Year 1 and Year 2)
- Average class size: 20–22 students
- Total enrollment: ~250 students

Year 3, Year 4, and Year 5 Structure:

- K–5: Core full-grade-level classroom implementation (Year 3, Year 4, and Year 5), completing the K–5 instructional program.

Correct Approach:

Enrollment is aligned to **phased grade rollout + controlled seat expansion**, ensuring:

- Strong instructional systems before scaling
- Financial stability at each stage
- Adequate staffing and facility utilization

FACILITY AND CAPACITY ALIGNMENT

The facility will support:

- Initial Year 1 enrollment of **250 students**
- Gradual expansion to **350 students by Year 5**
- Flexible classroom usage during phased growth

This ensures:

- No overextension of space or staffing
- Efficient use of instructional rooms and intervention spaces
- Alignment with safety and occupancy requirements

FINANCIAL AND BREAK-EVEN ALIGNMENT

The PLA's financial model continues to align with enrollment growth.

- **Break-even point:** 250 students (Year 1)
- Growth beyond 250 students increases financial margin and program sustainability
- Revenue projections scale with enrollment increases each year

This phased model strengthens the following:

- Budget reliability
- Staffing scalability
- Program quality over rapid expansion

CONCLUSION

PLA's enrollment plan reflects a **deliberate, phased growth strategy** that aligns community demand, academic quality, and financial sustainability.

Beginning with **K-3, plus one 4th/5th grade sibling-preference class in Year 1; then K-4, plus one 4th/5th grade sibling-preference class in Year 2 to accommodate 3rd graders from Year 1; and expanding to full K-5 implementation in Year 3**, PLA ensures a strong instructional foundation before reaching **full capacity of 350 students by Year 5**.

This model positions PLA to

- Deliver high-quality, differentiated instruction
- Maintain small-group learning environments
- Sustain long-term financial viability
- Responsively grow based on demonstrated success and community demand

Q15. Provide a narrative explaining the projected demographics of your targeted county/LEA/region over the next 10-25 years. Reference data, methodology, calculations and other factors used.

- This information should provide evidence of school age populations corresponding to the grade levels you plan to serve, and whether those populations are increasing or decreasing. This information should support the applicant's stated demand for this charter school and the growth plan outlined in the enrollment chart provided in Q12.

Preparatory Leadership Academy's (PLA's) projected enrollment demographics and phased K-5 growth model are supported by long-range population and school-age demographic trends within Gaston County and the surrounding Gaston County Schools Local Education Agency (LEA). PLA plans to open serving grades K-3, plus one 4th/5th-grade sibling-preference split classroom, with an initial enrollment of 250 students. During Year 2, PLA plans to serve

grades K-4, plus one 4th/5th-grade sibling-preference split classroom to accommodate 3rd-grade students from year one, with an enrollment of 275 students. During year 3, PLA will expand to full K-5 implementation, growing to 350 students by Year 5. This phased enrollment model reflects a conservative and sustainable approach to long-term expansion.

PLA's projected student demographic profile is consistent with the diversity and educational needs of the target service area. PLA projects its opening enrollment to consist of approximately 42% White, 26% Black/African American, 23% Hispanic/Latino, 6% Two or More Races, and 2% Asian students. In addition, the applicant projects that 72% of students will be economically disadvantaged, 16% will be students with disabilities, 10% will be English Language Learners, and 2% will be students experiencing homelessness. These projections reflect the applicant's targeted outreach to underserved and historically underrepresented student populations in Gaston County.

Population and demographic data indicate that Gaston County maintains a strong and sustainable school-age population pipeline. According to the U.S. Census Bureau, 22.1% of Gaston County residents are under 18, while 5.8% are under 5, indicating a significant current and incoming elementary-age student population. These data support continued demand for elementary school seats during PLA's opening and growth years.

Further, Gaston County's overall population continues to grow. The North Carolina Office of State Budget and Management (OSBM) projects Gaston County's population to increase from 227,943 in 2020 to approximately 261,483 by 2030, 276,864 by 2040, and continue upward through 2050. These long-range projections indicate sustained residential growth throughout the county over the next 10-25 years, supporting the long-term viability of additional public school capacity.

The State Demographer's projections use the cohort-component forecasting method, which looks at past trends in birth, death, migration, and age/race/ethnicity to estimate future population changes. This methodology is the official population forecasting model used by the State of North Carolina for planning and infrastructure purposes and is considered a reliable source for long-range educational enrollment planning.

The projected K-5 school-age population remains stable to increasing across the county. Because PLA's intended grade span serves elementary-aged students, the relevant feeder population consists of children currently ages 0-10. Gaston County's sustained under-18 and under-5 population percentages, combined with projected county growth, indicate that demand for elementary-age enrollment is expected to remain stable or increase over the next 10-25 years. This trend supports the applicant's projected phased growth plan and long-term enrollment assumptions.

Existing public school enrollment further demonstrates sufficient market capacity to support PLA's proposed enrollment. Gaston County Schools currently serves more than 30,000 students districtwide, including approximately 13,319 students in grades K-5 alone. PLA's proposed opening enrollment of 250 students represents less than 2% of the district's K-5 enrollment, while its Year 5 enrollment target of 350 students remains a modest share of the local elementary student market. PLA's enrollment targets are conservative, reasonable, and attainable within the targeted region.

Additionally, PLA believes there is sustained demand for a new public charter school option due to persistent

academic performance concerns and unmet needs among underserved student populations in the county. PLA's mission-driven focus on rigorous academics, leadership development, transformative learning, social-emotional learning, and targeted supports for economically disadvantaged and at-risk students is designed to meet this documented community need.

In summary, the following factors support the applicant's projected enrollment demographics and growth assumptions:

- 1. Sustained long-term population growth in Gaston County through at least 2050;**
- 2. A substantial and stable elementary-age feeder population demonstrated by under-18 and under-5 census data;**
- 3. A large existing K-5 student market within Gaston County Schools;**
- 4. Increasing diversity within the county population that aligns with PLA's projected enrollment demographics; and**
- 5. Demonstrated demand for additional high-quality public school options serving underserved student populations.**

PLA concludes that the projected demographics and enrollment growth outlined in Q12 are data-supported, reasonable, sustainable, and provide sufficient evidence of long-term demand for Preparatory Leadership Academy within the targeted county/LEA/region. These demographic projections are informed not only by countywide population trends but also by our recruitment efforts in communities with historically limited educational options, including economically disadvantaged neighborhoods, multilingual households, and families seeking a mission-driven public school focused on leadership development, academic excellence, and character formation."

Cited Sources

1. U.S. Census Bureau – Gaston County QuickFacts
 1. Population, age distribution, race/ethnicity, poverty, and household demographics for Gaston County
2. North Carolina Office of State Budget and Management (OSBM) – County Population Projections
 1. Official long-range county population projections for North Carolina counties through 2050
3. North Carolina OSBM – Population Projection Methodology
 1. Technical documentation explaining the cohort-component forecasting model and projection methodology
4. Gaston County Schools – Facts and Figures
 1. District enrollment, academic performance, demographic, and operational statistics
5. Gaston County Schools – District News / Enrollment Updates
 1. Districtwide student enrollment and school-year opening statistics

Q16.Complete the Enrollment Demographics table (see resources), providing projected enrollment for each of the following demographic groups.

See attached

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

Q17.Does the school plan to provide services to certain targeted subgroup(s)? If so, please explain.

Yes. The Preparatory Leadership Academy (PLA) intends to provide targeted services and supports to student populations that have historically demonstrated academic, social-emotional, linguistic, and economic need. Consistent with its mission to provide equitable access to rigorous and transformative educational opportunities, PLA will intentionally serve and support the following targeted subgroups:

Economically Disadvantaged Students:

PLA will provide equitable access measures and wraparound supports to reduce barriers to learning for economically disadvantaged students, including access to instructional materials, technology, meals, family resource partnerships, and school-based support services.

Students with Disabilities (SWD):

PLA will provide Exceptional Children (EC) services in accordance with the Individuals with Disabilities Education Act (IDEA), Section 504, and all applicable federal and state requirements. Services may include specialized instruction, accommodations, modifications, related services, inclusive classroom supports, and individualized education programming based on student need.

English Language Learners (ELLs):

PLA will provide English Learner services through language acquisition supports, sheltered instructional strategies, differentiated literacy instruction, progress monitoring, and compliance with all Title III and federal/state EL requirements.

Academically At-Risk / Below Grade-Level Students:

PLA will utilize a Multi-Tiered System of Support (MTSS) framework to identify and intervene early for students performing below grade level. Supports will include targeted Tier II and Tier III interventions, evidence-based literacy and math intervention programs, small-group instruction, tutoring, individualized support plans, and regular progress monitoring.

Academically/Intellectually Gifted (AIG) and Advanced Learners:

PLA will provide differentiated and enriched learning opportunities for advanced learners through instructional acceleration, enrichment tasks, project-based learning, leadership opportunities, and appropriately challenging academic experiences.

Students Requiring Social-Emotional/Behavioral Support:

PLA will embed social-emotional learning, restorative practices, leadership development, behavioral intervention systems, and counseling/community partnerships to support students' behavioral and emotional well-being.

Through these targeted supports, PLA will ensure that all students—including those from underserved and at-risk populations—receive the differentiated academic, behavioral, and social-emotional services necessary to achieve academic success and leadership development. These services directly align with the school's mission, educational model, and commitment to equity and whole-child development.

Q18. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other

application.

☒ Yes

☐ No

Q19.Explanation (optional)

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.

Q20. Organization Type: Nonprofit Corporation or Municipality

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

☒ Non-Profit Corporation

☐ Municipality

Q21. 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

Q22. Does the private non-profit listed as the responsible organization for the proposed charter school have 501(c)(3) status?

☐ Yes

☒ No

Q23. Has the organization applied for 501(c)(3) non-profit status?

- Federal Tax-Exempt Status (NCGS 115C-218.15) If the nonprofit 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 by the CSRB.

☒ Yes

☐ No

Q24. Attach as Appendix F Federal Documentation of Tax-Exempt Status.

See attached

☒ Upload Required **File Type:** pdf, image, excel, word, text, video **Max File Size:** 30 **Total Files Count:** 10

Q25.Name of Registered Agent and Address as listed with the NC Secretary of State

Doris Ann Sanders

Q26.If applying as a municipality, please provide the name of municipality.

Not applying for a municipality.

Q27.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 **Max File Size:** 30 **Total Files Count:** 10

Q28.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 **Max File Size:** 30 **Total Files Count:** 10

3. Governance and Capacity

3.1. School Governing Body

Q29.Organization Street Address (if you have one)

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

Preparatory Leadership Academy

1511 E. Ozark Ave.
Gastonia, NC 28052

3.2. 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.

Q30.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. 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

Q31.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.

In accordance with **North Carolina General Statute §115C-238.29E(d)**, the Board of Directors of Preparatory Leadership Academy (PLA) serves as the governing body responsible for oversight of the school’s mission, vision, and long-term success. The Board maintains **ultimate authority over policy, finance, academics, and operational accountability**, while **clearly distinguishing governance from day-to-day management**, which is delegated to the Lead Administrator.

Board Structure and Roles

The PLA Board operates under ratified bylaws and consists of non-compensated members serving in the following

officer roles:

- Board Chair
- Vice Chair
- Treasurer
- Secretary
- Operations/Procedures
- Board Members

To ensure effective governance, all board members actively serve on at least one standing subcommittee:

- Curriculum & Academic Excellence
- Finance & Budget
- Facilities
- Fundraising & Development
- Community Engagement
- Technology

These subcommittees support informed decision-making and are established and maintained in accordance with PLA bylaws.

Board Functions and Responsibilities

The board's primary duties include:

- Establishing and approving policies aligned to the school's mission
- Ensuring financial oversight, sustainability, and legal compliance
- Monitoring academic performance and organizational outcomes
- Providing strategic direction and long-term planning
- Upholding transparency, ethical governance, and fiduciary responsibility

The Board operates in compliance with the **North Carolina Open Meetings Law** and implements annual self-evaluations to ensure accountability and continuous improvement.

Board Training, Diversity, and Capacity Building

PLA actively maintains a **highly effective, diverse, and well-trained governing board**. Board members will:

- Participate in **mandatory governance training** through the North Carolina Office of Charter Schools and other approved providers
- Engage in **ongoing professional development** in areas such as charter governance, finance, academic accountability, and legal compliance
- Reflect **diverse professional expertise, community representation, and lived experiences**, including education, finance, law, and community leadership

This approach ensures the board is equipped to make informed decisions that reflect and serve the community.

Community Engagement and Accountability

The Board prioritizes **meaningful stakeholder engagement** by

- Hosting public meetings and community forums
- Gathering input through family and staff surveys
- Maintaining transparent communication with families and community partners

Stakeholder feedback guides board decisions and aligns them with student outcomes, ensuring responsiveness to the needs of the community.

Recruitment, Hiring, and Supervision of the Lead Administrator

The board is responsible for the recruitment, selection, and supervision of the Lead Administrator. The process includes:

- Conducting a **national, state, and local search** using educational recruitment platforms, job fairs, charter networks, and professional organizations
- Evaluating candidates based on **leadership experience, instructional expertise, organizational management, and demonstrated integrity**
- Completing background checks and entering into a formal employment agreement outlining roles, expectations, and the chain of command

Supervision and Evaluation of the Lead Administrator

The Lead Administrator reports directly to the Board and meets regularly (at least monthly) to ensure alignment with PLA's mission and goals.

The Board conducts a **comprehensive annual evaluation** using multiple measures, including

- Academic performance data
- Financial and operational outcomes
- Stakeholder feedback (staff and families)
- Leadership effectiveness using the **Marzano Leadership Evaluation Model**

The evaluation cycle includes:

1. **Goal-Setting Meeting (Pre-Year):** Establish performance goals aligned to the school's strategic plan
2. **Mid-Year Review:** Monitor progress and provide formative feedback
3. **End-of-Year Evaluation:** Determine goal attainment and overall performance

If performance expectations are not met, the Board will implement a **corrective action plan** with clear benchmarks, timelines, and support structures. Ongoing professional development is provided to strengthen leadership capacity.

Leadership Succession Planning

To ensure continuity and stability, the Board maintains a **leadership succession plan** that includes the following:

- Identification of internal leadership capacity
- Emergency succession protocols
- Strategic planning for long-term leadership transitions

Q32. Describe the size, current and desired composition, powers, and duties of the governing board.

In alignment with guidance from the North Carolina Department of Public Instruction, Office of Charter Schools, the Preparatory Leadership Academy (PLA) Board of Directors will consist of **no fewer than five and no more than nine members**, with a preference for an **odd-numbered structure** to ensure clear decision-making and quorum efficiency. Board service is an **active governance role**, and members are selected for their commitment to meaningful participation, ethical leadership, and the advancement of the school's mission.

Board Composition and Expertise

The PLA Board is intentionally designed to reflect **diverse professional expertise and community representation**. Current and desired areas of expertise include:

- Charter School Leadership
- Education and Curriculum
- Human Resources
- Finance and Accounting
- Legal and Compliance
- Parent and Community Engagement
- Faith and Community Leadership

The current board includes representation from a Gastonia parent, a former charter school administrator, and professionals serving Gaston and Mecklenburg counties.

To **recruit and maintain a diverse and high-capacity board**, PLA will:

- Conduct targeted outreach to community leaders, local organizations, and professional networks
- Prioritize candidates who reflect the **demographics and lived experiences of the community served**
- Utilize a formal application and vetting process aligned to identified skill gaps
- Maintain a **board skills matrix** to ensure balanced expertise and continuous improvement

Board Roles and Committee Structure

The Board includes the following officer roles:

- Chair
- Vice Chair
- Treasurer
- Secretary

- Operations
- General Board Members

To support effective governance, the Board operates through standing committees:

- Finance
- Facilities
- Curriculum & Academic Excellence
- Community Engagement/Development
- Technology

Board members are required to serve on at least one committee, ensuring shared responsibility and deeper oversight in key areas.

Powers and Duties of the Board

The Board of Directors holds full governing authority and is responsible for the following:

- Establishing and approving policies and strategic direction
- Ensuring financial oversight, including annual audits and budget approval
- Monitoring academic performance using EOG, MAP, and other assessment data
- Overseeing organizational compliance with state and federal laws
- Evaluating the Lead Administrator and overall school performance

The Board uses **data-driven decision-making** by analyzing academic outcomes, financial audits, enrollment trends, and stakeholder feedback.

Accountability and Continuous Improvement

The Board conducts an **annual self-evaluation** incorporating the following:

- Stakeholder surveys (parents, staff, and community)
- Academic and financial performance data
- Enrollment and retention metrics

Findings are used to conduct a **SWOT analysis**, which informs strategic planning, SMART goals, and quarterly performance reviews led in partnership with the Lead Administrator.

Stakeholder Engagement and Transparency

PLA is committed to **authentic community engagement and transparent governance**. The Board will:

- Comply fully with the **North Carolina Open Meetings Law**, posting all meetings publicly
- Allocate time for **public comment at each board meeting**, ensuring stakeholder voice is heard
- Use survey data and community input to **inform board decisions, policies, and school improvement plans**
- Encourage stakeholder participation through **committee involvement and community forums**

Stakeholder feedback is systematically reviewed and incorporated into board discussions, ensuring decisions reflect the needs and priorities of students and families.

Board Training and Development

Board members will participate in:

- Required **charter governance training** through NCDPI
- Ongoing professional development in finance, academics, legal compliance, and governance best practices

This ensures the Board remains informed, effective, and aligned with high-performing charter school standards.

Board Succession Planning and Stability

To ensure long-term sustainability, PLA maintains a **formal board succession plan**, which includes:

- Staggered board terms to preserve continuity
- Ongoing recruitment aligned to identified skill gaps
- Mentorship and onboarding processes for new members
- Emergency succession protocols for officer roles

Q33. Describe the founding board's individual and collective qualifications for implementing the school design successfully.

The Preparatory Leadership Academy (PLA) founding board possesses both **individual expertise and collective capacity** necessary to successfully implement the proposed school design. The board reflects a strategic blend of experience in **school leadership, curriculum and instruction, performance management, governance, and community engagement**, ensuring comprehensive oversight and informed decision-making.

Individual Board Member Qualifications

- **School Leadership and Governance:**

The board includes a former building administrator with extensive experience in **school leadership, operations, and governance structures**. This member brings expertise in **strategic planning, organizational leadership, and policy implementation**, as well as knowledge of compliance with North Carolina charter school requirements.

- **Curriculum, Instruction, and Assessment:**

A board member with a background as an **instructional coach and educator** provides deep knowledge of **curriculum development, standards alignment (NC Standard Course of Study), and evidence-based instructional practices**. This member has supported teachers in improving instruction and implementing effective assessment systems to increase student achievement.

- **Performance Management and Data Analysis:**

The board includes a member skilled in **data analysis and accountability systems**, with experience in monitoring student performance, interpreting academic data, and supporting **data-driven decision-making**.

This expertise strengthens the board's ability to oversee academic outcomes and ensure continuous improvement.

- **Parent and Community Engagement:**

A board member with strong ties to the local community brings experience in **community outreach, partnership development, and stakeholder engagement**. This individual has successfully collaborated with families, organizations, and businesses to promote educational access and support.

- **Parent Representation:**

The board includes an active **parent representative** who contributes direct insight into family perspectives, ensuring that decision-making remains responsive to student and parent needs and strengthens family engagement in the school community.

Collective Capacity and Alignment

Collectively, the PLA founding board offers a **well-rounded and complementary skill set** that supports:

- Effective **school governance and policy development**
- High-quality **instructional oversight and academic accountability**
- Strong **financial and operational stewardship**
- Meaningful **family and community partnerships**

Board members share a commitment to **equity, inclusion, and student-centered decision-making**, and they operate collaboratively to advance the school's mission, vision, and strategic goals.

Ongoing Capacity Development

To ensure sustained effectiveness as the school grows, the board will:

- Participate in **required and ongoing governance training** through the North Carolina Office of Charter Schools
- Engage in **continuous professional development** in areas such as finance, academic accountability, and legal compliance
- Conduct **annual board self-evaluations** to identify strengths and areas for growth
- Recruit additional members as needed to address **skill gaps and evolving organizational needs**

Q34. Explain how this governance structure and composition will help ensure the school's success, the board's evaluation of that success, and active stakeholder representation.

The governance structure and composition of the Preparatory Leadership Academy (PLA) Board of Directors are intentionally designed to ensure **educational excellence, operational effectiveness, strong accountability, and active stakeholder representation**.

1. Ensuring Educational and Operational Success

The PLA Board is composed of members with expertise in **school leadership, curriculum and instruction,**

assessment, finance, and strategic planning. This diverse capacity enables the Board to:

- Set clear, measurable goals aligned to the school’s mission and North Carolina standards
- Monitor academic performance through student achievement and growth data
- Ensure sound financial management and long-term sustainability
- Oversee compliance with all state and federal requirements

Through **data-driven decision-making and strategic oversight**, the Board ensures that both instructional quality and operational systems are aligned to support student success.

2. Board Evaluation of School and School Leader Success

The Board evaluates the success of the school and the Lead Administrator using **multiple performance measures**, including:

- Academic achievement and student growth (e.g., EOG, benchmark assessments)
- Financial health and annual audit outcomes
- Enrollment, retention, and organizational performance
- Stakeholder satisfaction (family and staff surveys)

The evaluation process includes:

- **Ongoing monitoring** through monthly reports and data reviews
- **Formal evaluation cycles** with goal-setting, mid-year progress checks, and end-of-year reviews
- Use of established frameworks such as the **Marzano Leadership Evaluation Model**

Findings from these evaluations directly inform **strategic planning, improvement initiatives, and professional development**, ensuring continuous growth and accountability.

3. Active Stakeholder Representation and Engagement

PLA’s governance model prioritizes **meaningful and sustained stakeholder engagement**, particularly for parents and families. This is achieved through:

- **Parent Representation on the Board:** A designated parent board member ensures that family perspectives are included in all major decisions.
- **Structured Opportunities for Input:**
 - Public comment periods at each board meeting
 - Annual and mid-year family and staff surveys
 - Community forums and listening sessions

- **Direct Influence on Decision-Making:**

Stakeholder input is not only collected but actively used to inform decisions. For example:

- Family survey data will guide adjustments to school programs, communication practices, and student

supports

- Feedback on academic programs will inform curriculum enhancements and intervention strategies
- Community input will shape school culture initiatives and partnership development

- **Ongoing Parent Engagement Beyond Representation:**

The Board will sustain engagement by:

- Encouraging parent participation on **board subcommittees** (e.g., community engagement, fundraising)
- Hosting regular family engagement events aligned to school goals
- Maintaining transparent communication through the school website, newsletters, and meetings

Commitment to Transparency and Accountability

The Board operates in full compliance with the **North Carolina Open Meetings Law**, ensuring all meetings, decisions, and policies are publicly accessible. This transparency builds trust and reinforces accountability to students, families, and the broader community.

Q35.Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?

The Preparatory Leadership Academy (PLA) founding board was intentionally recruited and selected based on members' **demonstrated commitment to the school's mission**, professional expertise, community involvement, and capacity to help successfully launch a high-quality public charter school serving Gaston County.

Founding Board Recruitment and Selection Process

Initial board members were identified through a **targeted and relationship-based recruitment process**, which included:

- Outreach to **local education leaders, community stakeholders, and professionals** within Gaston and Mecklenburg counties
- Engagement with individuals who demonstrated **expertise in education, finance, human resources, community engagement, and organizational leadership**
- Personal and professional referrals aligned to the school's mission and vision

Prospective members participated in an **informal vetting and interview process**, during which we assessed their qualifications, commitment, availability, and alignment with PLA's core values. Final selection was based on:

- Relevant professional experience and skill set
- Commitment to active governance and ethical leadership
- Ability to contribute to a **diverse, collaborative, and mission-driven board**

Board Composition and Ongoing Recruitment

PLA actively maintains a **well-rounded and diverse Board of Directors**. Recruitment priorities include individuals

with expertise in:

- Education and school leadership
- Finance and accounting
- Law and compliance
- Human resources
- Facilities management
- Operations
- Community engagement and fundraising
- Technology

To sustain balance, the Board will utilize a **board skills matrix** to identify gaps and guide future recruitment efforts.

Vacancy and Recruitment Timeline

In the event of a vacancy due to term expiration or unexpected resignation, the Board will:

- **Initiate recruitment within 30 days** of the vacancy
- Publicly share the opportunity through **school communications, community networks, and professional organizations**
- Accept and review applications within a **30–60 day window**

The Board's Governance or Nominating Committee will screen candidates and present recommendations to the full Board for consideration.

Election and Appointment Procedures

Board members are elected in accordance with the PLA bylaws through a **formal voting process** by the existing Board. Procedures include:

- Review of candidate applications and qualifications
- Candidate interviews (as needed)
- Majority vote of the Board for appointment

Board members serve **staggered terms** to ensure continuity and may be **re-elected if in good standing** and aligned with the Board's needs.

Stakeholder Involvement and Transparency

To promote transparency and community trust, PLA will:

- Share board recruitment opportunities with **families and community stakeholders**
- Encourage recommendations and referrals from the school community
- Include **parent representation on the Board** and opportunities for stakeholder participation on board subcommittees

This approach ensures that the Board remains **responsive to the community it serves** while maintaining strong governance practices.

Q36. Describe the group's ties to and/or knowledge of the target community.

The Preparatory Leadership Academy (PLA) founding board has deep, longstanding ties to the Gaston County community, particularly within the Highland area, and brings both **relational trust and practical knowledge of community needs**.

Several board members have been clergy in Gaston County for more than 30 years. They are members of the Gaston County Missionary Baptist Association, which has 29 churches and more than 25,000 members. Through this work, board members have developed strong relationships with families and have firsthand understanding of the challenges impacting the community, including **economic hardship, single-parent households, and limited access to high-quality educational opportunities**.

In addition to faith-based connections, the board's ties extend beyond the church network through the following means:

- **Community Leadership and Civic Engagement:** Board members include individuals who have worked alongside local leaders and have experience engaging with **municipal and civic stakeholders**, including city-level initiatives and community advocacy efforts.
- **Educational and Professional Experience in the Region:** Members have served as **educators, school leaders, and professionals within Gaston and Mecklenburg counties**, directly addressing the academic needs, achievement gaps, and systemic challenges facing local students.
- **Parent and Family Connections:** The inclusion of a **parent representative** ensures that the board maintains an authentic connection to the day-to-day experiences, expectations, and needs of families within the community.
- **Community Outreach and Partnerships:** Board members have experience collaborating with **local organizations, nonprofits, and businesses**, supporting initiatives related to youth development, family engagement, and community improvement.

Collectively, the board brings **over 70 years of combined service** to the Gaston County region. This depth of experience gives a strong base for understanding the assets and needs of the Highland community, including the demand for a school that combines **academic rigor, leadership development, and social-emotional support**.

PLA's founding board is committed to **expanding its community connections beyond existing networks** by:

- Building partnerships with **local schools, community organizations, and service agencies**
- Engaging families through **surveys, forums, and outreach events**
- Establishing ongoing relationships with **business and civic leaders** to support student opportunities

This combination of **established trust, diverse community connections, and intentional outreach efforts** makes sure that PLA is both **rooted in the community and responsive to its evolving needs**, positioning the school to serve students and families effectively.

Q37. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established. Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including their roles and duties, and the reporting structure.

Board Meeting Calendar and Structure

In alignment with PLA bylaws and the **North Carolina Open Meetings Law**, the Preparatory Leadership Academy (PLA) Board of Directors will follow a **structured annual meeting calendar** to ensure consistent governance, oversight, and transparency.

- The Board will meet **monthly (8 regular meetings per year)**, typically on the **second Tuesday of each scheduled month at 6:00 PM**, using a combination of **in-person and hybrid formats** to maximize accessibility.
- Months with scheduled meetings will generally include **August, September, October, November, January, February, March, and May**, aligning with key academic, financial, and operational milestones.
- The Board will hold **one (1) Annual Meeting in June**, focused on strategic planning, board self-evaluation, officer elections, and approval of the upcoming year's budget and goals.
- Additional **committee meetings and work sessions** will occur as needed and are scheduled in accordance with bylaws and publicly noticed requirements.

All meetings will be **publicly posted in advance**, with agendas and minutes made accessible to ensure transparency and compliance.

This calendar structure ensures that the Board maintains **consistent oversight of academic performance, financial health, and organizational progress** throughout the school year.

Advisory Bodies and Stakeholder Engagement Structures

To strengthen stakeholder engagement and support effective school operations, PLA will establish two key advisory groups:

1. **Parent Association (PA)**
2. **School Advisory Team (SAT)**

Both groups serve in a **non-governing, non-supervisory capacity**, advising the Lead Administrator and supporting the school's mission without formal authority over board decisions or personnel evaluations.

1. Parent Association (PA)

Purpose and Role:

The Parent Association provides a structured avenue for families to actively engage in the school community. Its primary responsibilities include:

- Organizing **family engagement events and volunteer opportunities**
- Leading **fundraising efforts and school-wide initiatives**
- Supporting **student programs and community-building activities**

Membership and Selection:

- Open to all PLA parents and guardians

- Leadership roles (e.g., President, Secretary) will be selected annually through a **volunteer nomination and election process**

Meeting Frequency:

- The Parent Association will meet **monthly or bi-monthly**, based on school needs

Reporting and Communication:

- The PA will communicate regularly with the **Lead Administrator**, who will provide updates to the Board through monthly reports
- Key themes and feedback from the PA will be **summarized and shared with the Board** to inform decision-making

The Parent Association does **not** have governing authority and does not participate in the evaluation of staff or the Lead Administrator.

2. School Advisory Team (SAT)

Purpose and Role:

The School Advisory Team serves as a **representative voice of key stakeholders**, providing input on school operations, culture, and student experience. Responsibilities include:

- Offering feedback on **school programs, policies, and climate**
- Serving as a **liaison between families, staff, and school leadership**
- Providing recommendations to support continuous improvement

Membership and Selection:

- Composed of **parents, staff members, and, when appropriate, student representatives**
- Members will be selected through a **combination of application, nomination, and administrative selection**, ensuring diverse perspectives

Meeting Frequency:

- The SAT will meet **quarterly (at minimum)**, with additional meetings as needed

Reporting and Communication Structure:

- The SAT reports directly to the **Lead Administrator**
- The Lead Administrator will present **formal summaries of SAT discussions and recommendations** during Board meetings
- When appropriate, SAT representatives may **present directly to the Board** on key issues or initiatives

The SAT does not have formal authority and does not participate in governance decisions or personnel evaluations.

Alignment and Impact

This governance and advisory structure ensures:

- **Consistent and transparent board oversight** aligned with bylaws
- **Structured and meaningful stakeholder engagement** beyond representation alone
- **Clear communication channels** from advisory groups to the Lead Administrator and Board
- **Informed decision-making** that reflects the voices and needs of students, families, and staff

Q38. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

The Preparatory Leadership Academy (PLA) Board of Directors is committed to ensuring that all members are **well-prepared, continuously trained, and equipped to govern effectively** in alignment with North Carolina charter school requirements.

New Board Member Orientation

All new board members will participate in a **mandatory half-day orientation within 30 days of appointment**. This onboarding ensures a clear understanding of governance roles and expectations.

Orientation topics include:

- Roles and responsibilities of board members
- PLA mission, vision, and strategic priorities
- Board bylaws, policies, and procedures
- Overview of North Carolina charter school law and **NCSBE policies**
- Open Meetings Law and ethics/conflict of interest requirements
- Financial oversight and fiduciary responsibilities
- Introduction to school operations and reporting structures

Annual Board Training

All board members will participate in a **full-day annual training**, with the first session held **within 90 days of charter approval**. This training reinforces governance capacity and ensures compliance with best practices.

Annual training topics include:

- Charter school governance vs. management roles
- Financial oversight and budget monitoring
- Academic accountability and data review
- Legal compliance and risk management
- Conducting effective board meetings
- Conflict resolution and ethical decision-making
- Family and community engagement strategies

Ongoing Monthly Training and Development Calendar

In addition to orientation and annual training, PLA will implement a **structured, ongoing training calendar** aligned to key planning milestones. All trainings are **required for board members**, recorded, and maintained for future reference.

Sample Pre-Opening Training Timeline:

- **Month 1 (Post-Approval):** Board roles, governance overview, and strategic planning
- **Month 2:** Facility readiness and state compliance requirements
- **Month 3:** Financial training, budgeting, and fiscal oversight
- **Month 4:** Curriculum overview, academic goals, and enrollment/lottery procedures
- **Month 5:** Student Information System (Infinite Campus) overview for governance-level reporting and data access
- **Month 6:** Staff recruitment overview and organizational structure (governance perspective only)
- **Month 7:** Financial review, audit preparation, and benefits overview
- **Month 8:** Community engagement, fundraising, and partnership development

Training Expectations and Delivery

- **Participation Requirement:** All board members are expected to attend and actively participate in required trainings.
- **Documentation:** Attendance and completion will be documented and maintained for compliance purposes.
- **Facilitation:** Trainings will be led by **qualified professionals**, including representatives from the North Carolina Department of Public Instruction (NCDPI), the North Carolina Charter Schools Association, and other subject-matter experts.
- **Flexibility:** The training schedule may be adjusted to align with **state-provided training opportunities and emerging school needs**.

Commitment to Continuous Improvement

The PLA Board will engage in **ongoing professional development** to strengthen governance effectiveness as the school grows. This includes:

- Participation in **state-required and recommended trainings**
- Attendance at charter school conferences and workshops
- Annual board self-evaluations to identify training needs

Through a **structured orientation process, annual training, and ongoing development schedule**, PLA ensures that its Board of Directors remains **knowledgeable, compliant, and highly effective in governing a high-performing charter school**.

Q39. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific

steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

The Preparatory Leadership Academy (PLA) Board of Directors recognizes its role as a **steward of public trust** and is fully committed to upholding the **highest ethical standards in governance, transparency, and accountability**. Each board member understands that individual conduct reflects on the integrity of the entire organization.

Conflict of Interest Policy and Ethical Standards

The Board has formally adopted a **comprehensive Conflict of Interest Policy**, aligned with state requirements and best practices, to prevent both **actual and perceived conflicts of interest**. This policy requires:

- **Full Disclosure:**

All board members have an affirmative duty to disclose any **actual, potential, or perceived conflicts** that could influence decision-making. Disclosures are documented annually and updated as needed.

- **Recusal Procedures:**

Any member with a conflict must:

- Disclose the conflict prior to discussion
- **Recuse themselves from discussion and voting** on the matter
- Be excluded from quorum calculations for that specific vote

- **Prohibited Conduct:**

Board members are prohibited from:

- Using their position for **personal or financial gain**
- Accepting gifts, favors, or compensation that could influence decisions
- Engaging in **nepotism or preferential treatment**
- Breaching confidentiality related to students, staff, or board matters

Monitoring and Enforcement of Ethical Compliance

To ensure ongoing compliance, the Board will implement the following measures:

- **Governance/Compliance Oversight:**

The Board Chair, in collaboration with the Governance (or designated Ethics) Committee, is responsible for **monitoring compliance**, reviewing disclosures, and addressing any reported concerns.

- **Annual Conflict of Interest Statements:**

All board members will sign **annual disclosure forms**, affirming compliance and identifying any potential conflicts.

- **Documentation and Transparency:**

All recusals and disclosures will be **recorded in official meeting minutes**, ensuring transparency and accountability.

- **Corrective Action:**

Any violations of ethical standards will be addressed promptly, including **formal review, corrective action, or removal from the Board**, in accordance with the bylaws.

Ongoing Ethics Training

The PLA Board will participate in **ongoing ethics and governance training**, including the following:

- Annual training on **conflict of interest laws, fiduciary responsibilities, and ethical decision-making**
- Training aligned with guidance from the North Carolina Department of Public Instruction (NCDPI) and charter governance organizations
- Scenario-based discussions to reinforce ethical practices and real-world application

Participation in ethics training is **required for all board members**.

Existing and Potential Conflicts

At the time of this application, the Board has conducted a **thorough review of all member relationships and affiliations**, and **no actual or perceived conflicts of interest have been identified**.

The Board remains vigilant in monitoring potential risk areas, including the following:

1. Confidentiality of student, staff, and organizational information
2. Acceptance of gifts, favors, or financial incentives
3. Financial interests related to vendors or business relationships
4. Nepotism or preferential treatment involving family members

Commitment to Transparency and Public Trust

PLA is committed to maintaining **full transparency in governance practices**. Through clear policies, proactive monitoring, required disclosures, and ongoing training, the Board ensures that all decisions are made **in the best interest of students, families, and the community**.

Q40.Explain the decision-making processes the board will use to develop school policies.

The Preparatory Leadership Academy (PLA) Board of Directors utilizes a **structured, transparent, and student-centered decision-making process** to develop, review, and adopt school policies. This process ensures that policies are **well-informed, inclusive, and aligned to the school's mission and long-term success**.

Policy Development Process

Policy adoption occurs through a **formal process culminating in a majority vote by a quorum of the Board at a legally called meeting**, in accordance with the North Carolina Open Meetings Law. The process includes:

1. Initiate and Assign:

Policy needs may be identified by the board, subcommittees, the Lead Administrator, or stakeholder feedback. The Board assigns the issue to the appropriate **subcommittee** for development.

2. Research and Analysis:

The subcommittee conducts the following:

- Review of **state laws, NCSBE policies, and best practices**
- Analysis of **data, costs, and potential impact**
- Comparison of policy alternatives

3. Stakeholder Input (Structured and Ongoing):

The Board ensures stakeholder voice is meaningfully included through the following:

- **Parent and staff surveys**
- Feedback from the **Parent Association and School Advisory Team**
- Public comment during board meetings
- Community forums, as needed

This input is **documented, summarized, and incorporated** into policy recommendations.

4. Subcommittee Recommendation:

The subcommittee presents a **formal policy recommendation** to the full Board, including rationale, stakeholder input, and anticipated outcomes.

5. Board Deliberation and Decision:

The Board engages in **thoughtful discussion and deliberation**, prioritizing student outcomes and organizational effectiveness. While a **majority vote is required**, the Board strives for **consensus and collective ownership** of decisions.

6. Final Action:

The Board may:

- Approve the policy
- Revise and approve with modifications
- Table or return the policy for further research and stakeholder input

Governance vs. Management

PLA maintains a clear distinction between **governance and management**:

- The **Board** develops and approves policies related to **governance, accountability, and strategic direction** (e.g., admissions, charter compliance, board operations, and academic expectations).
- The **Lead Administrator** develops **operational procedures** for day-to-day management and submits them to the Board for review and approval.

To ensure proactive governance, the Board—not solely the Lead Administrator—**initiates and leads major policy development**, particularly in areas impacting long-term strategy and compliance.

Policy Review Timeline

The Board follows a **systematic and proactive policy review cycle, which includes regular assessments and updates to ensure policies remain effective and relevant**.

- **Annual Review:** Key policies (e.g., admissions, discipline, governance policies) are reviewed annually,

typically during the **second semester**, in preparation for the upcoming school year

- **Quarterly Checkpoints:** The Board may review high-priority policies quarterly based on emerging needs or data trends
- **Ongoing Revisions:** Policies may be updated at any time in response to changes in law, data, or stakeholder feedback

Commitment to Transparency and Continuous Improvement

All policy discussions and decisions occur in **public meetings**, with agendas and minutes posted for stakeholder access. This ensures transparency and reinforces trust.

Through this **deliberate, inclusive, and data-driven process**, the PLA Board ensures that all policies are **thoughtfully developed, regularly reviewed, and responsive to the needs of students, families, and the community**, while maintaining strong and proactive governance.

Q41. 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 (PLA) will establish advisory bodies to **strengthen stakeholder engagement, support school operations, and ensure that community voice informs decision-making**. These groups will operate in a **non-governing, non-supervisory capacity**, advising the Lead Administrator and supporting the mission and vision of the school.

PLA will implement two primary advisory bodies:

1. **Parent Association (PA)**
2. **School Advisory Team (SAT)**

1. Parent Association (PA)

Purpose and Role:

The Parent Association provides a structured opportunity for families to actively engage in the school community. Its responsibilities include:

- Organizing **family engagement events and volunteer opportunities**
- Leading **fundraising initiatives** to support student programs
- Supporting **school-wide and community-building activities**

Membership and Selection:

- Open to all parents and guardians of enrolled students
- Leadership roles (e.g., President, Vice President, Secretary) will be filled through a **volunteer nomination and election process conducted annually**

Meeting Frequency:

- The Parent Association will meet **monthly or bi-monthly**, depending on school needs and planned activities

Reporting and Communication Structure:

- The PA works directly with the **Lead Administrator or designee**
- Meeting notes, feedback, and recommendations are **documented and submitted to the Lead Administrator**
- The Lead Administrator provides **regular summaries to the Board of Directors** during board meetings to ensure parent voice informs decision-making

Authority:

The Parent Association has **no formal governance authority**, is not a board committee, and does not evaluate staff or the Lead Administrator.

2. School Advisory Team (SAT)**Purpose and Role:**

The School Advisory Team serves as a **representative body of key stakeholders**, providing input on school programs, culture, and operational effectiveness. Responsibilities include:

- Offering feedback on **school policies, programs, and climate**
- Serving as a **liaison between families, staff, students, and school leadership**
- Providing recommendations to support **continuous school improvement**

Membership and Selection:

- Composed of **parents, staff members, and, when appropriate, student representatives**
- Members will be selected through a **combination of application, nomination, and administrative selection**, ensuring diverse representation and perspectives

Meeting Frequency:

- The SAT will meet **at least quarterly**, with additional meetings as needed

Reporting and Communication Structure:

- The SAT reports directly to the **Lead Administrator**
- The Lead Administrator will present **formal summaries of SAT discussions, trends, and recommendations** to the Board of Directors during regular meetings
- When appropriate, SAT representatives may **present directly to the Board** on key issues or initiatives

Authority:

The SAT has **no formal governing authority** and does not participate in board decisions or the evaluation of staff or the Lead Administrator.

Alignment and Impact

This advisory structure ensures the following:

- **Consistent and meaningful stakeholder engagement**
- **Clear and systematic communication channels** from advisory bodies to school leadership and the Board
- **Data-informed and community-informed decision-making**
- Strong alignment between **school operations, family voice, and board governance**

PLA makes sure advisory bodies are purposeful, transparent, and impactful by having clear roles, structured communication, and inclusive participation, which strengthens both school leadership and community trust.

Q42. How will the board ensure grievances/concerns from parents and staff members are heard?

Preparatory Leadership Academy (PLA) will implement a **clear, structured, and equitable grievance process** to ensure that concerns from parents and staff are heard, addressed promptly, and resolved fairly. The process emphasizes **informal resolution when possible**, while providing a formal pathway for escalation when needed.

Grievance Committee Structure

The Board of Directors will maintain a **standing Grievance Committee** composed of **at least three board members**, appointed by the Board Chair. Members will be selected to ensure **objectivity and impartiality**, and any member with a potential conflict of interest will be required to **recuse themselves**.

The committee is responsible for:

- Reviewing formally submitted grievances that have followed the required chain of communication
- Ensuring a **timely, objective, and thorough review**
- Making recommendations to the full Board, if necessary

Grievance Process

PLA requires that concerns be addressed through the following sequence prior to Board involvement:

For Staff:

1. Direct resolution with the individual involved
2. Immediate supervisor
3. Lead Administrator
4. Formal grievance to the Board (if unresolved)

For Parents:

1. Teacher
2. Teacher's supervisor (if applicable)

3. Lead Administrator
4. Formal grievance to the Board (if unresolved)

To support accessibility, **grievance forms will be provided within 48 hours of request**, at no cost and without requiring justification.

Informal Resolution

PLA encourages **informal resolution and mediation** at the school level whenever possible. School leadership may facilitate conferences or discussions to resolve concerns efficiently while maintaining positive relationships.

Timeline and Review

Upon receipt of a formal grievance, the Grievance Committee will convene **within 20 calendar days** to review the matter. Each grievance will be reviewed individually, based on relevant documentation, policy, and due process.

Communication of Outcomes

The outcome of the grievance review will be communicated to the aggrieved party through a **written response**, which will include:

- A summary of the concern
- The committee's findings
- Any resulting decision or next steps

Confidentiality and Non-Retaliation

PLA will ensure that all grievances are handled with **appropriate confidentiality**, with access limited to individuals directly involved in the review process. The school maintains a strict **non-retaliation policy**, prohibiting any adverse action against individuals who raise concerns in good faith.

Q43. [Attach as Appendix Organizational Chart.](#)

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

Q44. [Attach as Appendix Charter School Board Member Information Form and Resume.](#)

- How were you recruited and Why do you wish to serve - are asked twice, in succession. Just a redundancy we need to remove.
- The very first question - Have you ever served before? is a Yes or No. About 6-7 questions down, they are asked to describe their past board service. I would move that up to the Yes/No question to tie the two together.

See attachments

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

Q45. Attach Appendix For Each Board Member: Charter School Board Member Background Certification Statement and 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:** 30 **Total Files Count:** 50

3.3. Staffing: Hiring, Management, and Evaluation

Q46. Projected Staff: Complete the staffing chart below outlining your staffing projections.

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

Q47. Explain the board's strategy for recruiting and retaining high-performing teachers.

Preparatory Leadership Academy (PLA) recognizes that **high-performing, mission-aligned teachers are essential** to achieving strong student outcomes. The Board will support a comprehensive strategy focused on **intentional recruitment, rigorous selection, and sustained retention** within a supportive and growth-oriented environment.

Teacher Recruitment Strategy

PLA will recruit **diverse, highly qualified educators** who are committed to academic excellence, equity, and the school’s mission. Recruitment efforts will include:

- **Multi-Platform Outreach:**
Posting positions on national and regional platforms such as **Indeed, Teachers.com, Education Week, and The Chronicle of Higher Education**, as well as state and local job boards
- **University and Pipeline Partnerships:**
Engaging with **colleges and universities**, including educator preparation programs, to build a pipeline of new and experienced teachers
- **Mission-Aligned Organizations:**
Partnering with organizations such as Teach For America and other educator networks to expand candidate reach
- **Local and Community-Based Recruitment:**
Advertising within Gaston County and surrounding areas to attract candidates who reflect the **diversity and cultural background of the student population**

Candidate Evaluation and Selection Process

PLA will implement a **structured and equitable hiring process** to ensure the selection of high-quality candidates. This process includes:

- **Application Screening:** Review of credentials, licensure, and relevant experience
- **Performance-Based Interviews:** Including demonstration lessons and scenario-based questions aligned to instructional practices
- **Panel Interviews:** Involving school leadership and, when appropriate, teacher representatives
- **Reference and Background Checks:** To verify professional history and ensure student safety

Candidates will be evaluated based on:

- Instructional effectiveness and content knowledge
- Alignment with PLA's mission and student-centered philosophy
- Commitment to equity and culturally responsive teaching
- Ability to use data to inform instruction

Recruitment Timeline

PLA will follow a **proactive annual hiring timeline**:

- **January–March:** Position postings, outreach, and candidate sourcing
- **March–May:** Interviews, demonstration lessons, and candidate selection
- **May–June:** Hiring decisions and onboarding preparation
- **Summer (Pre-Opening):** Final hiring, orientation, and professional development

This timeline ensures that PLA secures **high-quality candidates early** and provides sufficient time for onboarding and training.

Commitment to Equitable and Inclusive Hiring

PLA is committed to maintaining **fair, inclusive, and bias-aware hiring practices** by:

- Using **standardized interview protocols and scoring rubrics**
- Recruiting from **diverse talent pools and preparation programs**
- Ensuring hiring panels reflect **diverse perspectives**
- Prioritizing candidates who demonstrate a commitment to serving **historically underserved students**

Teacher Retention Strategy

PLA will retain high-performing teachers by fostering a **supportive, growth-oriented, and leadership-driven environment**. Key strategies include the following:

- **Competitive Compensation and Benefits**
- **Distributed Leadership Model:** Opportunities for teachers to serve as **instructional leaders, coaches, and**

team leads

- **Ongoing Professional Development:** Aligned to instructional best practices and teacher needs
- **Coaching and Support:** Regular feedback and instructional coaching from school leadership
- **Career Advancement Opportunities:** Internal promotions and leadership pathways
- **Collaborative Culture:** Teacher voice in decision-making, including participation in **school improvement planning and data analysis (e.g., SWOT processes)**
- **Recognition and Celebration:** A culture that values and acknowledges teacher contributions
- **Positive Work Environment:** A safe, supportive, and mission-driven school culture

Board Oversight and Accountability

The Board of Directors will monitor recruitment and retention through the following:

- Regular reports from the Lead Administrator on **staffing, retention rates, and vacancies**
- Review of **teacher satisfaction data and exit feedback**
- Alignment of staffing practices with the school's mission and performance goals

Through this **intentional, equitable, and strategic approach**, PLA will attract, develop, and retain **high-performing educators** who are committed to student success and long-term impact.

Q48.If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school.

Preparatory Leadership Academy (PLA) has identified **Dr. Doris Sanders as the founding Lead Administrator/Head of School**. Dr. Sanders is a **results-driven instructional leader and organizational strategist** with extensive experience in both public school and charter school administration and data-driven school improvement.

Specifically, Dr. Sanders was an active participant in the NCAPCS Inaugural W.I.S.E. Cohort (2022-2023), a mentorship program for emerging female leaders led by Mrs. Rhonda Dillingham, Executive Director. 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. During the **2023 NCAPCS Annual Conference, "Moving Mountains," July 9-11, 2023, she presented on "Lessons in Leadership."**

Additionally, Dr. Sanders participated and gained valuable insights from varied workshops and training sessions (just to name a few), such as the following:

1. Assistant Principal Academy, "Building Inclusive Classrooms & Schools."
2. **LETRS Training (August 2024 - Present; will complete in January 2027)**
3. **Unpacking NC Priority Standards Training**
4. **EOG Strategies**

5. Digital Learning Initiative Workshop (March 2023)
6. SIT (School Improvement Team) in Monroe, NC
7. Infinite Campus
8. NC Foster Care & Local LEA Point of Contact Workshop
9. Test Accountability (NC Check-Ins, BOG, RTA, WIDA, EOG)
10. ECATS
11. Power School
12. SS-ARS NC Training (Say Something Anonymous Reporting)
13. CRDC (Civil Rights Data Collection)

Leadership Experience and Organizational Impact

Dr. Sanders brings over five years of charter school leadership experience, having served as **Assistant Principal, Test Coordinator, Data Manager, and classroom teacher when called upon**. Across these roles, from hands-on experience, she has demonstrated the ability to **lead complex school operations while learning how to improve instructional outcomes through strategic planning and data analysis**.

Her leadership has included:

- Implementing **data-driven instructional systems** that support student growth and proficiency
- Leading **assessment coordination and accountability processes**, ensuring accurate reporting and alignment with state standards
- Supporting teachers in **unpacking standards, differentiating instruction, and using small-group interventions** to address learning gaps
- Strengthening **organizational systems and operational efficiency** through effective execution of leadership practices

Data-Driven Results and Instructional Leadership

Dr. Sanders has a strong record of leveraging data to improve student outcomes and instructional practice. Her work has contributed to student growth and proficiency in Gaston County Schools.

- Increased **student academic growth**, particularly among students performing below grade level
- Improved **teacher effectiveness** through coaching, professional development, and data-informed planning
- Enhanced **school-wide use of assessment data** to guide instruction, intervention, and progress monitoring

Her leadership reflects a commitment to **continuous improvement, accountability, and high expectations for all students**.

Organizational Leadership

Dr. Sanders has experience in **human resources management within a charter school environment**, including the following:

- Recruiting, developing, and retaining high-quality staff

- Designing workplace policies and initiatives that promote **employee growth, collaboration, and retention**
- Building a **positive, professional culture** grounded in trust, teamwork, and shared leadership

She employs a **distributive leadership model**, empowering staff through opportunities for leadership, coaching, and collaborative decision-making.

Operational, Financial, and Compliance Expertise

Dr. Sanders brings a broad skill set in **organizational management and compliance**, including the following:

- Oversight of **student information systems (e.g., Infinite Campus)** and state reporting requirements
- Experience in **financial management, internal controls, and resource allocation**
- Ensuring compliance with **local, state, and federal policies and regulations**

Though she did not make the decisions, her background also includes experience in **risk management, public policy, and organizational operations**, strengthening her ability to lead a high-functioning charter school.

Stakeholder Engagement and Community Leadership

Dr. Sanders is committed to building strong partnerships with **families, staff, and community stakeholders**. She has demonstrated success in:

- Facilitating collaboration among diverse stakeholder groups
- Promoting transparent communication and trust
- Engaging in **community outreach and public advocacy efforts**

Her leadership emphasizes **student-centered decision-making and inclusive engagement**, ensuring that all voices are valued.

Leadership Development and Charter School Preparation

Dr. Sanders completed the **W.I.S.E. (Women Inspiring and Seeking Encouragement) Mentorship Program (2022–2023)** under the leadership of Rhonda Dillingham, from whom she received a letter of recommendation. Through this program, she received targeted training in the following:

- Charter school governance and board relations
- Financial oversight and sustainability
- School culture and psychological safety
- Educational leadership and advocacy

This experience further strengthened her readiness to **launch and lead a high-performing, successful charter school**.

Vision for Preparatory Leadership Academy

As Founder and Head of School, Dr. Sanders will lead PLA with a focus on:

- **Academic excellence through data-driven instruction**
- **Transformational Leadership development and social-emotional learning**
- **Equitable access to high-quality education for underserved students**
- **Continuous improvement through strategic planning and performance monitoring**

Conclusion

Dr. Sanders' combination of **instructional expertise, data-driven leadership, organizational leadership, and operational experience** demonstrates her strong capacity to lead Preparatory Leadership Academy. Her proven ability to **improve student outcomes and confidence, develop teachers, and build effective systems** positions her to successfully implement the school's design and ensure long-term success.

Q49.If the school leader has been identified, attach the school leader's one-page resume as Appendix

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Q50.Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.

The relationship between employees of Preparatory Leadership Academy (PLA) and the Board of Directors will be **structured, respectful, and clearly defined**, ensuring effective communication while maintaining appropriate boundaries between **governance and management**.

Governance Structure and Roles

The Board of Directors serves as the **governing body**, responsible for **setting policy, ensuring accountability, and overseeing the school's overall performance**. The **Lead Administrator** is responsible for the **day-to-day management of school operations**, including supervision of all employees.

Employees will report directly to the **Lead Administrator or designated supervisors**, rather than to the Board, thereby preserving a clear distinction between governance and management.

Employee Voice and Representation

PLA values employee input and will provide structured opportunities for staff to share feedback:

- **Staff Representative to the Board:**

Employees will elect a **staff representative annually** to serve as a liaison between teachers/staff and the Board. This representative will:

- Attend board meetings (in a non-voting capacity)
- Share **staff perspectives on school policies, climate, and operations**
- Communicate relevant board updates back to staff

- **Surveys and Feedback Systems:**

Employees will participate in **formal and informal surveys**, including input used to evaluate the Lead Administrator and overall school effectiveness.

- **Committee Participation:**

Teachers and staff may serve on **board subcommittees (as appropriate)** and are encouraged to attend public board meetings to remain informed and engaged.

Grievance Process and Professional Protections

All employees will have **equal access to a formal grievance process**, ensuring that concerns are addressed fairly and consistently. This process:

- Follows a **clearly defined chain of command**
- Provides an opportunity for concerns to be elevated to the Board if unresolved at the administrative level
- Ensures **confidentiality and non-retaliation protections**

Board Oversight of Employment Matters

The Board of Directors maintains oversight of employment through the following:

- **Approval of employment contracts** recommended by the Lead Administrator
- Monitoring of **staffing structures, retention, and organizational performance**
- Ensuring that employment practices align with **school policies, legal requirements, and strategic goals**

The Board does not directly supervise staff but ensures that the Lead Administrator effectively manages personnel.

Commitment to Collaboration and Professional Culture

PLA is committed to fostering a **collaborative and professional environment** where:

- Employees feel **valued, heard, and supported**
- Communication between staff, leadership, and the Board is **transparent and structured**
- Decision-making reflects **input from those closest to instruction and student needs**

Through this structure, PLA ensures a **balanced relationship** in which the Board provides strong governance and oversight, while employees contribute meaningfully to the school's success within a clear and professional organizational framework.

Q51. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

Preparatory Leadership Academy (PLA) will implement a **structured, equitable, and compliant process** for hiring and dismissing school personnel. The process ensures **high-quality staff selection, student safety, legal compliance, and fair treatment of employees**, while maintaining a clear distinction between **board governance and administrative management**.

Board Role and Hiring Authority

The **Lead Administrator** is primarily responsible for the **recruitment, selection, and supervision of all school personnel**. The Board of Directors provides **oversight and final approval authority** for the following:

- The **Lead Administrator position**
- Employment policies and procedures
- Staffing structures and budget allocations

For instructional and support staff, the Lead Administrator makes hiring recommendations in alignment with board-approved policies. The Board does not directly hire staff but ensures that all hiring practices meet **legal, ethical, and organizational standards**.

Hiring Process

The hiring process will generally include the following steps, with flexibility for specific roles:

1. Application Screening:

Applications are reviewed by the **Lead Administrator or designee** (e.g., Assistant Administrator) to ensure candidates meet required qualifications, including licensure, education, and experience.

2. Initial Review and Selection:

A qualitative review is conducted by the **school leadership team and/or personnel committee** to identify strong candidates aligned with PLA's mission.

3. Interview Process:

- **First Interview:** Conducted by the Lead Administrator, Assistant Administrator, and/or designated team members
- **Second Interview:** May include a panel of teachers or staff to assess instructional fit and collaboration

4. Credential Verification:

Verification of **education, licensure, certifications, employment history, and references**

5. Background Checks and Drug Screening:

- All candidates must successfully complete a **national criminal background check** in compliance with North Carolina law
- Candidates will undergo **pre-employment drug screening** conducted by a certified provider
- Employment is contingent upon **clear and satisfactory results**

6. Final Recommendation and Offer:

The Lead Administrator makes the final hiring recommendation and extends an offer of employment, contingent upon Board-approved policies and available funding.

Commitment to Equitable and Compliant Hiring Practices

PLA is committed to **fair, equitable, and non-discriminatory hiring practices**. The school will:

- Adhere to all **federal and state anti-discrimination laws** (e.g., Title VII, ADA, ADEA)
- Use **standardized interview protocols and evaluation criteria**
- Ensure equal opportunity for all qualified candidates
- Maintain documentation to support **compliance and transparency**

Employee Evaluation and Performance Management

PLA will implement a **comprehensive evaluation system**, including the **North Carolina Educator Evaluation System**, to assess employee performance.

- Employees identified as underperforming will:
 - Receive **formal feedback and coaching** from the Lead Administrator
 - Be placed on a **corrective action plan** with clearly defined expectations, timelines, and measurable benchmarks
 - Have progress monitored regularly
- Continued employment will be based on **demonstrated improvement and performance outcomes**.

Dismissal Procedures and Due Process

PLA will ensure that all dismissal decisions are **fair, documented, and compliant with employment law**:

- **Progressive Discipline:**

For performance-related concerns, employees will receive:

- Written notice of deficiencies
- Opportunity to improve through a corrective action plan
- Ongoing support and evaluation

- **Due Process Protections:**

Employees will be:

- Informed of concerns and expectations
- Given an opportunity to respond
- Provided documentation of decisions

- **Immediate Dismissal:**

Employees may be subject to **immediate termination** for serious misconduct, including:

- Acts of violence or endangerment
- Violations of safety protocols
- Illegal or unethical behavior

All dismissal decisions are made by the **Lead Administrator**, in accordance with board-approved policies. The Board maintains oversight to ensure consistency, fairness, and legal compliance.

Conclusion

Through this structured approach, PLA ensures that hiring and dismissal practices are **rigorous, equitable, and compliant**, while maintaining high standards for staff performance and safeguarding the well-being of students and the school community.

Q52. Outline the school's proposed salary range and employment benefits for all levels of employment.

Preparatory Leadership Academy (PLA) is committed to offering **competitive, sustainable compensation and benefits** to recruit and retain high-quality staff while maintaining long-term financial viability aligned with its **5-year budget plan**.

I. Employee Benefits Package

1. Health and Insurance Benefits

- Full-time employees will be offered:
 - **Major medical insurance**
 - **Short-term and long-term disability insurance**
- PLA will contribute a **portion of employee premiums**, contingent upon annual budget capacity
- Additional benefits available through a **Section 125 Cafeteria Plan**, including:
 - Dental
 - Vision
 - Life insurance
 - Cancer and supplemental coverage
- Section 125 plans are **employee-paid (pre-tax)**

2. Retirement Plan

PLA will offer a **tax-deferred, defined-contribution retirement plan** with the following structure:

- PLA will match **50% of employee contributions**, up to a **maximum employer contribution of 3% of salary**
(Example: If an employee contributes 6%, PLA contributes 3%)
- **Cap and Sustainability:**
 - Employer contributions are capped annually to ensure **budget sustainability**
 - Plan design aligns with comparable charter school and private sector retirement structures
- **Eligibility and Vesting:**
 - Employees become eligible after **one year of service**
 - Vesting follows a **graded schedule (e.g., 3–5 years)**

This structure ensures a **competitive yet financially responsible retirement benefit**.

3. Leave and Time-Off Benefits

PLA will provide a structured leave package:

- **10 Sick Days annually**
- **3 Personal Days annually**
- **10-month employee calendar aligned with school schedule**
- **Holidays and school breaks (aligned with Gaston County Schools' academic calendar)**
- **Bereavement Leave (3–5 days)**
- **Professional Leave (for training and development opportunities)**

Unused sick leave may roll over (up to a capped amount) to encourage retention.

4. Additional Compensation and Incentives

PLA will offer additional supplements and incentives, including:

- **Performance-based bonuses** (based on student growth and school performance)
- **Leadership stipends** (as budget allows) for:
 - Teacher leaders
 - Deans
 - Mentors
- **Recruitment and retention incentives** (as budget allows)
- **Professional development stipends** (for certifications and licensure advancement)

II. 2026 Salary Structure

Administrative & Support Personnel

- Head of School: **\$75,000**
- Lead Administrator (Principal): **\$65,000**
- Assistant Administrator: **\$60,000**
- Clerical Support: **\$30,000**
- Food Service Staff: **\$30,000**
- Custodial Staff: **\$35,000**

Instructional Personnel

- Core Teachers (8 positions): **\$52,000 average**
- Exceptional Children (EC) Teacher: **\$55,000**
- Specialty Teacher: **\$40,000**
- Physical Education Teacher: **\$49,000**

- Teacher Assistants (2): **\$35,000**

Specialized & Contracted Services

- EC Coordinator (Contracted): **\$60,000**
- Social Worker: **\$60,000**
- Speech Therapist / Psychologist: **As Needed (Contracted)**

III. Salary Comparison to Local District

PLA salaries are designed to be **competitive with Gaston County Schools**:

- Beginning teacher salaries in Gaston County average approximately **\$41,000–\$46,000**
- PLA's **starting teacher salary (\$52,000)** exceeds local entry-level pay
- Administrative salaries are **competitive but fiscally conservative** relative to district scales

This structure positions PLA as an **employer of choice**, particularly for:

- Early-career educators
- Mission-aligned teachers seeking leadership opportunities

IV. Budget Alignment and Sustainability

All salaries and benefits are:

- Fully aligned with PLA's **5-year financial projections**
- Designed to maintain a **balanced budget and break-even enrollment targets**
- Structured to allow **scalability as enrollment increases**

The retirement cap, benefit flexibility, and use of contracted services ensure **long-term financial stability**.

V. Conclusion

PLA's compensation and benefits package is **competitive, sustainable, and mission-aligned**, ensuring the school can:

- Recruit high-quality educators and staff
- Retain effective personnel through meaningful incentives
- Maintain fiscal responsibility and long-term viability

Through a balanced approach to salary, benefits, and incentives, PLA will build a **strong, stable workforce** that directly supports student achievement and school success.

Q53. Provide the procedures for handling employee grievances and/or termination.

Preparatory Leadership Academy (PLA) will implement a **structured, fair, and legally compliant process** for handling employee grievances and termination. This process ensures **timely resolution, due process, confidentiality, and protection against retaliation**, while maintaining a safe and effective school environment.

Employee Grievance Procedures

Grievance Committee Structure and Authority

The Board of Directors will maintain a **standing Grievance Committee** composed of **at least three board members**, appointed by the Board Chair. The committee is responsible for:

- Reviewing formally submitted employee grievances
- Ensuring an **objective, thorough, and timely review**
- Making **recommendations to the full Board** when board-level action is required

The committee serves in an **advisory capacity**, with final authority resting with the Board of Directors when applicable.

Grievance Process and Timeline

Employees must follow the established chain of resolution:

1. **Step 1 – Direct Resolution (Within 5 business days):**

The employee will attempt to resolve the concern directly with the individual involved.

2. **Step 2 – Supervisor Review (Within 5–7 business days):**

If unresolved, the employee will escalate the concern to their **immediate supervisor or dean (if applicable)**.

3. **Step 3 – Lead Administrator Review (Within 10 business days):**

The concern is elevated to the **Lead Administrator**, who will review and attempt resolution.

4. **Step 4 – Formal Grievance Filing:**

If the issue remains unresolved, the employee may submit a **formal written grievance** to the Board of Directors.

5. **Step 5 – Grievance Committee Review (Within 20 calendar days):**

The Grievance Committee will convene, review documentation, and possibly request additional information.

6. **Step 6 – Written Outcome (Within 10 business days after review):**

The employee will receive a **written decision**, including findings and any recommended actions.

Confidentiality and Non-Retaliation

PLA will ensure:

- **Confidential handling** of all grievance matters, with access limited to individuals directly involved
- Secure storage of all grievance documentation
- Strict enforcement of a **non-retaliation policy**, prohibiting adverse action against any employee who files a grievance in good faith

Employee Performance and Termination Procedures

Performance Management and Corrective Action

Employees identified as underperforming will:

- Receive **formal counseling and written feedback**
- Be placed on a **Corrective Action Plan (CAP)** outlining the following:
 - Specific performance expectations
 - Measurable benchmarks
 - Defined timelines (typically 30–90 days)
- Participate in **ongoing monitoring and support**, including coaching

At the conclusion of the CAP:

- Employees demonstrating sufficient improvement will be retained
- Employees not meeting expectations may be subject to dismissal

Immediate Disciplinary Action

Employees may face **immediate suspension or termination** (in accordance with law and policy) for serious misconduct, including:

- Acts of violence, assault, or endangerment
- Illegal activity or ethical violations
- Conduct that compromises student or staff safety
- Employees **charged with a felony or certain serious misdemeanors** may be suspended with pay pending the outcome of legal proceedings
- Employees **convicted of disqualifying offenses** may be terminated without notice, as permitted by law

Appeals Process for Termination

PLA will provide due process through an **appeals procedure**:

- Employees may submit a **written appeal within 10 business days** of termination
- The appeal will be reviewed by the **Grievance Committee or a designated Board panel**
- A final decision will be issued in writing within a **reasonable timeframe (typically 15–20 business days)**

The decision of the Board will be **final**, consistent with employment law and board policy.

Conclusion

Through clearly defined procedures, timelines, and protections, PLA ensures that employee grievances and termination decisions are handled with **fairness, transparency, legal compliance, and respect for all parties**. This

system promotes a **professional work environment while safeguarding the integrity and effectiveness of the school.**

Q54. Identify any positions that will have dual responsibilities and the funding source for each position.

Preparatory Leadership Academy (PLA) will implement a **strategic, transparent approach to staffing** in the initial years of operation to maximize resources while maintaining high-quality instruction and operations.

Planned Dual-Responsibility Positions (Years 1–2)

During the first two years of operation (**2028–2029 and 2029–2030**), PLA will include one primary dual-responsibility instructional role:

- **4th/5th Grade Split-Class Teacher**
 - This teacher will provide instruction to a combined class of 4th and 5th grade students.
 - Responsibilities will include **differentiating core instruction by grade level**, aligning content to the North Carolina Standard Course of Study for both grades, and managing instructional pacing and assessment for two grade levels.
 - This structure supports **phased enrollment growth** and ensures efficient use of staffing resources.

Funding Source:

- This position is funded through **state and local per-pupil allocations** included in the school's operating budget.
- Any additional compensation (if applicable) will be supported through the **personnel line item in the annual budget**, as approved by the Board.

Additional Dual Responsibilities (Operational Efficiency)

In the early years of operation, select staff may assume **limited additional duties** to support school operations, including:

- **Specialty Teachers:**
May support intervention, tutoring, or enrichment (e.g., library/media coordination) during non-instructional periods
 - **Funding:** Included within base salary (no additional stipend unless duties significantly expand)
- **Administrators (Lead/Assistant):**
May assist with supervision (e.g., arrival/dismissal, recess) and general operational oversight
 - **Funding:** Included within base salary

These responsibilities are **temporary and strategic**, designed to support efficient startup operations, and will be adjusted as the school reaches full enrollment.

Teacher Leadership Roles and Stipends

PLA will offer **formal leadership opportunities** (e.g., grade-level chairs, instructional leads, dean roles) that may include additional responsibilities beyond the standard teaching role.

- **Compensation:**
 - Stipends will be provided for these roles
 - Stipends are **explicitly budgeted within the annual personnel budget** and aligned to the school's 5-year financial plan
 - Amounts will be reviewed and approved annually by the Board of Directors
- **Funding Source:**
 - Primarily funded through **state and local operational funds**
 - May be supplemented by **grants or private funding**, if available

Transparency and Disclosure

PLA is committed to **full transparency** regarding dual responsibilities:

- All dual-role expectations will be **clearly defined in job descriptions**
- Responsibilities will be **disclosed to candidates prior to hiring**
- Employment contracts will reflect **role expectations and compensation structure**
- Staff will receive **ongoing support and professional development** to successfully fulfill dual roles

Sustainability and Transition Plan

As enrollment increases and the school expands to full capacity, PLA will:

- **Phase out dual-responsibility roles where appropriate**
- Transition to **fully dedicated positions** aligned to grade levels and operational needs
- Continuously evaluate staffing to ensure **workload balance and instructional quality**

Conclusion

PLA's approach to dual responsibilities is **intentional, temporary, and strategically funded**, ensuring operational efficiency during startup while maintaining instructional integrity. Through **clear communication, appropriate compensation, and long-term planning**, PLA ensures that all roles remain sustainable and supportive of staff success and student achievement.

Q55. Describe the plans to have qualified staffing adequate for serving all student needs including SWD, ML, and AIG students.

Preparatory Leadership Academy (PLA) is committed to ensuring that all students, including **Students with**

Disabilities (SWD), Multilingual Learners (ML), and Academically/Intellectually Gifted (AIG) students, receive appropriate, high-quality services through a **clearly defined and fully aligned staffing model**.

Alignment to Staffing Chart (Years 1–5)

PLA's staffing model includes the following positions specifically designed to support diverse learners:

Exceptional Children (SWD) Staffing

- **1 Exceptional Children (EC) Teacher (\$55K)** – Years 1–5
- **1 EC Coordinator (Contracted, \$60K)** – Years 1–5
- **Related Service Providers (Contracted, As Needed):**
 - Speech Therapist
 - Psychologist
- **1 Social Worker (\$60K)** – Years 1–5

This structure ensures:

- Full implementation and oversight of **IEPs**
- Delivery of **direct and indirect EC services**
- Compliance with **IDEA and North Carolina EC policies**
- Access to specialized services through contracted professionals

Multilingual Learners (ML/ELL) Support

PLA will ensure ML services through:

- **Licensed or endorsed instructional staff** within the **12 instructional personnel positions (\$52K each)**
- Integration of **ESL strategies within core instruction**
- Use of **push-in/pull-out instructional models**, depending on student need

As enrollment increases, PLA will:

- Add dedicated ESL staff if student population requires
- Continue targeted recruitment of **ESL-endorsed teachers**

Academically/Intellectually Gifted (AIG) Support

PLA will support AIG students through:

- **Differentiated instruction provided by classroom teachers**
- Enrichment opportunities embedded within:
 - Core instruction

- **Leadership & Character elective (\$40K)**
- **Computer Technology and Arts programs (\$40K each)**

By Year 2 and beyond, PLA will:

- Ensure access to **AIG-certified or endorsed staff** within instructional personnel
- Expand advanced learning opportunities based on student identification data

Integrated Instructional and Support Model

PLA's staffing structure supports a **Multi-Tiered System of Support (MTSS)** framework:

- **Tier I:** Core instruction delivered by **12 instructional teachers**
- **Tier II:** Targeted interventions supported by:
 - EC Teacher
 - Teacher Assistants (2 positions, \$35K each)
- **Tier III:** Intensive interventions supported by:
 - EC Coordinator (contracted)
 - Related service providers
 - Social Worker

This ensures all students receive **appropriate levels of support based on need**.

Contingency Plan for Specialized Staffing

In the event PLA is unable to immediately secure certified specialized staff (e.g., EC or ESL), the school will:

- Utilize **contracted licensed professionals** (already budgeted: EC Coordinator, Speech, Psychologist)
- Recruit **dual-licensed teachers (Elementary + EC or ESL)**
- Partner with **regional service providers and agencies**
- Continue targeted recruitment until positions are filled

This ensures **no disruption in services and full legal compliance from day one**.

Compliance and Qualifications

All specialized staff will:

- Hold appropriate **North Carolina licensure or certification**
- Demonstrate expertise in **differentiation, progress monitoring, and compliance**
- Participate in ongoing professional development aligned to:
 - **IDEA (SWD)**

- Title III (ML/ELL)
- AIG program standards

Conclusion

PLA's staffing model—aligned directly with its approved staffing chart—ensures that **qualified personnel are in place from Year 1** to serve SWD, ML, and AIG students effectively. Through a combination of **dedicated staff, contracted specialists, and a strong MTSS framework**, PLA guarantees **compliant, equitable, and high-quality services for all learners**, with built-in flexibility to scale as enrollment grows.

Q56. How will teachers be evaluated? What system or tool will be utilized?

Performance Evaluation Procedures

PLA will implement a **comprehensive evaluation system** to ensure staff effectiveness:

- Teachers and administrators will be evaluated using the **North Carolina Educator Evaluation System**
- Support staff will be evaluated using **role-specific performance rubrics**
- Evaluations will include:
 - Formal observations
 - Goal-setting and progress monitoring
 - Feedback aligned to student outcomes and job performance

Employees will receive **ongoing coaching, feedback, and professional growth opportunities**.

Q57. 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).

Preparatory Leadership Academy (PLA) will employ qualified faculty and staff who possess the **appropriate licensure, credentials, and experience** necessary to perform their roles effectively. All employees are expected to carry out their responsibilities in alignment with PLA's **mission, vision, and commitment to equity and student success**.

Instructional Staff (Teachers)

Roles and Responsibilities

Teachers are responsible for:

- Delivering standards-aligned instruction based on the **North Carolina Standard Course of Study**
- Implementing **data-driven instruction and differentiated learning strategies**
- Monitoring student progress and providing targeted interventions

- Maintaining a positive, inclusive, and student-centered classroom environment
- Collaborating with colleagues, families, and support staff

Qualifications and Licensure

- At least **75% of elementary teachers** will hold a valid **North Carolina Standard Professional (SP1 or SP2) License**
- Remaining teachers will be actively pursuing licensure through **approved pathways (e.g., lateral entry)**
- Bachelor's degree required; advanced degrees preferred
- Demonstrated competency in **instruction, classroom management, and student engagement**

Licensure Advancement Support

PLA will:

- Provide access to **state-approved licensure programs**
- Support teachers in progressing from **SP1 to SP2 licensure and renewal**
- Offer **mentoring, coaching, and professional development** aligned with licensure requirements

School Leadership

Lead Administrator (Principal/Head of School)

Roles and Responsibilities:

- Provide **strategic, instructional, and operational leadership**
- Ensure compliance with **state, federal, and charter requirements**
- Oversee **staff hiring, supervision, and evaluation**
- Manage **budget, facilities, and school operations**
- Analyze and report data to the Board of Directors

Qualifications:

- Master's degree or higher in **Educational Leadership, Administration, or related field**
- Minimum of **3 years of leadership experience**
- Valid North Carolina administrative licensure (or eligibility) preferred
- Demonstrated success in **data-driven school improvement and leadership**

Assistant Administrator (Assistant Principal)

Roles and Responsibilities:

- Support instructional leadership and **staff supervision**
- Coordinate **professional development and beginning teacher support**
- Oversee **student discipline and school culture initiatives**
- Assume leadership responsibilities in the absence of the Lead Administrator

Qualifications:

- Valid North Carolina teaching license
- Minimum of **3 years of classroom experience**
- Completion of or enrollment in an **approved administrative program**
- Strong instructional and leadership capacity

Exceptional Children (EC) and Specialized Staff**EC Teacher**

- Provides direct and indirect services aligned to **IEPs**
- Must hold a **valid NC EC license**
- Expertise in **special education, compliance, and progress monitoring**

EC Coordinator (Contracted)

- Oversees **IEP compliance, service delivery, and program coordination**
- Must hold appropriate **state licensure and experience in EC leadership**

Related Service Providers (Contracted)

- Speech Therapist, Psychologist, and others as needed
- Must hold **appropriate licensure/certification** for their field

Support Staff (Expanded Expectations)**Clerical Staff**

- Responsibilities: Office management, student records, communication support
- Qualifications: High school diploma (minimum), with preference for **administrative or office experience**
- Skills: Organization, data management, customer service, and confidentiality

Food Service Staff

- Responsibilities: Meal preparation, food safety compliance, and service
- Qualifications: Relevant experience in food service; certification in **food safety (e.g., ServSafe) preferred**

Custodial Staff

- Responsibilities: Facility cleanliness, safety, and maintenance
- Qualifications: Experience in custodial services; knowledge of **safety protocols and facility care**

Teacher Assistants

- Responsibilities: Support instruction, small-group work, and classroom management

- Qualifications: Associate degree or equivalent experience preferred; ability to support diverse learners

Social Worker

- Responsibilities: Provide **social-emotional support, family outreach, and crisis intervention**
- Qualifications: Licensed **School Social Worker or equivalent certification**

Equity and Mission Alignment

All staff will be expected to:

- Demonstrate a commitment to **equity, inclusion, and culturally responsive practices**
- Support the needs of **diverse learners, including SWD, ML, and AIG students**
- Align their work with PLA's mission to develop **leadership, integrity, and academic excellence**

PLA will prioritize hiring individuals who:

- Reflect the **diversity of the community**
- Exhibit a strong commitment to **serving historically underserved populations**

Conclusion

PLA ensures that all positions are filled by **qualified, licensed, and mission-aligned professionals**, supported through structured evaluation systems and ongoing professional development. This comprehensive approach guarantees that all staff are equipped to **effectively serve students and uphold the school's commitment to excellence and equity**.

Q58. Identify the positions responsible for maintaining teacher license requirements and professional development.

Preparatory Leadership Academy (PLA) will implement a **structured system of oversight and accountability** to ensure all teachers maintain appropriate licensure and engage in ongoing professional development.

Primary Responsibility

The **Assistant Administrator (Assistant Principal)** will serve as the primary designee responsible for

- Monitoring **teacher licensure status, renewal timelines, and compliance requirements**
- Coordinating and implementing **professional development (PD) programs** aligned to school goals and state requirements
- Maintaining accurate records of **licensure, continuing education units (CEUs), and professional growth plans**

Oversight and Accountability

The **Lead Administrator (Principal/Head of School)** will:

- Provide **direct supervision and oversight** of the licensure and PD process
- Ensure all practices align with **North Carolina Department of Public Instruction (NCDPI)** requirements
- Monitor staff compliance through **regular reporting and evaluation systems**

Teachers are responsible for:

- Completing required **professional development hours and licensure renewal activities**
- Meeting all **state deadlines and requirements** for maintaining licensure

Qualifications of Responsible Personnel

To ensure effective oversight, the following qualifications are required:

- **Assistant Administrator (Primary Designee):**
 - Master's degree in **Educational Leadership, Administration, Curriculum & Instruction, or related field**
 - Valid **North Carolina teaching license**
 - Completion of or enrollment in an **approved administrative licensure program**
 - Experience in **instructional leadership, teacher development, and evaluation systems**
- **Lead Administrator (Oversight):**
 - Master's degree or higher in **Educational Leadership or related field**
 - Valid **North Carolina administrative license (or eligibility)**
 - Demonstrated experience in **staff supervision, evaluation, and professional development systems**

Professional Development System

PLA will provide a comprehensive PD program that includes:

- **Beginning Teacher Support Program (BTSP)** for new educators
- Ongoing training in:
 - Instructional best practices
 - Data-driven instruction
 - Classroom management
 - Serving diverse learners (SWD, ML, AIG)
- Individualized **Professional Development Plans (PDPs)** aligned to teacher evaluations

Compliance and Monitoring

PLA will ensure compliance by:

- Maintaining a **centralized tracking system** for licensure and PD (e.g., through SIS and HR systems)
- Conducting **annual audits of licensure status**

- Providing reminders and support to ensure timely renewal

Conclusion

Through clearly defined roles, qualified leadership, and a structured monitoring system, PLA ensures that all teachers remain **properly licensed, professionally developed, and equipped to deliver high-quality instruction**, aligned with state requirements and the school's mission.

Q59.Explain the school's professional development model or plan. The plan should 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.

Preparatory Leadership Academy (PLA) will implement a **comprehensive, data-driven professional development (PD) model** designed to ensure instructional excellence, support teacher licensure requirements, and promote long-term staff retention. This model is fully aligned with PLA's **staffing structure and budget**, including **8 Core Teachers, 1 EC Teacher, 1 Specialty Teacher, 1 PE Teacher, 2 Teacher Assistants, and instructional leadership personnel**.

Professional Development Framework

PLA will utilize the **North Carolina Educator Evaluation System** aligned with the **North Carolina Professional Teaching Standards** to guide teacher development. Instructional staff will be evaluated and supported across the six standards:

1. Teacher Leadership
2. Respectful Environment
3. Content Knowledge
4. Facilitation of Learning
5. Reflection on Practice
6. Contribution to Student Academic Success

Embedded Coaching & Observation Model

To build a strong culture of continuous improvement:

- The **Lead Administrator (\$65,000)** and **Assistant Administrator (\$60,000)** will conduct:
 - **Weekly 10–15 minute informal walkthroughs**
 - **Daily targeted feedback cycles**
- Teachers will receive **written and verbal feedback** aligned to instructional goals
- Coaching will be **differentiated** based on teacher experience (probationary vs. career status)

This model ensures **high-frequency, job-embedded professional learning** without requiring additional external cost, aligning with the approved budget.

Formal Evaluation and Development Cycle

PLA will implement a structured evaluation process:

1. Training & Orientation

- All staff trained on evaluation system within first **2 weeks**
- Evaluation schedules and expectations clearly communicated

2. Self-Assessment

- Teachers complete annual self-assessment aligned to standards

3. Observations

- **Probationary Teachers:** Minimum 3 formal observations (including peer observation)
- **Career Teachers:** Minimum 2 formal observations
- Observations conducted by **administrators and trained peers**

4. Conferences

- Pre- and post-observation conferences conducted within **10 days**
- Focus on actionable feedback and instructional growth

5. Professional Development Plans (PDPs)

- Individualized PDPs include:
 - Targeted growth areas
 - Strategies and supports
 - Measurable benchmarks
 - Timelines for progress

Licensure and Certification Support

PLA will ensure all teachers meet **North Carolina licensure requirements**, including those entering through **alternative pathways**:

Support Systems Include:

- Assignment of **mentor teachers** for beginning and lateral entry teachers
- Access to **state-approved licensure programs**
- Scheduled PD aligned to:
 - **CEU requirements**
 - **Content-area certification needs**

- Monitoring by:
 - **Assistant Administrator (Primary Licensure Coordinator)**
 - **Lead Administrator (Oversight and compliance)**

Tracking & Compliance

- Licensure status tracked through **internal systems and NCDPI requirements**
- Annual **licensure audits**
- Monthly compliance check-ins

Professional Development Delivery Model

Internal PD (Primary Model – Cost Efficient)

- Weekly PLCs (Professional Learning Communities)
- Data analysis meetings
- Instructional coaching cycles
- MTSS training (Tier I, II, III implementation)

External PD (Targeted and Budget-Aligned)

- State and regional training (NCDPI, charter associations)
- Specialized training for:
 - EC compliance (supported by **EC Coordinator - \$60,000**)
 - SEL and student support (supported by a **Social Worker – \$60,000**)

Alignment to Staffing Structure

PLA's PD model is directly supported by its staffing:

- **Instructional Leadership Team (Head of School \$75K, Lead Admin \$65K, Assistant Admin \$60K)**
→ Drives coaching, evaluation, and PD systems
- **EC Teacher (\$55K) + EC Coordinator (\$60K)**
→ Provide specialized PD for SWD compliance and differentiation
- **Core Teachers (8 @ \$52K)**
→ Participate in PLCs and instructional improvement cycles
- **Teacher Assistants (2 @ \$35K)**
→ Receive training in small-group instruction and intervention support
- **Specialty + PE Teachers (\$40K-\$49K)**
→ Receive content-specific and cross-curricular PD

Teacher Retention Strategies

PLA will retain high-performing teachers through:

- **Ongoing coaching and leadership support**
- **Opportunities for teacher leadership roles and stipends**
- **Positive, collaborative school culture**
- **Recognition and performance-based incentives (budget permitting)**
- **Clear pathways for professional growth and licensure advancement**

Conclusion

PLA's professional development model is **structured, sustainable, and fully aligned to its staffing and budget**. Through a combination of:

- **Frequent coaching**
- **Formal evaluation systems**
- **Licensure support**
- **Targeted professional learning**
- **Retention-focused strategies**

PLA ensures that all teachers are **highly qualified, continuously developing, and fully compliant with state and federal requirements**, ultimately driving **student achievement and school success**.

3.4. Staff Evaluations and Professional Development

Q60. Identify the positions responsible for maintaining teacher license requirements and professional development.

Preparatory Leadership Academy (PLA) will implement a **clearly defined system of responsibility and oversight** to ensure all instructional staff maintain appropriate licensure and engage in ongoing, high-quality professional development in compliance with **North Carolina Department of Public Instruction (NCDPI)** requirements.

Primary Responsibility

The **Assistant Administrator (Assistant Principal)** will serve as the **primary designee** responsible for maintaining teacher licensure and coordinating professional development. Responsibilities include:

- Monitoring **teacher licensure status**, renewal timelines, and compliance requirements
- Maintaining accurate records of **licenses, certifications, and Continuing Education Units (CEUs)**
- Designing and implementing the **school-wide professional development plan**
- Supporting teachers, including those in **lateral entry or alternative licensure pathways**, in meeting state requirements

Oversight and Accountability

The **Lead Administrator (Principal)** will provide **direct supervision and oversight** of licensure and professional

development systems by:

- Ensuring alignment with **state and federal regulations**
- Reviewing licensure compliance reports and PD implementation
- Monitoring the effectiveness of PD through the **North Carolina Educator Evaluation System**

Teachers are responsible for:

- Completing required **professional development hours and CEUs**
- Maintaining and renewing their licensure in accordance with **state timelines**
- Actively participating in **professional growth plans (PDPs)**

Required Qualifications of Responsible Personnel

To ensure effective oversight, PLA requires the following qualifications:

- **Assistant Administrator (Primary Designee):**
 - Master's degree in **Educational Leadership, Administration, Curriculum & Instruction, or related field**
 - Valid **North Carolina teaching license**
 - Completion of or enrollment in an **approved administrative licensure program**
 - Demonstrated experience in **teacher evaluation, instructional coaching, and professional development planning**
- **Lead Administrator (Oversight):**
 - Master's degree or higher in **Educational Leadership or related field**
 - Valid **North Carolina administrative license (or eligibility)**
 - Proven experience in **staff supervision, evaluation systems, and instructional leadership**

Systems for Monitoring and Compliance

PLA will ensure compliance through:

- A **centralized tracking system** for licensure and professional development
- **Annual licensure audits** and **monthly compliance monitoring**
- Alignment of PD to **teacher evaluation outcomes and student performance data**
- Ongoing support through **mentoring, coaching, and targeted professional learning opportunities**

Conclusion

Through clearly defined roles, qualified leadership, and structured monitoring systems, PLA ensures that all teachers remain **properly licensed, professionally developed, and fully compliant with state requirements**, while continuously improving instructional effectiveness and student outcomes.

Q61. 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.

Preparatory Leadership Academy (PLA) will implement a **comprehensive staff development system** that integrates **mentoring, evaluation, retention, and licensure support**, ensuring alignment with the school's mission of developing **academic excellence, leadership, and equity-driven outcomes**. This system is fully supported by PLA's **staffing structure and budget**, including **instructional personnel, administrative leadership, and specialized support staff**.

I. Instructional Leadership and Mentoring Structure

PLA's mentoring and evaluation model is led by:

- **Head of School (\$75,000)** – Strategic oversight and instructional vision
- **Lead Administrator (\$65,000)** – Primary instructional leader and evaluator
- **Assistant Administrator (\$60,000)** – Licensure compliance and professional development coordination

Mentoring Model

- All new and **lateral entry teachers** are assigned a **mentor teacher or administrator**
- Weekly **Professional Learning Communities (PLCs)** for collaboration and data analysis
- Targeted mentoring for:
 - Beginning teachers
 - Teachers on growth plans
 - Teachers serving diverse learners (SWD, ML, AIG)

II. Embedded Coaching and Continuous Feedback

To create a culture of continuous improvement:

- The Lead Administrator and Assistant Administrator will conduct:
 - **Daily/weekly walkthroughs (10–15 minutes)**
 - Written feedback aligned to instructional standards
- Each teacher will receive **at least one weekly touchpoint** (feedback or coaching)

This job-embedded model is **cost-neutral** and supported within existing administrative salaries.

III. Formal Evaluation System (Aligned to NC Standards)

PLA will implement the **North Carolina Educator Evaluation System**, aligned to the six professional teaching

standards:

1. Teacher Leadership
2. Respectful Environment
3. Content Knowledge
4. Facilitation of Learning
5. Reflection on Practice
6. Contribution to Student Success

Evaluation Components

- **Training & Orientation:** Within first 2 weeks of employment
- **Self-Assessment:** Annual reflective practice using rubric
- **Pre-Observation Conferences:** Prior to first formal observation
- **Formal Observations:**
 - Probationary teachers: Minimum **3 observations (including peer)**
 - Career teachers: Minimum **2 observations**
- **Post-Observation Conferences:** Within **10 days**
- **Professional Development Plans (PDPs):**
 - Individualized goals
 - Measurable benchmarks
 - Timeline for improvement

IV. Licensure and Certification Support

PLA ensures all teachers meet **North Carolina licensure requirements**, including alternative pathway candidates.

Support Systems

- **Assistant Administrator (Primary Designee):**
 - Tracks licensure, CEUs, and renewal deadlines
- **Lead Administrator (Oversight):**
 - Ensures compliance with **NCDPI requirements**

Support for Alternative Pathways

- Mentoring for **lateral entry teachers**
- Access to **state-approved licensure programs**
- Scheduled PD aligned to:
 - CEU requirements

- Certification areas

Compliance Monitoring

- Annual **licensure audits**
- Monthly tracking and reporting
- Alignment with evaluation system and PDPs

V. Retention Strategies

PLA will implement targeted strategies to retain high-quality staff:

1. Professional Growth Opportunities

- Leadership roles (grade-level chairs, instructional leads)
- Coaching and career advancement pathways

2. Supportive Work Environment

- Strong administrative support
- Collaborative PLC structures
- Safe, mission-driven culture

3. Recognition and Incentives

- Performance-based recognition
- Opportunities for stipends (budget permitting)
- Public acknowledgment of staff success

4. Workload and Wellness Support

- Balanced scheduling and planning time
- Access to **Social Worker (\$60,000)** for SEL and staff support

VI. Alignment to Staffing and Budget

PLA's mentoring and development model is directly supported by its staffing:

- **Instructional Staff:**
 - 8 Core Teachers (\$52,000 each)
 - 1 EC Teacher (\$55,000)
 - 2 Specialty Teachers (\$40,000)
 - 1 PE Teacher (\$49,000)
 - 2 Teacher Assistants (\$35,000 each)

- **Support Staff:**

- EC Coordinator (\$60,000) – supports compliance and specialized PD
- Social Worker (\$60,000) – supports student and staff wellness

- **Leadership Team:**

- Head of School, Lead Administrator, Assistant Administrator
→ Fully responsible for evaluation, mentoring, and licensure systems

This structure ensures that **professional development, mentoring, and evaluation are fully funded and sustainable within the school's operating budget.**

VII. Conclusion

PLA's staff development system is **comprehensive, aligned, and sustainable**, integrating:

- **Mentoring and coaching**
- **Rigorous evaluation systems**
- **Licensure support and compliance monitoring**
- **Retention-focused strategies**

Through this model, PLA ensures that all staff are **highly effective, properly licensed, continuously developed, and committed to student success**, fully aligned with the school's mission and educational program.

Q62. 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.

Preparatory Leadership Academy (PLA) will implement a **comprehensive, structured professional development (PD) model** designed to ensure **high-quality, mission-driven instruction, continuous staff growth, and improved student outcomes**. The PD plan is directly aligned to PLA's **academic goals, instructional framework, staffing model, and budget**, ensuring sustainability and effectiveness.

I. Core Components of the Professional Development Plan

1. Instructional Excellence and Academic Alignment

All PD is aligned to PLA's academic priorities:

- Mastery of the **North Carolina Standard Course of Study**
- Implementation of **evidence-based literacy and math instruction**
- Integration of **STEM, SEL, and leadership development**
- Effective use of **data-driven instruction and progress monitoring**

Key PD topics include the following:

- Small-group and differentiated instruction
- Science of Reading and literacy integration
- Mathematical practices and problem-solving
- MTSS (Multi-Tiered System of Support) implementation
- Technology integration and digital learning tools

2. Job-Embedded Coaching and Mentoring

PLA prioritizes **ongoing, job-embedded professional learning**:

- Weekly **instructional walkthroughs and feedback cycles** led by:
 - **Lead Administrator (\$65,000)**
 - **Assistant Administrator (\$60,000)**
- Mentoring for:
 - Beginning teachers
 - Lateral entry teachers
 - Teachers on professional growth plans

This ensures PD is **continuous, individualized, and directly connected to classroom practice**.

3. Professional Learning Communities (PLCs)

- Teachers (8 Core Teachers, EC Teacher, Specialty Teachers) will participate in **weekly PLCs**
- PLC focus areas:
 - Student data analysis
 - Lesson planning and instructional alignment
 - Cross-curricular collaboration
 - Intervention planning

PLCs promote **collaborative problem-solving and shared accountability for student success**.

4. Formal and Structured Professional Development

PLA will provide structured PD through:

- **Pre-Service Training (August):**
 - Orientation, evaluation system training, curriculum alignment
- **Monthly PD Sessions:**
 - Focused on instructional priorities and compliance requirements

- **Teacher Workdays & Staff Meetings:**

- Embedded PD sessions led by administration or external experts

Topics will include:

- Classroom management and student engagement
- EC compliance and differentiation (supported by **EC Teacher \$55K + EC Coordinator \$60K**)
- Social-emotional learning (supported by a **Social Worker, \$60K**)
- Equity, culturally responsive teaching, and family engagement

II. Internal vs. External Professional Development

Internal PD

- Delivered by **Head of School (\$75K), Lead Administrator, and Assistant Administrator**
- Includes:
 - Coaching cycles
 - PLCs
 - Data meetings
 - Peer observations

This model is **cost-efficient and sustainable**, fully supported within existing salaries.

External PD

- Professional conferences and workshops
- Guest speakers and instructional consultants
- Online learning platforms

External PD will be used for:

- Specialized training (e.g., EC compliance, literacy frameworks)
- Leadership development
- Emerging instructional practices

These costs are **planned within the annual budget and aligned to school priorities**.

III. Individualized vs. Uniform Professional Development

PLA balances both:

Individualized PD

- Professional Development Plans (PDPs) based on evaluation results

- Coaching and mentoring tailored to teacher needs
- Support for **alternative licensure pathways**

Uniform PD

- School-wide training aligned to:
 - Academic goals
 - Compliance requirements
 - School culture and mission

This ensures **consistency across classrooms while addressing individual teacher growth.**

IV. Measurement of Effectiveness

PLA will evaluate PD effectiveness through:

- **Teacher evaluation data** (NC Educator Evaluation System)
- **Student achievement and growth data**
- **Classroom observation trends**
- **Teacher feedback surveys**
- Progress toward **Professional Development Plan goals**

PD will be continuously refined based on **data analysis and school performance outcomes.**

V. Alignment to Staffing and Budget

PLA's PD model is fully supported by its staffing and funding:

- **Leadership Team (Head of School, Lead Admin, Assistant Admin)**
Deliver coaching, evaluation, and PD systems
- **Instructional Staff (8 Core Teachers, EC Teacher, Specialty, PE)**
Participate in PLCs and targeted PD
- **Support Staff (EC Coordinator, Social Worker)**
Provide specialized training and support
- **Teacher Assistants (2 @ \$35K)**
Receive training in intervention and instructional support

This structure ensures that **professional development is embedded, funded, and sustainable within the school's operating budget.**

VI. Conclusion

PLA's professional development plan is **strategic, data-driven, and aligned to its mission and academic program.**
Through a combination of:

- Job-embedded coaching
- Collaborative PLCs
- Structured training sessions
- Individualized support
- Ongoing evaluation of effectiveness

PLA ensures that all staff are **continuously improving, fully supported, and equipped to deliver high-quality instruction that drives student success.**

Q63. 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.

Preparatory Leadership Academy (PLA) will implement a **comprehensive 10-day pre-opening professional development (PD) induction program** designed to ensure all staff are **fully prepared to deliver high-quality, mission-aligned instruction from Day 1.** This induction period integrates **operational readiness, instructional alignment, collaboration, and staff capacity-building.**

I. Schedule and Structure

- **Duration:** 10 consecutive days prior to student arrival
- **Daily Schedule:** 8:00 AM – 3:00 PM
- **Total PD Time:** ~50 hours
- Includes:
 - **60–90 minutes daily** for classroom setup
 - **30-minute lunch break**
 - Remaining time dedicated to structured PD

II. Core Components of Pre-Opening PD

1. Operational Readiness and Compliance (10 Hours)

Led by the **Head of School (\$75K), Lead Administrator (\$65K), and Assistant Administrator (\$60K)**

Topics include:

- School policies and procedures
- Code of ethics and professional expectations
- Student discipline and behavior systems
- School safety protocols and emergency procedures
- Exceptional Children (EC) referral and compliance processes
- Workplace safety, harassment prevention, and reporting protocols

Delivery Methods:

- Direct instruction
- Scenario-based training
- Case studies and simulations

2. Instructional Preparation and Curriculum Alignment (40 Hours)

Focused on preparing teachers to deliver **rigorous, standards-based instruction** aligned to PLA's academic model.

Key Focus Areas:

- Unpacking the **North Carolina Standard Course of Study**
- Designing **standards-aligned lessons and assessments**
- Implementing **data-driven instruction and progress monitoring**
- Differentiation strategies for:
 - SWD (supported by **EC Teacher \$55K + EC Coordinator \$60K**)
 - ML learners
 - AIG students
- Integration of **literacy across content areas (Science of Reading - LETRS)**
- Application of **MTSS (Tier I, II, III)**

III. Preparation for Unique and Challenging Aspects of the Program

PLA's instructional model includes several high-impact components requiring targeted preparation:

1. Differentiation and Intervention

- Training on **small-group instruction and intervention cycles**
- Use of assessment data to identify and address learning gaps

2. Literacy Integration Across Content Areas

- Science of Reading strategies embedded in all subjects
- Vocabulary development and comprehension strategies

3. Leadership and Character Development

- Integration of leadership principles into daily instruction
- Use of the **Leadership & Character curriculum (\$40K Specialty Teacher)**

4. Inclusive Practices

- Co-teaching and collaboration between general education and EC staff
- Strategies for supporting diverse learners within the classroom

IV. Collaborative Team-Based Planning

PLA will emphasize **distributed leadership and collaboration**:

- **Grade-Level and Content Teams** (8 Core Teachers + Specialty Staff) will:
 - Define instructional priorities
 - Develop pacing guides and lesson plans
 - Identify anticipated challenges and solutions
 - Align assessments and instructional strategies
- **Breakout sessions** led by:
 - Lead Administrator
 - Assistant Administrator
 - Teacher leaders

V. Targeted Support for New and Lateral Entry Teachers

PLA will provide differentiated support for new educators:

- Assignment of **mentor teachers or administrators**
- Additional sessions focused on:
 - Classroom management
 - Lesson planning and pacing
 - Use of instructional resources
- Ongoing coaching and check-ins during induction

VI. Delivery Methods

PD will be delivered through a variety of formats to maximize engagement and effectiveness:

- Direct instruction and presentations
- Interactive workshops and modeling
- Peer collaboration and PLC-style sessions
- Scenario-based simulations
- Hands-on lesson planning and practice

VII. Assessment of Staff Readiness

PLA will assess teacher readiness before the school year begins through:

- Review of **lesson plans and unit plans**

- Demonstration lessons or instructional simulations
- Completion of **PD exit tasks and reflections**
- Administrator feedback from training sessions

Staff who require additional support will receive **targeted follow-up coaching prior to and during the first weeks of school.**

VIII. Alignment to Staffing and Budget

PLA's pre-opening PD is fully supported by its staffing model:

- **Leadership Team (Head of School, Lead Admin, Assistant Admin)**
→ Deliver training, coaching, and evaluation
- **Instructional Staff (8 Core Teachers, EC Teacher, Specialty, PE)**
→ Participate in curriculum development and planning
- **Support Staff (EC Coordinator, Social Worker)**
→ Provide specialized training in compliance and student support

This ensures that PD is **embedded, cost-effective, and sustainable within the existing budget.**

IX. Conclusion

PLA's pre-opening professional development plan is **intentional, structured, and mission-aligned**, ensuring that all staff are:

- Operationally prepared
- Instructionally aligned
- Equipped to meet diverse student needs
- Ready to deliver high-quality instruction on the first day of school

Through **comprehensive training, collaboration, and readiness assessment**, PLA ensures a strong and successful school launch.

Q64. 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.

Preparatory Leadership Academy (PLA) prioritizes continuous professional development (PD) as essential to achieving its mission of **rigorous instruction, student achievement, and leadership development**. The school has designed a **comprehensive, year-long PD plan** that is fully aligned with its **calendar, daily schedule, staffing model, and budget**.

I. Total Annual Professional Development Hours

PLA provides a structured and substantial amount of professional development annually:

1. Pre-Service Training (Before School Opens)

- 10 days × 6 hours/day = 60 hours

2. In-Service Professional Development (During School Year)

- 8 full days × 6 hours/day = 48 hours

3. Half-Day Professional Development Sessions

- 7 half-days × 3 hours/day = 21 hours

4. Ongoing Embedded Professional Development

- Weekly PLCs, coaching, and staff meetings:
 - Approx. 1–2 hours/week = 40–60 hours annually

Total Annual PD Hours: Approximately 169–189 hours

This exceeds standard expectations and demonstrates PLA's strong commitment to **staff growth and instructional excellence**.

II. Structure and Scheduling of Professional Development

Calendar Alignment

PLA's school calendar includes:

- **10 pre-service days** for intensive induction
- **8 in-service days** spaced throughout the year
- **7 scheduled half-day PD sessions** (Sept., Oct., Nov., Dec., Jan., Feb., April)

Students are not in session during full or half-day PD, ensuring uninterrupted teacher learning time.

Daily Schedule Alignment

PLA's master schedule supports PD through:

- **Common planning time (grade-level teams)**
- **Scheduled PLC meetings**
- Time for:
 - Peer observations
 - Mentor/mentee meetings

- Cross-curricular planning

III. Staffing Structure Supporting PD

PLA's staffing model is intentionally designed to support continuous professional growth:

- **Head of School (\$75K), Lead Administrator (\$65K), Assistant Administrator (\$60K)**
Deliver coaching, evaluation, and PD systems
- **Veteran Teachers / Teacher Leaders**
Serve as mentors, instructional leaders, and coaches
- **Teacher Assistants (2 @ \$35K)**
Provide classroom coverage when teachers attend PD
- **EC Teacher (\$55K) + EC Coordinator (\$60K)**
Provide specialized training in differentiation and compliance
- **Social Worker (\$60K)**
Supports PD related to SEL, student support, and family engagement

This structure ensures PD is **embedded, supported, and sustainable within the budget.**

IV. Voluntary Professional Development

PLA will offer optional PD opportunities, including:

- Online modules and webinars (1–3 hours)
- Conferences and external workshops

Support and Tracking

- Participation will be:
 - **Pre-approved and scheduled** to ensure classroom coverage
 - Documented through **PD logs and CEU tracking systems**
- Teachers will be encouraged to align voluntary PD with their
 - Professional Development Plans (PDPs)
 - Licensure renewal requirements

V. Evaluation of Professional Development Effectiveness

PLA will assess the impact of PD using multiple measures:

- **Teacher Evaluation Data** (NC Educator Evaluation System)
- **Student Achievement and Growth Data**
- **Instructional walkthrough trends**
- **Teacher feedback surveys**

- Progress toward **PDP goals**

PD offerings will be **continuously adjusted** based on data to ensure relevance and effectiveness.

VI. Flexibility and Responsiveness

PLA will also provide:

- PD during **staff meetings and planning sessions** for emerging needs
- **Emergency or crisis-based training**, when necessary
- Targeted support for:
 - New teachers
 - Lateral entry teachers
 - Teachers requiring additional coaching

VII. Conclusion

PLA's professional development plan provides **extensive, structured, and ongoing learning opportunities** supported by its calendar, staffing, and budget. With approximately **170–190 hours of annual PD**, combined with embedded coaching and collaboration, PLA ensures that all staff are

- Continuously improving
- Instructionally aligned
- Fully supported
- Equipped to meet the needs of all learners

This comprehensive system positions PLA to **sustain high-quality instruction and long-term school success**

3.5. Student Recruitment

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.

Q65. Marketing Plan: 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.

Preparatory Leadership Academy (PLA) will implement a **strategic, multi-channel marketing plan** designed to

recruit and enroll a **diverse student population that reflects the racial, ethnic, and socioeconomic demographics of Gaston County**, with a focused effort to reach **historically underserved and underrepresented populations**.

I. Marketing Goals and Targets

PLA has established clear, measurable outreach goals:

- **Reach at least 75% of households** within a 25-mile radius through direct or digital contact
- Conduct **15–20 community-based outreach events annually**
- Ensure **marketing materials are accessible in multiple languages** (based on local demographics)
- Achieve enrollment demographics that **closely mirror or exceed representation of underserved groups**, including:
 - Economically disadvantaged students
 - Multilingual learners (ML)
 - Students with disabilities (SWD)

II. Target Area and Population

PLA will focus on a **25-mile radius surrounding Gastonia**, prioritizing:

- High-need neighborhoods
- Areas with **limited school choice options**
- Communities with higher populations of:
 - Low-income families
 - Minority populations
 - English Language Learners

III. Multi-Faceted Marketing Strategies

1. Community-Based Outreach (Primary Strategy)

PLA will build strong relationships within the community through:

- Informational meetings with:
 - Civic organizations
 - Faith-based institutions
 - Neighborhood associations
- Partnerships with local organizations such as:
 - Boys & Girls Club of Gaston County
 - Gaston County YMCA

- Childcare centers and early learning providers
- Community advocacy groups
- Participation in:
 - Community events
 - School fairs
 - Local festivals

2. Referral Network Development

PLA will establish a **community referral network** by collaborating with:

- Local businesses
- Community leaders
- Parent ambassadors
- Early childhood education providers

This network will serve as a **trusted pipeline** for sharing information and increasing enrollment.

3. Digital Marketing Strategy

PLA will implement a robust digital presence:

- **School Website:**
 - Central hub for enrollment, information, and applications
 - Includes videos, testimonials, and virtual tours
- **Social Media Platforms:**
 - Facebook, Instagram, and YouTube campaigns
 - Weekly content highlighting:
 - Student success
 - School culture
 - Enrollment information
- **Targeted Digital Ads:**
 - Geo-targeted ads within a 25-mile radius
 - Focus on families with school-age children
- **Email and Text Campaigns:**
 - Regular updates and reminders for enrollment deadlines

4. Traditional Media Outreach

PLA will utilize:

- Local newspaper advertisements (e.g., The Gaston Gazette)
- Radio advertising
- Billboards and signage in high-traffic areas
- Flyers distributed in community hubs

5. Multilingual and Accessible Communication

To ensure inclusivity:

- Marketing materials will be translated into **languages reflective of the community**
- Outreach will include:
 - Bilingual staff or interpreters (as needed)
 - Clear, accessible language for all families

IV. Targeted Outreach to Underserved Populations

PLA will intentionally target:

- **Economically disadvantaged families**
- **Multilingual learners (ML)**
- **Students with disabilities (SWD)**

Strategies Include:

- Hosting events in **accessible community locations**
- Partnering with **social service agencies and housing communities**
- Providing **transportation information and support resources**
- Conducting **door-to-door or neighborhood-based outreach (when appropriate)**

V. Budget Alignment

PLA has allocated \$28,000 in **Year 1 and subsequent Years 2-5** for marketing, distributed as follows:

- Digital marketing (ads, website, social media): 40%
- Community events and outreach materials: 30%
- Traditional media (radio, print, signage): 20%
- Translation and accessibility services: 10%

This allocation ensures a **balanced, cost-effective strategy** that maximizes reach and impact.

VI. Evaluation of Marketing Effectiveness

PLA will monitor and evaluate marketing success using:

- **Enrollment application data** (source tracking)
- Attendance at outreach events
- Website and social media analytics
- Demographic analysis of applicants and enrolled students
- Parent surveys on how they learned about PLA

Marketing strategies will be **adjusted annually** based on data to ensure alignment with enrollment and diversity goals.

VII. Timeline and Implementation

- **Year Prior to Opening:**
 - Launch website and initial outreach
 - Begin community partnerships and events
- **6–12 Months Before Opening:**
 - Increase advertising and enrollment campaigns
 - Host informational sessions and open houses
- **Ongoing:**
 - Maintain continuous outreach and communication

VIII. Conclusion

PLA's marketing plan is **intentional, inclusive, and data-driven**, ensuring broad outreach and equitable access to enrollment opportunities. Through a combination of **community engagement, digital marketing, targeted outreach, and continuous evaluation**, PLA will recruit a **diverse student body reflective of the Gaston County community** and fulfill its mission to serve all students effectively.

Q66. Describe how parents and other members of the community will be informed about the school.

Preparatory Leadership Academy (PLA) will implement a **comprehensive, multi-layered communication and engagement plan** to ensure that parents and community members are **informed, connected, and actively engaged** from approval through school opening and beyond. This plan reflects PLA's commitment to **transparency, inclusivity, and strong family-school partnerships**.

I. Communication Timeline and Frequency

Phase 1: Post-Approval (Immediately Upon Approval)

- Launch and maintain a **school website** with:

- Board member directory and biographies
- School mission, vision, and curriculum
- Enrollment timeline and updates
- Begin **weekly social media updates** (Facebook, Instagram, etc.)
- Initiate **monthly community newsletters (digital/email)**

Phase 2: Pre-Opening (6–12 Months Prior to Opening)

- Host **monthly in-person and virtual information sessions**
- Conduct outreach through:
 - Community organizations
 - Faith-based institutions
 - Childcare centers and local businesses
- Provide **bi-weekly enrollment updates and reminders**

Phase 3: Enrollment and Orientation Period

- Transition information sessions into **formal orientations**
- Provide:
 - Enrollment guidance
 - Curriculum overview
 - Family engagement opportunities
- Maintain **weekly communication** via email, website, and social media

Phase 4: Ongoing (Post-Opening)

- Weekly communication through:
 - Newsletters
 - Social media updates
 - Classroom and school announcements
- Monthly:
 - Family engagement events
 - Community meetings or forums

II. Communication Methods and Strategies

1. Digital Communication

- **School Website:** Central hub for all information and updates

- **Social Media Platforms:** Ongoing engagement, announcements, and storytelling
- **Email and Text Messaging Systems:** Direct communication with families

2. In-Person Engagement

- Information sessions and open houses
- Community forums and listening sessions
- Volunteer and school beautification events (e.g., Earth Day projects)

3. Community Partnerships

PLA will collaborate with:

- Local churches and faith-based organizations
- Childcare centers and early learning providers
- Community action agencies and neighborhood associations

These partnerships ensure **broad and trusted communication channels**.

III. Parent and Community Engagement Structures

1. Parent Ambassador Program

- A designated **Parent Ambassador** will:
 - Support outreach and recruitment
 - Serve as a liaison between families and the school
 - Encourage volunteerism and engagement

2. Volunteer Opportunities

- Classroom volunteers
- School-wide events
- Beautification and service projects

3. Family Engagement Groups

- **Parent-Teacher Organization (PTO/PTA)**
- **School Advisory Team**
- **“Grand-Friends” Program** (community and senior volunteers)

These structures foster **shared ownership and community investment**.

IV. Language and Accessibility

PLA is committed to equitable access by:

- Providing **translated materials** based on community demographics
- Offering **interpreters for meetings and events (as needed)**
- Ensuring all communication is:
 - Clear
 - Accessible
 - Culturally responsive

V. Evaluation of Communication Effectiveness

PLA will measure the effectiveness of its outreach and communication through:

- Attendance at events and information sessions
- Website and social media engagement analytics
- Enrollment inquiry and application data
- Parent surveys and feedback forms

Data will be reviewed regularly to **adjust communication strategies and improve the impact of outreach.**

VI. Feedback Collection and Response System

PLA will implement a structured system for gathering and responding to community input:

- **Surveys** following events and major communications
- **Public comment opportunities** during board meetings
- **Suggestion forms (online and in-person)**
- Direct communication with:
 - Parent Ambassador
 - School leadership

Feedback will be:

- Reviewed by the **Lead Administrator and Board**
- Used to inform decision-making and improve practices
- Addressed through follow-up communication to stakeholders

VII. Conclusion

PLA's communication plan is **intentional, inclusive, and continuous**, ensuring that parents and community members are:

- Well-informed
- Actively engaged
- Meaningfully involved in the life of the school

Through consistent communication, accessible outreach, and structured feedback systems, PLA will build **strong, lasting partnerships that support student success and community trust**.

Q67. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties.

Except as otherwise provided by law or the mission of the school as set out in the 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. PLA is committed to **equitable access and inclusive enrollment practices** aligned with North Carolina General Statutes.

I. Pre-Admission and Enrollment Process (Compliance Foundation)

Pre-admission activities will be limited to providing interested parents with a **non-binding Letter of Interest (LOI)** that includes:

- Student grade level
- Parent/guardian contact information

The LOI will be clearly marked as **not an application or enrollment document and** will be used solely for:

- Continued outreach
- Enrollment planning
- Staffing projections

PLA will open enrollment **the day following final approval by the NCSBE** and continue through **April of the planning year**. If applications exceed available seats, a **public lottery will be conducted in April**, in accordance with state law. If not, **rolling enrollment** will continue until all seats are filled.

PLA will enroll any eligible student residing in North Carolina who submits a timely application. If capacity is exceeded, students will be admitted through a **random lottery process**. Enrollment priorities, if applicable in future years, will include the following:

- Siblings of currently enrolled students
- Children of school employees

PLA will maintain a **waitlist** and ensure compliance with all applicable statutes regarding enrollment, re-enrollment, and student records.

II. Recruitment Strategies

PLA will implement a **multi-faceted recruitment strategy** to build awareness and ensure a **diverse and representative applicant pool**:

1. Community-Based Outreach (Primary Strategy)

- Monthly informational meetings in:
 - Churches and faith-based organizations
 - Community centers and housing communities
- Participation in:
 - Local events and festivals
 - Civic and neighborhood meetings

2. Strategic Partnerships

PLA will develop partnerships with:

- Childcare centers and preschools
- Boys & Girls Clubs, YMCA, and youth organizations
- Community advocacy groups and social service agencies

These partners will serve as **referral networks** to reach families across diverse backgrounds.

3. Digital and Media Outreach

- School website with enrollment information and application access
- Social media campaigns (Facebook, Instagram) with weekly updates
- Targeted digital advertising within a **25-mile radius**
- Email and text communication campaigns

4. Targeted Outreach to Underserved Populations

PLA will intentionally recruit:

- Economically disadvantaged families
- Multilingual learners (ML)
- Students with disabilities (SWD)

Strategies include:

- Translated marketing materials
- Outreach in high-need communities
- Partnerships with organizations serving underrepresented populations

5. Enrollment Interest Campaign (LOIs)

- Collection of **300–400 Letters of Intent (LOIs)**
- Use of LOI data to:

- Monitor demand
- Adjust recruitment strategies
- Ensure demographic alignment

III. Recruitment Activities and Events

PLA will host and participate in:

- Monthly information sessions (in-person and virtual)
- Open houses and enrollment workshops
- Application assistance events
- Community service and school engagement events
- Parent Ambassador-led outreach efforts

IV. Timeline, Benchmarks, and Responsible Parties

Phase 1: Awareness (Immediately After Approval – Fall)

- **Responsible Parties:** Board Marketing Committee, Head of School
- Launch website and social media
- Begin LOI campaign
- Host initial outreach events

Benchmark:

- 100+ LOIs collected
- 5–7 outreach events completed

Phase 2: Engagement (Fall–Winter)

- **Responsible Parties:** Lead Administrator, Parent Ambassador
- Conduct monthly information sessions
- Expand partnerships and outreach

Benchmark:

- 200–300 LOIs collected
- 10–15 outreach events completed

Phase 3: Enrollment (Winter–Spring)

- **Responsible Parties:** Lead Administrator, Administrative Team
- Open enrollment window
- Provide application support

Benchmark:

- Full application pool established
- Demographics reflect target populations

Phase 4: Conversion (Spring–Summer)

- **Responsible Parties:** School Leadership, Parent Ambassador
- Conduct orientations and onboarding
- Maintain communication with accepted families

Benchmark:

- 90–100% seat acceptance rate
- Waitlist established (if applicable)

V. Evaluation and Monitoring

PLA will evaluate recruitment effectiveness through:

- LOI and application data
- Event attendance
- Website and social media analytics
- Demographic analysis of applicants

Recruitment strategies will be **reviewed monthly** and adjusted to ensure alignment with enrollment and diversity goals.

VI. Ensuring a Diverse and Representative Applicant Pool

PLA will ensure equitable access by:

- Conducting outreach in **high-need and underrepresented communities**
- Providing **multilingual communication and materials**
- Partnering with organizations that serve diverse populations
- Offering **accessible enrollment support and guidance**

VII. Conclusion

PLA's recruitment plan is **strategic, compliant, and equity-focused**, ensuring strong enrollment and broad access. Through **intentional outreach, structured timelines, clear accountability, and continuous evaluation**, PLA will recruit a **diverse and representative student body** aligned with the needs of the Gaston County community.

Q68. 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.

Preparatory Leadership Academy (PLA) is committed to ensuring that **all students have equitable access** to attend the school, particularly those who are **historically underserved or at risk of academic failure**. PLA will implement a **transparent, inclusive admissions process**, supported by targeted outreach strategies, barrier-reduction supports, and ongoing monitoring of enrollment data.

I. Weighted Lottery (Compliance and Transparency)

PLA intends to implement a **weighted lottery system**, pending approval by the **North Carolina State Board of Education (NCSBE)**, to increase access for underserved populations while maintaining fairness and compliance with state law.

Targeted Subgroups for Weighted Lottery

- Students from **low-income families**
- **Academically low-achieving students**
- **Students with disabilities (SWD)**
- **English Learners (ELs)**
- Other at-risk students (e.g., **foster youth, students experiencing homelessness**)

Implementation and Transparency

- Additional weights will be applied in accordance with **state-approved guidelines**
- Criteria and procedures will be **publicly available** on PLA's website and outreach materials
- PLA will annually monitor and report:
 - Applicant demographics
 - Lottery outcomes
 - Enrollment data by subgroup

II. Targeted Outreach Plan by Student Population

PLA will implement **intentional, community-based outreach strategies** paired with **practical support systems** to reduce barriers to enrollment.

1. Families in Poverty

Outreach Methods:

- Partnerships with:
 - Local social service agencies
 - Food banks and shelters
 - Community centers and churches

- Distribution of multilingual flyers in high **Free and Reduced-Price Lunch (FRPL)** areas

Supports Provided:

- On-site **application assistance**
- **Transportation support** for enrollment events (as feasible)
- **Translation services** for non-English-speaking families

2. Academically Low-Achieving Students

Outreach Methods:

- Collaboration with local schools and community organizations
- Targeted messaging emphasizing **academic growth and intervention support**
- Sharing testimonials and success stories

Supports Provided:

- Highlighting:
 - Personalized learning plans
 - Tutoring and intervention programs
 - Data-driven instruction model

3. Students with Disabilities (SWD)

Outreach Methods:

- Partnerships with:
 - Special education advocacy organizations
 - Local support groups and agencies
- Participation in disability-focused community events

Supports Provided:

- Clear communication of:
 - **IEP services and compliance with IDEA**
 - Inclusion and co-teaching models
- Parent workshops on **rights and services**

Staffing Alignment:

- **EC Teacher (\$55K)** and **EC Coordinator (\$60K)** will support outreach and program implementation

4. English Learners (ELs)

Outreach Methods:

- Translation of all materials into **home languages**
- Collaboration with cultural and community organizations
- Multilingual information sessions

Supports Provided:

- Bilingual staff support (as needed)
- Clear explanation of:
 - English Language Development (ELD) services
 - Academic support structures

5. Other At-Risk Students (Foster, Homeless, etc.)

Outreach Methods:

- Partnerships with:
 - Child welfare agencies
 - Shelters and housing organizations
 - McKinney-Vento liaisons

Supports Provided:

- Immediate enrollment in compliance with federal law
- Assistance with:
 - Documentation
 - Transportation challenges
- Ongoing family support

III. Outreach Timeline and Benchmarks

Phase 1: Awareness (Post-Approval – Fall)

- Launch outreach campaigns targeting underserved communities
- **Benchmark:** 100+ Letters of Intent (LOIs), 5–7 targeted outreach events

Phase 2: Engagement (Fall–Winter)

- Conduct monthly information sessions in high-need areas
- Expand partnerships with community organizations

- **Benchmark:** 200–300 LOIs; increasing diversity in applicant pool

Phase 3: Enrollment (Winter–Spring)

- Open enrollment and provide application support
- **Benchmark:** Applicant pool reflects target demographics

Phase 4: Monitoring and Adjustment

- Ongoing analysis of applicant and enrollment data
- Adjust outreach strategies to ensure equity goals are met

IV. Integration of PLA’s Educational Focus into Marketing

PLA’s **unique educational model**—focused on:

- **Leadership development**
- **Social-emotional learning (SEL)**
- **Rigorous, literacy-integrated instruction**
- **STEM and inquiry-based learning**

will be prominently featured in outreach materials to demonstrate how the school:

- Supports **academic growth for struggling learners**
- Builds **student confidence and leadership capacity**
- Provides a **supportive, inclusive learning environment**

This messaging is particularly important for attracting families seeking **high-quality, transformative educational opportunities**.

V. Evaluation and Accountability

PLA will monitor the effectiveness of outreach and equitable access through:

- Demographic analysis of:
 - Applicants
 - Lottery participants
 - Enrolled students
- Participation rates in outreach events
- Feedback from families and community partners

Data will be reviewed regularly to ensure that PLA is **meeting its equity and access goals**.

VI. Conclusion

PLA's equal opportunity plan is **intentional, transparent, and equity-driven**, ensuring that all students—especially those most in need—have meaningful access to enrollment. Through a combination of:

- **Weighted lottery (pending approval)**
- **Targeted outreach strategies**
- **Barrier-reduction supports**
- **Continuous monitoring and improvement**

PLA will build a **diverse, inclusive student body** that reflects and serves the Gaston County community

Q69. What established community organizations would you target for marketing and recruitment?

Preparatory Leadership Academy (PLA) will strategically partner with **established, trusted community organizations** to support student recruitment and ensure outreach efforts effectively reach a **diverse and representative population** within Gaston County and surrounding areas. These organizations serve as critical access points to families, particularly those from **historically underserved and underrepresented communities**.

I. Faith-Based and Community Networks

PLA will leverage strong relationships within faith-based and community organizations, including:

- **Gaston County Missionary Baptist Association** (representing 29 churches and over 25,000 members)
- Local churches within the Highland community and surrounding areas
- Community outreach ministries and neighborhood-based organizations

These organizations provide **trusted, high-impact channels** for reaching families in poverty, single-parent households, and communities seeking educational alternatives.

II. Cultural and Advocacy Organizations

PLA will partner with organizations that support cultural awareness, equity, and community advocacy:

- **NAACP (National Association for the Advancement of Colored People)**
- **African American Museum (Gaston County region)**
- **The Divine Nine (Historically Black Fraternities and Sororities)**

These organizations support PLA's commitment to **equity, inclusion, and culturally responsive outreach** and will assist in engaging families who may benefit from PLA's leadership and academic model.

III. Educational and Youth-Focused Organizations

PLA will collaborate with organizations that directly serve children and families:

- **Highland School of Technology community network** (for visibility and local engagement)

- Boys & Girls Club of Gaston County
- Gaston County YMCA
- Local childcare centers and early learning providers
- After-school and youth development programs

These partnerships create **direct recruitment pipelines** for school-age children and families actively seeking educational opportunities.

IV. Social Service and Community Support Organizations

To ensure access for underserved populations, PLA will engage the following:

- Local **food banks and shelters**
- **Housing authorities and community development organizations**
- **McKinney-Vento liaisons and homeless support agencies**
- Family support and case management agencies

These partnerships are essential to reaching the following:

- Economically disadvantaged families
- Students experiencing homelessness or instability
- At-risk youth

V. Alignment with Digital Marketing Vendor Strategy

PLA's community-based outreach will be strategically reinforced by its partnership with **Radio One Digital Marketing**, whose campaign (valid through 2027) includes:

- **Programmatic Display and Video Advertising**
- **Geographic targeting within Gaston County**
- **Demographic targeting (parents ages 25–44, households with children)**
- **Behavioral and interest-based targeting**
- **Retargeting strategies to re-engage interested families**

According to the marketing plan, PLA's digital campaign targets approximately **29,151 individuals (13.3% of the population)** in Gaston County, focusing on parents of school-aged children.

This ensures that outreach is

- **Data-driven and precise**
- **Aligned with enrollment demographics**
- **Scalable across multiple platforms (mobile, desktop, TV)**

VI. Strategic Impact

By combining:

- **Trusted community organizations**
- **Culturally relevant partnerships**
- **Direct youth-serving networks**
- **Advanced digital targeting strategies**

PLA ensures that recruitment efforts:

- Reach **hard-to-access and underserved populations**
- Build **community trust and credibility**
- Support **equitable access and diverse enrollment outcomes**

VII. Conclusion

PLA's targeted engagement with established community organizations—combined with a **data-driven digital marketing strategy**—creates a **comprehensive and intentional recruitment network**. These partnerships will ensure that families across Gaston County are **informed, supported, and empowered** to access PLA as a high-quality school choice option.

3.6. Parent and Community Involvement

Q70. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.

Preparatory Leadership Academy (PLA) will implement a **strategic, inclusive, and structured parent and community engagement plan** from approval through opening. This plan is grounded in **transparency, accessibility, and relationship-building**, ensuring that families are informed, connected, and actively engaged in the school's development.

I. Leadership and Responsibility

Engagement efforts will be coordinated and implemented by:

- **Head of School** – Overall leadership and accountability
- **Lead Administrator (Principal)** – Day-to-day communication and execution
- **Board Marketing & Community Engagement Committee** – Oversight and strategic direction
- **Parent Ambassador** – Family liaison and outreach support
- **Administrative Staff** – Communication logistics and event coordination

II. Budget Alignment

PLA will allocate funds from its **\$28,000 Year 1 marketing and outreach budget** to support engagement efforts,

including:

- Communication platforms (website, email systems)
- Event hosting (materials, space, refreshments)
- Multilingual translation and accessibility services
- Outreach materials and promotional items

III. Engagement Timeline, Strategies, and Benchmarks

Phase 1: Initial Communication (Immediately After Approval)

Strategies:

- Welcome letter and digital announcement via email, social media, and local media
- Launch of school website with enrollment and informational resources
- Distribution of multilingual communication materials

Events:

- Community Kick-Off Town Hall / Open House

Benchmark:

- 200+ initial family contacts established
- 1–2 large-scale community events hosted

Phase 2: Ongoing Engagement (Pre-Opening Phase)

Strategies:

- Monthly digital newsletters (email and website updates)
- Weekly social media updates and announcements
- Establishment of a **Parent & Community Advisory Committee**

Events:

- Monthly information sessions
- Coffee chats and listening sessions in community locations

Benchmark:

- 300+ engaged families in communication database
- 8–12 engagement events conducted

Phase 3: Relationship-Building and Community Integration

Strategies:

- Volunteer opportunities (school setup, beautification, event support)
- Partnerships with local organizations and businesses
- Informal gatherings to build trust and relationships

Targeted Outreach:

- Hosting events in **high-need communities**
- Providing **transportation and childcare support (as feasible)**
- Utilizing **trusted community partners** to reach hard-to-engage families

Benchmark:

- Active volunteer base established (25–50 participants)
- Increased participation from underserved populations

Phase 4: Pre-Opening Orientation and Transition**Strategies:**

- Family orientation sessions
- “Meet the Teacher” events
- Clear communication of school expectations and routines

Events:

- Orientation nights (multiple sessions for accessibility)
- Grand Opening Celebration

Benchmark:

- 90–100% family participation in orientation activities
- Strong enrollment confirmation and readiness

IV. Communication Methods

PLA will utilize multiple communication platforms to ensure accessibility:

- **Website** – Central information hub
- **Email and Text Messaging**—Direct family communication
- **Social Media** – Engagement and real-time updates
- **In-Person Events** – Relationship-building opportunities

All communication will be:

- **Multilingual (as needed)**
- **Clear and accessible**
- **Culturally responsive**

V. Targeted Strategies for Hard-to-Engage Families

PLA will intentionally reach families who may face barriers to engagement by:

- Hosting events in **neighborhood-based locations**
- Partnering with **faith-based and community organizations**
- Providing **flexible meeting times (evenings/weekends)**
- Offering **application and enrollment assistance on-site**
- Utilizing **Parent Ambassadors and trusted community leaders**

VI. Feedback and Continuous Improvement

PLA will implement a structured feedback system:

- Surveys following events and major communications
- Suggestion forms (digital and in-person)
- Public comment opportunities at board meetings

Response Process:

- Feedback reviewed by leadership and the board
- Action steps developed and communicated back to families
- Adjustments made to engagement strategies as needed

Benchmark:

- 75%+ satisfaction rate from parent feedback surveys
- Documented improvements based on stakeholder input

VII. Conclusion

PLA's engagement plan is **intentional, structured, and community-centered**, ensuring that parents and community members are:

- **Informed through consistent communication**
- **Engaged through meaningful opportunities**
- **Empowered through feedback and collaboration**

Through clearly defined leadership, strategic use of resources, targeted outreach, and measurable benchmarks, PLA will build **strong, lasting partnerships** that support a successful school opening and long-term student success.

Q71. Describe how you will engage parents in the life of the public charter school.

Preparatory Leadership Academy (PLA) will engage parents as **active partners in student learning and school**

development by establishing a **welcoming, inclusive, and transparent school culture**. PLA's approach ensures that families are **informed, empowered, and meaningfully involved** in both academic and decision-making processes.

I. Leadership and Responsibility

Parent engagement efforts will be coordinated by:

- **Head of School** – Strategic leadership and accountability
- **Lead Administrator (Principal)** – Implementation and oversight
- **Assistant Administrator** – Coordination of events and programs
- **Parent Ambassador** – Family liaison and outreach support
- **Teachers and Staff** – Classroom-level engagement and communication

II. Engagement Timeline and Structure

Beginning of Year (August–September)

- Open House and Family Orientation
- Curriculum Nights introducing academic expectations
- Establish Parent Advisory Council

Benchmark: 80–90% family participation

Ongoing (Monthly/Quarterly)

- Monthly newsletters and weekly updates (email, text, website)
- Quarterly Family Engagement Events:
 - Family Nights
 - Student showcases
 - Cultural celebrations

Benchmark:

- Monthly communication reach: 90%+ of families
- Event participation: 60–75% of families

Mid-Year (January–February)

- Student-led conferences and academic progress meetings
- Parent workshops (literacy, math, SEL support at home)

Benchmark: 75%+ conference participation

End of Year (April–June)

- End-of-year celebrations and recognition events
- Parent feedback surveys and evaluation sessions

Benchmark: 70%+ survey participation

III. Core Engagement Strategies

1. Strong Communication Channels

- Weekly updates via:
 - Email and text messaging
 - School website and parent portal
- Two-way communication through:
 - Surveys
 - Suggestion boxes
 - Scheduled parent conferences

2. Family Engagement Events

- Curriculum Nights and academic workshops
- Family Learning Nights (literacy, math, STEM)
- Cultural and community-building events

These events strengthen the **home-school connection** and support student learning.

3. Volunteering and Leadership Opportunities

- Classroom volunteers and field trip chaperones
- School-wide event participation
- **Parent Advisory Council (PAC)** serving on the School Improvement Team (SIT)

This ensures **parent voice in school decision-making**.

4. Partnership for Learning

- Student-led conferences focused on goal setting
- Parent training on:
 - Literacy and math support
 - Social-emotional development
- Resources provided for at-home learning

IV. Strategies for Less-Involved Families

PLA will intentionally engage families who may face barriers by:

- Offering **flexible meeting times** (evenings/weekends)
- Hosting events in **community-based locations**
- Providing **transportation and childcare support (as feasible)**
- Utilizing **Parent Ambassadors and trusted community leaders**
- Conducting **personalized outreach (calls, texts, home visits when appropriate)**

V. Inclusive Practices

PLA will ensure equitable access by:

- Providing **multilingual communication and translation services**
- Offering interpreters during meetings and events
- Ensuring all communication is:
 - Clear
 - Accessible
 - Culturally responsive

VI. Evaluation and Measurement

PLA will measure parent engagement effectiveness through:

- Event attendance data
- Parent survey results
- Communication engagement metrics (email/text open rates)
- Participation in conferences and advisory groups

Target Outcomes:

- 70–90% family engagement across activities
- Increased participation from underserved populations

Data will be reviewed regularly to **adjust strategies and improve outcomes**.

VII. Budget and Sustainability

Parent engagement efforts will be supported through PLA's annual **marketing and outreach budget**, which will fund:

- Event materials and supplies
- Communication platforms
- Translation and accessibility services
- Volunteer and engagement initiatives

PLA's staffing model (administrators, Parent Ambassador, and teacher leaders) ensures that engagement efforts are **sustainable and embedded into daily operations**.

VIII. Conclusion

PLA's parent engagement plan is **intentional, structured, and equity-focused**, ensuring that families are:

- **Informed through consistent communication**
- **Engaged through meaningful opportunities**
- **Empowered through leadership and decision-making roles**

By aligning engagement strategies with clear timelines, measurable outcomes, and dedicated leadership, PLA will build **strong family partnerships that directly support student achievement and long-term school success**.

Q72.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.

Preparatory Leadership Academy (PLA) will offer a series of **intentional, mission-aligned parent and community programs** designed to strengthen connections among **school, home, and community**, while directly supporting **student achievement, leadership development, and academic curiosity**. These programs are structured, inclusive, and sustainable within PLA's staffing and budget model.

I. Core Programs and Purpose

1. Family STEM Nights

Description:

PLA will host **quarterly Family STEM Nights**, where students and their families engage in hands-on science, technology, engineering, and mathematics activities.

Purpose and Benefits:

- Reinforces classroom learning through **real-world application**
- Encourages **family participation in academic learning**
- Promotes **problem-solving, inquiry, and innovation**

Responsible Staff:

- Lead Administrator
- STEM/Instructional Teachers
- Teacher Leaders

2. Parent Learning Workshops

Description:

PLA will offer **monthly Parent Learning Workshops** focused on:

- Curriculum expectations
- Homework support strategies
- Literacy, math, and SEL support at home

Purpose and Benefits:

- Empowers parents as **partners in student learning**
- Builds capacity for **at-home academic support**
- Strengthens **family-school alignment**

Responsible Staff:

- Assistant Administrator
- Instructional Staff
- EC Coordinator (for differentiated support sessions)

3. Community Read-Alouds

Description:

PLA will host **monthly Community Read-Aloud events**, inviting community leaders, parents, and local partners to read and engage with students.

Purpose and Benefits:

- Promotes **literacy and a love of reading**
- Builds **community connection and visibility**
- Provides **positive role models for students**

Responsible Staff:

- Literacy Lead / Teachers
- Parent Ambassador
- Community Partners

4. Career Day and Leadership Speaker Series

Description:

PLA will host **annual Career Day events** and periodic **Leadership Speaker Sessions**, featuring local professionals and community leaders.

Purpose and Benefits:

- Exposes students to **career pathways and real-world experiences**

- Supports PLA’s mission to develop **transformational leaders**
- Builds **community partnerships and relevance**

Responsible Staff:

- Lead Administrator
- Board Members
- Community Engagement Committee

5. “Up Close and Personal Conversations with the Principal.”

Description:

PLA will host **monthly informal sessions** where parents can engage directly with school leadership.

Purpose and Benefits:

- Builds **trust and transparency**
- Encourages **open communication and feedback**
- Strengthens **family-school relationships**

Responsible Staff:

- Lead Administrator
- Head of School

II. Scheduling and Implementation

Program	Frequency	Time Options
Family STEM Nights	Quarterly	Evening
Parent Workshops	Monthly	Evening / Virtual
Community Read-Alouds	Monthly	School Day / Evening
Career Day	Annually	School Day
Principal Conversations	Monthly	Flexible (AM/PM)

PLA will offer **flexible scheduling (evenings, weekends, virtual options)** to maximize participation.

III. Accessibility and Inclusion

PLA will ensure all programs are accessible by:

- Providing **multilingual materials and translation services**

- Offering **interpreters during events (as needed)**
- Hosting programs in **accessible locations**
- Providing **virtual participation options**
- Offering **childcare and transportation support (as feasible)**

IV. Evaluation of Program Effectiveness

PLA will measure program success using:

- Attendance and participation data
- Parent feedback surveys
- Student engagement indicators
- Academic performance trends (where applicable)

Target Outcomes:

- 60–80% family participation across programs
- Increased parent confidence in supporting learning
- Positive feedback (75%+ satisfaction rate)

Data will be reviewed regularly to **refine and improve programming**.

V. Budget and Sustainability

Programs will be supported through the PLA's:

- **Marketing and engagement budget (\$15,000)**
- Community partnerships and in-kind contributions
- Staff-led facilitation (aligned with existing roles)

This ensures programs are **cost-effective, sustainable, and embedded within school operations**.

VI. Alignment to Mission and Vision

All programs directly support PLA's mission to:

- Develop **lifelong learners and transformational leaders**
- Promote **academic excellence and curiosity**
- Strengthen **family-school-community partnerships**

These initiatives ensure that parents and community members are not just participants, but **active contributors to student success**.

VII. Conclusion

PLA's parent and community programs are **intentional, structured, and mission-driven**, providing meaningful

opportunities for engagement that:

- Support student learning
- Empower families
- Strengthen community connections

Through clear planning, dedicated leadership, inclusive practices, and measurable outcomes, these programs will play a vital role in **advancing PLA's educational vision and long-term success.**

3.7. Admissions Policy

Q73. 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

Q74. 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, Preparatory Leadership Academy (PLA) intends to implement a **weighted lottery**, subject to approval by the North Carolina State Board of Education, to ensure equitable access for students who are most aligned with the school's mission and who face the greatest educational barriers.

I. Alignment to PLA Mission

PLA's mission is to develop **academically proficient, socially responsible, and transformational leaders** through:

- Rigorous, standards-based instruction

- Social-emotional learning (SEL)
- Leadership development
- Targeted academic intervention

To fulfill this mission, PLA must intentionally serve students who:

- Have historically experienced **limited academic success**
- Require **structured literacy and intervention support**
- Benefit from a **highly supportive, leadership-focused environment**

A standard lottery alone may not ensure sufficient access for these students. Therefore, a **weighted lottery is necessary** to align enrollment with the school's mission and intended impact.

II. Specific Weighted Lottery Criteria

PLA will apply additional lottery weight(s) to applicants who meet one or more of the following **clearly defined eligibility criteria**:

1. Economically Disadvantaged Students

- Students eligible for **Free or Reduced-Price Lunch (FRPL)**
- Students receiving public assistance (e.g., SNAP, TANF)

2. Academically At-Risk or Low-Achieving Students

- Students performing **below grade level** based on:
 - Prior report cards
 - Standardized assessment data (if available)
- Students identified as needing **academic intervention services**

3. Students with Disabilities (SWD)

- Students with an active **Individualized Education Program (IEP)**
- Students receiving **special education services**

4. English Learners (ELs)

- Students identified as **Limited English Proficient (LEP)**
- Students requiring **English Language Development (ELD) services**

5. Other At-Risk Populations

- Students experiencing **homelessness** (McKinney-Vento eligible)
- Students in **foster care or kinship care**
- Students with documented **chronic absenteeism or school instability**

III. Justification and Evidence of Need

PLA will provide data to support the use of a weighted lottery, including:

- Gaston County demographic and poverty data
- Local academic performance trends
- Evidence of achievement gaps among targeted subgroups

This data will demonstrate that **intentional access is necessary** to serve students who most need PLA's educational model.

IV. Equity and Non-Discrimination

PLA's weighted lottery will:

- Maintain **open access to all North Carolina students**
- Apply weights **only after general eligibility is established**
- Ensure that all applicants have a **fair opportunity for admission**

The process will be:

- Transparent
- Publicly documented
- Consistently applied

V. State Approval and Compliance

PLA will:

- Submit a formal request to the **North Carolina State Board of Education**
- Provide:
 - Justification aligned to mission
 - Defined eligibility criteria
 - Supporting data and projections

The weighted lottery will not be implemented without **formal state approval**.

VI. Transparency and Public Notice

PLA will:

- Publish all weighted lottery criteria on:
 - The school website

- Enrollment materials
- Provide advance **public notice**
- Offer opportunities for **community input and feedback**

VII. Documentation and Accountability

PLA will maintain detailed records of:

- Applicant demographics
- Lottery results by subgroup
- Enrollment outcomes

Annual reports will be used to:

- Evaluate effectiveness
- Ensure compliance
- Adjust strategies as needed

VIII. Conclusion

PLA's use of a weighted lottery is **intentional, mission-driven, and equity-focused**, ensuring that students who will benefit most from the school's academic and leadership model have meaningful access to enrollment.

By clearly defining eligibility criteria, maintaining transparency, and aligning with state requirements, PLA ensures that its lottery process is **fair, compliant, and directly supportive of student success**.

Q75.2) A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.

Preparatory Leadership Academy (PLA) will implement a **fair, transparent, and legally compliant lottery process** to ensure equitable access for all eligible applicants. The procedures outlined below are designed to meet **North Carolina charter school requirements** and reflect best practices in enrollment management.

I. Application Period and Outreach

PLA will establish a clearly defined **open enrollment period**, which will be widely communicated through:

- The school website
- Social media platforms
- Community meetings and outreach events
- Printed materials distributed throughout the target area

All materials will include **clear deadlines, eligibility requirements, and lottery procedures** to ensure accessibility and transparency.

II. Application Submission Process

Families will have multiple methods to submit applications, including:

- **Online submission** via the PLA website
- **In-person submission** at the school or designated community locations
- **Mail-in applications**

PLA will provide **application assistance**, including translation services and support for families needing help completing forms.

III. Eligibility Verification

The enrollment team will verify all applications to ensure eligibility based on:

- Age requirements
- North Carolina residency
- Completion of required application fields

No academic, behavioral, or discriminatory criteria will be used. Only **eligible applicants** will be entered into the lottery.

IV. Lottery Preparation

- Each eligible applicant will be assigned a **unique identification number** to maintain confidentiality
- A **final applicant roster** will be created and audited for accuracy
- If applicable, **weighted lottery criteria** (approved by the State Board of Education) will be applied prior to the drawing

V. Lottery Execution (Public and Transparent)

The lottery will be conducted in a **public setting**, with advance notice provided to families.

- The process will use a **computerized random number generator** or equivalent randomization method
- An **independent or designated impartial observer** (e.g., board member or third party) will oversee the process
- The lottery will determine:
 - Enrollment offers
 - Waitlist order

This ensures the process is **random, unbiased, and verifiable**.

VI. Weighted Lottery Implementation (If Approved)

If approved by the State Board of Education:

- Additional weight(s) will be applied to qualifying applicants (e.g., economically disadvantaged, EL, SWD, at-risk students)
- Weighting will occur **prior to randomization**, ensuring fairness while increasing access for targeted populations
- All weighting criteria will be:
 - Clearly defined
 - Publicly posted
 - Consistently applied

VII. Notification of Results

Following the lottery:

- All applicants will receive **written notification** (email and/or mail) of their status:
 - Accepted
 - Waitlisted
- Notifications will include:
 - Next steps for enrollment
 - Deadlines for acceptance

VIII. Enrollment and Acceptance

Accepted students must confirm enrollment within a specified timeframe by:

- Submitting required documentation (e.g., proof of residency, immunization records)
- Completing enrollment forms
- Attending orientation sessions

Failure to respond within the timeline may result in forfeiture of the seat.

IX. Waitlist Management

PLA will maintain a **numbered waitlist** in the exact order determined by the lottery.

- As seats become available, families will be contacted sequentially
- Clear timelines will be provided for acceptance
- Waitlist status will remain valid through the enrollment cycle

X. Appeals Process

PLA will establish a **limited appeals process** to address:

- Procedural errors in the lottery process
- Eligibility verification concerns

Appeals will:

- Be submitted in writing within a defined timeframe
- Be reviewed by a **designated committee or administrator**
- Result in a formal written response

Note: Appeals will not alter random lottery outcomes unless a verified procedural error occurred.

XI. Documentation and Compliance

PLA will maintain comprehensive records of:

- Applications received
- Eligibility verification
- Lottery procedures and results
- Waitlist movement

These records will ensure:

- Compliance with state law
- Transparency for stakeholders
- Readiness for audit or review

XII. Oversight and Accountability

The Board of Directors will provide oversight of the lottery process by:

- Reviewing procedures annually
- Ensuring compliance with state regulations
- Monitoring enrollment equity and outcomes

XIII. Conclusion

PLA's lottery process is designed to be **transparent, equitable, and compliant**, ensuring that:

- All eligible students have fair access
- Enrollment aligns with the school's mission
- Stakeholders can trust the integrity of the process

Through structured procedures, public transparency, and strong oversight, PLA ensures a **highly accountable and legally sound enrollment system**.

Q76.3) The underlying research, pedagogical, educational, psychometric, and legal, that supports the request and the procedures the applicant is requesting.

Preparatory Leadership Academy's (PLA) request to implement its enrollment and instructional model—including the use of a weighted lottery—is grounded in a comprehensive body of **educational research, pedagogical theory, psychometric principles, and legal precedent**. These foundations collectively support PLA's mission to serve **historically underserved students** and to close persistent opportunity and achievement gaps.

I. Research Foundation

1. Educational Disparities and Opportunity Gaps

Extensive research documents persistent disparities in academic outcomes among students from economically disadvantaged and historically marginalized communities.

- Gloria Ladson-Billings (2006) identifies the “education debt,” emphasizing systemic inequities in access, resources, and opportunity
- Russell Skiba et al. (2011) highlight disproportionate disciplinary practices and their impact on student outcomes

These disparities are strongly associated with:

- Socioeconomic disadvantage
- Limited access to high-quality instruction
- Implicit bias in expectations and assessment
- Lack of culturally relevant curriculum

PLA's model—and its use of a weighted lottery—directly addresses these inequities by **intentionally expanding access for students most impacted**.

2. Social-Emotional Trauma and Learning

Research confirms that students exposed to adverse experiences face barriers to academic success.

- Vincent Felitti et al. (1998) demonstrate that **Adverse Childhood Experiences (ACEs)** significantly affect cognitive development and emotional regulation
- Centers for Disease Control and Prevention (CDC) identifies ACEs as a major predictor of academic and behavioral challenges

PLA's model incorporates **trauma-informed practices** to mitigate these effects and support student success.

3. Culturally Responsive and Trauma-Informed Teaching

- Geneva Gay (2010) and Zaretta Hammond (2015) emphasize that culturally responsive teaching:

- Improves engagement
 - Strengthens identity development
 - Enhances academic outcomes
- Substance Abuse and Mental Health Services Administration (2014) defines trauma-informed frameworks that promote:
 - Safe and predictable environments
 - Emotional regulation
 - Resilience-building

PLA integrates these frameworks to create a **supportive, identity-affirming learning environment**.

II. Pedagogical Framework

1. Culturally Relevant Pedagogy

PLA will:

- Integrate diverse cultural perspectives across content areas
- Promote student voice, agency, and leadership
- Connect curriculum to students' lived experiences

2. Social-Emotional Learning (SEL) Integration

Aligned with the Collaborative for Academic, Social, and Emotional Learning, PLA will implement:

- Daily SEL instruction
- Restorative practices and PBIS
- Explicit teaching of self-management and relationship skills

3. Differentiated and Data-Driven Instruction

PLA's instructional model includes:

- Small-group intervention blocks
- Standards-aligned instruction using NC Essential Standards
- Inquiry-based and multimodal learning
- Early diagnostics and continuous progress monitoring

This ensures **targeted support for students performing below grade level**.

III. Educational Strategy and Program Design

1. Whole Child Approach

Guided by ASCD, PLA ensures each student is:

- Healthy
- Safe
- Engaged
- Supported
- Challenged

2. Extended Learning Opportunities

- After-school tutoring and enrichment
- Summer bridge programs focused on literacy, math, and SEL
- Leadership and character development programming

3. Community-Embedded Model

PLA will partner with:

- Local mental health providers
- Community organizations
- Families and caregivers

This creates a **wraparound support system** aligned to student needs.

IV. Psychometric Rationale

1. Valid and Equitable Assessment Systems

PLA will utilize:

- Growth-based assessments (e.g., i-Ready, mClass, MAP, HMH Growth Measure)
- SEL assessments (e.g., DESSA)
- Formative assessments to guide instruction

These tools emphasize the following:

- **Student growth over static performance**
- **Cultural responsiveness and reduced bias**

2. Multi-Tiered System of Supports (MTSS)

PLA will implement a comprehensive MTSS framework:

- **Tier I:** High-quality core instruction
- **Tier II:** Targeted small-group interventions
- **Tier III:** Intensive individualized support

This ensures that **all students receive appropriate levels of support.**

V. Legal and Policy Framework

1. Civil Rights and Equity Protections

PLA's model aligns with:

- Brown v. Board of Education – guarantees equal access to education
- Title VI of the Civil Rights Act—prohibits discrimination based on race, color, or national origin

2. Special Education and Accessibility

- Individuals with Disabilities Education Act ensures services for students with disabilities
- Section 504 of the Rehabilitation Act ensures access and accommodations

PLA's design ensures compliance and inclusive access.

3. Federal Accountability and Innovation

- Every Student Succeeds Act encourages innovation and targeted support for underserved populations

PLA's model aligns with ESSA by:

- Addressing achievement gaps
- Implementing evidence-based interventions
- Supporting continuous improvement

VI. Alignment to Weighted Lottery Justification

The use of a weighted lottery is directly supported by this body of research and policy:

- Research confirms that underserved students require **intentional access to high-quality educational environments**
- Pedagogical models demonstrate that these students benefit from **targeted, culturally responsive instruction**
- Psychometric frameworks support **growth-based evaluation and intervention systems**
- Legal frameworks permit and encourage **equity-focused enrollment strategies when properly implemented and approved**

Thus, the weighted lottery is not only permissible but **necessary to fulfill PLA's mission and intended impact.**

VII. Conclusion

PLA's educational model is **deeply rooted in research, theory, and law**, ensuring that:

- Instruction is **evidence-based and responsive to student needs**
- Assessment systems are **valid, equitable, and growth-oriented**
- Enrollment practices are **mission-aligned and legally compliant**

Together, these foundations justify both the **school's design** and its **request to implement a weighted lottery**, ensuring that PLA effectively serves students who will benefit most from its program.

Q77. 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.

Preparatory Leadership Academy (PLA) will implement **fair, transparent, and legally compliant admission policies** aligned with North Carolina charter school law. PLA will ensure that all eligible students have equitable access to enrollment while maintaining clear procedures for application, lottery, waitlist management, and student transitions.

I. Non-Discrimination Policy

Except as otherwise permitted by law or the mission of the school, PLA will **not discriminate** in admissions based on the following:

- Intellectual ability or academic performance
- Athletic ability
- Disability
- Race, ethnicity, or national origin
- Religion or creed
- Gender

Admission is open to **all students residing in the State of North Carolina**, consistent with state law.

II. Open Enrollment Timeline

PLA will **not accept applications until after final approval** by the North Carolina State Board of Education (SBE).

Tentative Timeline (Post-Approval)

- **Day Following SBE Approval:** Application window opens

- **Application Period:** Approximately 6–8 weeks (e.g., February–April)
- **Application Deadline:** Late April
- **Lottery (if needed):** Within 1–2 weeks after deadline (late April/early May)
- **Notification of Results:** Within 5–7 business days after the lottery
- **Enrollment Confirmation Deadline:** Within 10 business days of offer

III. Application Procedures

Families may submit applications through:

- PLA website (online submission)
- In-person at the school or designated community sites
- Mail-in submission

Responsible Staff:

- Lead Administrator (oversight)
- Clerical/Enrollment Staff (processing and support)

PLA will provide:

- **Application assistance**
- **Translation services**
- **Accessible formats for all families**

IV. Pre-Admission Activities

PLA may conduct limited pre-admission activities, including:

- **Letters of Interest (LOI)**
- Informational sessions and community meetings

Purpose:

- To gauge community interest
- To support planning for staffing and resources
- To build a communication database

All materials will clearly state the following:

- **LOIs are not applications**
- Participation does **not guarantee admission or preference**

V. Lottery Procedures (If Applications Exceed Capacity)

If applications exceed available seats, PLA will conduct a **public lottery** in accordance with state law.

Lottery Process:

- Eligible applicants assigned **unique identifiers**
- Random selection conducted using a **computerized system**
- Supervised by school leadership and/or impartial observer
- Results determine:
 - Enrollment offers
 - Waitlist order

VI. Enrollment Preferences (Statutory Compliance)

PLA will implement **statutorily permitted preferences**, including:

- **Siblings of currently enrolled students**
- **Children of full-time employees**

PLA will comply with all applicable laws regarding:

- **Multiple birth siblings (e.g., twins/triplets)**

Any **weighted lottery** will only be implemented

- With **State Board approval**
- In accordance with approved criteria (Q74)

VII. Waitlist Procedures

- A **numbered waitlist** will be maintained in the exact order determined by the lottery
- Families will be notified as seats become available
- Acceptance timelines will be clearly communicated
- Waitlist remains active through the enrollment cycle

VIII. Enrollment and Re-Enrollment

- Students offered admission must:
 - Submit required documentation
 - Confirm enrollment within the designated timeline
- Once enrolled:
 - Students **do not reapply annually**
 - Families must complete an **annual re-enrollment confirmation process**

IX. Student Withdrawals and Transfers

Withdrawals:

- Parents may withdraw students at any time by submitting written notice
- PLA will process withdrawals promptly and maintain accurate records

Transfers:

- Student records will be **transferred within the required timelines** to receiving schools
- PLA will comply with all state and federal student record laws

X. Re-Enrollment After Withdrawal

- Students who withdraw and later seek to return must:
 - Reapply through the standard enrollment process
 - Be subject to lottery procedures if applicable

XI. Admission Restrictions (Legal Compliance)

PLA may deny admission only as permitted by law, including:

- Students currently under suspension or expulsion pursuant to G.S. 115C-390.5 through 115C-390.11

XII. Accessibility and Equity

PLA will ensure equitable access by:

- Providing multilingual application materials
- Offering community-based application support
- Hosting outreach events in underserved areas
- Ensuring all processes are **clear, transparent, and publicly available**

XIII. Oversight and Accountability

The Board of Directors will:

- Review enrollment policies annually
- Ensure compliance with state law
- Monitor enrollment demographics and access

XIV. Conclusion

PLA's admissions policies are designed to be:

- **Equitable** – providing fair access to all students
- **Transparent** – clearly communicated and publicly accessible
- **Compliant** – aligned with North Carolina law and SBE requirements
- **Operationally sound** – with clear procedures and timelines

These policies ensure that PLA’s enrollment system supports both **legal compliance and mission-driven access to high-quality education.**

3.8. Certify

Q78.This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

☒ Yes

☐ No

Q79.Explanation (optional):

4. Acceleration

The Charter Schools Review Board (CSRB) may accelerate the mandatory planning year for a charter applicant that meets the following requirements: agrees to participate in the planning year while the charter application is being reviewed without any guarantee of charter award; and demonstrates that there is a facility identified by the applicant that is feasible for opening on an accelerated schedule. Applicants must know and indicate their intended timeline for opening upon application. Accelerated applications seeking to change timelines following application submission may not be automatically granted approval to standard timeline applications. Please review the requirements carefully before selecting accelerated timeline.

Q80. Do you want your application to be considered for acceleration?

☐ Yes

☒ No

5. Conversion

Q94. Is this application a conversion from a traditional public school or private school?

☐ Yes

☒ No

6. Replication

Per NC Administrative Code 16 NCAC 06G .0512, the Charter Schools Review Board (CSRB) may, in certain well defined instances, grant permission for a nonprofit 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 CSRB may also, in certain well-defined instances, grant permission for a nonprofit 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 forgoes the planning year required of new charter school applicants.

Q109.Do you want this application to be considered for standard or fast-track replication? Standard, Fast-Track, or No.

- ☐ Standard
- ☐ Fast-Track
- ☒ No

7. Alternative

In order to qualify for designation as an "alternative school" for purposes of accountability under this administrative code the charter school must demonstrate that it serves a student population as follows:

- The school must include grades 9-12.
- At least 75% of the school's population in grades 9-12 must be at-risk of academic failure as defined in 16 NCAC 06G .0518 and must also meet one or more of the following:
 1. the students shall either be released from a juvenile justice facility within the last year, or otherwise be subject to and participating in the juvenile justice court;
 2. the students shall be currently served by a treatment facility licensed pursuant to Chapter 122C of the General Statutes, or have been discharged from such a facility within the last year;
 3. the students shall be currently under suspension for more than 10 days from a public or private school; or
 4. the students shall be high-school dropouts as defined in Subparagraph (a)(2) of this Rule; or be "Student Chronic Absentee(s)" as defined in 16 NCAC 06E .0106.

Q121.Do you want your application to be considered for an Alternative Charter School?

☐ Yes

☒ No

8. EMO/CMO

1) A "Charter Management Organization" (CMO) is a nonprofit organization that operates or manages one or multiple charter schools by centralizing support and operations. (2) An "Education Management Organization" (EMO) is a for-profit organization that contracts with new or existing public-school districts, charter school districts, and charter schools to operate and manage one or multiple charter schools by centralizing support and operations.

Q124. Does the Charter School plan to contract for services with an "educational management organization" or "charter management organization"?

☐ Yes

☒ No

9. 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.**

Q142.

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

- ☐ Yes
- ☒ No

10. Mission Purposes, and Goals

The mission and vision statements, taken together, should:

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

10.1. 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.

Q169.Please state the mission statement of the proposed charter school (recommend 35 words or less). A school’s mission statement should be a concise, formal declaration that articulates the school's fundamental purpose, core values, and educational philosophy. It serves as a guiding statement that defines what the institution stands for, whom it serves, and what it aims to accomplish.

Preparatory Leadership Academy equips K-5 scholars through rigorous academics, transformational leadership development, character education, and service learning to achieve excellence, lead with integrity, and create lasting impact in their communities and beyond.

Q170.Please state the vision statement of the proposed school. A school vision statement is a forward-looking declaration that describes the school's aspirational goals and paints a picture of what the institution hopes to become or achieve in the future. While a mission statement focuses on the school's current purpose and how it operates, a vision statement articulates the desired future state and long-term impact.

*Preparatory Leadership Academy envisions a generation of scholars, leaders, and legacy builders who excel academically, lead with integrity, persevere through challenges, serve with purpose, and create lasting impact by transforming their communities through innovation, influence, and lifelong leadership. **Learn. Lead. Leave a Legacy!***

PLA envisions a future in which students—particularly those from historically underserved communities in Gaston County—graduate with the **academic proficiency, social-emotional intelligence, and leadership capacity** necessary to succeed in college, careers, and civic life. Success at PLA will be evident when students consistently meet or exceed grade-level standards, demonstrate strong character and decision-making skills, and actively contribute as responsible, service-driven citizens.

PLA's educational approach positions students to achieve this vision through a **rigorous, student-centered model** that integrates:

- **Standards-aligned instruction** grounded in the North Carolina Standard Course of Study and Priority Standards
- **Data-driven decision-making** to personalize learning and accelerate academic growth
- **Social-emotional and transformational learning** to build resilience, self-awareness, and leadership identity
- **Culturally responsive teaching practices** that affirm students' backgrounds and increase engagement
- **Targeted intervention and enrichment structures** to ensure all students, regardless of starting point, achieve success

Through **high-quality teacher development, continuous progress monitoring, and a commitment to the whole child**, PLA will create a safe, inclusive, and academically rigorous environment where every student is empowered to learn, lead, and leave a lasting legacy.

This vision directly aligns with the purposes of the North Carolina Charter School Law by expanding high-quality educational opportunities, improving student learning outcomes, and providing innovative approaches that meet the diverse needs of all learners.

Q171. In narrative form, please describe how you have assessed parental demand for the school.

Preparatory Leadership Academy (PLA) has conducted a **comprehensive and ongoing assessment of parental demand** through targeted outreach, data collection, and sustained community engagement efforts within Gaston County.

PLA's demand analysis has been both **quantitative and qualitative**, reflecting consistent interest in a high-quality, leadership-focused K–5 educational option.

I. Community Engagement and Outreach (Ongoing Efforts)

PLA has engaged families and stakeholders through **ongoing outreach efforts (2025–present)**, including:

1. Community Forums and Parent Meetings

- Hosted multiple in-person and virtual information sessions
- Engaged parents, community leaders, and local stakeholders
- Provided opportunities for open dialogue regarding:
 - Academic concerns
 - School safety
 - Class size and individualized instruction

These sessions consistently revealed a strong desire for a **structured, supportive, and academically rigorous school environment**.

2. Parent Interest Survey (Quantitative Data)

PLA administered a **community-wide Parent Interest Survey**, resulting in:

- **100+ completed responses** from families with K–5 students
- **Over 80% of respondents indicated they would enroll their child** if accepted
- Key priorities identified by families:
 - Strong literacy and math instruction
 - Safe and nurturing school environment
 - Leadership development opportunities
 - Smaller class sizes and individualized support

This data demonstrates **clear alignment between PLA's model and community demand**.

3. Partnerships with Community Organizations

PLA has established relationships with key local organizations, including:

- **Gaston County YMCA**
- **Boys & Girls Clubs of Greater Gaston**
- **Gaston County Missionary Baptist Association**
- Local childcare centers, after-school programs, and community groups

These partnerships have:

- Expanded outreach to families
- Increased awareness of PLA's mission
- Built trust within the community

4. Business and Community Support

PLA has received **expressions of support from local businesses and community stakeholders**, including:

- Commitments for **in-kind donations** (e.g., technology, supplies)
- Interest in supporting **STEM programming and career exposure opportunities**
- Willingness to partner in **student enrichment and mentorship initiatives**

II. Pre-Enrollment Interest (Additional Evidence of Demand)

- PLA has collected **Letters of Interest (LOIs)** from families
- Interest levels have **exceeded initial enrollment projections**
- Families continue to express demand during ongoing outreach events and communications

III. Alignment to Community Need

Data collected through surveys, forums, and engagement activities consistently indicates a demand for:

- A **safe, structured, and academically rigorous learning environment**
- **Stronger foundational literacy and math instruction**
- **Leadership and character development opportunities**
- **Individualized support for diverse learners**

PLA's educational model directly responds to these identified needs.

IV. Conclusion

Through sustained engagement, quantitative survey data, and strong community partnerships, PLA has demonstrated **clear and measurable parental demand** for its proposed school.

The combination of:

- High survey interest (80%+ intent to enroll)
- Ongoing community engagement
- Growing pre-enrollment interest

confirms that PLA is positioned to meet a **significant and well-documented need** for a high-quality, mission-driven K-5 charter school in Gaston County.

Q172. Attach Appendix A: Evidence of Community/Parent Support. Please summarize your evidence in a narrative format with evidence such as the number of community events, flyers associated with events, etc..

1. Evidence should include, at a minimum, the following information:
2. Type of contact (e.g. survey, community event, speaking event)
3. Date of contact
4. Number of attendees
5. Indication of demand based on contact (e.g. 120 survey responses indicating interest; 1000 followers on social media account)

*****Do not include personal information of interested families. Do not include surveys/petitions/signatures. Please summarize your evidence rather than provide personal information from survey responses or forms.**

Preparatory Leadership Academy (PLA) has conducted **multiple, sustained community engagement efforts** to assess and confirm parental demand. These efforts, conducted between 2025 and 2026, include surveys, community forums, outreach events, and partnerships, demonstrating consistent and growing interest in the proposed school.

The following evidence complies with CSRB guidance and **does not include any personal identifying information**.

I. Summary of Community Engagement Activities

1. Community Forums and Parent Meetings

- **Type of Contact:** In-person Community Forum and Parent Information Sessions
- **Dates of Contact:** Multiple sessions held between **Spring 2025 and Spring 2026**
- **Number of Attendees:**
 - Estimated **150–180+ total participants across events**
- **Evidence of Demand:**
 - Strong verbal interest expressed during sessions
 - Families requested enrollment information and follow-up communication
 - Feedback consistently stressed the necessity of:
 - Smaller class sizes
 - Academic rigor
 - Safe, structured learning environments with no bullying

Note: While the original sign-in sheets from two large forums are unavailable, attendance estimates are based on **organizers' facilitator records, follow-up communications, and event capacity tracking**.

2. Parent Interest Survey (Quantitative Data)

- **Type of Contact:** Digital Parent Interest Survey (Excel/Online Form)
- **Date of Contact:** Conducted **2025–2026 (ongoing collection period)**
- **Number of Responses:**
 - **120+ verified responses**
- **Evidence of Demand:**
 - **80%+ of respondents indicated intent to enroll** their child if accepted
 - Families identified a strong interest in:
 - Leadership-focused education

- Literacy and math improvement
- Individualized instruction

3. Flyers and Community Outreach Campaign

- **Type of Contact:** Distribution of Flyers and Informational Materials
- **Dates of Contact: Ongoing (2025–2026)**
- **Estimated Reach:**
 - Distributed across **community centers, churches, childcare facilities, and local businesses**
- **Evidence of Demand:**
 - Increased attendance at information sessions
 - Growth in survey participation and Letters of Interest

4. Letters of Interest (LOIs)

- **Type of Contact:** Voluntary, non-binding Letters of Interest
- **Dates of Contact: 2025–Present (ongoing)**
- **Number Collected:**
 - Growing number of interested families
- **Evidence of Demand:**
 - Demonstrates early enrollment intent
 - Supports planning for staffing and grade-level projections

5. Partnerships and Speaking Engagements

- **Type of Contact:** Presentations and Outreach through Community Organizations
- **Dates of Contact: 2025–2028 (ongoing)**
- **Participants Reached:**
 - Multiple community groups and organizations
- **Evidence of Demand:**
 - Positive reception and requests for continued engagement
 - Community leaders expressed support for PLA’s mission

6. Social Media and Digital Engagement

- **Type of Contact:** Online Communication and Awareness Campaign
- **Dates of Contact: 2025–Present (ongoing)**
- **Evidence of Demand:**

- Increasing engagement through:
 - Page views
 - Inquiries
 - Event participation

II. Conclusion

PLA's evidence of community and parent support reflects:

- **Sustained engagement over time (not a one-time effort)**
- **Quantitative data confirming demand (80%+ intent to enroll)**
- **Broad community reach across multiple platforms and events**

These efforts collectively demonstrate that PLA is responding to a **well-documented and growing demand** for a high-quality, leadership-focused K-5 educational option in Gaston County.

☒ Upload Required **File Type:** pdf, image, excel, word **Max File Size:** 30 **Total Files Count:** 10

Q173.If applicable, provide evidence of any committed business, civic, or other community support.

Not applicable to PLA.

Q174.Select one or more of the six legislative purposes the proposed charter will achieve.

- ☒ 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.

Q175.For each purpose selected above, provide a brief narrative explaining how this school will meet that objective and the associated goals of the applicant.

Preparatory Leadership Academy (PLA) will fulfill the following legislative purposes of the North Carolina Charter School Law:

I. Create New Professional Opportunities for Teachers

PLA will implement a **Distributive Leadership Model** that empowers teachers as instructional leaders and decision-makers, directly aligning with this legislative purpose.

Implementation and Timeline

- **Pre-Opening (Year 0):**
 - Board and leadership establish leadership roles and PLC structures
 - Teachers participate in onboarding and leadership training
- **Year 1 (Opening Year):**
 - Teachers serve in roles such as:
 - Lead Grade-Level Teacher
 - Curriculum/Content Lead
 - School Improvement Team (SIT) Member
 - Weekly **Professional Learning Communities (PLCs)** begin
 - Monthly instructional coaching cycles implemented
- **Ongoing (Years 1–5):**
 - Teachers assume increasing responsibility for:
 - Curriculum alignment
 - Data analysis
 - Instructional planning and innovation

Key Structures

- **Job-Embedded Professional Development**
 - Weekly PLC meetings focused on student data and instructional planning
 - Coaching cycles with Lead Administrator and instructional leaders
 - Individualized Professional Development Plans (PDPs)
- **Leadership Pathways**
 - Opportunities for teachers to lead:
 - Model classrooms
 - Professional development sessions
 - School-wide initiatives
- **Evaluation and Growth**

- Teacher effectiveness is measured through:
 - Student growth data
 - Instructional performance
 - Leadership contributions

This structure ensures teachers are **not only implementers of the curriculum but also active designers of the learning program**, fulfilling the intent of the law.

II. Improving Student Learning

PLA will improve student learning through a **research-based, data-driven instructional model** grounded in mastery learning, MTSS, and social-emotional development.

1. Mastery Learning Model (Research-Based Instruction)

PLA will implement the **Mastery Learning Model** based on the work of Benjamin Bloom, ensuring that:

- Instruction is delivered in **clearly defined learning units**
- Students receive **frequent formative assessments**
- Teachers provide **targeted corrective instruction** before moving forward

Implementation

- Units delivered in **1–2 week cycles**
- Formative assessments administered at the end of each unit
- Immediate intervention is provided for students who have not yet mastered content

2. Multi-Tiered System of Supports (MTSS)

PLA will implement a structured **MTSS framework** to ensure all students succeed:

- **Tier I:** High-quality, standards-aligned instruction
- **Tier II:** Small-group targeted interventions
- **Tier III:** Intensive, individualized support

Protected Intervention Block

- Daily intervention/enrichment block (“All Hands on Deck”)
- No interruptions to maximize instructional impact
- Staff collaboratively support targeted student groups

3. Equitable Support for At-Risk and Advanced Learners

PLA is committed to **equity and access for ALL students**:

- **At-Risk Students:**

- Receive targeted interventions during the school day
- Access to after-school tutoring (2 days/week)

- **Advanced/AIG Students:**

- Receive enrichment opportunities, including:
 - STEM programs (Math/Science Olympiad)
 - Literacy programs (Author's Corner, Book Clubs)
 - Creative programs (Artist Guild)

Refinement for Equity

Students will **not be excluded from electives**. Instead:

- Interventions will be scheduled **without limiting access to a well-rounded education**
- PLA ensures **both remediation AND enrichment occur simultaneously**

4. Social-Emotional and Transformational Learning

PLA integrates **Social-Emotional Learning (SEL)** to support the whole child:

- "Real Talk" SEL sessions embedded in the schedule
- Focus on:
 - Self-awareness
 - Peer relationships
 - Decision-making

Grounded in the work of Robert Havighurst, these sessions address the following:

- Peer influence
- Identity development
- Student motivation and engagement

5. Data-Driven Instruction and Continuous Monitoring

- Teachers analyze student data **weekly in PLCs**
- Progress monitoring tools guide instruction and intervention
- School-wide performance triggers targeted action plans

III. Conclusion

Through a **Distributive Leadership Model for teachers** and a **Mastery Learning + MTSS instructional framework for students**, PLA will:

- Empower teachers as leaders of the learning program
- Deliver targeted, research-based instruction
- Ensure equitable access to both intervention and enrichment
- Improve academic outcomes for all students

These strategies directly align with and fulfill the legislative purposes of:

- **Creating meaningful professional opportunities for teachers**
- **Improving student learning through innovative and effective practices**

Q176.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).

Preparatory Leadership Academy (PLA) is designed to serve a **diverse K–5 student population in Gaston County**, with a strategic focus on **economically disadvantaged, academically at-risk, Students with Disabilities (SWD), and Multilingual Learners (MLL)**. PLA’s enrollment will remain **open to all eligible students statewide**, while targeted outreach and programming are intentionally designed to meet the needs of underserved populations, in full compliance with **G.S. 115C-218.45(e)**.

I. Educational Need (Evidence-Based)

Data from Gaston County Schools (GCS) demonstrates a clear need for improved academic outcomes:

- **Elementary ELA and Math proficiency rates** remain below state targets in several schools
- Achievement gaps persist among:
 - Economically disadvantaged students
 - African American and Hispanic/Latino students
 - Students with Disabilities (SWD)
- Many students enter upper elementary grades **below grade level in reading and math**, requiring targeted intervention

These trends confirm the need for:

- **Structured literacy instruction (Science of Reading)**
- **Data-driven, differentiated instruction**
- **Integrated academic and social-emotional supports**

PLA’s instructional model directly addresses these needs through:

- Mastery Learning
- MTSS (Multi-Tiered System of Supports)
- Social-emotional and transformational learning

II. Targeted Student Population

PLA will serve a **demographically diverse student population that reflects Gaston County**, while intentionally focusing outreach efforts toward underserved groups.

1. Racial/Ethnic Composition (Aligned with GCS Data)

Gaston County Schools (approximate composition):

- **White:** 40–45%
- **Black/African American:** 20–30%
- **Hispanic/Latino:** 20–25%
- **Other (Asian, Multiracial, etc.):** 5–10%

PLA's projected enrollment will:

- **Reflect the diversity of the district overall**
- Not mirror exact percentages, but remain **within a reasonable and justifiable range based on targeted outreach and geographic location**

Important Clarification:

PLA's enrollment is **not designed to disproportionately serve a single racial group**, but rather the following:

- To **expand access for underserved populations**
- While maintaining **equitable and inclusive enrollment practices**

2. Socioeconomic Status (High-Need Focus)

Gaston County Schools:

- Approximately **60%+ of students are economically disadvantaged**

PLA expects to serve:

- A **comparable or slightly higher percentage (60–75%)** of economically disadvantaged students

This reflects:

- The **high-need communities in the targeted service area (Gastonia)**
- PLA's mission to provide **access to high-quality education for underserved families**

3. Students with Disabilities (SWD)

Gaston County Schools:

- Approximately **12–14% SWD population**

PLA will:

- Serve a **comparable percentage (12–15%)**
- Provide:
 - Certified EC Teacher and EC Coordinator
 - Inclusion and pull-out services
 - Full compliance with IDEA and Section 504

4. Multilingual Learners (MLL/ELL)

Gaston County Schools:

- Approximately **8–12% Multilingual Learners**

PLA anticipates:

- Serving a **similar or slightly increasing percentage (10–15%)** due to targeted outreach

Support includes:

- ESL-certified staff
- Language development services
- Translated materials and family engagement supports

III. Targeted Subgroups (Intentional Focus)

PLA will intentionally serve:

- **Economically Disadvantaged Students**
- **Academically At-Risk Students**
- **Students with Disabilities (SWD)**
- **Multilingual Learners (MLL)**
- **Students needing social-emotional support**

This will be accomplished through:

- Targeted outreach (community partnerships, multilingual materials)
- Weighted lottery (if approved)
- Evidence-based instructional supports

IV. Alignment to Educational Model

PLA's model is specifically designed to meet the needs of this population:

- **Data-Driven Instruction**
 - Weekly data analysis in PLCs
 - Individualized intervention plans
- **MTSS Framework**
 - Tiered academic and behavioral support
- **Social-Emotional Learning**
 - Trauma-informed practices
 - Leadership and character development
- **Culturally Responsive Teaching**
 - Instruction that reflects student identity and experience

V. Conclusion

PLA's targeted population reflects both:

- The **diversity of Gaston County Schools**, and
- The **increased need within underserved communities**

By aligning:

- Demographics
- Instructional design
- Targeted supports

PLA is positioned to **close achievement gaps, increase academic proficiency, and provide equitable access to high-quality education** for all students.

Q177. 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) is located near the **Highland Community of Gastonia**, where surrounding schools reflect **increasing enrollment demand and persistent academic performance challenges**, particularly among underserved student populations.

I. Enrollment Trends in Surrounding Schools

Data from North Carolina School Report Cards and the North Carolina Department of Public Instruction indicate the

following:

- Gaston County Schools serve **approximately 29,000–32,000 students**, with steady enrollment trends in elementary grades
- Schools in the Gastonia/Highland area reflect the following:
 - **High concentrations of economically disadvantaged students (60%+)**
 - Increasing diversity, including:
 - **20–30% Black/African American students**
 - **20–25% Hispanic/Latino students**

These trends indicate the following:

- **Sustained demand for elementary school seats**
- A growing population of students requiring **targeted academic and social-emotional support**

II. Academic Performance Outcomes (Evidence of Need)

According to NC School Report Cards:

- **Elementary ELA proficiency rates** in surrounding schools often range between **35% and 50%**.
- **Math proficiency rates** typically range between **30% and 45%**.
- Subgroup performance reveals significant gaps:
 - **Economically Disadvantaged Students:** often **15–25 percentage points lower** than overall averages
 - **Students with Disabilities (SWD):** frequently below **25% proficiency**
 - **Multilingual Learners (MLL):** often below **30% proficiency**

Additionally:

- Several surrounding schools receive **C or D performance grades**
- Achievement gaps persist across race, income, and language status

These data points demonstrate a clear need for:

- **Accelerated academic intervention**
- **Structured literacy and numeracy instruction**
- **Integrated social-emotional support systems**

III. How PLA's Educational Model Meets These Needs

PLA's model is intentionally designed to **directly address the identified gaps** through a comprehensive, research-based approach:

1. Data-Driven, Standards- Aligned Instruction

- Instruction aligned to **NCDPI Priority Standards**
- Weekly data analysis in PLCs to adjust instruction in real time
- Use of diagnostics and formative assessments to monitor growth

Impact: Targets the root cause of low proficiency rates by ensuring instruction is responsive and precise

2. Mastery Learning Model

- Instruction delivered in structured units with frequent assessment
- Students receive **immediate corrective support before advancing**

Impact: Prevents learning gaps from accumulating and increases overall proficiency rates

3. Multi-Tiered System of Supports (MTSS)

- **Tier I:** High-quality core instruction
- **Tier II:** Small-group targeted intervention
- **Tier III:** Intensive individualized support
- Daily **protected intervention block (“All Hands on Deck”)**

Impact: Specifically addresses subgroup gaps (ED, SWD, MLL) identified in district data

4. Differentiated and Personalized Instruction

- Small-group instruction based on skill level
- Individualized learning pathways for below-grade-level and advanced students

Impact: Ensures both remediation and enrichment occur simultaneously

5. Social-Emotional and Transformational Learning

- Embedded SEL instruction and “Real Talk” sessions
- Trauma-informed practices to support students facing adversity

Impact: Addresses non-academic barriers that directly affect performance

6. Culturally Responsive Teaching

- The curriculum reflects students’ backgrounds and lived experiences
- Instruction increases engagement and relevance

Impact: Improves motivation, participation, and academic outcomes

7. Extended Learning Opportunities

- After-school tutoring (2x per week)
- Enrichment programs (STEM, literacy, leadership)

Impact: Provides additional instructional time to accelerate learning

8. Family and Community Engagement

- Parent workshops and academic support resources
- Strong partnerships with local organizations

Impact: Extends learning beyond the classroom and strengthens student support systems

IV. Conclusion

Surrounding schools in the Gastonia/Highland area demonstrate:

- **Stable to increasing enrollment trends**
- **Persistent academic performance challenges**
- **Significant achievement gaps among key student groups**

PLA's educational model is intentionally designed to respond to these needs by:

- Delivering **data-driven, mastery-based instruction**
- Providing **targeted intervention and enrichment**
- Addressing **both academic and social-emotional barriers to success**

Through this comprehensive approach, PLA is positioned to **improve student learning outcomes, close achievement gaps, and provide a high-quality educational option for families in the community.**

Q178.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).

Preparatory Leadership Academy (PLA) will open with a **projected Year 1 enrollment of 250 students (Grades K–3 plus one 4th/5th split class)**, consistent with the enrollment summary table provided in the application. PLA will grow to the full capacity of approximately **350 students by Year 5**.

Comparison to LEA (Gaston County Schools: K–5 ADM)

According to data from the North Carolina Department of Public Instruction and NC School Report Cards:

- Gaston County Schools (GCS) serves approximately
 - **29,000–32,000 total students district-wide**
 - **Estimated 13,000–15,000 students in Grades K–5**

PLA ADM Percentage Calculation

- **PLA Year 1 Enrollment:** 250 students
- **Estimated GCS K–5 Enrollment:** 14,000 students

Percentage of ADM: 1.8%

Final Statement

PLA's projected Year 1 enrollment of **250 students represents approximately 1.7%–1.9% of the K–5 Average Daily Membership (ADM)** within Gaston County Schools.

Even at full capacity (**350 students by Year 5**), PLA would represent only approximately **2.5%**

Conclusion

PLA's enrollment:

- Represents a **small and manageable percentage of the LEA's total K–5 population**
- Will **not significantly impact district enrollment stability**
- Provides an **additional high-quality educational option** for families within the community

Q179. 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) is designed to provide a **distinct, research-based, whole-child educational model** that directly addresses gaps identified in surrounding schools within the Gastonia/Highland community.

I. Comparison to Surrounding Schools (Evidence-Based Context)

Based on data from NC School Report Cards and the North Carolina Department of Public Instruction:

- Many surrounding schools:
 - Rely on **traditional whole-group instruction models**
 - Provide **limited individualized learning pathways**
 - Offer intervention primarily **after students fall significantly behind**
 - Have **limited structured leadership development opportunities for elementary students**
 - Show **ELA proficiency rates around 35–50%** and **Math around 30–45%**
 - Experience persistent gaps among the following:
 - Economically disadvantaged students
 - Students with Disabilities (SWD)
 - Multilingual Learners (MLL)

While these schools provide essential services, there is a need for a model that is

- More **personalized**
- More **proactive (not reactive)**
- More **integrated (academic + SEL + leadership)**

II. What PLA Will Do Differently

1. Personalized Learning Plans (Proactive, Not Reactive)

PLA Difference:

- Every student will have an **Individualized Academic and Leadership Plan**
- Plans updated regularly using real-time data

Why It Matters (Research):

- Personalized learning has been shown to significantly improve student outcomes when paired with frequent data monitoring (RAND Corporation Studies)

Impact: Students receive support **before failure occurs**, not after

2. Mastery Learning + Daily Intervention Block

PLA Difference:

- Implementation of **Mastery Learning Model** (students must demonstrate understanding before advancing)
- Daily **protected intervention/enrichment block (“All Hands on Deck”)**

Compared to Traditional Schools:

- Intervention often occurs **after benchmark failure**, not embedded daily

Research Base:

- Mastery Learning (Bloom, 1984) shows students can reach high levels with targeted feedback and time

Impact: Closes gaps faster and increases overall proficiency

3. Integrated Leadership Development (Rare at the Elementary Level)**PLA Difference:**

- Leadership is **embedded into the daily curriculum**, not treated as an extracurricular
- Includes:
 - Student leadership roles
 - Service-learning projects
 - Decision-making opportunities

Compared to Surrounding Schools:

- Leadership opportunities are often **limited or secondary**

Impact: Develops confidence, accountability, and long-term success skills

4. Social-Emotional Transformational Learning (Whole-Child Focus)**PLA Difference:**

- Structured SEL through **“Real Talk” sessions**
- Trauma-informed and culturally responsive practices

Research Base:

- Collaborative for Academic, Social, and Emotional Learning shows SEL improves:
 - Academic performance
 - Behavior
 - Student engagement

Impact: Addresses barriers to learning that directly affect achievement

5. Extended Learning and Enrichment (Without Limiting Access)**PLA Difference:**

- After-school tutoring (2x per week)
- Enrichment programs:
 - STEM (Math/Science Olympiad)

- Literacy (Author's Corner, Book Clubs)
- Arts and leadership

Compared to Surrounding Schools:

- Extended learning opportunities may be **limited or inconsistent**

Impact: Provides both **intervention AND enrichment simultaneously**

6. Smaller Class Sizes and Strong Relationships**PLA Difference:**

- Lower student-teacher ratios
- Increased opportunity for:
 - Individual feedback
 - Relationship-building

Research Base:

- Smaller class sizes improve student outcomes, especially in early grades (Tennessee STAR Study)

Impact: Stronger academic and social support for each student

7. Data-Driven Instruction with Weekly PLC Cycles**PLA Difference:**

- Weekly **Professional Learning Communities (PLCs)** analyzing student data
- Immediate instructional adjustments

Compared to Surrounding Schools:

- Data cycles may occur **less frequently or less systematically**

Impact: Instruction is continuously refined for effectiveness

III. What Makes PLA More Effective

PLA's effectiveness is rooted in its ability to:

- **Integrate academic rigor + SEL + leadership into one cohesive model**
- **Intervene early and consistently (not periodically)**
- **Personalize learning for every student**
- **Use data continuously to drive instruction**
- **Provide equitable access to both support and enrichment**

IV. Conclusion

PLA is not simply offering a different school—it is offering a **different instructional system**.

By combining:

- Personalized learning
- Mastery-based instruction
- Leadership development
- Social-emotional learning
- Data-driven decision-making

PLA is uniquely positioned to:

- **Close achievement gaps**
- **Increase proficiency rates**
- **Develop transformational leaders prepared for lifelong success**

10.2. Goals for the Proposed Charter School

Q180. 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 (PLA) has established **SMART (Specific, Measurable, Attainable, Relevant, Time-Bound)** goals across four key domains: **Academic, Operational, Financial, and Governance**. These goals are aligned with state expectations and designed to ensure continuous improvement, accountability, and long-term sustainability.

I. Five-Year Strategic Focus Areas

PLA's 5-Year Strategic Plan (adopted by the end of Year 1) will focus on:

1. **Academic Excellence & Growth**
2. **Whole-Child Development (SEL + Leadership)**
3. **Staff Development & Retention**
4. **Operational Excellence & Enrollment Stability**
5. **Financial Sustainability & Compliance**
6. **Governance Effectiveness & Accountability**

II. Academic Goals (Student Achievement)

Year 1 (Baseline Establishment)

- Baseline data established using:
 - i-Ready (Math)
 - HMH Growth Measure (ELA)
- **Goal: ≥ 60% of students demonstrate measurable growth**
- **EOG Target: ≥ 50% proficiency (Level 3+)**

Years 2–5 Growth Targets

Year	Growth Goal	Proficiency Goal
Year 2	65% growth	55% proficiency
Year 3	75% growth	65% proficiency
Year 4	85% growth	75% proficiency
Year 5	90% growth	80%+ proficiency

Additional Targets

- Reduce subgroup achievement gaps by **at least 10% annually**
- SWD and MLL growth rates will meet or exceed overall school growth

III. Operational Goals

- **Year 1–5:**
 - 100% of:
 - Enrollment targets met annually
 - Fully staffed and licensed personnel
 - Operational systems (technology, food, transportation, facilities) are functional before Day 1
- Maintain ≥ **90% student attendance rate**
- Maintain ≥ **90% student retention rate annually**

IV. Financial Goals

- **Balanced budget annually (Years 1–5)**
- Maintain a **minimum 1–2 months' operating reserve by Year 3**
- **100% on-time submission of:**

- Financial reports
- State compliance documents
- Annual **independent audit with no material findings**

V. Governance Goals

- **100% compliance** with:
 - Charter contract requirements
 - NC Open Meetings Law
 - State Board of Education policies
- Board will:
 - Complete **annual self-evaluation**
 - Participate in **annual governance training**
 - Review and update policies **annually (March cycle)**

VI. Communication and Reporting Plan

Monthly (Board Reporting)

Responsible: Lead Administrator

Reports Include:

- Academic data updates
- Enrollment and attendance
- Financial statements
- Staffing and operations updates

Quarterly (Stakeholder Updates)

Responsible: Administration + Board

Shared With:

- Parents
- Community stakeholders

Includes:

- Academic progress
- School improvement updates
- Key initiatives

Mid-Year Review (January)

- Strategic progress check
- Data-driven adjustments to instruction and operations

Annual Reporting (June)

Responsible: Board + Lead Administrator

- Published **Annual Report to Families**
- Includes:
 - Academic performance
 - Financial status
 - School achievements
 - Strategic outlook

Annual External Audit

- Conducted by an **independent CPA**
- Submitted to:
 - NCDPI
 - State Board of Education

VII. Monitoring and Continuous Improvement

- Weekly **PLC data meetings**
- Monthly **leadership team reviews**
- Annual **Strategic Planning Retreat (Board + Leadership)**

VIII. Conclusion

PLA's SMART goals and structured reporting system ensure:

- **Clear accountability at all levels**
- **Transparent communication with stakeholders**
- **Continuous academic and organizational improvement**

By aligning measurable outcomes with a strategic vision and consistent reporting structure, PLA is positioned to **achieve strong academic performance, maintain operational excellence, and ensure long-term sustainability.**

Q181. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?

Preparatory Leadership Academy (PLA)'s mission is to **develop transformational leaders through rigorous academics, social-emotional learning, and character development**. The governing board will monitor progress toward this mission through a **structured system of data reporting, analysis, and action**, ensuring that all decisions are aligned with measurable outcomes.

I. Mission-Aligned Monitoring Framework

The Board of Directors will evaluate progress using **four mission-aligned domains**:

Mission Component	Data Monitored	Evidence Source
Academic Excellence	Student proficiency & growth	EOG, NC Check-Ins, i-Ready, HMH Growth Measure
Transformational Leadership & SEL	Behavior, SEL growth, student leadership participation	SEL ("Real Talk") data, discipline reports, surveys
Equity & Access	Subgroup performance (ED, SWD, MLL)	Disaggregated academic data
Community Engagement & Culture	Parent satisfaction, attendance, retention	Surveys, enrollment, and attendance reports

II. Monthly Board Reporting (Continuous Monitoring)

Responsible Party: Lead Administrator

Frequency: Monthly Board Meetings

Each month, the Lead Administrator will present a **Mission-Aligned Performance Report**, including:

- **Academic Data**
 - Student growth and proficiency trends
 - Subgroup performance (ED, SWD, MLL)
- **Operational Data**
 - Enrollment, attendance, retention
- **Financial Data**
 - Budget vs. actuals, expenditures, compliance
- **School Culture**

- Discipline data, SEL program outcomes (“Real Talk”)
- **Staffing & Instruction**
 - Teacher performance trends and professional development updates

Mission Alignment:

This ensures the board can continuously evaluate whether

- Students are achieving academically
- Students are developing socially and emotionally
- The school is serving all populations equitably

III. Quarterly Stakeholder and Climate Reporting

Responsible Party: Administration + Board

Frequency: Quarterly

- Surveys administered to:
 - Students
 - Parents
 - Staff
- Data analyzed and presented to the board on:
 - School culture and climate
 - Family engagement
 - Student well-being

Mission Alignment:

Confirms that the school environment supports **leadership, character, and student success**

IV. Annual Performance Review and Strategic Planning

Responsible Party: Board of Directors + Lead Administrator

Timeline: Within 45 days of EOG data release

The board will conduct a **comprehensive annual review**, including:

- Academic outcomes (EOG, benchmarks, growth data)
- Financial audit results
- Operational effectiveness
- Progress toward SMART goals

- Community engagement outcomes

This culminates in an **Annual Strategic Planning Meeting**, where:

- Prior-year goals are evaluated
- New goals and action plans are developed
- Adjustments are made based on data

V. Data Sources Used for Monitoring

The Board will rely on multiple data systems, including:

- **Academic:** EOG, NC Check-Ins, i-Ready, HMH Growth Measure, Amplify (mClass)
- **Student Information System:** Infinite Campus
- **Financial Reports:** Monthly financial statements, annual audit
- **Survey Data:** Stakeholder feedback
- **Program Data:** SEL ("Real Talk" and/or "Trauma Informed"), intervention outcomes

VI. Board Actions Based on Data

The Board will take **specific, data-driven actions** when reviewing reports.

Academic Actions

- If proficiency or growth targets are not met:
 - Require implementation of targeted improvement plans
 - Adjust instructional programming or curriculum
 - Increase intervention resources

Equity Actions

- If subgroup gaps persist:
 - Direct additional support for identified populations
 - Monitor MTSS implementation fidelity

Operational Actions

- If enrollment or attendance declines:
 - Adjust marketing strategies
 - Strengthen family engagement efforts

Financial Actions

- If budget variances occur:
 - Revise spending plans
 - Reallocate resources to priority areas

Staffing Actions

- If instructional effectiveness is inconsistent:
 - Increase coaching and professional development
 - Adjust staffing assignments if needed

VII. Transparency and Accountability

- Monthly board meeting minutes are recorded and maintained
- Annual reports are shared with:
 - Families
 - Community stakeholders
 - State authorities
- External financial audits ensure fiscal integrity

VIII. Conclusion

PLA's governing board will know the school is achieving its mission through:

- **Consistent, mission-aligned data monitoring**
- **Structured reporting systems**
- **Strategic planning grounded in evidence**
- **Clear, actionable responses to performance data**

This system ensures that the board is not only informed but actively engaged in **driving continuous improvement and mission fulfillment**.

11. Educational Plan

11.1. Instructional Program

Q182. Provide a detailed description of the overall instructional program of the proposed charter school, including major instructional methods and assessment strategies, and explain how this program meets the needs of the targeted student population.

Preparatory Leadership Academy (PLA) implements a **research-based, standards-aligned instructional program** grounded in the **Mastery Learning Model** (Bloom, 1971; 1976; 1984), ensuring that all students achieve high levels of understanding before advancing. This model is paired with **explicit instruction, inquiry-based learning, and data-driven differentiation** to meet the needs of a diverse K–5 student population.

PLA’s instructional design is intentionally structured to:

- Align tightly with **North Carolina Priority Standards**
- Address **unfinished learning and opportunity gaps**
- Develop **critical thinking, leadership, and problem-solving skills**
- Integrate **literacy across all content areas**

PLA specifically targets **economically disadvantaged students, students performing below grade level, English Language Learners (ELLs), and students with disabilities**, ensuring equitable access to rigorous instruction.

Core Instructional Framework: “Mastery + Meaning + Leadership” Model

PLA differentiates itself from local public schools by implementing a **non-traditional mastery-based progression system** that includes:

- **Mastery Threshold:** Students must demonstrate **80–85% proficiency** on standards before advancing
- **Flexible Grouping:** Daily regrouping based on real-time data (not static tracking)
- **Acceleration + Intervention Blocks (“WIN Time” – What I Need):** 30–45 minutes daily
- **Integrated Leadership Development:** Embedded through service-learning, discourse, and problem-solving tasks
- **Content Literacy Integration:** Reading, writing, and academic discourse embedded in math, science, and social studies

Major Instructional Methods

1. Explicit Instruction + Gradual Release (I Do → We Do → You Do)

- Daily lessons follow a structured model:
 - **Do Now/Activate Prior Knowledge**
 - **Explicit Modeling (I Do)**

- **Guided Practice (We Do)**
 - **Independent Practice (You Do)**
 - **Checks for Understanding**
- Particularly critical for **students performing below grade level**

2. Inquiry-Based & Project-Based Learning (PBL)

- Students engage in **standards-aligned, real-world tasks**
- Projects integrate **ELA, math, science, and social studies**
- Culminating tasks include:
 - Presentations
 - Written arguments
 - Problem-solving exhibitions

PLA Differentiator:

Unlike traditional models, PBL is not enrichment-only—it is **core instruction aligned to mastery standards**.

3. Differentiated Instruction & Small Group Learning

- Daily **data-driven small groups** based on:
 - Skill deficits
 - Enrichment needs
- Tiered supports include:
 - Scaffolded texts
 - Targeted skill instruction (phonics, comprehension, math reasoning)
 - Extension tasks for advanced learners

4. Culturally Responsive Teaching

- Instruction reflects the following:
 - Students' cultural backgrounds
 - Community context
 - Diverse perspectives
- Strategies include:
 - Culturally relevant texts
 - Student voice and discourse
 - Representation across the curriculum

5. Social-Emotional Learning (SEL) Integration

- Embedded through:
 - **Leader in Me**
 - **Second Step**
- Focus areas:
 - Self-management
 - Goal setting
 - Leadership habits
- Daily integration into instruction and classroom culture

6. Technology-Enhanced Personalized Learning

- Tools such as:
 - Adaptive platforms (e.g., i-Ready)
 - Digital literacy tools
- Used to:
 - Provide individualized pathways
 - Monitor real-time progress
 - Increase engagement

Assessment System & Data-Driven Instruction

PLA implements a **comprehensive, multi-tiered assessment system**:

1. Formative Assessments (Daily/Weekly)

- Exit tickets
 - Student discourse and written responses
 - Interactive notebooks
- Purpose:** Immediate instructional adjustments

2. Benchmark Assessments (Quarterly)

- Standards-aligned diagnostics (e.g., i-Ready)
- Growth tracking and gap analysis

3. Summative Assessments

- Unit tests
- Performance-based tasks
- End-of-Grade (EOG) assessments

4. Data Cycles & PLCs

- Weekly **Professional Learning Community (PLC)** meetings:
 - Analyze student data
 - Identify trends
 - Adjust instruction
- Monthly leadership data reviews

Measurable Performance Targets

PLA establishes clear, ambitious goals:

- **Year 1:**
 - 60% of students meet or exceed grade-level proficiency
 - 100% of students demonstrate measurable growth
- **Year 3:**
 - 75% proficiency across core subjects
- **Year 5:**
 - Exceed district average proficiency rates
 - Close achievement gaps by **at least 50%** for targeted subgroups
- **Reading Proficiency Goal:**
 - 90% of students reading on or above grade level by the end of Grade 3

Support for Targeted Student Population

1. Multi-Tiered System of Supports (MTSS)

- Tier I: High-quality core instruction
- Tier II: Targeted small-group interventions
- Tier III: Intensive individualized support

2. Structured Literacy Intervention

- Programs such as **SPIRE** for foundational reading gaps
- Focus on:
 - Phonemic awareness
 - Phonics

- Fluency
- Comprehension

3. English Language Learner (ELL) Supports

- Sheltered instruction (SIOP strategies)
- Academic vocabulary development
- Family communication in home languages

4. Students with Disabilities (SWD)

- Inclusion model with co-teaching
- Individualized Education Plans (IEPs)
- Progress monitoring aligned to goals

5. Extended Learning Opportunities

- After-school tutoring
- Summer learning programs
- Saturday academies (as needed)

School Culture & Climate

PLA fosters a **safe, structured, and student-centered environment** through:

- Restorative practices
- Positive behavior systems
- Leadership development opportunities
- Strong family partnerships

Conclusion

Preparatory Leadership Academy's instructional program is **rigorous, data-driven, and intentionally designed to close achievement gaps while developing future leaders**. Through its **Mastery Learning Model, integrated SEL, strong differentiation systems, and measurable performance goals**, PLA provides a **distinct and innovative educational option** that directly addresses the academic and social-emotional needs of its targeted student population.

Q183. Will the proposed charter school serve a single-sex student population?

☐ Yes

☒ No

Q187.What is your school's educational philosophy and how does it translate into your daily classroom practices and curriculum design?

Preparatory Leadership Academy (PLA) is grounded in the belief that **every child can achieve academic excellence when provided with rigorous instruction, meaningful relationships, and equitable access to high-quality learning experiences**. PLA's philosophy is built upon three foundational pillars:

1. **Mastery for All** – Students learn at high levels through structured, standards-based instruction with the expectation that all students will achieve mastery.
2. **Leadership Through Learning**—Education is not only academic but also transformational; students develop leadership, integrity, perseverance, and service.
3. **Whole Child Development** – Academic success is inseparable from social-emotional growth, cultural identity, and real-world relevance.

This philosophy reflects a commitment to **closing achievement gaps**, particularly for **economically disadvantaged students, English Language Learners, and students performing below grade level**, while preparing all students to thrive academically and socially.

Translation into Daily Classroom Practices

PLA's philosophy is **not theoretical—it is operationalized daily** through consistent, research-based instructional routines and structures:

1. Structured Instructional Framework (Daily Execution)

Every classroom implements a consistent lesson structure:

- **Do Now/Spiral Review** – Activates prior knowledge and reinforces mastery
- **Explicit Instruction (I Do)** – Clear teacher modeling aligned to standards
- **Guided Practice (We Do)** – Collaborative learning with immediate feedback
- **Independent Practice (You Do)** – Students demonstrate understanding
- **Checks for Understanding** – Frequent, embedded formative assessments

Impact: Ensures clarity, consistency, and access for all learners, especially those needing additional support.

2. Daily Differentiation & Small Group Instruction

- Teachers use real-time data to form **flexible small groups**
- Instruction is tailored for
 - Intervention (below grade level)
 - On-level mastery
 - Enrichment/acceleration

Impact: Moves beyond “one-size-fits-all” instruction to **targeted, responsive teaching**.

3. Dedicated Intervention & Acceleration Block (“WIN Time”)

- 30–45 minutes daily
- Focused on **What I Need (WIN)**:
 - Skill remediation
 - Enrichment opportunities

Impact: Guarantees **protected time to close learning gaps and advance mastery.**

4. Student Discourse & Leadership Development

- Daily opportunities for:
 - Academic conversations
 - Collaborative problem-solving
 - Student-led discussions

Impact: Builds confidence, communication skills, and leadership capacity.

5. Social-Emotional Learning (SEL) Integration

- Embedded through programs such as **Leader in Me** and **Second Step**
- Daily practices include:
 - Goal setting
 - Reflection
 - Conflict resolution

Impact: Supports the development of **self-aware, responsible, and resilient learners.**

Translation into Curriculum Design

PLA’s curriculum is intentionally designed to reflect its philosophy through **alignment, rigor, and integration:**

1. Standards-Aligned, Mastery-Based Curriculum

- Built on the **North Carolina Standard Course of Study and Priority Standards**
- Organized into:
 - Clear learning targets
 - Scaffolded progression toward mastery

PLA Differentiator:

Students must demonstrate **80–85% mastery** before advancing, ensuring depth over coverage.

2. Integrated Literacy Across All Content Areas

- Reading, writing, and academic vocabulary are embedded in the following:
 - Math
 - Science
 - Social Studies

Impact: Strengthens comprehension and builds disciplinary knowledge, especially for struggling readers.

3. Inquiry-Based & Project-Based Learning (PBL)

- Units include:
 - Real-world problems
 - Cross-curricular projects
- Students produce:
 - Written analysis
 - Presentations
 - Solutions to authentic challenges

Impact: Promotes **critical thinking, creativity, and real-world application.**

4. Culturally Responsive Curriculum

- Materials reflect:
 - Students' identities
 - Diverse perspectives
 - Community relevance

Impact: Increases engagement, belonging, and academic motivation.

5. Data-Driven Curriculum Adjustment

- Curriculum is continuously refined through:
 - Assessment data
 - PLC collaboration
 - Progress monitoring

Impact: Ensures curriculum remains **responsive and effective for all learners.**

Alignment to Targeted Student Population

PLA's philosophy directly addresses the needs of its students by:

- Providing **structured literacy and math interventions** for below-grade-level learners
- Embedding **language supports and vocabulary development** for ELL students
- Utilizing **MTSS frameworks** for early identification and support
- Creating **equitable access to rigorous, grade-level content with scaffolds**

Key Differentiators from Traditional Models

PLA's philosophy stands apart through:

- A **true mastery-based progression model** (not pacing-based instruction)
- **Daily protected intervention time (WIN block)** for all students
- **Integrated leadership development** embedded in academics
- A **whole-child approach** that intentionally combines SEL, rigor, and cultural responsiveness
- A **literacy-rich, cross-curricular model** that strengthens comprehension across disciplines

Conclusion

Preparatory Leadership Academy's educational philosophy is **clear, research-based, and intentionally enacted through daily instructional practices and curriculum design**. By combining **mastery learning, leadership development, and whole-child support**, PLA creates a learning environment where **all students—regardless of background—are equipped to achieve academic success and lead with purpose**.

Q188. Describe a typical day for students at different grade levels in your school, including how core subjects are integrated and what instructional methods teachers will primarily use.

A typical day at Preparatory Leadership Academy (PLA) is intentionally structured to maximize **academic learning time, mastery of standards, and whole-child development**. The school day reflects PLA's core philosophy of **Mastery Learning, integrated instruction, and leadership development**, ensuring that all students engage in rigorous, meaningful, and differentiated learning experiences.

PLA's schedule includes:

- **Extended literacy and math blocks**
- **Daily intervention/acceleration (WIN Time)**
- **Integrated science and social studies instruction**
- **Embedded social-emotional learning (SEL)**
- **Consistent instructional routines across all grade levels**

Typical Daily Schedule by Grade Band

Grades K–2 (Primary Program Focus: Foundational Literacy & Numeracy)

Instructional Priorities:

- Foundational reading skills (phonemic awareness, phonics, fluency)
- Number sense and mathematical reasoning
- Language development and vocabulary

Sample Daily Schedule

Time	Instructional Block	Description
7:45–8:00	Morning Meeting / SEL	Community building, goal setting (Leader in Me)
8:00–10:00	Literacy Block	Structured literacy (phonics, reading, writing); small groups; guided reading
10:00–10:45	Math Block	Conceptual math + hands-on learning; problem-solving
10:45–11:15	WIN Time	Targeted intervention or enrichment
11:15–11:45	Science/Social Studies	Integrated with literacy (read-alouds, writing, vocabulary)
11:45–12:15	Lunch	
12:15–12:45	Specials	Art, Music, PE, STEM
12:45–1:30	Literacy Extension	Writing, language development, independent reading
1:30–2:00	Centers/Project Learning	Inquiry-based activities
2:00–2:30	Closure/Reflection	Exit tickets, goal reflection

Primary Instructional Methods:

- Explicit instruction (Science of Reading)
- Guided practice and small groups
- Hands-on learning and centers
- Visuals, modeling, and repetition

Grades 3–5 (Intermediate Program Focus: Rigor, Application, and Leadership)

Instructional Priorities:

- Reading comprehension and analytical thinking
- Writing across content areas
- Mathematical reasoning and problem-solving
- Content-area literacy (science and social studies)

Sample Daily Schedule

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Time	Instructional Block	Description
7:45–8:00	Morning Meeting / SEL	Leadership habits, goal setting
8:00–9:30	ELA Block	Close reading, writing, vocabulary, discourse
9:30–10:45	Math Block	Standards-based instruction, problem-solving tasks
10:45–11:30	WIN Time	Intervention, enrichment, or acceleration
11:30–12:15	Science	Inquiry-based, hands-on investigations
12:15–12:45	Lunch	
12:45–1:15	Specials	Art, Music, PE, STEM
1:15–2:00	Social Studies	Integrated literacy (reading, writing, discussion)
2:00–2:30	Project-Based Learning (PBL)	Cross-curricular projects, presentations
2:30–3:00	Closure/Reflection	Exit tickets, student reflection, and goal tracking

Integration of Core Subjects

PLA intentionally integrates core subjects to deepen understanding and maximize instructional time:

- **Literacy Across the Curriculum**
 - Students read, write, and discuss in **science and social studies daily**
 - Emphasis on academic vocabulary and text-based evidence
- **Math Integration**
 - Real-world problem-solving connected to science and PBL tasks
- **Science & Social Studies Integration**
 - Inquiry-based units that include:
 - Reading informational texts
 - Writing explanations and arguments
 - Conducting investigations

Example:

A unit on ecosystems may include the following:

- Reading informational texts (ELA)

- Writing explanatory essays (ELA)
- Data analysis (Math)
- Hands-on experiments (Science)

Primary Instructional Methods Used Schoolwide

1. Explicit Instruction (I Do → We Do → You Do)

- Clear modeling and structured learning progression
- Frequent checks for understanding

2. Data-Driven Small Group Instruction

- Flexible grouping based on:
 - Assessment data
 - Skill needs
- Daily differentiation during core blocks and WIN Time

3. Inquiry-Based & Project-Based Learning

- Students engage in:
 - Real-world problems
 - Collaborative projects
- Culminating tasks:
 - Presentations
 - Written products
 - Problem-solving solutions

4. Structured Literacy (K–5)

- Systematic phonics and language instruction
- Targeted intervention for struggling readers

5. Technology Integration

- Adaptive programs (e.g., i-Ready)
- Interactive platforms to support personalized learning

6. Social-Emotional Learning (SEL)

- Embedded daily through:
 - Morning meetings

- Reflection
- Leadership activities

Support Structures Embedded in the Day

- **WIN Time (Intervention/Acceleration Block)**
 - Ensures all students receive targeted support daily
- **MTSS Framework**
 - Tiered supports embedded within instruction
- **Student /Teacher Collaboration**
 - Daily opportunities for speaking, listening, and reasoning

Key Differentiators from Local Schools

PLA's daily structure is distinct in that it includes:

- **Protected daily intervention/enrichment block (WIN Time) for ALL students**
- **True integration of literacy across all subjects**
- **Consistent instructional framework across classrooms**
- **Embedded leadership and SEL daily**
- **Project-based learning as a core (not supplemental) component**

Conclusion

A typical day at Preparatory Leadership Academy is **structured, rigorous, and student-centered**, ensuring that every student engages in **purposeful learning aligned to mastery, leadership development, and real-world application**. Through intentional scheduling, integrated instruction, and research-based teaching methods, PLA creates a learning environment that **meets the diverse needs of its students while preparing them for long-term academic success**.

Q189. How will your curriculum address the diverse learning needs and academic levels of students, and what systems will you have in place to monitor and adjust instruction based on student progress?

Preparatory Leadership Academy (PLA) is committed to ensuring that **every student—regardless of academic level, background, or learning need—receives rigorous, personalized instruction that leads to mastery**. PLA's curriculum is designed with **intentional differentiation, structured intervention systems, and continuous progress monitoring**, ensuring that instruction is responsive, equitable, and results-driven.

I. Addressing Diverse Learning Needs

PLA addresses the full range of student needs through a **Multi-Tiered System of Supports (MTSS)** framework integrated into daily instruction.

1. Tier I: High-Quality Core Instruction (All Students)

- Standards-aligned instruction based on **NC Standard Course of Study and Priority Standards**
- Delivered through:
 - Explicit instruction (I Do → We Do → You Do)
 - Differentiated tasks within whole-group lessons
 - Flexible grouping within classrooms

Key Features:

- Scaffolded instruction with grade-level rigor
- Multiple entry points for learners
- Embedded checks for understanding

2. Tier II: Targeted Small-Group Intervention

- Provided during **daily WIN Time (What I Need)**
- Focus areas:
 - Foundational literacy (phonics, fluency, comprehension)
 - Math skill gaps
 - Academic vocabulary

Strategies Include:

- Small-group instruction (3–6 students)
- Targeted skill remediation
- Increased instructional time on priority skills

3. Tier III: Intensive Individualized Support

- For students significantly below grade level or with persistent learning gaps
- Services include:
 - One-on-one or very small group instruction
 - Evidence-based interventions (e.g., structured literacy programs such as SPIRE)
 - Progress monitoring at increased frequency

II. Specialized Supports for Targeted Populations

1. Students Performing Below Grade Level

- Structured literacy approach aligned to the Science of Reading
- Explicit, systematic instruction in:
 - Phonemic awareness
 - Phonics
 - Fluency
 - Comprehension

2. English Language Learners (ELLs)

- Sheltered instruction strategies (SIOP-aligned):
 - Visual supports
 - Sentence frames
 - Explicit vocabulary instruction
- Integration of language development across all content areas
- Family communication in home languages

3. Students with Disabilities (SWD)

- Inclusion model with co-teaching where appropriate
- Individualized Education Programs (IEPs) implemented with fidelity
- Accommodations and modifications embedded in daily instruction

4. Advanced Learners

- Enrichment opportunities:
 - Extended learning tasks
 - Project-based learning extensions
 - Leadership opportunities

III. Systems for Monitoring Student Progress

PLA utilizes a **comprehensive, data-driven assessment system** to monitor growth and adjust instruction in real time.

1. Universal Screening (Beginning, Middle, End of Year)

- Tools such as:
 - i-Ready Diagnostic
 - Literacy and math screeners

Purpose: Identify baseline performance and instructional needs

2. Ongoing Formative Assessments (Daily/Weekly)

- Exit tickets
- Student work analysis
- Observations and questioning

Purpose: Immediate instructional adjustments

3. Benchmark Assessments (Quarterly)

- Standards-aligned assessments
- Growth tracking toward proficiency targets

4. Summative Assessments

- Unit assessments
- Performance tasks
- End-of-Grade (EOG) testing

IV. Data-Driven Instructional Cycle

PLA implements a structured **continuous improvement cycle**:

1. **Assess** – Collect student performance data
2. **Analyze** – Identify trends, gaps, and subgroup needs
3. **Plan** – Adjust instruction and groupings
4. **Implement** – Deliver targeted instruction
5. **Monitor** – Evaluate effectiveness and refine

Professional Learning Communities (PLCs)

- Weekly teacher collaboration meetings:
 - Review student data
 - Share instructional strategies
 - Adjust lesson plans and interventions

Data Meetings & Leadership Oversight

- Monthly leadership team reviews:
 - School-wide performance trends
 - Subgroup progress
- Quarterly reports to the Board

V. Measurable Outcomes & Accountability

PLA sets clear expectations for student growth:

- **100% of students demonstrate measurable academic growth annually**
- **Students below grade level will make more than one year's growth**
- **At least 75% of students achieve grade-level proficiency by Year 3**
- **Achievement gaps for targeted subgroups reduced by at least 50% by Year 5**

VI. Instructional Adjustment Systems

Instruction is continuously refined through the following:

- **Flexible grouping adjustments (weekly or biweekly)**
- **Curriculum pacing modifications based on mastery data**
- **Targeted intervention plans for students not meeting benchmarks**
- **Increased instructional time for priority skills**

VII. Family & Community Engagement in Progress Monitoring

- Regular communication with families:
 - Progress reports
 - Data conferences
 - Digital platforms (e.g., ClassDojo)
- Family workshops to support learning at home

Conclusion

Preparatory Leadership Academy's approach to addressing diverse learning needs is **intentional, structured, and data-driven**. Through its **MTSS framework, differentiated instruction, and robust progress monitoring systems**, PLA ensures that instruction is continuously adjusted to meet student needs. This comprehensive system positions all students—especially those historically underserved—to achieve **academic success, mastery of standards, and long-term growth**.

Q190. 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.

Preparatory Leadership Academy (PLA) implements a **rigorous, research-based, and mission-aligned curriculum** designed to develop students into **academically proficient, socially responsible, and purpose-driven leaders**.

Grounded in **Transformative Learning and Mastery Learning principles**, PLA's curriculum integrates **academic rigor, culturally responsive teaching, STEM exploration, structured literacy, and social-emotional learning (SEL)** to meet the needs of its diverse K–5 population.

This multi-dimensional approach ensures alignment with the following:

- **PLA's mission** (leadership, integrity, perseverance, service)
- **Targeted student population** (economically disadvantaged students, ELLs, and students with disabilities)
- **North Carolina Accountability Model** (proficiency, growth, and subgroup performance)

I. Alignment to PLA's Mission

PLA's curriculum directly operationalizes its mission through **intentional instructional design and student experiences**:

Transformative Learning in Action

Students are not passive learners—they actively

- Reflect on their identities, values, and roles within their communities
- Engage in **inquiry-based and project-based learning (PBL)** tied to real-world challenges
- Present solutions through:
 - Service-learning projects
 - Student-led exhibitions
 - Leadership opportunities

Result: Students develop **critical thinking, agency, and leadership skills**, aligning with PLA's mission to cultivate **purpose-driven leaders**.

II. Alignment to Targeted Student Population

PLA's curriculum is intentionally designed to meet the needs of **historically underserved and diverse learners**:

1. Economically Disadvantaged Students

- Extended learning time (WIN block, tutoring, summer programs)
- Access to rigorous, grade-level content with scaffolds
- Integration of real-world, relevant learning experiences

2. English Language Learners (ELLs)

- WIDA-aligned scaffolding and language objectives
- Sheltered instruction strategies:
 - Visual supports

- Sentence frames
- Explicit vocabulary instruction
- Integration of language development across all content areas

3. Students with Disabilities (SWD)

- Universal Design for Learning (UDL) framework embedded in instruction
- MTSS structure with Tier II and Tier III supports
- Inclusion and co-teaching models

4. Struggling Readers and Early Literacy Needs

- Implementation of **SPIRE & Sounds Sensible**:
 - Systematic, explicit phonics instruction
 - Proven effectiveness for students with decoding challenges, including dyslexia

5. Social-Emotional and Behavioral Needs

- Integration of **Second Step**:
 - Self-regulation
 - Relationship skills
 - Responsible decision-making

III. Alignment to the North Carolina Accountability Model

PLA's curriculum is fully aligned with the **North Carolina Standard Course of Study** and designed to meet accountability expectations for **proficiency, growth, and subgroup performance**.

Assessment Alignment

PLA prepares students for:

- End-of-Grade (EOG) assessments (Reading, Math, Science)
- NC Check-Ins (benchmark assessments)
- Local and internal assessments

Progress Monitoring Systems

PLA uses:

- i-Ready Diagnostics (Reading and Math growth)
- mClass (early literacy progress monitoring)
- Standards-based unit and benchmark assessments

Data-Driven Instructional Cycle

- Weekly PLC meetings
- Six-week data cycles
- Continuous instructional adjustments based on student performance

Result: Ensures alignment with NC's emphasis on **student growth and continuous improvement**.

IV. Evidence of Curriculum Effectiveness

PLA incorporates **research-based programs and frameworks with demonstrated success in improving outcomes for diverse learners**:

1. Structured Literacy (SPIRE)

- Proven to significantly improve reading outcomes in **Title I schools and struggling readers**
- Supports foundational literacy critical to long-term academic success

2. High-Quality Core Curricula

- Programs such as **EL Education** and **Eureka Math**:
 - Demonstrated success in increasing proficiency and growth
 - Strong outcomes with **economically disadvantaged populations**

3. Inquiry-Based Science (FOSS)

- **FOSS Science**:
 - Hands-on, inquiry-driven learning
 - Effective for engaging ELLs and students with disabilities

4. Social-Emotional Learning (Second Step)

- Linked to:
 - Improved behavior and school climate
 - Increased attendance and engagement

5. Transformative & Project-Based Learning

- Research shows:
 - Increased student engagement
 - Deeper understanding and retention
 - Improved outcomes for diverse learners

V. Driving Academic Improvement for All Students

PLA ensures continuous academic improvement through **intentional systems and structures**:

Implementation Timeline & Priorities

Year 0 (Planning Year):

- Curriculum alignment and staff training (SPIRE, UDL, SEL, PBL)
- Development of assessment systems and pacing guides

Year 1 (Launch):

- Full implementation of core curriculum and MTSS framework
- Weekly PLCs and six-week data cycles
- Initial baseline and growth tracking

Years 2–3:

- Refinement based on data
- Expansion of intervention and enrichment programs
- Increased proficiency targets

Key Instructional Drivers

- Daily **WIN Time (intervention/enrichment block)**
- Weekly STEM exploratory learning
- Embedded SEL instruction
- Ongoing teacher coaching and professional development

VI. Closing Achievement Gaps

PLA's curriculum is specifically designed to **reduce and eliminate achievement gaps** through:

- Early identification of learning needs via universal screening
- Targeted Tier II and Tier III interventions
- Increased instructional time for struggling students
- Culturally responsive and engaging instruction
- Continuous progress monitoring and rapid instructional adjustments

Measurable Outcomes

- **100% of students demonstrate annual academic growth**
- **Students below grade level achieve more than one year's growth annually**
- **75% proficiency by Year 3; exceeding district averages by Year 5**
- **Achievement gaps reduced by at least 50% within five years**

Conclusion

Preparatory Leadership Academy's curriculum is **fully aligned to its mission, responsive to its targeted student population, and strategically designed to meet and exceed the North Carolina Accountability Model**. Through its integration of **research-based programs, mastery learning, transformative practices, and data-driven instruction**, PLA is positioned to **accelerate student achievement, close opportunity gaps, and develop the next generation of leaders**.

Q191. 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.

Preparatory Leadership Academy (PLA) will ensure that all teachers master a set of **high-impact, research-based instructional strategies** that are tightly aligned to the needs of its targeted student population—**economically disadvantaged students, English Language Learners (ELLs), students with disabilities (SWD), and advanced learners**. These strategies are grounded in the **Science of Reading, Standards for Mathematical Practice, Scientific and Engineering Practices, and culturally responsive pedagogy** and are designed to produce **measurable gains in proficiency, growth, and gap reduction**.

While PLA will open as a K–5 school, the instructional framework is intentionally designed for **elementary-grade spans**.

I. Core Instructional Strategies (All Grade Spans)

1. Evidence-Based Literacy Instruction (Science of Reading)

What Teachers Will Master:

- Explicit, systematic literacy instruction:
 - Phonemic awareness, phonics, fluency, vocabulary, comprehension
- Implementation of structured literacy programs such as **SPIRE and Sounds Sensible**
- Differentiated reading instruction (small groups, guided reading, text analysis)

Why It Increases Achievement:

- Strong evidence demonstrates accelerated reading growth for:
 - Economically disadvantaged students
 - Students with decoding challenges and dyslexia
 - ELL students developing language proficiency
- Ensures all students achieve **reading proficiency by the end of Grade 3**, a key predictor of long-term

academic success

2. Explicit Instruction with Gradual Release (I Do → We Do → You Do)

What Teachers Will Master:

- Clear modeling and think-alouds
- Guided practice with immediate feedback
- Independent application with accountability
- Frequent formative assessment checks

Why It Increases Achievement:

- Provides structure and clarity for struggling learners
- Reduces misconceptions early
- Ensures mastery before independent work

3. Data-Driven Differentiation & Flexible Grouping

What Teachers Will Master:

- Analyzing student data (i-Ready, mClass, formative assessments)
- Flexible grouping for:
 - Intervention
 - On-level instruction
 - Enrichment/acceleration
- Targeted instruction during **WIN Time (What I Need)**

Why It Increases Achievement:

- Meets students at their instructional level
- Prevents learning gaps from widening
- Accelerates growth for both struggling and advanced learners

4. Mathematical Practices & Conceptual Understanding

What Teachers Will Master:

- Use of manipulatives, visual models, and real-world problem-solving
- Facilitating student discourse and justification of reasoning
- Alignment to Standards for Mathematical Practice

Why It Increases Achievement:

- Builds deep conceptual understanding rather than rote learning

- Enhances problem-solving and transfer of knowledge
- Supports diverse learners through multiple representations

5. Inquiry-Based Science & STEM Integration

What Teachers Will Master:

- Hands-on, inquiry-based instruction using programs such as **FOSS Science**
- Facilitating the scientific and engineering process:
 - Questioning, predicting, investigating, analyzing

Why It Increases Achievement:

- Engages students through active learning
- Builds academic vocabulary and comprehension
- Highly effective for ELLs and students with disabilities

6. Integrated Literacy Across Content Areas

What Teachers Will Master:

- Embedding reading, writing, and academic discourse into the following:
 - Math
 - Science
 - Social Studies
- Teaching evidence-based responses and analytical writing

Why It Increases Achievement:

- Strengthens comprehension across all subjects
- Builds background knowledge critical for assessments
- Accelerates language development

7. Social-Emotional Learning (SEL) & Leadership Development

What Teachers Will Master:

- Integration of SEL programs such as **Second Step** and Leader in Me
- Teaching self-regulation, goal setting, collaboration, and leadership habits

Why It Increases Achievement:

- Improves focus, behavior, and engagement
- Reduces instructional disruptions
- Builds resilience, especially in high-poverty settings

II. Differentiation for All Learner Groups

Students Below Grade Level

- Tier II and Tier III MTSS interventions
- Structured literacy and targeted math support
- Increased instructional time and progress monitoring

English Language Learners (ELLs)

- WIDA-aligned language supports
- Sentence frames, visuals, and vocabulary scaffolds
- Integrated language development across all content areas

Students with Disabilities (SWD)

- Universal Design for Learning (UDL):
 - Multiple means of engagement, representation, and expression
- Inclusion and co-teaching models
- IEP-aligned instruction and accommodations

Advanced & Gifted Learners

- Curriculum compacting to eliminate redundancy
- Enrichment through:
 - Project-based learning extensions
 - Independent research
 - Leadership and mentorship opportunities
- Opportunities for acceleration in content mastery

III. Grade-Span Application of Strategies

Elementary School (K-5) – Foundational Mastery

- Priority: Literacy, numeracy, and SEL development
- Emphasis on:
 - Structured literacy
 - Explicit instruction
 - Foundational skill mastery

Impact: Establishes a strong academic foundation and closes early learning gaps

IV. Implementation & Accountability

Teachers will be supported through:

- Ongoing professional development (LETRS, UDL, SEL, PBL)
- Weekly PLCs and data analysis cycles
- Instructional coaching and feedback
- Six-week data cycles to adjust instruction

V. Measurable Impact on Student Achievement

PLA expects the following outcomes:

- **100% of students demonstrate measurable annual growth**
- **Students below grade level achieve more than one year's growth annually**
- **At least 75% proficiency by Year 3**
- **Achievement gaps reduced by 50% within five years**
- **90% of students reading on grade level by the end of Grade 3**

Conclusion

Preparatory Leadership Academy's instructional strategies are **intentionally designed, research-based, and differentiated to meet the needs of all learners**. By ensuring that teachers master these practices, PLA will create **high-performing classrooms that accelerate achievement, close opportunity gaps, and develop confident, capable student leaders** prepared for long-term success.

Q192.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 (PLA) instructional plan and Grade 5 completion requirements are intentionally designed to ensure that **all students are academically prepared, socially equipped, and developmentally ready to transition from grade to grade and into the next grade span**. PLA implements a **standards-aligned, mastery-based, and data-driven system** that integrates academic performance, social-emotional development, and leadership competencies.

This comprehensive approach ensures that **no student advances with significant learning gaps while** also providing **equitable pathways for English Language Learners (ELLs), students with disabilities (SWD), and advanced learners**.

I. Standards-Aligned, Mastery-Based Instruction

PLA's instructional framework is grounded in the **North Carolina Standard Course of Study** and follows a **Mastery**

Learning Model, ensuring students achieve depth of understanding before advancing.

Key Instructional Components

- Implementation of structured literacy using **SPIRE** to ensure reading proficiency by Grade 3
- Integration of STEM, inquiry-based learning, and literacy across all content areas
- Explicit instruction with scaffolded supports and gradual release

Result: Students build a strong academic foundation that supports continuous growth and readiness for subsequent grade levels.

II. Comprehensive Progress Monitoring System

PLA utilizes a **multi-layered assessment system** to ensure students are consistently on track:

Assessment Framework

- **Universal Screeners (BOY, MOY, EOY):**
 - Identify baseline performance and growth
- **Formative Assessments (Daily/Weekly):**
 - Exit tickets, observations, student work
- **Benchmark Assessments (Quarterly):**
 - NC Check-Ins, i-Ready Diagnostics, mClass (K–3 literacy)
- **Summative Assessments:**
 - End-of-Grade (EOG) tests and performance-based tasks

Data Systems

- Student **data portfolios** tracking mastery of standards
- **Standards-based report cards** reflecting progress toward proficiency
- Weekly PLC data meetings and six-week instructional cycles

Result: Instruction is continuously adjusted to ensure students meet grade-level expectations.

III. Promotion Criteria and Readiness Benchmarks

Grade-to-Grade Promotion Requirements

Students are promoted when they demonstrate:

- Mastery of grade-level standards (academic proficiency)
- Evidence of growth based on multiple data sources
- Progress in social-emotional competencies

IV. Grade 5 Completion (Graduation) Requirements

To successfully complete the K–5 program, students must:

- **Demonstrate proficiency** in literacy and math through EOG assessments, benchmarks, and performance tasks
- Complete a **Capstone Leadership Project**, showcasing:
 - Academic knowledge
 - Research and presentation skills
 - Community engagement
- Demonstrate growth in SEL competencies using frameworks such as **Second Step** and Leader in Me
- Participate in **service-learning and leadership opportunities**

Result: Students exit Grade 5 prepared academically, socially, and as emerging leaders.

V. Equitable Supports for Diverse Learners

PLA ensures that **promotion and readiness are equitable and accessible for all students**, including ELLs and SWD:

Students with Disabilities (SWD)

- Promotion decisions aligned with **Individualized Education Programs (IEPs)**
- Use of accommodations and modifications during instruction and assessments
- Progress monitored through both grade-level standards and IEP goals
- Inclusion and co-teaching models ensure access to core instruction

English Language Learners (ELLs)

- Use of WIDA-aligned assessments and language proficiency data
- Instructional scaffolds:
 - Visual supports
 - Sentence frames
 - Academic vocabulary development
- Growth measured in both:
 - Content mastery
 - Language acquisition

Students Below Grade Level

- Tier II and Tier III interventions (MTSS)
- Daily **WIN Time** for targeted remediation
- Increased progress monitoring frequency

Advanced & Gifted Learners

- Curriculum compacting and acceleration opportunities
- Enrichment through:
 - Project-based learning
 - Independent research
 - Leadership roles

VI. Transition Systems and Vertical Alignment

PLA ensures smooth transitions between grade levels and into middle school through:

Vertical Alignment

- Curriculum maps aligned across grade levels
- Teacher collaboration to ensure continuity of instruction

Student Transition Supports

- Cross-grade learning experiences and exposure to upcoming standards
- Grade-level transition meetings and student data reviews
- **5th to 6th Grade Bridge Program**, including:
 - Academic readiness activities
 - Student-led reflections and goal setting
 - Family orientation and engagement sessions

Family Engagement

- Regular communication on student progress
- Workshops to support academic transitions
- Conferences aligned to readiness benchmarks

VII. Measurable Outcomes for Readiness

PLA's system is designed to ensure:

- **100% of students demonstrate measurable academic growth annually**
- **Students below grade level achieve more than one year's growth**

- 90% of students read on grade level by the end of Grade 3
- 75% or more students meet proficiency by Year 3
- Students transition to middle school with strong academic and SEL readiness indicators

Conclusion

Preparatory Leadership Academy's instructional plan and promotion requirements ensure that **student advancement is based on mastery, growth, and whole-child development**. Through **robust progress monitoring, equitable supports, and intentional transition systems**, PLA guarantees that all students—regardless of background—are fully prepared to succeed at the next grade level and beyond.

Q193. Describe in a brief narrative how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.

Preparatory Leadership Academy's (PLA) academic calendar is intentionally designed to support its mission of developing **academically proficient, socially responsible, and purpose-driven student leaders**. The calendar aligns with PLA's educational plan by maximizing **instructional time, embedding continuous intervention and enrichment opportunities, and prioritizing teacher effectiveness through ongoing professional development**.

PLA's calendar meets or exceeds all **North Carolina requirements for instructional days and hours**, while strategically structuring time to ensure **high-quality instruction, data-driven planning, and whole-child development**.

I. Alignment to PLA's Mission and Instructional Model

PLA's calendar reflects its core tenets of **Mastery Learning, Transformative Learning, and whole-child development** through the following:

1. Maximized Instructional Time

- Extended literacy and math blocks built into the daily schedule
- Protected instructional time for core subjects and integrated learning
- Reduced loss of learning through strategic pacing

Impact: Ensures students—especially those from underserved backgrounds—have sufficient time to achieve mastery.

2. Embedded Intervention & Acceleration Opportunities

- Daily **WIN (What I Need) Time** built into the schedule
- Strategic placement of instructional days to allow for:
 - Re-teaching cycles

- Enrichment opportunities

Impact: Supports closing achievement gaps and advancing all learners.

3. Dedicated Professional Development (PD) and Planning Time

- Scheduled early release days and/or designated PD days throughout the year
- Ongoing teacher development in:
 - Evidence-based literacy practices
 - Data-driven instruction
 - Culturally responsive teaching
- Weekly Professional Learning Communities (PLCs) embedded in the schedule

Impact: Ensures teachers are continuously improving instructional quality, directly impacting student outcomes.

4. Balanced Academic and Social-Emotional Learning

- Calendar includes time for:
 - SEL instruction (e.g., **Second Step**, Leader in Me)
 - Leadership development activities
 - Service-learning opportunities

Impact: Aligns with PLA’s mission to develop the whole child, not just academic proficiency.

II. Strategic Use of the School Year Structure

PLA’s calendar is designed to **optimize learning cycles and minimize learning loss**:

- **Quarterly instructional cycles** aligned to benchmark assessments
- Built-in time for:
 - Data analysis
 - Instructional adjustments
- Strategic breaks to reduce burnout while maintaining instructional momentum

Impact: Supports consistent progress monitoring and timely intervention.

III. Comparison to Traditional Public School Calendars

While PLA aligns with the general structure of local traditional public school calendars (e.g., **Gaston County Schools**), key differences strengthen its instructional impact:

Component	Traditional Public School Calendar	PLA Calendar (Enhanced Model)
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Instructional Days/Hours	Meets state minimum requirements	Meets or exceeds state requirements
Intervention Time	Often limited or embedded inconsistently	Daily protected WIN Time for all students
Professional Development	Periodic PD days	Ongoing, embedded PD + weekly PLCs
Instructional Flexibility	Fixed pacing guides	Mastery-based pacing with reteaching cycles
SEL Integration	Standalone or limited	Daily embedded SEL and leadership development
Data Cycles	Periodic benchmark reviews	Frequent (weekly PLCs + 6-week data cycles)

Key Distinction:

PLA’s calendar is **intentionally structured around mastery, intervention, and teacher effectiveness**, rather than solely pacing through content.

IV. Alignment to Targeted Student Population

PLA’s calendar is especially responsive to the needs of:

- **Economically disadvantaged students** (increased learning time and intervention)
- **ELL students** (consistent language development opportunities)
- **Students below grade level** (daily targeted support)

Impact: Provides equitable access to learning opportunities and reduces achievement gaps.

Conclusion

Preparatory Leadership Academy’s academic calendar is **strategically designed to support its mission, instructional model, and student population**. By maximizing instructional time, embedding intervention and professional development, and improving upon traditional calendar structures, PLA ensures that both **students and teachers are positioned for continuous growth and success**.

Q194. 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 (PLA) has developed a **structured, research-based school day and weekly schedule** designed to maximize instructional time, support mastery learning, and address the needs of its targeted student population. The school day runs from **7:45 AM to 3:00 PM**, totaling approximately **420 instructional minutes per day and 2,100 minutes per week**, exceeding North Carolina’s minimum instructional requirements.

PLA’s schedule is aligned with the **Gaston County Schools 2026–2027 calendar**, including start/end dates, holidays, and professional development days, while enhancing the traditional model through **intentional scheduling for intervention, enrichment, and teacher collaboration**.

The daily schedule prioritizes **extended literacy (120–135 minutes) and mathematics (60–75 minutes)** blocks, reflecting research on the importance of foundational skills in closing achievement gaps. Science and social studies are taught daily (45 minutes each) and are intentionally integrated with literacy to strengthen comprehension and vocabulary development.

A key feature of PLA’s model is the **daily 45-minute WIN (What I Need) block**, which provides targeted intervention for struggling students and enrichment opportunities for advanced learners. This protected time ensures that all students receive personalized instruction aligned to their academic needs.

Additionally, the schedule embeds **daily social-emotional learning (SEL)** through morning meetings and integrates leadership development throughout the day. Specials (PE, Art, Music, and STEM) are included daily to support whole-child development.

The weekly structure includes **consistent instructional blocks, daily intervention, and embedded teacher collaboration through Professional Learning Communities (PLCs)**. Teachers meet weekly to analyze student data, adjust instruction, and plan targeted supports, ensuring a continuous cycle of improvement.

Compared to traditional school schedules, PLA’s model is distinguished by:

- **Daily protected intervention/enrichment time**
- **Extended literacy instruction across all grades**
- **Integrated literacy across content areas**
- **Embedded SEL and leadership development**
- **Frequent data-driven instructional adjustments**

This structure is particularly effective for PLA’s targeted population, including **economically disadvantaged students, English Language Learners, and students below grade level**, as it provides increased learning time, consistent support, and equitable access to rigorous instruction.

PLA MASTER SCHEDULES (K–2 and 3–5)

A. K–2 Daily Schedule (Foundational Model)

Time	Block	Focus
7:45–8:00	Morning Meeting / SEL	Community, routines, goal setting
8:00–10:15	Literacy Block (135 min)	Phonics, reading, writing, small groups

10:15–11:15	Math Block (60 min)	Number sense, manipulatives
11:15–12:00	WIN Time (45 min)	Intervention/enrichment
12:00–12:30	Lunch	—
12:30–1:15	Science / Social Studies (Integrated)	Vocabulary, hands-on learning
1:15–2:00	Specials	PE, Art, Music, STEM
2:00–2:45	Literacy Extension	Writing, centers, language
2:45–3:00	Closure	Reflection, exit tickets

B. Grades 3–5 Daily Schedule (Mastery + Application Model)

Time	Block	Focus
7:45–8:00	Morning Meeting / SEL	Leadership, goal setting
8:00–10:00	ELA Block (120 min)	Close reading, writing, discourse
10:00–11:15	Math Block (75 min)	Problem-solving, reasoning
11:15–12:00	WIN Time (45 min)	Intervention/enrichment
12:00–12:30	Lunch	—
12:30–1:15	Science (45 min)	Inquiry-based learning
1:15–2:00	Social Studies (45 min)	Literacy integration
2:00–2:45	Specials	PE, Art, Music, STEM
2:45–3:00	Closure	Reflection, assessment

WEEKLY INSTRUCTIONAL MINUTES (GRADES 3–5)

Subject	Daily Minutes	Weekly Total
ELA	120	600
Math	75	375
Science	45	225

Social Studies	45	225
WIN Time	45	225
Specials	45	225
SEL	15	75
Total	420	2,100

WEEKLY TEACHER SCHEDULE + PLC STRUCTURE

Teacher Daily Responsibilities

- Core instruction (ELA/Math/Content)
- Small-group differentiation
- WIN Time targeted instruction
- Student progress monitoring

Weekly Teacher Collaboration Structure

Day	Focus
Monday	Lesson internalization + planning
Tuesday	Data analysis (formative assessments)
Wednesday	Instructional strategy focus (PD/Coaching)
Thursday	Student work analysis + reteach planning
Friday	Reflection + progress monitoring updates

Professional Learning Communities (PLCs)

- **Frequency:** Weekly (45–60 minutes)
- **Structure:**
 1. Review student data
 2. Identify learning gaps
 3. Adjust instruction
 4. Plan interventions/enrichment
 5. Monitor impact

In conclusion, PLA's school day and weekly schedule are **intentionally designed to maximize learning, ensure mastery, and support the whole child**, creating an optimal environment for academic success and long-term student achievement.

Q195. Describe a typical day for a teacher and a student in the school's first year of operation.

During its first year of operation, Preparatory Leadership Academy (PLA) will implement a **structured, student-centered school day from 7:45 AM to 3:00 PM**, aligned with **Gaston County Schools' K-5 schedule** while enhanced to support **mastery learning, targeted intervention, and whole-child development**.

A typical day for both teachers and students reflects PLA's core priorities:

- **Rigorous academic instruction (literacy and math focus)**
- **Daily intervention and enrichment (WIN Time)**
- **Integrated content learning**
- **Social-emotional learning (SEL) and leadership development**
- **Strong relationships and positive school culture**

I. Typical Teacher Day (First Year of Operation)

7:15–7:45 AM | Teacher Arrival & Preparation

- Prepare instructional materials and technology
- Review lesson plans, student data, and accommodations (IEPs/ELL supports)
- Collaborate briefly with grade-level team or administration
- Align instruction to daily objectives and differentiation groups

7:45–8:00 AM | Student Arrival & Morning Supervision

- Greet students by name to build relationships
- Supervise arrival, unpacking, and morning routines
- Take attendance and monitor student readiness

8:00–8:15 AM | Morning Meeting / SEL

- Facilitate class community circle
- Teach SEL mini-lesson (e.g., **Second Step**, Leader in Me)
- Set daily goals and review schedule

8:15–10:15 AM | ELA / Literacy Block (120 minutes)

- Deliver explicit instruction (I Do → We Do → You Do)
- Lead mini-lessons in reading and writing
- Conduct guided reading/small groups

- Confer with students and monitor progress
- Differentiate using structured literacy (e.g., **SPIRE**)

10:15–11:30 AM | Math Block (75 minutes)

- Facilitate number talks and problem-solving
- Use manipulatives and visual models
- Lead small-group instruction and math stations
- Monitor student reasoning and provide feedback

11:30–12:15 PM | WIN Time (Intervention/Enrichment)

- Provide targeted support:
 - Tier II/III intervention for struggling students
 - Enrichment/acceleration for advanced learners
- Use data to guide flexible grouping

12:15–12:45 PM | Lunch

- Supervise or take duty as assigned
- Monitor student behavior and interactions

12:45–1:30 PM | Science (Inquiry-Based)

- Facilitate hands-on investigations
- Guide students through questioning, experimentation, and analysis
- Integrate literacy and vocabulary development

1:30–2:15 PM | Social Studies (Literacy-Integrated)

- Lead discussions, text analysis, and writing tasks
- Connect content to real-world and culturally relevant topics

2:15–2:45 PM | Specials / Planning

- Students attend specials (PE, Art, Music, STEM)
- Teacher uses time for:
 - Planning
 - Grading
 - Collaboration/PLCs

2:45–3:00 PM | Closure & Dismissal

- Facilitate reflection, exit tickets, or journaling

- Support student pack-up routines
- Ensure safe dismissal (bus, car riders, walkers)

3:00–4:00 PM | After-School Responsibilities

- Grade assignments and analyze data
- Communicate with families (e.g., ClassDojo)
- Collaborate with the team or attend professional development

II. Typical Student Day (First Year of Operation)

7:45–8:00 AM | Arrival

- Greeted by teachers and staff
- Unpack, eat breakfast (if applicable), begin morning work

8:00–8:15 AM | Morning Meeting / SEL

- Participate in greetings and community circles
- Engage in SEL activities and goal setting

8:15–10:15 AM | ELA / Literacy Block

- Participate in mini-lessons
- Rotate through:
 - Guided reading groups
 - Independent reading
 - Writing tasks
 - Literacy centers

10:15–11:30 AM | Math Block

- Engage in number talks and problem-solving
- Work in small groups and math stations
- Use manipulatives and technology tools

11:30–12:15 PM | WIN Time

- Receive targeted instruction based on need:
 - Intervention for skill gaps
 - Enrichment for advanced learners

12:15–12:45 PM | Lunch

- Eat lunch and socialize with peers

12:45–1:30 PM | Science

- Participate in hands-on investigations
- Collaborate in groups and conduct experiments

1:30–2:15 PM | Social Studies

- Read informational texts
- Engage in discussions and writing activities

2:15–2:45 PM | Specials

- Participate in PE, Art, Music, or STEM

2:45–3:00 PM | Closure & Dismissal

- Reflect on learning
- Complete exit tickets or journaling
- Pack up and prepare for dismissal

III. Alignment to Targeted Student Population

This daily structure is intentionally designed to support:

- **Economically disadvantaged students** (extended core instruction + intervention)
- **ELL students** (language development integrated throughout the day)
- **Students below grade level** (daily WIN Time support)
- **Advanced learners** (enrichment and leadership opportunities)

IV. Why This Structure is Effective

PLA's daily model ensures:

- **Maximized instructional time in literacy and math**
- **Immediate intervention and acceleration opportunities**
- **Consistent routines that support student success**
- **Strong teacher-student relationships**
- **Balanced academic and social-emotional development**

Conclusion

A typical day at Preparatory Leadership Academy is **structured, intentional, and student-centered**, ensuring that both teachers and students are engaged in **rigorous, meaningful, and differentiated learning experiences**. This

model creates an environment where **all students can achieve academic success, develop leadership skills, and be fully prepared for future academic transitions.**

Q196.Will this proposed school include a high school?

- ☐ Yes
- ☒ No

Q201.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 Comments :

APPENDIX B: CURRICULUM OUTLINE PER GRADE SPAN

Preparatory Leadership Academy (PLA)
Core Subject Focus: English Language Arts (ELA – Literacy)
(Aligned to NC Standard Course of Study & PLA Mission)

I. CURRICULUM FRAMEWORK OVERVIEW

PLA’s curriculum is vertically aligned across grade spans and grounded in:

- **Mastery Learning Model**
- **Science of Reading (Structured Literacy)**
- **Literacy Integration Across Content Areas**
- **Culturally Responsive Instruction**
- **Data-Driven Differentiation (MTSS)**

Primary instructional resource includes **SPIRE** for foundational literacy and standards-aligned core materials.

II. ELEMENTARY SCHOOL (K-5) – ELA CURRICULUM OUTLINE (GRAPH FORMAT)

Focus: Foundational Literacy → Comprehension → Analysis → Leadership Communication

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Grade	Reading Foundations	Reading Comprehension	Writing	Language/Vocabulary	Speaking & Listening
K	Letter-sound correspondence, phonemic awareness	Retell stories, identify characters	Draw or write to express ideas	Basic vocabulary, sentence structure	Participate in conversations
1	Phonics, decoding, fluency	Identify main idea and key details	Opinion & narrative writing	High-frequency words, grammar basics	Ask/answer questions
2	Advanced phonics, fluency	Central message, text features	Informational writing	Context clues, prefixes/suffixes	Collaborative discussions
3	Multisyllabic decoding, fluency	Main idea, inference, text structure	Opinion, narrative, informational	Academic vocabulary	Explain thinking clearly
4	Fluency, word analysis	Theme, summarizing, compare texts	Multi-paragraph writing	Figurative language, vocabulary	Engage in academic discourse
5	Advanced word analysis	Author's purpose, analysis, evidence	Argumentative & explanatory writing	Domain-specific vocabulary	Present ideas with evidence

III. NSTRUCTIONAL DESIGN FEATURES (ALL GRADE SPANS)

- Daily Literacy Block (120+ minutes K-5)
- Structured Literacy Intervention (SPIRE)
- Small-Group Differentiation
- Integrated Literacy Across Science & Social Studies
- Project-Based Learning (PBL)
- SEL Integration (Leadership + Communication)

VI. ASSESSMENT & PROGRESS MONITORING

- mClass (K-3 literacy)
- i-Ready Diagnostics (K-5)
- NC EOG Assessments (Grades 3-5)
- Formative assessments (daily/weekly)
- Writing rubrics and performance tasks

V. ALIGNMENT TO PLA MISSION

This curriculum ensures students have:

- Achieve **reading proficiency by Grade 3**
- Develop **critical thinking and communication skills**
- Build **leadership through speaking, writing, and service-learning**
- Are prepared for **middle school, high school, and beyond**

Q202.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

Q203.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 :

Preparatory Leadership Academy (PLA)
Grade Band: K-5 (First Phase of Implementation)
School Day: 7:45 AM – 3:00 PM (Aligned to Gaston County Schools)

I. K-2 DAILY SCHEDULE

Time	Course / Block	Instructional Focus
7:45–8:00	Arrival / Morning Work	Breakfast, routines, readiness
8:00–8:15	Morning Meeting / SEL	Community, goal-setting
8:15–10:30	ELA / Literacy (135 min)	Phonics, reading, writing, small groups
10:30–11:30	Math (60 min)	Number sense, manipulatives
11:30–12:15	WIN Time (45 min)	Intervention / enrichment
12:15–12:45	Lunch	—
12:45–1:30	Science / Social Studies	Integrated literacy-based learning

1:30–2:15	Specials	PE, Art, Music, STEM
2:15–2:45	Literacy Extension	Centers, writing, language
2:45–3:00	Closure / Dismissal	Reflection, pack up

II. GRADES 3–5 DAILY SCHEDULE

Time	Course / Block	Instructional Focus
7:45–8:00	Arrival / Warm-Up	Independent practice
8:00–8:15	Morning Meeting / SEL	Leadership development
8:15–10:15	ELA (120 min)	Reading, writing, vocabulary
10:15–11:30	Math (75 min)	Problem-solving, reasoning
11:30–12:15	WIN Time (45 min)	Intervention/enrichment
12:15–12:45	Lunch	—
12:45–1:30	Science (45 min)	Inquiry-based instruction
1:30–2:15	Social Studies (45 min)	Literacy integration
2:15–2:45	Specials	PE, Art, Music, STEM
2:45–3:00	Closure / Dismissal	Reflection, exit tickets

III. WEEKLY SCHEDULE (K–5 STRUCTURE)

A. Core Instructional Time (Grades 3–5 Example)

Subject	Daily Minutes	Weekly Total
ELA	120	600
Math	75	375
Science	45	225

Social Studies	45	225
WIN Time	45	225
Specials	45	225
SEL	15	75
Total	420	2,100

B. Weekly Instructional Flow

Day	Instructional Focus
Monday	Introduce new standards + modeling
Tuesday	Guided practice + small groups
Wednesday	Deep practice + differentiation
Thursday	Application + writing/tasks
Friday	Assessment + reteach/enrichment

11.2. Special Populations and “At-Risk” Students

Q204.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 (PLA) is committed to ensuring that all students performing below grade level are **identified early, supported through targeted interventions, and continuously monitored to ensure accelerated growth**. PLA implements a **comprehensive Multi-Tiered System of Supports (MTSS)** that integrates **academic, behavioral, and social-emotional supports**, ensuring equitable access to high-quality instruction for all learners.

I. Early Identification of Students in Need

PLA uses a **data-driven identification system** to ensure that no student falls through the cracks:

Universal Screening (All Students)

- Beginning, middle, and end-of-year diagnostics:

- i-Ready (Reading & Math)
- mClass (K–3 literacy)
- Additional benchmark and classroom assessments

Ongoing Identification

- Weekly formative assessments (exit tickets, observations, student work)
- Teacher referrals and PLC data discussions
- Behavioral screening and observation

Result: Students are identified **early and accurately** for academic and behavioral support.

II. Multi-Tiered System of Supports (MTSS Framework)

PLA's MTSS framework provides **layered, responsive support**:

Tier I – Core Instruction (All Students)

- High-quality, standards-aligned instruction
- Differentiated strategies within the classroom
- Universal SEL instruction and behavioral expectations

Goal: Meet the needs of at least **80% of students**

Tier II – Targeted Intervention

- Small-group instruction (3–6 students)
- Daily **WIN Time (45 minutes)** for targeted support
- Focus areas:
 - Reading (phonics, fluency, comprehension)
 - Math (number sense, problem-solving)
 - Behavior (self-regulation, engagement)

Goal: Support approximately **15% of students**

Tier III – Intensive Intervention

- Individualized or very small group instruction
- Increased frequency and duration of interventions
- Specialized support plans

Goal: Support approximately **5% of students**

III. Literacy Intervention (Primary Focus Area)

PLA implements **structured literacy aligned with the Science of Reading (LETRS)**, including:

- Use of **SPIRE and Sounds Sensible**
- Development of **Individual Reading Plans (IRPs)** for K–3 students in accordance with NC law
- Focus on:
 - Phonemic awareness
 - Phonics
 - Fluency
 - Vocabulary
 - Comprehension

IRP Components Include:

- Specific skill deficits
- Measurable goals and benchmarks
- Targeted interventions
- Ongoing progress monitoring
- Parent involvement and support strategies

IV. Mathematics Intervention

PLA provides structured math intervention through:

- Diagnostic assessments (i-Ready Math)
- Small-group targeted instruction during WIN Time
- Use of:
 - Manipulatives
 - Visual models
 - Problem-solving frameworks

Focus Areas:

- Number sense
- Computation fluency
- Mathematical reasoning
- Word problem analysis

Result: Students develop both **procedural fluency and conceptual understanding**

V. Behavioral and Social-Emotional Supports

PLA integrates behavioral support within MTSS:

- Tiered behavioral interventions aligned with PBIS principles

- SEL instruction using **Second Step**
- Restorative practices and relationship-building

Behavior Monitoring Includes:

- Behavior tracking systems
- Teacher observations
- Intervention plans for students needing additional support

Result: Improved student engagement, attendance, and academic readiness

VI. Supports for English Language Learners (ELLs)

PLA ensures equitable access for ELL students through:

- WIDA-aligned language development supports
- Instructional scaffolds:
 - Visual supports
 - Sentence frames
 - Vocabulary development
- Integration of language objectives across all content areas

Progress Monitoring:

- Language proficiency assessments
- Academic growth tracking alongside language development

VII. Supports for Students with Disabilities (SWD)

PLA provides individualized support through:

- Implementation of **Individualized Education Programs (IEPs)**
- Inclusion and co-teaching models
- Universal Design for Learning (UDL):
 - Multiple means of engagement, representation, and expression

Progress Monitoring:

- IEP goal tracking
- Regular data reviews and adjustments

VIII. Staffing Roles and Responsibilities

PLA ensures strong implementation through clearly defined roles:

- **Classroom Teachers:** Deliver Tier I instruction and initial interventions
- **Interventionists:** Provide Tier II and Tier III academic support
- **EC Teachers:** Support students with disabilities and IEP implementation
- **ELL Specialists (as applicable):** Provide language development support
- **MTSS Team:** Analyze data, monitor progress, and make decisions
- **School Leadership:** Ensure fidelity of implementation and accountability

IX. Progress Monitoring and Data Cycles

PLA uses a structured cycle:

1. **Assess** – Collect data (diagnostics, formative, benchmarks)
2. **Analyze** – Identify skill gaps and trends
3. **Plan** – Develop targeted interventions
4. **Implement** – Deliver instruction
5. **Monitor** – Evaluate progress and adjust

Monitoring Frequency:

- Tier II: Every 2–4 weeks
- Tier III: Weekly

X. Family Engagement and Communication

- Parents are notified when students are identified for support
- Regular updates on student progress
- Access to resources and strategies for home support
- Conferences aligned to intervention plans

XI. Expected Outcomes

Through this comprehensive system, PLA expects:

- **100% of students to demonstrate measurable academic growth annually**
- Students below grade level to achieve **more than one year's growth**
- Increased reading proficiency by Grade 3
- Reduction in achievement gaps across all subgroups

Conclusion

Preparatory Leadership Academy's approach to supporting below-grade-level students is **proactive, structured, and comprehensive**. Through its **MTSS framework, targeted interventions in literacy and math, behavioral supports, and continuous progress monitoring**, PLA ensures that all students receive the support necessary to

achieve **academic success and long-term growth**.

Q205. 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.

Preparatory Leadership Academy (PLA) is committed to serving all students equitably, including **students with disabilities (SWD), students with 504 Plans, Multilingual Learners (MLs), gifted learners, and students at risk of academic failure or dropping out**. While members of the founding board bring **collective experience in education, student support, and community-based leadership**, PLA also recognizes the importance of ensuring **specialized expertise, compliance, and readiness prior to opening**.

I. Founding Board Experience with Special Populations

The PLA founding board includes members with **professional and lived experience supporting diverse learners**, including:

- Experience working with **economically disadvantaged students and at-risk populations** through teaching, mentoring, and community leadership
- Experience supporting **students with academic and behavioral challenges** in classroom and ministry/community settings
- Familiarity with **differentiated instruction and inclusive practices**

While the board possesses foundational experience in supporting diverse learners, PLA acknowledges that **specialized expertise in areas such as EC compliance, 504 coordination, and ML programming must be strengthened through targeted staffing and training**.

II. Pre-Opening Plan to Prepare for Special Populations

PLA will implement a **comprehensive pre-opening readiness plan** to ensure full compliance and high-quality service delivery:

1. Staffing Plan

Prior to opening, PLA will hire or contract:

- **Exceptional Children (EC) Director/Coordinator**
- **Licensed EC Teachers**
- **504 Coordinator**
- **ML/ELL Specialist (WIDA-trained)**
- **Interventionists (Literacy & Math)**

2. Professional Development (Pre-Opening & Ongoing)

All staff will receive training in:

- MTSS implementation (academic and behavioral)
- **Individualized Education Program (IEP)** development and compliance
- Section 504 plan implementation
- WIDA standards and language acquisition strategies
- Universal Design for Learning (UDL)
- Culturally responsive teaching

3. Legal Compliance and Systems Setup

PLA will ensure compliance with:

- **Individuals with Disabilities Education Act (IDEA)**
- **Section 504 of the Rehabilitation Act**
- **Every Student Succeeds Act (ESSA)**
- North Carolina policies for ML and EC services

Systems established prior to opening will include:

- ECATS (IEP documentation system)
- Student data tracking systems
- MTSS data protocols and intervention documentation

III. Supports for Specific Special Populations

1. Multilingual Learners (MLs)

PLA will implement a comprehensive ML program aligned to **WIDA standards**:

- Administration of WIDA ACCESS Placement Test (W-APT) upon enrollment
- Identification through Home Language Survey
- Daily ML services (push-in and/or pull-out based on need)
- Language-rich instruction with:
 - Visual supports
 - Sentence frames
 - Academic vocabulary development
- Use of bilingual resources and technology tools

Goal: Ensure ML students achieve both **English language proficiency and academic success**

2. Students with Disabilities (SWD)

PLA will provide services aligned with IDEA:

- Development and implementation of **Individualized Education Programs (IEPs)**
- Inclusion model with co-teaching and push-in services
- Specialized instruction aligned to student needs
- Related services (as required)

Progress Monitoring:

- Regular IEP goal tracking
- Data-driven instructional adjustments

3. Students with 504 Plans

PLA will:

- Develop and implement **504 Accommodation Plans**
- Ensure access to general education curriculum with necessary supports
- Provide accommodations such as:
 - Extended time
 - Preferential seating
 - Modified assignments

4. Gifted and Advanced Learners

PLA will support advanced learners through:

- Differentiated instruction within Tier I
- Enrichment opportunities:
 - Project-based learning
 - Independent research
 - Leadership roles
- Curriculum compacting and acceleration

5. Students at Risk of Academic Failure

PLA will implement targeted supports through:

- Multi-Tiered System of Supports (MTSS)
- Daily **WIN Time (intervention/enrichment block)**
- Mentoring and relationship-building
- Integration of **Second Step** to support behavior and emotional development

IV. Instructional Program for ML Students

In alignment with North Carolina's participation in the WIDA Consortium:

- Students will be identified using the **Home Language Survey**
- The **W-APT** will be administered to determine language proficiency
- Instruction will be tailored based on:
 - Assessment data
 - Student observations
 - Parent input
 - Prior academic records

PLA will prioritize **inclusive instruction**, keeping ML students in the general education setting whenever possible, with additional pull-out services provided as needed.

V. Monitoring and Accountability

PLA will ensure continuous monitoring through:

- Regular progress monitoring for all special populations
- Data review through MTSS teams and PLCs
- Compliance audits and administrative oversight
- Ongoing family communication and engagement

Conclusion

Preparatory Leadership Academy is committed to ensuring that **all students, including those in special populations, receive equitable, high-quality educational opportunities**. Through a combination of **board awareness, targeted staffing, legal compliance, professional development, and comprehensive support systems**, PLA will be fully prepared to meet the diverse needs of its student population from day one.

Q206.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 (PLA) is committed to ensuring that **Multilingual Learners (MLs)** receive equitable access to rigorous, grade-level instruction while developing English language proficiency. PLA's instructional plan is grounded in **culturally responsive teaching, scaffolded instruction, and asset-based approaches**, recognizing

that ML students bring valuable linguistic and cultural knowledge to the learning environment .

To strengthen implementation, PLA establishes **clear systems for identification, instruction, progress monitoring, staffing, and professional development**, ensuring full readiness to meet the needs of ML students.

I. Identification and Placement of ML Students

PLA will follow **North Carolina Department of Public Instruction (NCDPI)** procedures:

Step 1: Home Language Survey (HLS)

- Administered to all enrolling students
- Identifies students who may require language support

Step 2: WIDA Screener (W-APT / WIDA Screener Online)

- Administered within **30 days of enrollment (or 2 weeks mid-year)**
- Determines English language proficiency level

Step 3: Placement

- Students identified as MLs are placed into appropriate **English Language Development (ELD) services** based on proficiency level

II. Instructional Program for ML Students

PLA implements a **language-rich, inclusive instructional model**:

Core Instruction (Tier I)

- ML students remain in the **general education classroom**
- Instruction aligned to grade-level standards with scaffolds:
 - Visual supports
 - Sentence frames
 - Modeling and repetition
 - Vocabulary development

Targeted Language Instruction (ELD Services)

- Daily ML services provided through:
 - Push-in support (preferred)
 - Pull-out instruction (as needed)
- Focus areas:

- Listening, speaking, reading, writing
- Academic language across content areas

Instructional Programs and Supports

- Integration of structured literacy (e.g., **SPIRE**) for ML students with reading gaps
- Use of:
 - Bilingual dictionaries
 - Visual and multimedia resources
 - Technology-based language supports

III. Differentiated Instruction and Scaffolding

PLA ensures that ML students access rigorous instruction through:

- **WIDA-aligned language objectives** embedded in all lessons
- Differentiated instruction based on proficiency levels
- Gradual release of responsibility (I Do → We Do → You Do)
- Strategic scaffolding that decreases as proficiency increases

Special Populations Within ML

1. Students with Limited or Interrupted Formal Education (SLIFE)

- Accelerated foundational literacy support
- Intensive small-group instruction
- Additional time and scaffolding for academic tasks

2. ML Students with Disabilities

- Receive both:
 - **English Language Development services**
 - **Special Education services (IEP-aligned)**
- Language goals integrated into IEPs

IV. Progress Monitoring and Accountability

PLA uses a **comprehensive monitoring system**:

Language Proficiency Monitoring

- Annual **ACCESS for ELLs assessment (WIDA)**
- Tracks growth in:

- Listening
- Speaking
- Reading
- Writing

Ongoing Progress Monitoring

- Quarterly benchmark assessments
- Classroom formative assessments
- Data tracked through:
 - Student portfolios
 - MTSS data systems

Exit Criteria

Students exit ML services when they:

- Meet **WIDA proficiency benchmarks (Composite score ≥ 4.8 –5.0, per NC guidelines)**
- Demonstrate sustained academic success without language supports

V. Staffing Plan (Critical CSRB Requirement)

PLA will ensure qualified staffing through:

- **Licensed ML/ELL Teacher (WIDA-trained)**
- Classroom teachers trained in sheltered instruction strategies
- Collaboration between:
 - ML teacher
 - General education teachers
 - EC staff

VI. Professional Development for Teachers

All instructional staff will receive ongoing training in:

- WIDA standards and language development
- Sheltered Instruction Observation Protocol (SIOP) strategies
- Culturally responsive teaching practices
- Differentiation for ML students
- Integration of language objectives into content instruction

VII. Family and Community Engagement

PLA prioritizes strong partnerships with ML families:

- Communication in home languages (as feasible)
- Parent workshops on supporting language development
- Access to translated materials and resources

VIII. Alignment to PLA Mission and Student Outcomes

PLA's ML program ensures that students:

- Access **rigorous, grade-level instruction** from day one
- Develop **academic language and literacy simultaneously**
- Maintain their cultural identity while acquiring English proficiency
- Are fully prepared for academic success and leadership development

IX. Measurable Goals

PLA will:

- Increase English proficiency levels annually for all ML students
- Reduce the number of long-term ML students
- Ensure ML students meet or exceed academic growth expectations
- Close achievement gaps between ML and non-ML students

Conclusion

Preparatory Leadership Academy's approach to serving Multilingual Learners is **comprehensive, structured, and aligned with state and federal expectations**. Through **clear identification processes, targeted instruction, ongoing progress monitoring, qualified staffing, and professional development**, PLA is fully prepared to meet the diverse needs of ML students and ensure their academic and linguistic success.

Q207.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.

Preparatory Leadership Academy (PLA) is committed to ensuring that **Academically and Intellectually Gifted (AIG) students** are identified early and provided with **rigorous, differentiated, and enriched learning experiences** that extend beyond grade-level expectations. PLA's AIG program aligns with the **North Carolina Academically or Intellectually Gifted (NCAIG) Program Standards** and is designed to promote **equity, excellence, and access for underrepresented populations**.

I. Identification of Gifted Students

PLA will implement a **multi-criteria identification process** to ensure equitable access:

1. Initial Identification (Year 1 – No Delay in Services)

Although the formal AIG program is fully developed by Year 2, **gifted services begin in Year 1 through differentiated instruction and enrichment.**

Students will be identified through:

- Review of **prior school records and existing AIG identification**
- Universal screening using:
 - i-Ready diagnostic data
 - Classroom performance and benchmark assessments
- **Teacher and parent nominations**
- Observation of advanced academic behaviors and performance

2. Formal Identification Process (Year 1–2 Implementation)

Students may be referred for formal evaluation based on:

- Demonstrated advanced academic performance
- Gifted characteristics (problem-solving, creativity, leadership)
- Equity-based identification for underrepresented populations

Assessment Tools May Include:

- Cognitive assessments (e.g., IQ measures aligned with NC guidelines)
- Achievement assessments (e.g., K-TEA or equivalent)
- Portfolio reviews and student work samples

3. AIG Team Review

The AIG Team will include the following:

- AIG Specialist/Coordinator
- School Administrator
- Classroom Teacher
- Additional instructional staff

The team will review:

- Assessment data
- Classroom performance

- Student portfolios

II. Instructional Program for Gifted Students

PLA will implement a **multi-layered instructional model**:

1. Differentiated Core Instruction (Tier I)

All teachers will differentiate instruction using:

- Curriculum compacting (eliminating already-mastered content)
- Tiered assignments
- Flexible grouping
- Higher-order questioning (analysis, synthesis, evaluation)

2. Enrichment and Acceleration Opportunities (Tier II)

Gifted students will engage in:

- Project-Based Learning (PBL) extensions
- Independent research and inquiry projects
- STEM challenges and innovation tasks
- Participation in enrichment programs such as:
 - Academic competitions (e.g., Odyssey of the Mind)
 - Leadership and service-learning projects

3. Advanced Learning Opportunities (Tier III)

For highly gifted students:

- Subject acceleration (where appropriate)
- Cross-grade grouping
- Advanced content exposure
- Individualized learning pathways

III. Individualized Education Plans (EPs)

For formally identified AIG students:

- An **Education Plan (EP)** will be developed within **30 days of identification**
- Plans will include:
 - Strength areas
 - Learning goals
 - Instructional strategies

- Enrichment and acceleration options

IV. Progress Monitoring and Evaluation

PLA will implement a **structured monitoring system**:

Monitoring Tools

- i-Ready growth data
- Classroom assessments and performance tasks
- Student portfolios and project outcomes
- Teacher observations and rubrics

Monitoring Frequency

- Quarterly data reviews
- AIG team meetings **1–2 times per year (minimum)**
- Ongoing classroom-based monitoring

Evaluation Focus

- Academic growth beyond grade-level standards
- Depth of understanding and application
- Creativity, problem-solving, and leadership

V. Staffing Plan and Timeline

Year 1 (Launch Year)

- Classroom teachers provide **differentiated instruction and enrichment**
- A designated **AIG Coordinator (part-time or shared role)** oversees identification and planning

Year 2 (Full Implementation)

- Hire or designate a **licensed AIG Specialist**
- Fully implement AIG identification, EP development, and services

VI. Professional Development for Teachers

All teachers will receive training in:

- Differentiation strategies for gifted learners
- Curriculum compacting and acceleration
- Higher-order questioning techniques
- Project-based and inquiry-based learning
- Identifying giftedness in underrepresented populations

VII. Equity and Access

PLA is committed to increasing the representation of:

- Economically disadvantaged students
- Multilingual Learners
- Underrepresented racial/ethnic groups

Through:

- Universal screening practices
- Multiple identification measures (not solely IQ-based)
- Teacher training to recognize diverse expressions of giftedness

VIII. Alignment to PLA Mission

PLA's AIG program ensures that gifted students:

- Are **challenged academically beyond grade-level expectations**
- Develop **leadership, creativity, and problem-solving skills**
- Engage in **real-world applications of learning**
- Are prepared for advanced academic pathways

Conclusion

Preparatory Leadership Academy's AIG program is **comprehensive, equitable, and aligned to state standards**, ensuring that gifted students are **identified early, supported effectively, and challenged appropriately**. Through **clear identification processes, differentiated instruction, structured progress monitoring, and a phased implementation plan**, PLA demonstrates readiness to meet the needs of gifted learners from the first year of operation.

11.3. 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.

Q208. 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.

Preparatory Leadership Academy (PLA) will implement a **systematic, compliant, and student-centered process** to identify and support students who have previously been determined eligible for **special education services (IEPs) or Section 504 accommodations**. This process ensures **continuity of services, immediate access to supports, and full compliance with IDEA, Section 504, and FERPA requirements**.

I. Identification at Enrollment

PLA begins identification **immediately upon student enrollment**:

1. Enrollment and Registration Process

- All families complete a **comprehensive enrollment packet**, which includes:
 - Questions regarding prior special education services (IEPs)
 - Section 504 plans or accommodations
 - Previous evaluations or support services
- Parents/guardians are asked to:
 - Provide copies of existing IEPs, 504 Plans, or evaluation reports
 - Indicate prior school placements and services

2. Immediate Follow-Up (Within 3–5 School Days)

- The **Data Manager and EC Coordinator** will:
 - Review enrollment responses
 - Contact families to verify information
 - Initiate records requests from previous schools

II. Records Request and Verification

Timeline for Securing Records

- **Initial request sent within 5 school days of enrollment**
- Follow-up requests made within **10 school days if records are not received**
- Full records targeted for receipt within **30 calendar days**

Records Requested Include:

- Individualized Education Programs (IEPs)
- Section 504 Plans

- Multidisciplinary Evaluation Team (MET) reports
- Psychological and academic evaluations
- Progress monitoring and service logs

Review Process

- The **Exceptional Children (EC) Coordinator** reviews all records to:
 - Confirm eligibility status
 - Identify required services and accommodations
 - Determine immediate instructional supports

III. Immediate Implementation of Services

PLA ensures **no delay in services**:

- If records confirm an active IEP or 504 Plan:
 - **Comparable services are implemented immediately upon enrollment**
- If records are pending:
 - PLA will:
 - Use parent input and available data
 - Provide **temporary support plans**
 - Begin instructional accommodations and interventions

Result: Students receive uninterrupted access to a **Free Appropriate Public Education (FAPE)**.

IV. Transition and Service Alignment

Student Services Team Review (Within 30 Days)

Upon receipt of complete records:

- The **Student Services Team (EC Coordinator, teachers, administrators, and specialists)** will:
 - Verify eligibility and service requirements
 - Schedule transition/eligibility meetings (if needed)
 - Align services to PLA's instructional model

Plan Development and Updates

- Update or revise:
 - IEPs

- 504 Plans
- Ensure alignment with:
 - Student needs
 - Classroom instruction
 - Intervention supports

V. Instructional Implementation and Inclusion Model

PLA utilizes a **continuum of services**:

Inclusion Model (Primary Approach)

- Students receive services in the general education classroom
- Co-teaching and push-in support provided

Supplemental Services

- Small-group instruction
- Pull-out services for targeted interventions
- One-on-one support (as needed)

Additional Supports

- Contracted related services (speech, OT, counseling) when necessary
- Partnerships with community providers

VI. Staff Training and Support

PLA ensures all instructional staff are prepared to implement accommodations effectively:

Pre-Opening Training

- IDEA and Section 504 compliance
- IEP and 504 plan implementation
- Differentiation and accommodations
- Inclusion and co-teaching strategies

Ongoing Professional Development

- Quarterly training on:
 - Progress monitoring
 - Behavior supports
 - Instructional strategies for diverse learners

Instructional Support Systems

- EC Coordinator provides the following:
 - Coaching and modeling
 - Classroom support
 - Monitoring of fidelity of implementation

VII. Progress Monitoring and Accountability

PLA ensures continuous monitoring:

- Regular data collection aligned to:
 - IEP goals
 - 504 accommodations
- Progress reports shared with families
- Annual reviews and reevaluations conducted per state and federal guidelines

VIII. Records Management and Compliance

PLA maintains strict compliance with federal and state laws:

- All student records stored securely in compliance with **FERPA**
- Documentation maintained in systems such as ECATS
- Access limited to authorized personnel

IX. Family Engagement

PLA prioritizes strong partnerships with families:

- Parents are included in:
 - All IEP and 504 meetings
 - Progress monitoring updates
- Documents provided in:
 - Parent-friendly language
 - Home language (when applicable)

Conclusion

Preparatory Leadership Academy's process for identifying and supporting students with IEPs and Section 504 Plans is **proactive, compliant, and student-centered**. Through **clear timelines, immediate service implementation,**

strong staff training, and continuous progress monitoring, PLA ensures that all students receive the support necessary to succeed in an inclusive and rigorous learning environment.

Q209. 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.

Preparatory Leadership Academy (PLA) will fully comply with the **Individuals with Disabilities Education Act (IDEA)**, the federal **Child Find mandate**, and **Section 504 of the Rehabilitation Act** by implementing a **systematic, proactive process to identify, locate, and evaluate students with suspected disabilities**. PLA's approach ensures **timely identification, appropriate evaluation, and equitable decision-making while** actively working to **prevent misidentification**, particularly among **Multilingual Learners (MLs) and students from historically underserved populations**.

I. Child Find Identification Process

PLA will identify students who may be eligible for special education services through multiple pathways:

1. Enrollment Screening

- All families complete an enrollment packet that includes:
 - Prior special education services (IEP/504)
 - Medical or developmental diagnoses (e.g., ADHD)
 - Academic and behavioral history
- PLA will:
 - Request prior school records immediately upon enrollment
 - Follow up within **5–10 school days** if records are not received
 - Take additional steps (including direct school contact) to obtain records within **2–4 weeks**

2. Ongoing Identification (Child Find in Practice)

Students may be identified through:

- Teacher observations and classroom performance
- Universal screening and benchmark assessments (i-Ready, mClass)
- Behavioral data and attendance patterns
- Parent/guardian concerns or referrals
- Student self-advocacy or requests

Result: Identification is **continuous, not limited to enrollment**.

II. Multi-Tiered System of Supports (MTSS) Prior to Referral

Before initiating a formal evaluation, PLA will:

- Provide **Tier I, II, and III interventions** through MTSS
- Document:
 - Interventions provided
 - Frequency and duration
 - Student response to intervention

MTSS Team Responsibilities

- Analyze data
- Adjust interventions
- Determine if lack of progress suggests a possible disability

III. Referral and Evaluation Process

1. Referral for Evaluation

- Initiated by:
 - Teachers
 - Parents/guardians
 - Administrators
- Requires **parental consent** prior to evaluation

2. Evaluation Timeline

- Evaluation completed within **90 days of receiving parental consent** (or per NC timelines)
- Conducted by **licensed EC professionals and a multidisciplinary team**

3. Comprehensive Evaluation Components

PLA will use **multiple data sources**, including:

- Psychological and cognitive assessments
- Academic achievement testing
- Classroom observations
- Behavior assessments (if applicable)
- Review of MTSS intervention data
- Parent input and developmental history

4. Eligibility Determination

- Conducted by a **multidisciplinary team**, including:
 - EC staff
 - General education teachers
 - School psychologist (if applicable)
 - Parents/guardians
- Determines:
 - Eligibility under IDEA categories
 - Need for specialized instruction

IV. Prevention of Misidentification

PLA is committed to **preventing inappropriate identification**, especially for MLs and underserved students:

1. Use of Multiple Data Points

- Decisions are never based on a **single test score**
- Requires:
 - Academic data
 - Intervention response
 - Observations
 - Family input

2. Distinguishing Language Acquisition vs. Disability (ML Safeguards)

- ML students will:
 - Receive **WIDA-aligned language assessments**
 - Be evaluated in the context of **language proficiency levels**
- Evaluation teams will consider:
 - Length of time in U.S. schools
 - Native language development
 - Instructional access

3. Culturally Responsive Evaluation Practices

- Use of **non-biased assessment tools**
- Consideration of:
 - Cultural background
 - Socioeconomic factors

- Avoid over-referral of underrepresented populations

4. MTSS Fidelity

- Ensures students are not referred prematurely
- Requires documented evidence that:
 - High-quality instruction was provided
 - Interventions were implemented with fidelity

5. Team-Based Decision Making

- No single individual determines eligibility
- Decisions made collaboratively by trained professionals

V. Staffing and Oversight

PLA will ensure compliance through:

- **Licensed Exceptional Children (EC) Coordinator**
- EC teachers and interventionists
- Collaboration with:
 - General education teachers
 - ML specialists
 - School leadership

VI. Family Engagement and Communication

- Parents are involved at every stage:
 - Referral
 - Evaluation
 - Eligibility determination
- Written notice and procedural safeguards provided
- Communication in home language (when feasible)

VII. Compliance and Documentation

PLA will:

- Maintain records in compliance with **FERPA and IDEA**
- Use systems such as **ECATS** for documentation
- Ensure all timelines and legal requirements are met

Conclusion

Preparatory Leadership Academy's Child Find process is **proactive, data-driven, and equitable**, ensuring that students with suspected disabilities are **identified, evaluated, and supported in a timely and appropriate manner**. Through **strong MTSS implementation, comprehensive evaluation procedures, and intentional safeguards against misidentification**, PLA demonstrates full readiness to meet the needs of all learners while maintaining compliance with federal and state regulations.

Q210. 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)

Preparatory Leadership Academy (PLA) will implement a **comprehensive, secure, and compliant records management system** for students with disabilities and Section 504 Plans. This system ensures the **timely acquisition of records, strict confidentiality, accurate documentation, and full compliance with IDEA, Section 504, FERPA, and North Carolina policies**. PLA's process includes **clear timelines, secure storage (physical and digital), staff training, and ongoing monitoring** to ensure fidelity and accountability.

I. Requesting Records from Previous Schools

PLA will ensure the **timely and proactive retrieval of student records**:

Enrollment Process

- Families complete an enrollment packet identifying:
 - Prior IEPs or 504 Plans
 - Diagnoses or prior services
- Parents are asked to provide copies of:
 - IEPs, 504 Plans, evaluations, and reports

Records Request Timeline

- **Initial request sent within 5 school days of enrollment**
- **Follow-up request within 10 school days** if records are not received
- **Target receipt within 30 calendar days**

Additional Retrieval Measures

- Direct contact with previous schools/districts
- Secure electronic requests (where available)
- If necessary, designated staff will conduct **in-person retrieval of records**

Records Requested Include:

- IEPs and supporting documentation
- Section 504 Plans
- Evaluation reports and eligibility documentation
- Progress monitoring data and service logs

II. Record Confidentiality (On-Site)

PLA will maintain **strict confidentiality of all student records:**

Physical Record Security

- Stored in **locked, fireproof filing cabinets**
- Located in a **secure, access-controlled area**
- Access limited to authorized personnel only (EC staff, administrators, and designated personnel)

Digital Record Security

- Maintained in secure systems such as:
 - ECATS (for IEP documentation)
 - Student Information Systems (SIS)
- Protected by:
 - Password-secured access
 - Role-based permissions
 - Encrypted data storage

FERPA and IDEA Compliance

- Access to records limited in accordance with **FERPA and IDEA regulations**
- Parent/guardian rights protected, including:
 - Access to records
 - Consent for disclosure

III. Record Compliance (On-Site)

PLA will ensure all records are **accurate, current, and legally compliant:**

Documentation Requirements

- Maintain complete and up-to-date
 - IEPs and 504 Plans
 - Evaluation reports
 - Progress monitoring data
 - Service delivery logs

Review and Monitoring

- IEPs reviewed:
 - Annually (at minimum)
 - More frequently as needed
- 504 Plans reviewed periodically to ensure effectiveness

Retention and Destruction

- Records retained in accordance with **state and federal guidelines**
- Secure destruction methods:
 - Shredding (physical records)
 - Permanent deletion (digital records)

IV. Staff Training and Confidentiality Protocols

PLA will ensure all staff are trained in proper records management:

Pre-Opening Training

- FERPA and IDEA compliance
- Confidentiality protocols and data privacy
- Proper handling and storage of student records
- Digital system usage (ECATS, SIS)

Ongoing Training

- Annual refresher training for all staff
- Targeted training for:
 - EC staff
 - 504 Coordinators
 - Administrators

Accountability Measures

- Staff sign confidentiality agreements
- Regular audits of record access and handling
- Immediate corrective action for any breaches

V. Digital Records Management and Monitoring

PLA will implement a **secure and monitored digital records system**:

- Use of ECATS and SIS for documentation and tracking
- Regular system audits to ensure:
 - Data accuracy
 - Compliance with timelines
- Backup systems to prevent data loss
- Monitoring of access logs to ensure appropriate use

VI. Coordination with Instructional and Support Services

- EC and 504 records will be used to:
 - Inform instruction
 - Ensure accommodations are implemented
 - Guide intervention planning
- Teachers will have **appropriate access to relevant student information** to support instruction while maintaining confidentiality

VII. Family Engagement and Communication

- Parents will be:
 - Notified of record requests and receipt
 - Included in all plan reviews and updates
- Records and documentation will be explained in the following:
 - Clear, parent-friendly language
 - Home language (when feasible)

Conclusion

Preparatory Leadership Academy's records management system is **secure, compliant, and efficient**, ensuring that all student records are **properly requested, protected, maintained, and monitored**. Through **clear timelines, secure storage systems, staff training, and ongoing oversight**, PLA demonstrates full readiness to manage

records for students with disabilities and Section 504 Plans in accordance with all legal requirements.

Q211.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) is committed to providing all students with disabilities access to a **Free Appropriate Public Education (FAPE)** in the **Least Restrictive Environment (LRE)** in full compliance with the **Individuals with Disabilities Education Act (IDEA)**. PLA's Exceptional Children (EC) program is designed to meet the needs of students with **mild, moderate, and severe disabilities** through a **continuum of services, individualized supports, and inclusive instructional practices** that promote access to the general curriculum and meaningful academic progress.

PLA firmly believes that **students with disabilities should be educated alongside their non-disabled peers to the greatest extent appropriate**, with supports tailored to individual needs.

I. Continuum of Services (LRE Framework)

PLA will provide a **full continuum of services** to ensure placement in the least restrictive environment:

1. **General Education with Accommodations (Inclusion Model)**
2. **Co-Teaching / Push-In Support**
3. **Small Group Instruction (Pull-Out Services)**
4. **Specialized Instructional Settings (as needed)**
5. **Related Services (speech, OT, counseling, etc.)**

Placement decisions will be made by the **IEP Team**, including parents, based on **individual student needs**.

II. Instructional Supports by Level of Need

1. Students with Mild Disabilities

Examples: Specific Learning Disabilities, ADHD, Speech/Language Impairments

Supports Include:

- Accommodations within the general education classroom:
 - Extended time
 - Preferential seating
 - Modified assignments
- Co-teaching and push-in services
- Small-group targeted instruction

Instructional Focus:

- Access to grade-level content with scaffolds
- Use of differentiated instruction and flexible grouping

2. Students with Moderate Disabilities

Examples: Multiple learning challenges, moderate cognitive or behavioral needs

Supports Include:

- Increased frequency of small-group instruction
- Pull-out services for targeted skill development
- Behavior intervention plans (BIPs) when needed

Instructional Focus:

- Modified curriculum aligned to grade-level standards
- Explicit instruction with repeated practice
- Integration of academic and behavioral supports

3. Students with Severe Disabilities

Examples: Significant cognitive, physical, or developmental disabilities

Supports Include:

- Highly individualized instruction aligned to IEP goals
- Functional and adaptive skill development
- One-on-one or very small group instruction
- Related services (e.g., speech therapy, occupational therapy)

Instructional Focus:

- Access to general curriculum to the maximum extent appropriate
- Life skills, communication, and independence
- Use of assistive technology and specialized resources

III. Instructional Practices and Strategies

PLA will implement **evidence-based instructional strategies** across all EC settings:

- Differentiated instruction and scaffolding
- Universal Design for Learning (UDL):
 - Multiple means of engagement, representation, and expression

- Explicit instruction (I Do → We Do → You Do)
- Small-group and individualized instruction
- Integration of structured literacy (e.g., **SPIRE**) for students with reading needs

IV. Inclusion and Co-Teaching Model

PLA's primary service delivery model is **inclusion**:

- EC teachers collaborate with general education teachers
- Co-teaching models include:
 - Parallel teaching
 - Station teaching
 - Team teaching
- Students remain in the general education classroom whenever appropriate

Result: Students benefit from **grade-level instruction and peer interaction** while receiving necessary supports.

V. Staffing and Support Structure

PLA will ensure effective implementation through:

- **Licensed EC Coordinator** (program oversight and compliance)
- **Exceptional Children Teachers** (instruction and IEP implementation)
- **Instructional Assistants (as needed)**
- **Related Service Providers** (speech, OT, counseling)
- Collaboration with general education teachers

VI. Individualized Education Programs (IEPs)

- Each student will have an **Individualized Education Program (IEP)** that includes:
 - Present levels of performance
 - Measurable annual goals
 - Accommodations and modifications
 - Service delivery model
- IEPs will be:
 - Developed collaboratively with families
 - Reviewed annually (or more frequently as needed)
 - Monitored regularly for progress

VII. Progress Monitoring and Data Use

PLA will ensure continuous monitoring through:

- Regular progress monitoring aligned to IEP goals
- Data collection on:
 - Academic performance
 - Behavioral progress
- MTSS and EC team data reviews
- Adjustments to instruction based on student progress

VIII. Behavioral and Social-Emotional Supports

PLA integrates behavioral supports to meet student needs:

- Behavior Intervention Plans (BIPs) when necessary
- SEL instruction using **Second Step**
- Restorative practices and positive behavior supports

IX. Family Engagement

- Parents are active members of the IEP Team
- Regular communication regarding student progress
- Support and resources provided for home reinforcement

Conclusion

Preparatory Leadership Academy's Exceptional Children program is **comprehensive, inclusive, and individualized**, ensuring that students with mild, moderate, and severe disabilities receive the support necessary to succeed. Through a **continuum of services, evidence-based instruction, strong collaboration, and ongoing progress monitoring**, PLA will provide an educational environment where all students can thrive in the **least restrictive environment possible**.

Q212. 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) is committed to ensuring that all students with disabilities receive a **Free Appropriate Public Education (FAPE)** in the **Least Restrictive Environment (LRE)**. PLA provides a **full continuum of services** through an inclusive, data-driven instructional model that ensures **meaningful access to the general education curriculum** while addressing individual learning needs.

PLA's approach integrates **high-quality core instruction, targeted interventions, specialized services, and**

collaborative teaching models, ensuring that every student receives appropriate supports aligned to their Individualized Education Program (IEP).

I. Full Continuum of Services

PLA will provide a **flexible continuum of services** based on student needs:

1. General Education with Accommodations (Primary Placement)

- Students receive instruction in the general education classroom
- Supports include:
 - Extended time
 - Preferential seating
 - Modified assignments
 - Assistive technology

2. Co-Teaching / Push-In Services

- Exceptional Children (EC) teachers work alongside general education teachers
- Co-teaching models include:
 - Station teaching
 - Parallel teaching
 - Team teaching

Purpose: Provide real-time support while maintaining access to grade-level instruction

3. Small Group Instruction (Targeted Pull-Out)

- Students receive targeted intervention in small groups
- Focus areas:
 - Literacy (e.g., structured literacy using **SPIRE**)
 - Mathematics (number sense, problem-solving)
 - Behavioral and executive functioning skills

4. Intensive Individualized Support

- One-on-one instruction for students with significant needs
- Individualized instruction aligned to IEP goals
- May include increased service frequency and duration

5. Self-Contained or Specialized Instruction (As Needed)

- A designated EC classroom will be available for students requiring the following:

- More intensive support
- Reduced student-to-teacher ratios
- Instruction remains aligned to the general curriculum to the maximum extent appropriate

6. Related Services

- Provided as determined by the IEP:
 - Speech therapy
 - Occupational therapy
 - Counseling services
- Services may be delivered through in-house staff or contracted providers

II. Instructional Strategies and Programs

PLA ensures effective instruction through:

- Differentiated instruction based on student needs
- Universal Design for Learning (UDL):
 - Multiple means of engagement, representation, and expression
- Explicit instruction (I Do → We Do → You Do)
- Small-group and individualized instruction
- Integration of **data-driven instruction and MTSS supports**

III. Ensuring Access to the General Education Curriculum

PLA guarantees access through:

1. Standards-Aligned Instruction

- All students are taught using the **North Carolina Standard Course of Study**
- Instruction is scaffolded to meet individual needs

2. Inclusive Classroom Practices

- Students remain in general education settings whenever appropriate
- Collaboration between EC and general education teachers ensures alignment

3. Accommodations and Modifications

- Implemented based on IEP or 504 Plans
- Examples:

- Adjusted pacing
- Alternative formats
- Chunked assignments

4. Assistive Technology

- Use of tools to support:
 - Reading
 - Writing
 - Communication

IV. Staffing Qualifications and Roles

PLA will ensure high-quality service delivery through:

- **Licensed EC Coordinator**
 - Oversees compliance, programming, and service delivery
- **Exceptional Children's Teachers**
 - Deliver specialized instruction and support
- **General Education Teachers**
 - Implement accommodations and collaborate with EC staff
- **Instructional Assistants (as needed)**
 - Provide additional support for students
- **Related Service Providers**
 - Deliver specialized services (speech, OT, counseling)

V. Service Delivery Coordination

PLA will implement a structured system for coordination:

- Weekly collaboration between EC and general education teachers
- Participation in **Professional Learning Communities (PLCs)**
- Regular IEP team meetings and updates
- Use of data systems (e.g., ECATS) to track services and progress

VI. Progress Monitoring and Accountability

- Continuous monitoring of IEP goals
- Data collection through:
 - Assessments
 - Observations
 - Student work samples
- Adjustments to services based on student progress

VII. Behavioral and Social-Emotional Supports

PLA integrates behavioral supports to enhance learning:

- Behavior Intervention Plans (BIPs) when needed
- SEL instruction using **Second Step**
- Positive behavior supports and restorative practices

Conclusion

Preparatory Leadership Academy's continuum of services is **comprehensive, flexible, and student-centered**, ensuring that students with disabilities receive the supports necessary to succeed. Through **inclusive practices, specialized instruction, qualified staffing, and strong coordination systems**, PLA ensures that all students have **meaningful access to the general education curriculum** and the opportunity to achieve academic success in the least restrictive environment.

Q213. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).

Preparatory Leadership Academy (PLA) is committed to ensuring that all students with disabilities receive a **Free and Appropriate Public Education (FAPE)** in accordance with the **Individuals with Disabilities Education Act (IDEA)**. PLA will implement a **comprehensive system of instructional supports, qualified staffing, internal oversight, and continuous monitoring** to ensure that services outlined in each student's **Individualized Education Program (IEP)** are delivered with fidelity, consistency, and accountability.

I. Individualized Education Program (IEP) Implementation

PLA will ensure that all IEPs are implemented with fidelity:

- **Exceptional Children (EC) teachers** will:
 - Monitor IEP goals and service delivery
 - Ensure accommodations and modifications are implemented across all classrooms
 - Collaborate with general education teachers to align instruction

- **General education teachers** will:
 - Implement accommodations and modifications in daily instruction
 - Differentiate instruction and assessments based on student needs

II. Instructional Supports for FAPE

PLA will provide a range of instructional supports to meet diverse needs:

- Differentiated, data-driven instruction
- Co-teaching and push-in support models
- Small-group and individualized instruction
- Use of evidence-based interventions (e.g., **SPIRE** for literacy needs)
- Behavioral supports and SEL integration (e.g., **Second Step**)

III. Staffing and Service Delivery

Internal Staffing (Primary Service Delivery Model)

PLA prioritizes **internal capacity** to ensure consistency:

- **EC Coordinator (Licensed)**
 - Oversees compliance, service delivery, and program implementation
- **Exceptional Children Teachers**
 - Deliver specialized instruction and monitor progress
- **Instructional Assistants (as needed)**
 - Provide additional support in classrooms

External Service Providers (Supplemental Support)

- PLA will contract **qualified, licensed providers** for related services:
 - Speech therapy
 - Occupational therapy
 - Counseling

Important Distinction:

External providers will **supplement—not replace—internal services**, ensuring continuity and consistency.

IV. Internal Oversight and Accountability Systems

PLA will implement strong internal systems to ensure FAPE is consistently delivered:

1. EC Program Oversight

- EC Coordinator monitors:
 - IEP compliance
 - Service delivery schedules
 - Documentation and timelines

2. Service Delivery Tracking

- Use of systems such as ECATS to track:
 - Minutes of service delivery
 - Student progress toward IEP goals
- Regular audits to ensure services are delivered as required

3. Data Monitoring and Review

- Weekly or biweekly progress monitoring
- Monthly EC team meetings to review:
 - Student progress
 - Instructional adjustments
- Annual IEP reviews (or more frequent as needed)

4. Administrative Accountability

- School leadership conducts:
 - Classroom walkthroughs
 - IEP implementation checks
 - Staff support and coaching

V. Coordination and Collaboration

PLA ensures strong collaboration among all stakeholders:

- EC teachers and general education teachers meet regularly (PLCs)
- Service providers coordinate with instructional staff
- Parents are active members of the IEP Team

VI. Professional Development and Staff Training

PLA will ensure staff are fully prepared to implement FAPE:

Pre-Opening Training

- IDEA compliance and FAPE requirements
- IEP implementation and accommodations
- Inclusion and co-teaching strategies

Ongoing Training

- Differentiation and intervention strategies
- Behavior management and SEL supports
- Progress monitoring and data use

VII. Ensuring Consistency and Reliability of Services

To address concerns regarding reliance on external providers, PLA will:

- Maintain **core EC services internally**
- Establish **clear contracts and service expectations** with providers
- Monitor provider performance and service delivery
- Develop backup plans to ensure no interruption in services

VIII. Family Engagement

- Parents are involved in all IEP decisions
- Regular communication regarding progress
- Access to resources and support

Conclusion

Preparatory Leadership Academy ensures that students with disabilities receive FAPE through a **well-structured system of internal staffing, instructional supports, accountability measures, and continuous monitoring**. By prioritizing **strong internal oversight and strategic use of external providers**, PLA guarantees that all students receive **consistent, high-quality services aligned to their individual needs**.

Q214. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents, and relevant staff.

Preparatory Leadership Academy (PLA) will implement a **structured, transparent, and data-driven system** to monitor and report the implementation of each student's **Individualized Education Program (IEP)**. This system ensures that students, parents, and staff are **consistently informed, actively engaged, and held accountable** for student progress toward IEP goals.

I. Ongoing Progress Monitoring

PLA will continuously monitor IEP implementation through:

1. Data Collection and Tracking

- EC teachers will collect data aligned to each IEP goal using:
 - Formative assessments
 - Classroom performance data
 - Observations and work samples
- Data will be tracked in systems such as **ECATS** and school-based progress monitoring tools

2. Frequency of Monitoring

- **Weekly or biweekly data collection** for IEP goals
- **Monthly review of progress** by EC staff and teachers
- Adjustments made based on student performance

3. Service Delivery Monitoring

- EC Coordinator will ensure the following:
 - Services are delivered as outlined in the IEP
 - Minutes and accommodations are documented
- Regular audits will verify compliance and fidelity

II. Communication and Reporting to Parents (Expanded per CSRB Feedback)

PLA prioritizes consistent and meaningful communication with families:

1. Formal Reporting

- **Quarterly progress reports** aligned to IEP goals
- Reports include:
 - Current performance levels
 - Progress toward goals
 - Next steps for instruction

2. Meetings and Conferences

- **Annual IEP meetings (required)**
- Additional meetings:
 - Quarterly check-ins (as needed)

- Parent-requested conferences
- Parents are invited to share input and collaborate on decisions

3. Ongoing Communication Between Meetings

To strengthen responsiveness, PLA will provide:

- Regular updates through:
 - Email, phone calls, or communication platforms (e.g., ClassDojo)
- Immediate communication if:
 - Student progress concerns arise
 - Adjustments to services are needed

4. Parent Rights and Accessibility

- Parents receive:
 - A copy of the IEP
 - A description of procedural safeguards
- Documents are provided:
 - In **clear, understandable language**
 - In the **parent's native language (when feasible)**

III. Communication with Students

PLA ensures students are active participants:

- Students (when appropriate) are informed of:
 - Their learning goals
 - Progress toward goals
- Encouraged to:
 - Reflect on their learning
 - Develop self-advocacy skills

IV. Communication with Staff

1. Staff Access to IEP Information

- Relevant staff (teachers, specialists, and administrators) receive:

- IEP summaries
- Accommodation and modification requirements

2. Collaboration and Implementation

- Regular collaboration through:
 - Professional Learning Communities (PLCs)
 - EC team meetings
- EC teachers provide the following:
 - Coaching and support
 - Clarification of accommodations and strategies

3. Accountability

- Teachers are responsible for:
 - Implementing accommodations with fidelity
- EC Coordinator monitors:
 - Compliance and effectiveness
- Administration conducts:
 - Walkthroughs and implementation checks

V. Continuous Improvement and Responsiveness

PLA ensures that IEPs remain responsive to student needs:

- Data-driven adjustments to instruction and services
- IEP revisions when necessary (not limited to annual meetings)
- Ongoing collaboration between:
 - EC staff
 - General education teachers
 - Families

Conclusion

Preparatory Leadership Academy's system for monitoring and reporting IEP implementation is **comprehensive, transparent, and responsive**. Through **frequent data collection, consistent communication, and strong collaboration among staff and families**, PLA ensures that each student's IEP is implemented with fidelity and adjusted as needed to support continuous growth and success

Q215. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.

Preparatory Leadership Academy (PLA) will provide a **comprehensive, compliant, and responsive system of related services and staffing** to meet the needs of students with disabilities. PLA ensures that all services outlined in each student's **Individualized Education Program (IEP)** are delivered by **qualified personnel**, supported by **clear staffing ratios, defined timelines, and coordinated service delivery systems**.

I. Qualified Staffing Structure

PLA prioritizes **internal staffing capacity** to ensure consistency and accountability, supplemented by contracted providers as needed.

Core EC Staffing (Year 1 Projections)

(Based on projected K-5 enrollment and anticipated need of 10-15% EC population.)

- **1 Licensed EC Coordinator (Full-Time)**
 - Oversees compliance, evaluations, and service delivery
- **1 EC Teacher per 12-15 EC students (Full-Time Equivalent)**
 - Provides direct instruction and IEP implementation
- **Instructional Assistants (as needed)**
 - Assigned based on student needs and IEP requirements

Related Service Providers (Supplemental Staffing)

PLA will ensure access to licensed providers for:

- Speech-Language Therapy
- Occupational Therapy (OT)
- Physical Therapy (PT)
- Counseling / Behavioral Services

These services will be delivered through:

- **Part-time in-house staff (if feasible)**
- **Contracted providers through qualified agencies and LEA partnerships**

II. Service Delivery Timelines

PLA will ensure timely and consistent service provision:

- **Services begin immediately upon enrollment** for students with existing IEPs (comparable services)
- **Newly identified students:**
 - Services begin within **10 school days of IEP development**
- **Related services schedules:**
 - Developed within **5–10 school days of enrollment or IEP finalization**

III. Coordination of Services (Critical CSRB Requirement)

PLA will implement a structured system to ensure coordination:

1. Service Scheduling

- EC Coordinator develops master service schedules
- Ensures:
 - Services do not conflict with core instruction
 - Students maintain access to the general curriculum

2. Collaboration Systems

- Weekly collaboration between:
 - EC teachers
 - General education teachers
 - Related service providers
- Participation in **PLCs and MTSS meetings**

3. Communication Protocols

- Service providers document:
 - Session notes
 - Student progress
- Information shared with:
 - Teachers
 - EC Coordinator
 - Families (as appropriate)

IV. Instructional Responsibilities

- **EC Teachers:**
 - Monitor IEP implementation
 - Modify instruction, assignments, and assessments
 - Deliver specialized instruction
- **General Education Teachers:**
 - Implement accommodations and modifications
 - Collaborate with EC staff

V. Use of Contracted Services (Refined for Clarity)

PLA will utilize contracted providers to **supplement—not replace—internal services**:

- Contracts will include:
 - Clear service expectations
 - Required qualifications and licensure
 - Defined service schedules and documentation requirements
- PLA will partner with:
 - Local Education Agencies (LEAs)
 - Licensed therapy providers
 - Community organizations with school-based experience

VI. Monitoring and Accountability

PLA will ensure fidelity through:

- Tracking service minutes using systems such as ECATS
- Monthly audits by the EC Coordinator
- Administrative oversight of service delivery
- Regular progress monitoring aligned to IEP goals

VII. Scalability Plan

As enrollment grows, PLA will:

- Increase EC staffing proportionally
- Transition from contracted to in-house providers where feasible
- Maintain appropriate staffing ratios to ensure quality services

VIII. Family Engagement

- Parents are informed of:
 - Service schedules
 - Progress updates
- Participation in IEP meetings and service planning

Conclusion

Preparatory Leadership Academy's plan for providing related services is **structured, scalable, and student-centered**. Through **qualified staffing, clear service timelines, coordinated delivery systems, and strong internal oversight**, PLA ensures that all students with disabilities receive **consistent, high-quality services aligned to their individual needs**.

11.4. Student Performance Standards

Q216. Describe how the school will measure student performance.

Preparatory Leadership Academy (PLA) will measure student performance through a **comprehensive, balanced assessment system** that includes **state assessments, diagnostic tools, formative assessments, and performance-based measures**. This multi-metric approach ensures that student achievement is evaluated through **both proficiency and growth**, providing a more accurate and responsive picture of student learning.

I. State Accountability Measures (EOG and NC Assessments)

PLA will use **North Carolina End-of-Grade (EOG) assessments** as a key measure of school-wide performance:

- Reading and Math (Grades 3–5)
- Science (Grade 5)

Performance Goals

- **Year 1:** Establish baseline; increase EOG proficiency by **10%** from baseline
- **Years 2–5:** Increase the percentage of students scoring Level 3 or higher by **10% annually**
- **By Year 5:** At least **90% of students scoring Level 3 or above**

II. Diagnostic and Benchmark Assessments (Growth Measures)

PLA will use nationally normed and state-aligned tools to measure student growth:

- **i-Ready Diagnostics (Reading & Math)**—Beginning, Middle, End of Year
- **mClass (K–3 Literacy)** – Progress monitoring for foundational reading
- **NC Check-Ins** – Interim benchmark assessments aligned to EOG standards

Purpose:

- Identify learning gaps early
- Track student growth over time
- Adjust instructions based on real-time data

III. Formative Assessments (Ongoing Monitoring)

Teachers will use frequent formative assessments to guide daily instruction:

- Exit tickets
- Quizzes and short assessments
- Student work analysis
- Observations and questioning

Purpose:

- Monitor understanding in real time
- Inform immediate instructional adjustments
- Ensure mastery before moving forward

IV. Standards-Based and Performance Assessments

PLA will incorporate **authentic and standards-based assessments**:

- Unit assessments aligned to NC standards
- Writing tasks and constructed responses
- Project-based learning (PBL) products and presentations
- Capstone Leadership Projects (Grade 5)

Purpose:

- Measure higher-order thinking and application
- Evaluate student ability to apply knowledge in real-world contexts

V. Progress Monitoring for Targeted Groups

PLA will track performance for all student groups, including:

- Students below grade level (MTSS monitoring)
- Students with disabilities (IEP goal tracking)
- Multilingual Learners (language proficiency + academic growth)
- Gifted learners (advanced performance and enrichment outcomes)

VI. Data-Driven Instructional Cycle

PLA will implement a continuous improvement cycle:

1. **Assess** – Collect data from multiple sources
2. **Analyze** – Identify trends, gaps, and subgroup needs
3. **Plan** – Adjust instruction and interventions
4. **Implement** – Deliver targeted instruction
5. **Monitor** – Evaluate effectiveness and refine

Data Review Structures

- Weekly PLC meetings
- Six-week data cycles
- Quarterly leadership reviews

VII. Schoolwide Performance Indicators

PLA will measure success using multiple indicators:

- EOG proficiency and growth
- i-Ready growth percentiles
- Reading proficiency by Grade 3
- Reduction in achievement gaps across subgroups
- Student attendance and engagement data

VIII. Alignment to PLA Mission

PLA's performance system ensures that students:

- Achieve **academic proficiency and growth**
- Develop **critical thinking and problem-solving skills**
- Demonstrate **leadership and application of learning**

Conclusion

Preparatory Leadership Academy will measure student performance using a **balanced system of state, local, and classroom-based assessments**. By going beyond EOG scores and incorporating **growth measures, formative assessments, and performance tasks**, PLA ensures a **comprehensive, data-driven approach to student achievement** that supports continuous improvement and long-term success.

Q217.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 the data will be used to inform instruction and improve student performance.

Preparatory Leadership Academy (PLA) will utilize a **comprehensive system of research-based evaluation tools**

and assessments in addition to state and federally mandated tests. These tools will provide **real-time, actionable data on student performance**, enabling teachers to **differentiate instruction, target interventions, and continuously improve student outcomes**.

I. Assessment Tools Beyond State Testing

PLA will implement the following core assessment tools:

1. HMH Growth Measure (ELA)

- Administered **three times per year** (Beginning, Middle, End of Year)
- Measures:
 - Reading comprehension
 - Vocabulary development
 - Literacy growth over time

2. i-Ready Diagnostic (Math and Reading)

- Administered **three times per year**
- Provides:
 - Detailed diagnostic data by domain
 - Individualized learning pathways
 - Growth tracking and progress monitoring

3. Benchmark and Common Assessments

- Developed by **grade-level instructional teams**
- Aligned to:
 - North Carolina Standard Course of Study
- Administered:
 - Every 6–9 weeks

4. Additional Progress Monitoring Tools

- mClass (K–3 literacy foundational skills)
- Teacher-created formative assessments:
 - Quizzes
 - Exit tickets
 - Performance tasks

II. Data Analysis and Instructional Use

PLA will implement a structured **data-driven instructional cycle**:

1. Identification of Student Needs

Assessment data will be used to:

- Identify **specific skill gaps and strengths**
- Determine student readiness levels
- Monitor progress toward grade-level standards

2. Instructional Planning and Differentiation

Teachers will use data to:

- Design targeted instruction
- Provide remediation or acceleration during:
 - Core instruction
 - Intervention blocks (WIN Time)
- Adjust pacing and instructional strategies

3. Flexible Grouping

- Students will be grouped based on:
 - Skill deficits
 - Performance levels
 - Learning needs
- Groups will be **flexible and adjusted regularly** based on data

4. Targeted Intervention and Enrichment

- Data informs:
 - Small-group intervention plans
 - Enrichment opportunities for advanced learners
- Ensures all students receive **appropriate levels of support and challenge**

III. Schoolwide Data Systems and Structures

PLA will ensure consistent implementation through:

1. Professional Learning Communities (PLCs)

- Weekly data meetings to:
 - Analyze student performance
 - Share instructional strategies
 - Plan interventions

2. Data Cycles

- **6-week instructional cycles** for:
 - Reviewing benchmark data
 - Adjusting curriculum and instruction

3. Leadership Oversight

- School leaders will:
 - Monitor data trends across classrooms
 - Provide coaching and instructional support
 - Ensure fidelity of implementation

IV. Teacher Training and Capacity Building

To ensure effectiveness, PLA will provide ongoing professional development in:

- Data analysis and interpretation
- Using assessment platforms (HMH, i-Ready, mClass)
- Differentiation and small-group instruction
- Progress monitoring and instructional adjustment

Support Structures Include:

- Instructional coaching
- Model lessons and data analysis protocols
- Ongoing feedback and support

V. Continuous Improvement and Curriculum Adjustment

Assessment data will be used to:

- Refine curriculum pacing and sequencing
- Identify gaps in instruction
- Adjust instructional materials and strategies
- Improve overall school performance over time

VI. Purpose and Impact

The purpose of PLA's assessment system is to:

- Ensure **continuous monitoring of student progress**
- Provide **timely, targeted instruction**
- Support **data-driven decision-making at all levels**
- Improve both **student achievement and instructional effectiveness**

Conclusion

Preparatory Leadership Academy's use of additional evaluation tools creates a **robust, data-driven system** that goes beyond state assessments. Through **frequent diagnostics, benchmark assessments, and ongoing teacher training**, PLA ensures that data is used effectively to **inform instruction, personalize learning, and improve student performance across all grade levels**.

Q218.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 provided to students.

reparatory Leadership Academy (PLA) will implement a **comprehensive, data-driven promotion policy** that ensures students are promoted based on **academic achievement, growth, attendance, and overall readiness**. Promotion decisions are grounded in **objective data, professional judgment, and individualized considerations**, particularly for students with special needs. PLA is committed to ensuring that all students are supported to successfully transition from one grade level to the next.

I. Promotion Criteria (All Students)

Student promotion decisions will be based on multiple measures:

1. Academic Performance

- Students must earn a **yearly average of 60 or above** in all core subject areas:
 - English Language Arts (Reading/Writing)
 - Mathematics
- Students must demonstrate **proficiency or measurable growth** toward grade-level standards

2. State and Local Assessment Data

- Performance on:
 - **North Carolina End-of-Grade (EOG) assessments**
 - Benchmark and diagnostic assessments (e.g., i-Ready, HMH Growth Measure)

- Evidence of **academic growth over time**, not solely proficiency

3. Attendance Requirements

- Students must meet attendance expectations aligned with state and school policy

4. Social-Emotional Development and Readiness

- Consideration of:
 - Maturity and social skills
 - Behavioral progress
 - Ability to engage successfully in the next grade level

5. Additional Requirements

- Participation in school expectations such as **community service or leadership activities** (as applicable)

II. Promotion of Students with Special Needs

PLA ensures equitable promotion practices for all student groups:

1. Students with Disabilities (IEPs)

- Promotion decisions are based on:
 - Progress toward **Individualized Education Program (IEP) goals**
 - Individual growth and achievement
- Students may be promoted if they demonstrate **progress aligned to their individualized learning plan**, even if standardized test scores are below grade level

2. Multilingual Learners (ML/ELL)

- Promotion decisions consider:
 - Length of time receiving English language services
 - English language proficiency levels
 - Academic growth relative to language acquisition
- Students with **less than two years of English language instruction** may be promoted when academic challenges are primarily due to language development

3. Read to Achieve (RTA) – Grade 3

- PLA will fully comply with North Carolina's **Read to Achieve legislation**
- Students will be provided:

- Intervention supports
- Retesting opportunities
- Summer reading camp (if applicable)

III. Retention Considerations

While promotion is the goal, retention may be considered when:

- A student has not demonstrated sufficient academic progress
- Data indicates that an additional year will significantly benefit the student

Important:

- Retention decisions are **data-driven and individualized**
- Retention will **never be used for non-academic purposes (e.g., athletics)**

IV. Communication of Promotion Criteria

PLA ensures **early, clear, and ongoing communication** with families:

1. Beginning of Year

- Promotion criteria shared through:
 - Parent/student handbooks
 - Orientation sessions
 - School website

2. Ongoing Communication

- Student progress shared through:
 - Report cards
 - Progress reports
 - Parent-teacher conferences

3. Third Quarter Notification

- Families of at-risk students are notified by:
 - Written communication (letters)
 - Conferences with teachers and administration
- Intervention plans are discussed and implemented

4. End-of-Year Decisions

- Final promotion decisions made after:
 - EOG testing
 - Review of all academic and developmental data

V. Appeal Process

- Parents/guardians may appeal retention decisions
- Appeals are reviewed by:
 - School leadership
 - Instructional team (as needed)

Final Authority:

- The **Lead Administrator** holds final decision-making authority in accordance with state guidelines

VI. Alignment to PLA Mission

PLA's promotion policy ensures that:

- Students are promoted based on **readiness, not just age or grade level**
- Decisions are **equitable and individualized**
- Students are prepared for **academic success and leadership development**

Conclusion

Preparatory Leadership Academy's promotion policy is **comprehensive, equitable, and data-driven**, ensuring that all students—including those with special needs—are evaluated fairly and supported appropriately. Through **clear criteria, early communication, and individualized decision-making**, PLA ensures that students are **well-prepared to succeed at the next grade level**.

Q219. 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. If serving high school, include plans for students at risk of dropping out.

To successfully complete the final grade served (Grade 5), students at Preparatory Leadership Academy (PLA) must demonstrate readiness for middle school through the following:

- **Academic Proficiency:**

Demonstrate grade-level proficiency in **reading and mathematics**, as evidenced by classroom performance, benchmark assessments, and **North Carolina End-of-Grade (EOG) assessments**.

- **Performance-Based Learning:**

Successfully complete a **5th-grade cross-curricular Transformational Leadership Project**, demonstrating critical thinking, research, communication, and real-world application.

- **Character and Service:**

Fulfill required **community service hours**, reflecting PLA's focus on leadership, responsibility, and civic engagement.

Support and Promotion Determination

- Students who do not meet exit standards will:
 - Participate in **targeted summer school intervention**
 - Complete a **subsequent assessment** to determine promotion or retention
- Students with **IEPs or Multilingual Learner (ML) plans** will
 - Be evaluated using **individualized criteria and alternative assessments** aligned to their plans
 - Demonstrate progress and proficiency based on **individual goals and language development levels**

Commitment to Equity

PLA ensures all students have access to:

- Targeted academic interventions (e.g., WIN Time, small-group instruction)
- Social-emotional and instructional supports
- Ongoing progress monitoring

Conclusion

PLA's exit standards establish **clear, rigorous, and well-rounded expectations**, ensuring that all students leave Grade 5 prepared academically, socially, and as emerging leaders—ready for success in middle school.

11.5. School Culture and Discipline

Q220. 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 (PLA) is grounded in a culture of **equity, inclusion, high expectations, and leadership development**, creating a safe and supportive environment where all students are empowered to succeed academically and socially.

Core Elements of PLA's Culture

- **Inclusive Community:** PLA fosters a strong sense of belonging by honoring students' diverse backgrounds, cultures, and learning needs.
- **High Expectations:** Students are challenged through a rigorous, standards-aligned curriculum that promotes critical thinking and academic excellence.
- **Positive Relationships:** Strong, respectful relationships among students, staff, and families create a foundation for trust and engagement.
- **Social-Emotional Learning (SEL):** Daily SEL instruction supports self-awareness, responsibility, and positive decision-making.
- **Character and Leadership Development:** Students are taught to lead with integrity, perseverance, and service.

Promoting a Positive Academic Environment

PLA reinforces student intellectual and social development through:

- **Individualized, Data-Driven Instruction** to meet diverse learning needs
- **Student-Centered Learning** that promotes voice, choice, and ownership
- **Collaborative Learning Experiences** that build communication and teamwork
- **Critical Thinking and Problem-Solving** are embedded across all subjects
- **Restorative Practices** to address behavior and strengthen relationships
- **Recognition and Celebration of Achievement** to build confidence and motivation

Conclusion

PLA's culture creates a **supportive, intellectually engaging, and student-centered environment** where students develop the academic skills, character, and leadership necessary for long-term success.

Q221.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.

Preparatory Leadership Academy (PLA) will establish and sustain a strong, inclusive culture from the **first day of school** through intentional structures, consistent expectations, and ongoing stakeholder engagement.

Implementation from Day One

For Students

- **Orientation (Week 1):** Students are introduced to PLA's values, expectations, and routines through

community-building activities.

- **Daily Structures:** Morning meetings, community circles, and recognition systems reinforce expectations and belonging.
- **Ongoing Reinforcement:** Weekly assemblies and classroom practices promote leadership, respect, and academic focus.

For Teachers

- **Pre-Service Training (Before School Opens):** Professional development in culturally responsive teaching, SEL, and restorative practices.
- **Weekly Collaboration:** Teachers align expectations, share strategies, and monitor classroom culture through PLCs.
- **Coaching & Support:** Ongoing instructional coaching ensures consistent implementation schoolwide.

For Administrators

- **Visible Leadership (Daily):** Active presence in classrooms and common areas modeling expectations.
- **Continuous Support:** Provide resources, feedback, and professional learning aligned to school culture goals.
- **Monitoring:** Conduct regular walkthroughs to ensure consistency and alignment.

For Parents

- **Parent Orientation (Pre-Opening):** Clear communication of school culture, expectations, and ways to engage.
- **Ongoing Communication:** Regular updates via newsletters, conferences, and digital platforms.
- **Engagement Opportunities:** Family events, workshops, and volunteer opportunities to strengthen partnerships.

Mid-Year Student Acculturation Plan

- **Welcome Orientation (Within 3–5 Days of Enrollment):** Introduction to school expectations, routines, and supports
- **Buddy System (First 2–4 Weeks):** Peer mentor supports transition socially and academically
- **Targeted Support:** Teacher and counselor check-ins, academic support, and SEL integration
- **Progress Monitoring:** Review of adjustment and performance within the first **30 days**

Monitoring and Continuous Improvement

- **Data Points:**
 - Student attendance and behavior trends
 - Climate surveys (students, staff, parents – administered 2x yearly)
 - Academic engagement indicators
- **Review Timeline:**

- Monthly leadership review of culture data
- Quarterly adjustments based on feedback
- **Feedback Systems:**
 - Student voice (surveys, discussions)
 - Parent input (meetings, communication platforms)
 - Staff feedback (PLCs, professional learning sessions)

Conclusion

PLA will create a **consistent, supportive, and high-expectation culture** through intentional structures, ongoing training, and continuous feedback. This approach ensures that all students—whether starting on day one or mid-year—are **fully integrated, supported, and positioned for academic and social success**.

Q222. 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. 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.

Preparatory Leadership Academy (PLA) will govern student conduct through a **structured, proactive, and restorative discipline system** aligned with its mission to develop **leadership, integrity, and academic excellence**. The plan emphasizes **positive behavior, clear expectations, and consistent accountability**, creating a safe and supportive learning environment.

I. Practices to Promote Effective Discipline

PLA will implement a **tiered system of support**:

Tier I – Prevention and Culture Building

- Daily **morning assemblies** to reinforce expectations, character education, and recognition of positive behavior
- Classroom routines and expectations aligned to best practices (e.g., Harry Wong model)
- Explicit teaching of behavior expectations and SEL skills
- Positive reinforcement systems (e.g., “Student of the Week,” leadership roles)

Tier II – Targeted Interventions

- Teacher-led interventions (reteaching expectations, behavior contracts)
- Small-group SEL support and mentoring
- Parent communication and collaboration

Tier III – Intensive Supports

- Behavior Intervention Plans (BIPs)
- Administrative intervention and individualized behavior supports
- Restorative practices, including:
 - Restorative conversations
 - Conflict resolution circles
 - Reflection and accountability processes

II. Zero-Tolerance Offenses (May Result in Suspension or Expulsion)

The following behaviors are considered severe and may result in immediate disciplinary action:

1. **Cheating** – dishonest academic conduct
2. **Bullying/Harassment**—intimidation or repeated harmful behavior
3. **Fighting** – physical aggression or violence
4. **Threats** – verbal or written threats of harm
5. **Bomb Threats**—real or implied threats
6. **Weapons** – possession on campus or at school events
7. **Illegal Drugs** – possession, use, or distribution

III. Rights of Students with Disabilities

PLA will fully comply with **IDEA and Section 504**:

- Students will be disciplined in accordance with their **IEP or 504 Plan**, including Behavior Intervention Plans (BIPs)
- If a student reaches **10 cumulative days of suspension**, a **Manifestation Determination Review (MDR)** will be conducted
- The IEP team will determine whether the behavior is related to the student’s disability
- **Educational services will continue** during disciplinary removals to ensure FAPE

IV. Due Process Rights and Grievance Procedures

PLA will ensure all students and families are afforded **due process**:

- **Written notification** provided to parents for all suspensions or expulsions
- Parents receive:
 - Explanation of the incident

- Disciplinary action taken
- Rights to appeal

Appeal Process

- Parents may appeal within **5 school days** of notification
- Appeals are reviewed by the **Lead Administrator**, then escalated to the **PLA Board of Directors** if needed
- The Board will hear appeals within **7 school days**, when possible
- A minimum of **two board members** will review and document the final decision

V. Staff Training and Consistency

PLA will ensure consistent implementation through:

- **Pre-service training** on discipline policies, restorative practices, and legal requirements
- Ongoing professional development in:
 - Classroom management
 - SEL and behavior supports
 - Cultural responsiveness
- Administrative monitoring through walkthroughs and coaching

Conclusion

PLA's student conduct plan is **proactive, restorative, and equitable**, ensuring that discipline supports both **student growth and school safety**. Through **tiered interventions, clear expectations, and strong due process protections**, PLA fosters a positive environment that reinforces academic success and character development.

Q223.Exclusion or expulsion must abide by the due process required under 115C-218.60 and the Charter Agreement. If the school intends to utilize exclusion or expulsion, please explain how the school intends to utilize, how this will be communicated to parents, and how the school will ensure alignment with state law including Article 27.

- § 115C-218.60. Student discipline. The school is subject to and shall comply with Article 27 of Chapter 115C of the General Statutes, except that a charter school may also exclude a student from the charter school and return that student to another school in the local school administrative unit in accordance with the terms of its charter after due process.

Preparatory Leadership Academy (PLA) will implement student discipline practices that are **proactive, restorative, and legally compliant**, fully aligned with **N.C. G.S. §115C-218.60, Article 27 of Chapter 115C, and the Charter Agreement**. Exclusion or expulsion will be used **only as a last resort** after appropriate interventions and due process.

I. Use of Exclusion and Expulsion

PLA will utilize a **tiered discipline system**:

- **Tier I:** Prevention (clear expectations, SEL, positive reinforcement)
- **Tier II:** Targeted interventions (behavior contracts, parent conferences, restorative practices)
- **Tier III:** Administrative action (suspension, recommendation for expulsion)

Exclusion or expulsion may occur for serious offenses, including:

- Violence or fighting
- Threats or bomb threats
- Weapons possession
- Drug possession or distribution
- Severe bullying or harassment

In accordance with §115C-218.60, PLA may **exclude a student and return them to the local LEA** following due process.

II. Communication to Parents

PLA will ensure **clear and timely communication**:

- Discipline policies outlined in the **Student/Parent Handbook (provided at enrollment)**
- Review of expectations during **orientation and beginning-of-year meetings**
- Immediate **written notification** for suspensions or expulsion recommendations, including:
 - Description of the incident
 - Disciplinary action
 - Due process rights and appeal procedures

III. Due Process Procedures

PLA will uphold all due process protections:

- Written notice of suspension/expulsion
- Opportunity for the student and parent to **respond and be heard**
- Right to appeal decisions:
 - Appeal submitted within **5 school days**
 - Hearing conducted by the **PLA Board of Directors** within **7 school days (when feasible)**
- Final decision documented and communicated in writing

IV. Protections for Students with Disabilities

PLA will comply fully with **IDEA and Section 504**:

- Students with disabilities will be disciplined in accordance with their **IEP or 504 Plan**
- A **Manifestation Determination Review (MDR)** will be conducted if removal exceeds **10 cumulative days**
- Students will continue to receive educational services to ensure **FAPE**

V. Staff Training and Consistent Implementation

To ensure fidelity and equity:

- Staff will receive **pre-service and ongoing training** on:
 - Discipline policies and legal requirements
 - Restorative practices
 - Cultural responsiveness and de-escalation strategies
- Administrators will monitor implementation through:
 - Walkthroughs
 - Data reviews of discipline trends

VI. Alignment to School Culture and Mission

PLA's approach prioritizes:

- **Character development and leadership**
- **Restorative practices over punitive measures**
- **Safe, inclusive learning environments**

Exclusion and expulsion are used **only when necessary to protect the school community**, after all appropriate supports have been provided.

Conclusion

PLA's exclusion and expulsion procedures are **structured, equitable, and fully aligned with North Carolina law**. Through **tiered supports, clear communication, due process protections, and strong staff training**, PLA ensures that disciplinary actions are implemented fairly while maintaining a safe and supportive school environment.

Q224. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

☒ Yes

☐ No

Q225. Explanation (optional).

11.6. Certify

Q226. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

☒ Yes

☐ No

Q227. Explanation (optional):

12. Operations

12.1. Transportation Plan

Q228. 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

Preparatory Leadership Academy (PLA) is committed to ensuring that **no student is denied access due to lack of transportation**. PLA will implement a **multi-option transportation system** aligned to its mission of serving **economically disadvantaged and diverse families**, ensuring equitable access across Gaston County.

I. Transportation Model and Oversight

PLA will utilize a **contracted transportation model with supplemental options**:

- **Primary Option:** Contracted bus transportation with **community-based cluster stops** strategically located in high-need areas
- **Supplemental Options:**
 - Organized **carpool networks** for families
 - Exploration of partnerships with **Gaston County Schools** for shared transportation or shuttle stops
 - Collaboration with **Gaston County ACCESS** for discounted transit access

Oversight

- A **Transportation Coordinator (or Operations Manager)** will oversee:
 - Daily transportation operations
 - Vendor management and route efficiency
 - Student safety and compliance
- School leadership will monitor service quality and access to ensure equity

II. Access and Equity

- Cluster stops will be located to **maximize accessibility for underserved communities**
- Transportation will be provided based on **family need and geographic distribution**
- PLA will prioritize reducing reliance on parent-arranged transportation by:
 - Expanding routes as enrollment grows
 - Adjusting stop locations based on demand

III. Transportation for Students with Special Needs

PLA will ensure compliance with **IEP transportation requirements**:

- Students with disabilities requiring transportation will receive:
 - **Specialized transportation services** as outlined in their IEP
 - Accommodations such as:
 - Door-to-door service (if required)
 - Specialized seating or equipment

Budget Impact

- Additional costs for specialized transportation will be:
 - Included in the EC budget allocation
 - Supported through state/federal EC funding streams

IV. Budgetary Assumptions and Impact

PLA's transportation budget is based on:

- **Contracted bus services** (cost-efficient compared to full fleet ownership)
- Estimated **cost per bus/route** based on local vendor rates
- Phased expansion:
 - Year 1: Limited routes with cluster stops
 - Years 2–5: Expanded routes based on enrollment growth

Financial Strategy

- Transportation costs will represent a **controlled percentage of the operational budget**
- Use of cluster stops reduces costs while maintaining access
- Partnerships and shared services will further **maximize efficiency**

V. Compliance with State and Federal Regulations

PLA will ensure full compliance with all applicable laws:

- **North Carolina school transportation regulations**
- **Federal safety standards** (vehicle inspections, driver certification)
- **IDEA requirements** for students with disabilities
- Vendor contracts will require:
 - Licensed and trained drivers
 - Background checks
 - Adherence to safety protocols

VI. Continuous Improvement and Monitoring

PLA will regularly evaluate transportation effectiveness through:

- Enrollment and ridership data
- Parent feedback and surveys
- Route efficiency reviews

Adjustments will be made to ensure:

- Increased access
- Cost efficiency
- Student safety

Conclusion

PLA's transportation plan is **equitable, flexible, and financially responsible**, ensuring that all students—especially those from underserved communities—have access to the school. Through **contracted services, strategic partnerships, and strong oversight**, PLA will provide reliable transportation while maintaining alignment with its mission and budget.

12.2. School Lunch Plan

Q229. 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.

Preparatory Leadership Academy (PLA) is committed to ensuring that **no student lacks access to a nutritious daily**

meal. PLA will participate in the **National School Lunch Program (NSLP)** and implement a **compliant, sustainable, and equitable meal program** aligned to the needs of its targeted student population, including economically disadvantaged families.

I. Program Implementation and Compliance

PLA will:

- Participate in the **National School Lunch Program (NSLP)** in compliance with **USDA guidelines (7 CFR Part 210)**
- Operate under the oversight of **North Carolina Department of Public Instruction (NCDPI) Child Nutrition Services**
- Contract with a qualified food-service provider such as **Preferred Meals** (or similar vendor)

Meal Services

- **Daily hot lunch** for all students
- **Breakfast program** (cold breakfast or grab-and-go option as needed)
- Meals will meet all **USDA nutritional and safety standards**

II. Ensuring Access for Low-Income Students

- PLA anticipates a **high percentage of students qualifying for free or reduced-price meals**
- **No student will be denied a meal** due to inability to pay
- The school will actively:
 - Promote participation
 - Eliminate stigma associated with meal programs

III. Collection of Free and Reduced-Price Meal Information

PLA will implement a clear process:

- Families complete **Free and Reduced-Price Meal (FRPM) applications** during enrollment
- Additional opportunities to apply:
 - Beginning-of-year registration
 - Mid-year enrollment
- Applications will be:
 - Reviewed confidentially
 - Processed in compliance with federal guidelines

Community Eligibility Provision (CEP) (If Applicable)

PLA will explore eligibility for the **Community Eligibility Provision (CEP)** by:

- Using **direct certification data** (e.g., SNAP, TANF participation)
- Determining if the school meets the **identified student percentage threshold**
- If eligible, PLA will provide **universal free meals to all students**

IV. Oversight and Management

- A designated **Child Nutrition Program Manager (or Operations Manager)** will oversee:
 - Vendor performance
 - Meal compliance and reporting
 - Daily operations and meal distribution
- The food-service provider will support:
 - Menu planning
 - Nutritional analysis
 - Food safety and sanitation

V. Budgetary Assumptions and Impact

- Meal costs will be offset through:
 - **Federal reimbursements (NSLP)**
 - State funding where applicable
- Contracted services reduce the need for
 - On-site kitchen infrastructure
 - Additional staffing costs

Result: A **cost-efficient, scalable program** aligned with PLA's budget

VI. Contingency Planning

To ensure uninterrupted service:

- PLA will maintain **backup vendor options**
- Emergency meal plans will include:
 - Shelf-stable meals
 - Alternative delivery arrangements
- Coordination with local partners for emergency support

Conclusion

PLA’s school lunch plan is **equitable, compliant, and sustainable**, ensuring that all students have access to nutritious meals every day. Through **NSLP participation, strong oversight, and contingency planning**, PLA eliminates barriers to learning caused by food insecurity and supports the academic success of its students.

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

Q230.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

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.

Q231.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 _____

Logo

12.5. Start-Up Plan

Q232. 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 a **12-month phased approach** with clearly defined **tasks, timelines, responsible individuals, compensation, and performance benchmarks** to ensure readiness for an August opening. The plan prioritizes **internal capacity building, budget alignment, and risk mitigation**.

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

Key Tasks:

- Finalize mission, vision, and educational model *(Completed)*
- Establish governance and nonprofit status *(Completed)*
- Submit 501(c)(3) application *(Completed)*
- Develop preliminary and 3-year budget *(Completed)*

Responsible: Board of Directors, Founder/Principal, Financial Consultant

Compensation: Board (stipend \$1,000–\$2,000/month, if applicable); Consultant (as budgeted)

Benchmark:

- Board fully operational; budget approved; legal compliance secured

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

Key Tasks:

- Develop standards-aligned curriculum and pacing guides
- Select assessment systems (HMH, i-Ready, benchmarks)
- Finalize plans for EC, ML, and AIG populations

Responsible: Principal, Instructional Team (internal leads prioritized)

Compensation: Included in leadership salaries; limited consultant support (\$50–\$75/hr if needed)

Benchmark:

- Curriculum maps completed; assessment system selected; student support frameworks finalized

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

Key Tasks:

- Secure and prepare facility (*Completed*)
- Purchase furniture, technology, and materials
- Hire key staff

Responsible: Operations Director, Principal, Board

Compensation (Annual):

- Principal: ~\$85,000
- Assistant Principal: ~\$65,000
- Teachers: ~\$47,000–\$50,000
- Operations/Data Manager: ~\$50,000

Benchmark:

- Facility ready; 90% of staff hired; classrooms equipped

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

Key Tasks:

- Launch enrollment campaign
- Host open houses and family engagement events
- Conduct staff onboarding and professional development

Responsible: School Leader, Outreach Coordinator, Internal Team

Compensation: Primarily salaried staff; minimal external marketing support

Benchmark:

- Enrollment targets met (≥85% capacity)
- Staff fully trained and ready for opening

Phase 5: Final Preparation (Month 12)

Key Tasks:

- Finalize student schedules and class rosters
- Complete technology setup (devices, systems, platforms)
- Pass all inspections (health, safety, occupancy)

Responsible: Principal, Operations Director, IT Support

Benchmark:

- 100% operational readiness two weeks prior to opening

Ongoing Oversight and Accountability

- **Weekly start-up meetings** with Board and leadership
- **Monthly progress reviews** aligned to benchmarks
- Use of a **project management tracker** to monitor timelines and deliverables

Contingency Planning

PLA will mitigate risks through:

- **Staffing pipeline:** Early recruitment and substitute/backup candidates
- **Vendor backup plans:** Alternative providers for food, transportation, and services
- **Facility readiness buffer:** Completion at least 2–4 weeks before opening
- **Enrollment contingency:** Adjust staffing and expenses based on actual enrollment

Budget Alignment

- All start-up costs (staffing, facility, materials, services) are **fully aligned to the approved budget**
- Phased spending ensures **financial sustainability and cash flow management**
- Reduced reliance on consultants by **building internal leadership capacity early**

Conclusion

PLA's start-up plan is **strategic, measurable, and sustainable**, ensuring a successful school launch through **clear benchmarks, strong internal leadership, and proactive contingency planning**. This approach positions PLA for long-term success while maintaining alignment with its mission and financial plan.

Q233. 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.

PLA's Board of Directors recognizes that, despite securing a **facility and transportation**, launching a new school requires strategic planning across culture, staffing, academics, operations, and finance. The Board has developed **clear, time-bound solutions with assigned responsibilities and measurable benchmarks** to ensure a successful

opening.

1. Establishing School Culture and Community

Challenge: Building a strong, unified culture from day one

Response:

- Implement student and family orientation, staff training, and community events

Timeline: Months 9–12 (pre-opening) and ongoing

Responsible: Principal, Board, Instructional Team

Benchmark:

- ≥90% family participation in orientation events
- Positive school climate survey results (baseline + mid-year)

2. Hiring and Retaining Quality Staff

Challenge: Recruiting mission-aligned, high-quality educators

Response:

- Offer competitive salaries, strong onboarding, and ongoing professional development
- Build internal leadership capacity to reduce reliance on consultants

Timeline: Months 6–9

Responsible: Board, Principal

Benchmark:

- 90–100% staff hired by Month 9
- ≥85% staff retention in Year 1

3. Curriculum Development and Instructional Consistency

Challenge: Ensuring aligned, high-quality instruction

Response:

- Implement standards-aligned curriculum (e.g., HMH)
- Provide structured planning time and instructional coaching

Timeline: Months 3–6 (development); Months 11–12 (training)

Responsible: Principal, Instructional Team

Benchmark:

- 100% curriculum maps completed
- Weekly PLC implementation by opening

4. Building Trust with Families

Challenge: Establishing credibility and engagement as a new school

Response:

- Maintain transparent communication and consistent outreach
- Host open houses, community meetings, and feedback sessions

Timeline: Months 9–12 and ongoing

Responsible: School Leader, Outreach Coordinator

Benchmark:

- Enrollment $\geq 85\%$ capacity before opening
- Family satisfaction surveys (target $\geq 85\%$ positive)

5. Operational Systems and Readiness

Challenge: Establishing efficient systems (attendance, discipline, technology, meals)

Response:

- Develop clear procedures and conduct staff training
- Utilize experienced operations staff and vetted vendors

Timeline: Months 6–12

Responsible: Operations Director, Principal

Benchmark:

- 100% systems operational 2 weeks before opening
- Successful completion of all inspections and compliance checks

6. Financial Risks and Budget Alignment

Challenge: Managing start-up costs and ensuring budget accuracy

Response:

- Align all start-up expenses to the approved budget

- Conduct internal review of salary and **benefits calculations for accuracy**
- Monitor cash flow and adjust spending based on enrollment

Timeline: Ongoing (Months 1–12)

Responsible: Treasurer, Board, Financial Consultant

Benchmark:

- Balanced Year 0 budget
- Monthly financial reports with variance monitoring

7. Contingency Planning

PLA will mitigate risks through:

- **Staffing backup plans** (candidate pipeline)
- **Vendor alternatives** (food, transportation, services)
- **Facility readiness buffer** (2–4 weeks prior to opening)
- **Enrollment-based budget adjustments**

Conclusion

PLA’s Board has identified key start-up challenges and developed **clear, actionable, and measurable solutions**. Through **defined timelines, assigned leadership, financial oversight, and continuous monitoring**, PLA is positioned to launch successfully and sustain long-term growth aligned to its mission.

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.

Q234. 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 secured a proposed facility located at **1511 E. Ozark Ave., Gastonia, NC**, as outlined in a formal Letter of Intent to lease approximately 16,569 square feet for school operations . The Board will finalize the lease upon SBE approval and completion of due diligence.

Timeline and Key Steps:

- **Upon SBE Approval (Month 0–1):** Execute final lease agreement and initiate due diligence, site assessments, and planning.
- **Month 1–3:** Complete required renovations, retrofits, and improvements to ensure compliance with building codes and educational facility standards (PLA responsible for all build-out) .
- **Month 3–4:** Submit applications and schedule inspections with the **State Fire Marshal**, local building inspector, and health department.
- **Month 4–5:** Complete all required inspections and address any deficiencies.
- **Month 5:** Obtain the **Educational Certificate of Occupancy (ECO)**.
- **Pre-Opening:** Finalize furnishing, technology installation, and readiness for student occupancy.

The Board will oversee all phases, ensuring compliance with state and local requirements and maintaining alignment with project timelines to open a safe, code-compliant, and instructionally appropriate facility.

Q235. 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's facility is designed to support its K-5 educational program and projected enrollment within approximately **16,569 square feet**. The site includes **16 classrooms**, administrative offices (3-4 offices), a kitchen, and a multi-purpose auditorium, providing sufficient space to deliver both academic and enrichment programming.

Classrooms and Instructional Space:

The 16 classrooms will support core instruction, small group interventions (MTSS), and exceptional children services. Classrooms are expected to average **800-1,000 square feet**, allowing for flexible seating, differentiated instruction, and technology integration aligned to PLA's academic model.

Common Areas and Amenities:

The facility includes a **multi-purpose auditorium** for assemblies, physical activity, and community engagement, as well as a **kitchen** to support daily breakfast and lunch service. Administrative office space supports school leadership, student services, and family engagement.

Short-Term Plan (Years 1-5):

PLA will operate within this leased facility under a **5-year term beginning July 1, 2027**, with base rent starting at **\$10,000 per month and escalating to no more than \$12,000 per month**. The space will be renovated as needed to meet all educational, safety, and code requirements, including obtaining the Educational Certificate of Occupancy. The facility capacity aligns with initial enrollment projections and allows for efficient use of space without overextension of resources.

Long-Term Plan:

PLA will monitor enrollment growth and facility utilization annually. If expansion is required, the school will explore options such as additional leased space, modular classrooms, or future facility acquisition, while maintaining financial sustainability.

Budget Alignment and Reasonableness:

The proposed lease terms and overall facility size are **cost-effective and aligned with market expectations** for the Gastonia area. The budget includes allocations for lease payments, utilities, maintenance, and necessary upgrades, ensuring the facility supports instructional delivery while remaining financially sustainable.

Q236. 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's facility (approximately **16,569 sq. ft.**) will be renovated and repurposed to support its academic, artistic, and operational program aligned to projected K-5 enrollment.

Instructional & Specialized Spaces:

- **Classrooms (16):** Core instruction, small group/MTSS, and EC services
- **Science Lab (1):** Hands-on STEM instruction (converted classroom)
- **Computer Lab/Technology Hub (1):** Digital learning and assessments
- **Art Room (1):** Visual arts and creative expression
- **Library/Media Center (1):** Literacy, research, and blended learning

Common & Enrichment Spaces:

- **Auditorium/Multi-purpose Room:** Assemblies, performances, physical activity
- **Flexible Use Space:** May support dance/movement and enrichment programming
- **Kitchen/Cafeteria:** Breakfast and lunch service

Administrative & Support Areas:

- **Main Office + 3-4 Satellite Offices:** Leadership, student services, family engagement
- **Teacher Workroom/Copy Room:** Planning and production
- **Storage/Supply Areas:** Instructional materials and equipment

Short-Term Plan (Pre-Opening-Year 1):

PLA will **renovate and reconfigure existing space** to meet code and program needs, including technology infrastructure, safety compliance, and classroom readiness. Estimated startup improvements are budgeted within facility and capital expense lines, aligned to enrollment and program priorities.

Phased Timeline:

- **Phase 1 (Months 0-2):** Final design, compliance review, vendor selection
- **Phase 2 (Months 2-4):** Renovations, technology installation, space conversion
- **Phase 3 (Months 4-5):** Inspections (fire, health, building) and final approvals

Cost & Budget Alignment:

Renovations and upgrades are **budgeted conservatively** and aligned with enrollment projections, ensuring cost-efficiency while meeting instructional needs. PLA will prioritize high-impact spaces first (classrooms, safety, technology), with additional enhancements phased in as enrollment grows.

Compliance & Oversight:

All improvements will meet **state and local building codes, fire safety, health regulations, ADA requirements, and Educational Certificate of Occupancy standards**. Oversight will be led by the **Board (Facilities/Finance Committee)** in coordination with school leadership and contracted professionals.

Long-Term Plan:

PLA will evaluate facility utilization annually and expand or reconfigure spaces as enrollment increases, ensuring

continued alignment with academic programming and student needs.

Q237.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.

PLA's proposed facility consists of approximately **16,569 square feet** with a base lease rate of **\$10,000 per month** (\$120,000 annually), resulting in an initial cost of approximately **\$7.25 per square foot per year**. With planned escalations not to exceed **\$12,000 per month**, the cost will remain at or below approximately **\$8.70 per square foot annually** over the lease term.

This rate is **significantly below prevailing market rates** for comparable commercial and educational spaces in the Gastonia area, where lease costs typically range from **\$12–\$18 per square foot annually**, depending on condition, location, and build-out requirements. As such, PLA's facility represents a **cost-efficient and fiscally responsible use of public funds**.

The lease is structured as a **modified net lease**, under which PLA assumes responsibility for utilities, maintenance, and necessary improvements. While these costs are not included in the base rent, this structure allows the school to maintain control over facility quality and ensures that expenditures are directly aligned to programmatic and compliance needs.

PLA has conservatively budgeted for **renovations, code compliance upgrades, furnishings, and ongoing maintenance**, ensuring the facility will meet all **state and local requirements, including fire, health, ADA compliance, and the Educational Certificate of Occupancy (ECO)**. Even when factoring in these additional costs, the **total cost per square foot remains competitive and sustainable** relative to market comparables.

The **five-year lease term with a renewal option** provides both financial stability and flexibility, allowing PLA to scale operations responsibly as enrollment grows while maintaining a favorable cost structure.

Overall, the proposed facility cost is **reasonable, well-supported by market data, and aligned with the school's long-term financial sustainability plan**.

Q238.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 identified facility is not available or ready for occupancy, the Board will implement a structured contingency plan to secure an alternative site within the Gastonia area to ensure an on-time school opening.

The **Facilities Committee will meet semi-monthly** to monitor progress and will immediately activate a contingency search if delays arise. PLA has identified potential backup options, including **available church, community, and commercial spaces** that can be quickly adapted for educational use. The Board will also engage **real estate partners and charter facility support organizations** to expedite site identification, leasing, and compliance.

Immediate Spatial Needs:

PLA requires, at minimum, **core instructional classrooms, administrative office space, restrooms, and a multi-purpose area** to begin operations. These essential spaces will be prioritized in any contingency facility to ensure continuity of instruction and compliance with safety and occupancy requirements.

Program Adjustments (if necessary):

If operating in a temporary or smaller facility, PLA may **delay or phase in non-core spaces**, such as a dedicated science lab, art room, or full media center. These services will still be delivered through **integrated classroom instruction or shared/flexible spaces** until a permanent facility is secured.

Timeline and Transition Plan:

PLA will prioritize short-term occupancy solutions that meet **Educational Certificate of Occupancy (ECO)** requirements, with a plan to transition to the permanent facility as soon as it becomes available. The Board will ensure all contingency options meet **state and local health, safety, and code compliance standards**.

Through proactive planning, ongoing monitoring, and flexible use of space, PLA will ensure that facility challenges do not delay school opening or compromise instructional delivery.

Q239. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

The PLA Board of Directors possesses the capacity to effectively oversee facility acquisition, build-out, and ongoing management. While the Board brings diverse expertise in education, finance, and community leadership, **two members have direct experience in facilities acquisition, construction oversight, and renovation projects**, providing practical leadership in planning, budgeting, and execution.

These members will work in coordination with the **Facilities Committee** to guide site selection, lease negotiations, and all phases of build-out, ensuring projects are completed on time, within budget, and in compliance with all applicable building codes, safety regulations, and Educational Certificate of Occupancy (ECO) requirements.

To strengthen capacity, the Board will engage **licensed contractors, architects, and code compliance professionals** as needed to support design, permitting, inspections, and construction. The Board will maintain active oversight through **regular progress monitoring, milestone reviews, and budget tracking**.

Through a combination of internal expertise and strategic use of external professionals, PLA demonstrates the capacity to successfully manage facility acquisition, renovations, and long-term facility operations in alignment with its mission and opening timeline.

12.7. Certify

Q240. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

☒ Yes

☐ No

Q241. Explanation (optional):

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.

Q242.If applicable, attach as Appendix M: Revenue Assurances. Assurances are needed to confirm the commitment of any additional sources of revenue.

Not Applicable

Q243.Attach as Appendix N: Proposed Budget for Year 1 through Year 5 [Click here to access and download the Budget Template](#) **"Please be advised that Google Sheets is not supported for use with the NC charter budget template. 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

13.2. Budget Narrative

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

Q244.Provide the break-even point of student enrollment.

PLA conducted a multi-year financial analysis using projected **fixed costs, per-student variable costs, and anticipated per-pupil revenue**. This analysis identifies the enrollment levels required to reach financial sustainability across Years 1–5.

Break-Even Analysis (Aligned to Enrollment Scenarios)

Year	Projected Enrollment	Break-Even Point	Status
Year 1	250	240	Above Break-Even
Year 2	275	260	Above Break-Even
Year 3	300	280	Above Break-Even
Year 4	325	300	Above Break-Even
Year 5	350	320	Above Break-Even

Key Findings

- PLA’s **break-even threshold increases gradually** due to:
 - Strategic staffing additions
 - Program expansion (adding grades 4–5)
 - Increased operational capacity
- At each enrollment level (250–350 students), PLA operates:
 - **At or above break-even**
 - With a **positive financial margin** to support sustainability

Financial Stability Safeguards

PLA will maintain financial health through:

- **Phased hiring aligned to enrollment growth**
- Monthly budget monitoring and variance analysis
- Controlled operational spending
- Supplemental funding (grants, reimbursements, EC funding)

Conclusion

PLA’s revised analysis demonstrates that the school reaches **financial viability at approximately 240–320 students**, with planned enrollment levels (250–350) consistently exceeding break-even. This ensures **sustainable operations. program quality. and long-term growth.**

Q245. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

Preparatory Leadership Academy (PLA) will implement a fiscally responsible, board-governed contingency plan to address revenue shortfalls while prioritizing the continuity of high-quality instructional programming.

In case of underenrollment (below 95% of projected ADM), the school will implement a targeted recovery plan that includes community outreach, strategic marketing, and partnerships to boost student enrollment.

If revenues are reduced due to funding changes or unanticipated expenditures, the Finance Committee, in coordination with the school leader and governing board, will initiate a phased financial response guided by established thresholds and reserve protocols. PLA will maintain a minimum reserve of one month of operating expenses to mitigate short-term financial disruptions.

Cost-reduction measures will be implemented in the following order to protect core instructional services:

1. **Phase I:** Reduction or elimination of non-essential fixed costs, including renegotiation of contracts, leases, and vendor agreements.
2. **Phase II:** Reduction of non-instructional and administrative expenditures, including discretionary spending and non-essential personnel-related costs.
3. **Phase III:** Strategic review and reduction of non-essential instructional expenditures, ensuring that core academic programming, student supports, and mandated services remain intact.

The governing board will exercise ongoing fiscal oversight through regular financial monitoring, budget amendments as necessary, and adherence to sound financial management practices. PLA will ensure transparent communication with stakeholders and timely reporting to the Board to support informed decision-making and organizational sustainability.

Q246. 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.

Q247. Provide the student to teacher ratio that the budget is built on.

PLA's student-to-teacher ratio that the budget is built on is 1:20 - 1:23

Q248. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully.

The PLA Board of Directors possesses strong individual and collective qualifications to implement the school's financial plan successfully. The Board includes members with expertise in finance, education, nonprofit management, and strategic planning, including a Certified Public Accountant (Treasurer), a former district Chief Financial Officer, and a financial advisor, providing a solid foundation for fiscal oversight, risk management, and long-range financial planning.

The Board has established clear governance structures to ensure accountability. The Treasurer leads financial oversight, while the Finance Committee monitors budget development, expenditures, and compliance. The full Board retains fiduciary responsibility and approves all financial decisions, policies, and annual budgets.

Financial data will be reviewed consistently and systematically. The Finance Committee will conduct **monthly reviews** of budget-to-actual reports, cash flow, and enrollment trends, and report to the full Board. The full Board will review financial performance at each regular meeting (at minimum quarterly), ensuring ongoing monitoring and timely adjustments.

To sustain financial competency, Board members will participate in **annual training** on charter school finance, governance, and compliance, with onboarding provided for new members. The Board will also oversee the annual independent financial audit and ensure adherence to all state and federal requirements.

Through defined roles, regular financial monitoring, and ongoing board development, the PLA Board demonstrates the capacity to ensure sound financial management, accountability, and long-term sustainability while maintaining appropriate governance oversight and avoiding day-to-day operational management.

Q249. 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.

PLA recognizes that enrollment of high-needs students with disabilities may significantly impact the budget due to increased costs for specialized staffing, related services, assistive technology, professional development, and classroom modifications. Key cost drivers include one-on-one support personnel, contracted service providers (e.g., speech, occupational, and behavioral therapists), and adaptive equipment.

To proactively address these needs, PLA will allocate a **designated contingency reserve (2-5% of the annual budget)** to support unanticipated special education expenses. The school will also leverage federal (IDEA) funds and pursue external funding sources, including grants and partnerships with local agencies such as Gaston County Schools Exceptional Children Department and regional service providers, to supplement services.

PLA will utilize **IEP-driven forecasting and MTSS frameworks** to anticipate and plan for student needs, ensuring appropriate staffing and resource allocation. Financial impacts will be **tracked monthly through budget-to-actual reports**, with specific monitoring of special education expenditures to ensure fiscal sustainability and compliance.

The Finance Committee and school leadership will regularly evaluate costs, adjust allocations as needed, and ensure that all students receive equitable, high-quality services while maintaining overall financial stability.

Q250.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.

PLA may outsource key financial management functions, including payroll, benefits administration, accounting, and auditing, to qualified third-party vendors to ensure operational efficiency and regulatory compliance.

Vendors will be selected through a **competitive procurement process** using a standardized evaluation rubric that includes demonstrated experience with charter schools, cost-effectiveness, service quality, compliance history, and references. Final vendor selection will require **approval by the Board of Directors**.

Oversight will be conducted by the **Finance Committee (including the Treasurer and members with financial expertise)**, which will monitor vendor performance through **monthly financial reports, annual audits, and established performance benchmarks**. The committee will report regularly to the full Board to ensure transparency and accountability.

To prevent conflicts of interest, all board members will adhere to a **conflict-of-interest policy**, requiring disclosure of any financial or personal interests in vendor relationships and recusal from related decisions.

PLA will maintain **internal controls and cross-training of leadership staff** to ensure continuity of operations in the event a vendor relationship is terminated. The Board will also maintain contingency plans, including the ability to re-procure services or transition functions in-house if necessary.

Through structured vendor selection, active oversight, and strong internal controls, PLA will ensure fidelity, compliance, and continuity in all outsourced financial operations.

Q251. 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.

Yes, Preparatory Leadership Academy (PLA) intends to contract for select services, including student accounting and financial services, and may contract for additional services such as exceptional children support, custodial, and operational support as needed.

PLA will partner with **Prestige School Solutions LLC** during the planning year and the first three years of operation to provide consulting, training, and support in accounting, student information systems, compliance, human resources, facilities, and special education. This partnership is designed to build internal capacity while ensuring operational fidelity and compliance.

All vendors will be selected through a **competitive and transparent process** using clear criteria, including demonstrated experience with charter schools, a proven track record of performance, cost-effectiveness, quality of services, references, and alignment with PLA's mission and operational needs. Contracts will also be evaluated for fairness, flexibility, and overall value.

The PLA Board of Directors will maintain **strict oversight** of all contractors through regular performance reviews and reporting structures. No contract will delegate operational control to an external entity. PLA will remain an **independently governed, locally managed school** and will not contract with an EMO or CMO.

Q252. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.

PLA's budget is intentionally aligned to its mission to serve at-risk and socioeconomically disadvantaged students by prioritizing access, equity, and high-quality academic programming.

To address transportation barriers, the budget includes a **dedicated allocation for a combination of school bus services and public transit passes**, ensuring students in Gastonia and Gaston County can access the school. PLA has budgeted conservatively for transportation to ensure continuity of services and will adjust based on actual enrollment and usage.

To support student well-being and readiness to learn, PLA will provide **daily breakfast and lunch**, budgeting approximately **\$2.16 per student per day** from its operating funds. PLA will apply for participation in the **National School Lunch Program (NSLP)**; however, in the event of delayed or denied reimbursement, the school will sustain meal services through existing budget allocations and contingency reserves.

The budget further aligns with PLA's curricular program by allocating funds for **instructional staff, evidence-based curriculum materials, professional development, and student supports**, ensuring fidelity of implementation and academic growth. Additionally, resources are designated for **exceptional children's services and MTSS supports** to meet diverse learner needs.

Facility-related expenditures, including lease, maintenance, and necessary upgrades, are budgeted to provide a **safe, compliant, and instructionally appropriate learning environment** that supports program delivery and future growth.

Through strategic allocation of resources across transportation, nutrition, instruction, and facilities, PLA's budget directly supports its mission and ensures both access and academic success for all students.

Q253. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.

PLA will maintain a target **general fund balance of 8–12% of annual expenditures**, consistent with fiscal best practices for charter school sustainability. In addition, the school will pursue a goal of **at least 10% annual growth in fund balance** over the prior year to strengthen long-term financial health.

To build and sustain this fund balance, the Board will adopt a **zero-based, balanced budgeting approach** and maintain a low debt-to-income ratio. PLA will implement an **MVP (Maximum Value for Price) procurement strategy**, utilizing cost-saving measures such as competitive bidding, volume purchasing, and strategic sourcing to maximize efficiency.

The school will also pursue **federal and supplemental grant funding** to offset operating expenses, allowing more ADM funds to remain in the general fund. Year-end surpluses will be prioritized for fund balance growth, debt avoidance, and reinvestment in instructional priorities.

Through disciplined budgeting, strategic procurement, and revenue maximization, PLA will ensure a stable and growing fund balance to support long-term sustainability.

Q254. Provide a description of proposed financing structure. Include financing of facilities, other asset financing, and leases.

PLA's financing structure prioritizes fiscal responsibility by minimizing debt and preserving working capital. When feasible, the school will **pay cash for assets** and operate within a balanced budget. For necessary financed purchases, PLA will utilize a **competitive bidding process** to secure favorable terms that balance cost of capital with liquidity needs.

For equipment and technology (e.g., laptops, copiers), PLA will strategically use **operating leases** when appropriate. This approach ensures access to up-to-date, high-functioning equipment without long-term ownership costs, supporting instructional effectiveness while maintaining financial flexibility.

For facilities, PLA plans to secure a **multi-year lease with graduated payments**, reducing financial burden during the school's initial years of operation. This structure supports enrollment growth while maintaining manageable cash flow.

If the initial facility is not secured, PLA will partner with organizations such as Charter School Capital to assist with site identification, financing, renovation, and lease structuring.

Through conservative debt management, strategic leasing, and competitive procurement, PLA's financing structure supports sustainability, flexibility, and alignment with the school's long-term operational goals.

Q255. 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.

No assets from other sources.

13.3. Financial Compliance

Q256. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate record keeping?

PLA will implement a comprehensive system of internal controls aligned with the **Fiscal Control Act and GAAP** to ensure segregation of duties, safeguarding of assets, and accurate financial recordkeeping.

The Board will establish a **Finance/Audit Committee** responsible for oversight of budgeting, financial reporting, internal controls, and the annual independent audit. The committee will meet **monthly** with the school leader and business manager to review budget-to-actual reports, cash flow, and financial performance and will report regularly to the full Board.

PLA will ensure **segregation of duties** by separating key financial functions, including authorization, processing, reconciliation, and reporting. No single individual will control all aspects of a financial transaction. Controls will include dual approvals for expenditures, independent bank reconciliations, and restricted access to financial systems.

To **safeguard assets**, PLA will implement inventory controls, secure cash handling procedures, and documented approval processes for purchases and contracts.

For **accurate and adequate recordkeeping**, the school will maintain standardized financial procedures, utilize an approved accounting system, and ensure timely and accurate reporting in compliance with state and federal requirements. An **annual independent audit** will be conducted, with results reviewed by the Finance/Audit Committee and approved by the Board.

Internal controls will be **reviewed annually** and updated as needed to ensure effectiveness, compliance, and alignment with the school's financial goals.

Q257. Provide any known or possible related party transactions (relationship, description of transaction, and estimated dollars involved).

There are NO known or possible related-party transactions.

Q258. 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

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Kings Mountain, NC 28086

Phone: 704-739-077

13.4. Certify

Q259.I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

☒ Yes

☐ No

Q260.Explanation (optional):

Not applicable.

14. Other Forms

Q261.[Sign the attached Charter School Required Signature Certification document and upload it as a PDF or image file.](#)

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

15. Third-party Application Preparation

Q262. Was this application prepared with the assistance of a third-party person or group?

☐ Yes

☒ No

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 24, 2026, at 5:00 pm EDT** for Fast Track and Accelerated applications, and **April 24, 2026, 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.

Q265.*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, 2026, at 5:00 pm EDT. By signing below you acknowledge and understand.

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

Signature

Logo

17. Signature page

Q266.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:** 5

Q267.Board chair, please digitally sign your application here.

Signature

Logo



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

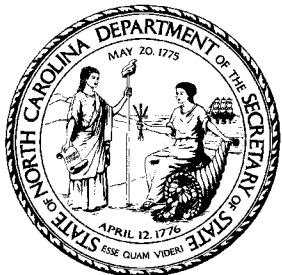
I, ELAINE F. MARSHALL, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

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.

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:

- 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:

- Must be voted on in an open session with a clear legal justification.
- 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: _____

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

<u>Board Member Name</u>	<u>Board Title</u>	<u>Phone Number</u>	<u>Email Address</u>	<u>County of Residence</u>	<u>Current Occupation</u>	<u>Past or Present Professional Licenses Held</u>	<u>Any disciplinary action taken against any of these professional licenses?</u>
Dr. Doris Sanders	Board Chair	980-320-4938	preparatoryleadershipacademy@gmail.com	Gaston	Educator	Yes	None
Dr. A.T. Pearson	Vice Chair/HR	704-431-7775	at.pearson06@gmail.com	Gaston	HR Mgr, Mecklenburg Schools	Yes	None
Sylvester Washington	Secretary	704-472-2982	scwash1725@gmail.com	Cleveland	Educator	Yes	None
Cheryl Turner	Operating Procedures	980-230-6595	cheryldenise14@gmail.com	Mecklenburg	Retired Administrator	Yes	None
Remika Glover	Treasurer	704-616-1358	remikaglover4@gmail.com	Gaston	Dept. of Corrections	No	None
Dennis L. Smith	Technology	423-631-8973	dennissmith@artsa-trip.com	Gaston	Educator & Sales	Yes (GA)	None

Enrollment Demographics Table

Ethnicity/Race	# of Students	Percentage (%)
American Indian or Alaska Native	1	0%
Asian	5	2%
Black or African American	65	26%
Hispanic	58	23%
Native HI or Pacific Islander	0	0%
Two or More Races	15	6%
White	106	42%
Total number of students:	250	
EDS Subgroups		
Economically Disadvantaged Students	180	72%
Students with Disabilities	39	16%
English Language Learners	25	10%
Students Experiencing Homelessness	6	2%
Total number of EDS subgroup students:	250	100%

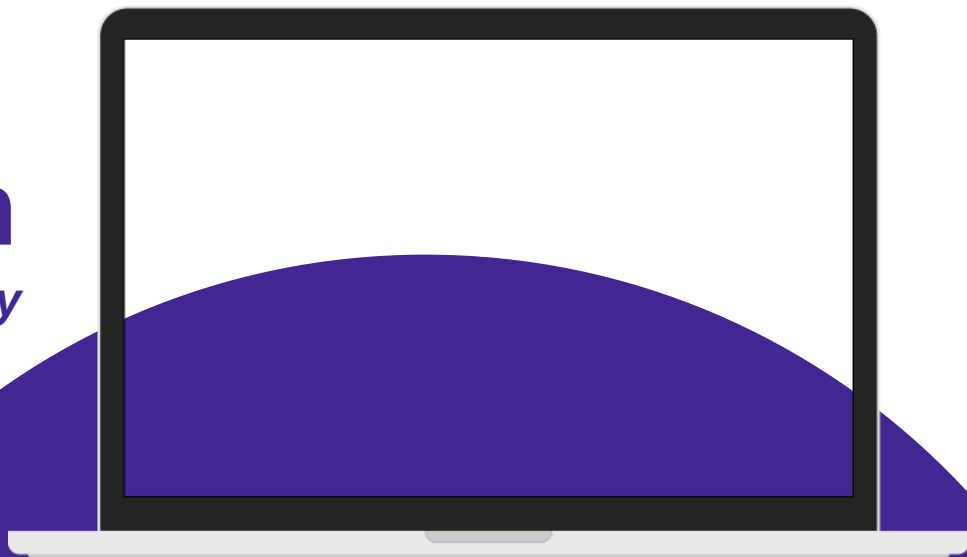


Digital Marketing Plan

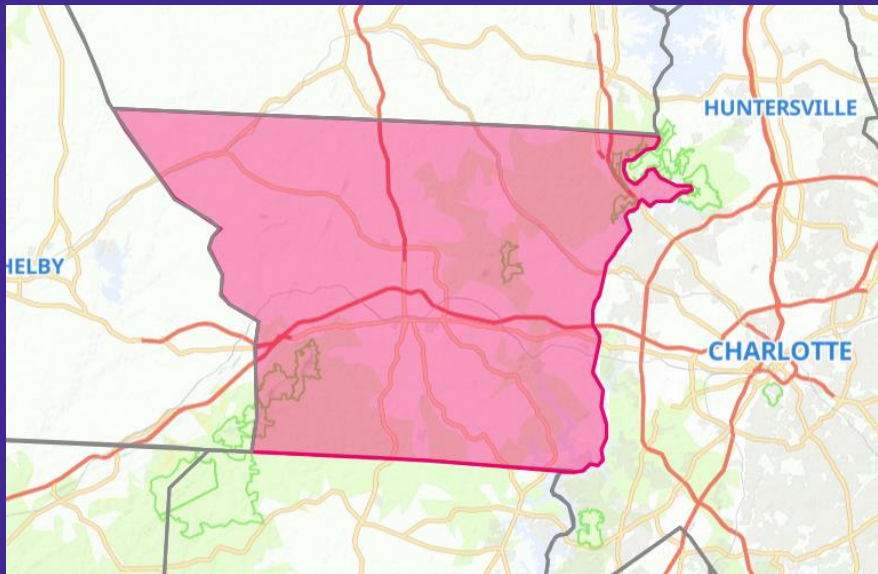
Preparatory Leadership Academy

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

.....



**Programmatic
Display**



Programmatic Video



DISPLAY

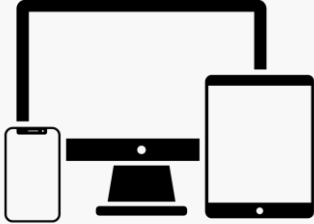
Programmatic Display

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

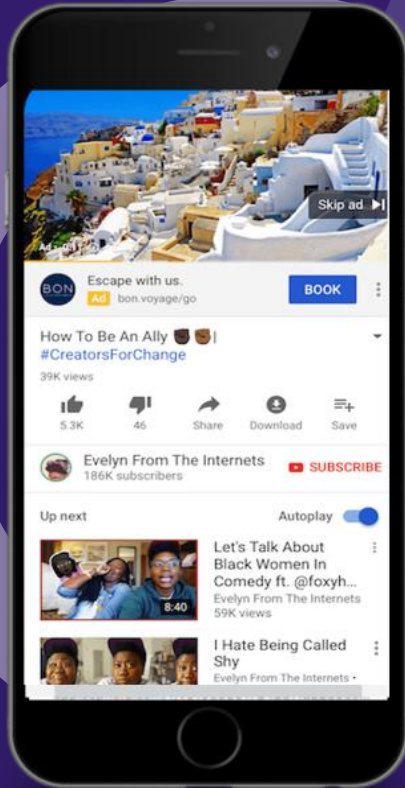
END DATE

Audience Targeting +
Retargeting

\$10 CPM

Apr 01, 2026

Mar 31, 2027



VIDEO

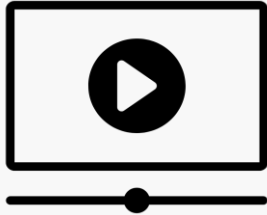
Programmatic Video

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.

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

INVESTMENT

Audience Targeting

\$18 CPM

Apr 01, 2026

Mar 31, 2027

\$30,000



● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ●

Digital

Preparatory Leadership Academy

Apr 1, 2026 - Mar 31, 2027

CAMPAIGN BUDGET

MONTHLY
INVESTMENT

4,100

ANNUAL INVESTMENT
April-October

28,700



Thank you



P.O. Box 4877
Asheboro, NC 27204

June 6, 2025

Charter Schools Review Board
301 N. Wilmington St.
Raleigh, NC 27601-2825

Dear Chair Friend,

I am writing to include my support of a new public charter school, being proposed by Dr. Doris Sanders: Preparatory Leadership Academy. I got to know Dr. Sanders when she 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.

Women are underrepresented as school principals. Although women represent 76% of all teachers, they only represent 54% of all school leaders. A recent study found that women are held to a higher standard than men, thus delaying their advancement into administration. Once they become principals, nearly half of them leave after three years. The challenges are even greater for charter school administrators due to the legislated expectations for accountability, operations and performance. Many experienced public school administrators step into the role of a charter school administrator and realize very quickly that there is a lot more to learn about leading a charter school than their public school experience prepared them for. The WISE Mentorship Program gives future female school leaders opportunities 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. Developing strong, knowledgeable, and effective female school leaders has an impact on the staff they lead, the students entrusted to their care, and the families they serve. More importantly, the hope is that young girls will benefit from having a female principal to emulate and admire as well as someone for which to model their own lives after.

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.

I found Dr. Sanders to possess an inquisitive, curious mind. She is deeply committed to the success of her school, and I believe she will work tirelessly for her students and their families. That's why I support her application for Preparatory Leadership Academy, and I urge you to do so as well.

Sincerely,

A handwritten signature in cursive script that reads "Rhonda Dillingham". The ink is dark and the signature is fluid, with the first name "Rhonda" and last name "Dillingham" clearly distinguishable.

Rhonda Dillingham

Evidence-based Literacy Instruction

Effective Literacy Lessons include:

- | | |
|---------------------------|-------------------------------|
| 1. Systematic Instruction | 6. Opportunities for Practice |
| 2. Explicit Instruction | 7. Consistent Feedback |
| 3. Clarity of instruction | 8. Teaching to Mastery |
| 4. Modeling | 9. Appropriate Pacing |
| 5. Engaging Instruction | 10. Scaffolding Instruction |

Systematic Instruction

Definition: Systematic instruction refers to how instruction is planned. Systematic instruction is sequential, designed from simple to complex, builds from what students already know, intentional, and strategically integrates content.

Systematic instruction is:

- Intentionally designed
- Progresses from simple to complex
- Builds on previously learned skills
- Embeds review of previously learned skills
- Teaching letters in order from most common to least common
- Separates letters with similar shapes and sounds

Systematic instruction is not:

- Deciding what to do in the moment
- Teaching letters in alphabetical order
- Led by student choice of content

Going deeper:

Systematic instruction is often paired with **explicit** instruction. **Systematic** is thoughtful planning and sequencing, while **explicit** is clear delivery of instruction. Without **systematic** instruction, content

Literacy Examples:

- Follow a scope and sequence to teach letters and letter sounds.
- The letters practiced during phonics instruction are the same letters found in words while reading connected text.

would not be connected to other learning making it more difficult to master.

- Practicing segmenting and blending of words before reading those same words in text

Explicit Instruction

Definition: Explicit instruction is a direct, sequenced, scaffolded, engaging, and success-oriented teaching methodology that supports students' learning to mastery. It includes thoughtful planning and intentional instruction from the teacher with opportunities for students to respond and feedback.

Explicit instruction is:

- Engaging students in learning
- Providing a model or demonstration
- Being clear about content (unambiguous)
- Scaffolding content with supports for success and fading supports over time

Explicit instruction is not:

- Lecturing in front of the class
- Talking to students without opportunities to engage their responses
- Telling students what to do
- Relying on implicit learning
- Relying on errors to learn skills

Going deeper:

Explicit instruction is often referred to as “I do, we do, you do.” Essentially, the teacher provides a model (I do), offers guided practice (we do), and follows up with independent practice (you do). Throughout the lesson, the teacher engages students, provides multiple opportunities for students to respond, provides feedback, and teaches to mastery.

Literacy Examples:

- Model sounding out words.
 - I do: “Listen to me sound out this word. /ssstooop/. Stop.”
 - We do: Sound out this word with me. /ssstooop/.
 - You do: sound out this word on your own. /ssstooop/. Stop.
- Teach new vocabulary words. Then read a story with those words, pausing to discuss those words in the story.

Clarity of Instruction

Definition: Clarity of instruction means the teacher has clear learning intentions and uses clear language while teaching.

<i>is:</i>	<i>is not:</i>
- Telling students what they will do during the lesson - Telling students how they know they will be successful - Using precise words to explain the concept (while avoiding extraneous information)	- Using vague words during instruction (e.g., maybe, might) - Including extraneous information or stories that do not support the new concept being learned - Reciting standards the lesson will address - Figuring out the lesson content “in the moment”
<i>Going deeper:</i>	<i>Literacy Examples:</i>
Clarity of instruction is best supported through intentional planning. When teachers plan out instruction, they: - identify learning intentions for the lesson, - determine how students will be successful, - organize instruction in a way that makes sense, - identify examples (and nonexamples) that best support the concept, - embed guided practice, and - determine how to assess students’ understanding. During the lesson, using clear language is a key factor of clarity of instruction. Teachers: - explain what students will do and why it is important, - consider the words they use, - avoid vague words or wordy descriptions, - use sentence structure appropriate for students’ age, and - use consistent and concise language during instruction.	Non-example of clarity of instruction: Who knows what the word perseverance means? (no one raises their hand) What about if I said I have perseverance when I run a marathon. (student says, it means gets out of breath). Not quite. Someone else? (student says, it means you’re sweaty). No, that word is perspire. This word is perseverance. What does perseverance mean? (and so on...) Example of clarity of instruction: We are going to learn a new word today so you can start using that word more outside of school. - Perseverance means to keep trying even when it’s hard. What does perseverance mean? Everyone say it together: Perseverance means to keep trying even when it’s hard.” - It takes perseverance to run a marathon. Running a marathon is hard, so you have to keep trying. - It take perseverance to finish high school. School can be hard, but you keep trying. - Tell me if this takes perseverance: learning to ride a bike (yes, perseverance), sleeping (no), watching tv (no), renovating a house

- (yes, perseverance)
- Now you tell your partner something that takes perseverance (students share with partner)

Modeling

Definition: Modeling provides a demonstration of the skill.

is:

- The “I do” within the “I do, we do, you do” teaching sequence.
- Think alouds - the teacher “thinks” through the steps out loud as a model of what to do
- Providing a step-by-step demonstration
- Providing a wide range of examples (and non-examples)

is not:

- Lecturing to the whole class
- Talking about directions (without showing how)
- All the teacher should do during the entire lesson.

Going deeper:

Modeling makes it clear to students how to complete a task or what to do next. Modeling reduces the chance for students to make errors and supports accuracy. Providing a wide range of examples and non-examples that include both new and previously learned skill develops students’ understanding of when to use the new skill and when to use a previously learned skill (e.g., long vowel sounds vs. short vowel sounds). After providing models, students are provided the opportunities to practice and receive feedback (see practice and feedback).

Literacy Examples:

- The word “flap” is being held up on a card. I am going to say the sounds in this word. Then we will practice together. Then you will say the sounds.
 - I will start by saying the sounds: /ffffllllaaaap/ (this is the model)
 - Now lets say the together...
 - Now you say them..
- The teacher was reading a book to the class. She modeled how to make a prediction using the think aloud strategy.
 - I wonder what will happen when the wolf tries to blow down the third pig’s house. The first two houses came crashing

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down, but they were made of straw and sticks. This third house is made of bricks. I know bricks are strong and sturdy because I've seen real buildings and houses made of bricks. If they stay standing during a windy storm, I bet a brick house wouldn't fall down if a wolf tried to blow down the house. What do you think? Tell your partner if you think the wolf will blow down the third house.

Engaging Instruction

Definition: Engaging instruction requires high levels of responses and interactions from every student.

is:

- Active Student Responding (ASR) - a visible or audible student interaction with instruction (e.g., responding, writing, pointing, talking)
- Sequenced in a manner to elicit multiple responses in a short period of time
- Unison responding - prompting all students to respond simultaneously
 - Choral responding - all students say the answer aloud at the same time
 - Response cards - all students write their answer on a small white board or choose a response from a card. Students hold the cards up at the same time to display their answers.

is not:

- Students watching the teacher
- Students listening to a lecture
- One student answering at a time during a series of instruction
- Only calling on students with their hand raised
- Passive learning (listening, watching, waiting)

Going deeper:

Engaging instruction is a critical feature of the learning process.

Literacy Examples:

Choral Responding

Similar to providing more opportunities to practice, engaging instruction requires students to interact with the lesson often to learn and practice a new skill or concept. One easy approach is to use unison responding Active Student Responding (ASR). Unison responding is one way to engage students. During unison responding, the lesson is structured to ask students questions, provide think time, signal students to respond simultaneously, and provide immediate feedback. Students respond through choral responding (speaking the answer aloud) or using response cards (lifting up a card with the answer). It is important to include signals for students to respond together and provide feedback after each response. Requiring students to respond at the same time allows for high levels of engagement from all students, provides teachers with a quick assessment of skill, and allows for immediate feedback.

- Teacher is reviewing letter sounds with a group of 10 kindergarten students. The list of letters is on the board.
 - Teacher says, “We are going to say the sound of these letters.”
 - On the board: r, a, t, s, m, l, e, f
 - Teacher points to each letter and says, “Think about the sound (pause 1 second). Say the sound (taps the letter).”
 - Students chorally respond to each letter sound on the signal.
 - Repeat to practice each sound.

Response Cards

- Teacher has a list of vocabulary words on the board and calls out the definition of the word. Students write the associated vocabulary word on their small white boards. Teacher signals students to hold up their cards at the same time. Teacher scans responses and provides feedback. Teacher repeats this sequence for each of the words on the board.

Opportunities for Practice

Definition: Practice is repeatedly completing tasks until they become automatic (performed accurately and fluently). Guided practice includes supported activities with a teacher monitoring and providing feedback. Independent practice includes supported activities without a teacher closely monitoring and feedback is typically delayed. During independent practice, supports are gradually faded as accuracy increases until the student masters the skill independently.

Practice is:

- most effective when sufficient, distributed, cumulative, and varied
- necessary for developing accuracy and fluency of skills
- needed for developing automaticity of foundational skills before developing more complex skills

Practice is not:

- as effective when not paired with instruction first
- effective without feedback
- independent work without monitoring
- included “only if we have time”

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<i>Going deeper:</i>	<i>Literacy Examples:</i>
Elements of practice and review must be: • Sufficient - Provided enough repetitions (and frequently at first) to support students mastery of skills • Distributed - Provided over time in frequent short sessions (as opposed to fewer long sessions) • Cumulative - Provided in context and integrated into more complex skills • Varied - Provided through multiple activities to allow students to apply new knowledge and skills in different ways	During literacy instruction, examples of practice include: • Sufficient - after learning the vowel team /oa/ read words with oa until mastery. • Distributed - review previously learned sounds for a few seconds before introducing new sounds, practice a previously learned skill (segmenting sounds) for a few minutes before starting a phonics lesson. • Cumulative - reading words with previously mastered sounds and newly introduced sounds • Varied - reading words: in context, in lists (out of context), with various visual attributes (e.g., different fonts, sizes, colors), and in different types of texts (e.g., books, poems, recipes, signs)
Feedback	
Definition: Feedback informs how a student performed on a task. The most powerful, corrective feedback, informs how to improve performance or perform a task correctly.	
<i>Feedback is:</i>	<i>Feedback is not:</i>
• specific, goal oriented • provided in a positive tone of voice • communicate if a response is correct or incorrect • communicate if students' understanding is accurate or inaccurate, • communicate how to do it correctly next time	• meant for only errors • belittling students • negative comments or tone • as effective for learning new skills when delayed (given the next day)
<i>Going deeper:</i>	<i>Literacy Examples:</i>

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Feedback should address the actions of the student and be provided in a positive or neutral tone. **Feedback** should never come across as demeaning nor focus on the students' character. **Feedback** is used to affirm or correct responses.

When students respond:

- Quickly and accurately - affirm response (e.g., you got it)
- Slowly and accurately - affirm response and repeat correct answer (e.g., Great! That word is "strength.")
- Incorrectly (slowly or quickly) - reteach, guide support, and check for understanding

Types of incorrect responses and feedback:

- Student incorrectly reads the word "made" as "mad." (guide support)
 - That word is made. Look at the word, do you see the vowel-consonant-e pattern? *Yes*. That means the first vowel says it's name. What sound? /ay/ Read that word again. *Made*.
- Student is reading a story out loud and incorrectly reads a word. (say the word, have student repeat, check for understanding)
 - That word is stronger. What word? (stronger). Good. Go back and reread from the beginning of that sentence.

Teaching to Mastery

Definition: Teaching to mastery ensures all students understand a concept and can accurately complete a skill before moving on to the next concept or skill.

is:

- including practice to build accuracy and automaticity
- providing corrective feedback for every error
- using student responses to determine next steps
 - reviewing a concept until students understand
 - reteaching if needed
 - moving to the next task once skills are mastered
- repeating skills learned within new tasks

is not:

- following a set schedule without regard to student progress
- teaching the same thing over and over, even after students understand
- moving on and expecting students to figure it out later

Going deeper:

When teaching to **mastery**, ensure students demonstrate mastery before moving to the next skill. Students have mastered a skill when they can accurately, quickly, and automatically apply or complete the

Literacy Examples:

While reading a story, the student read the word "stared" as "starred."

- Teacher said, "Let's look at that word again. Remember if there is a vowel-consonant-vowel pattern, the first vowel says its name. Do you

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skill. Mastery of foundational literacy skills is necessary for developing fluency and comprehension. Providing corrective feedback consistently is an integral part of teaching to mastery.

see a vowel-consonant-vowel pattern?

- Student said, “yes, ‘a, r, e’.”
- Teacher said, “Does the first vowel say its name? What sound is it”
 - Student said, “Yes, /ay/.”
- Teacher said, “Sound out this word and then say the word.”
 - Student said, “/sstaaarrrrd/ stared.”
- Teacher said, “Great job, that word is stared. Start back from the beginning of the sentence.”
- Student started reading the sentence again and read stared correctly within the sentence. If the student missed the word again, the teacher would repeat the corrective feedback and continue to practice reading consonant vowel e words with and without endings (e.g., can, cane, hopping, hoping)

Appropriate Pacing

Definition: Pacing is the speed in which teachers move through content across the scope and sequence. Pace is also the speed in which teachers provide instruction within the lesson.

is:

- Meant to match individual student need.
- Adjusting the overall intervention pace in order to ensure students master the skills
- Keeping a lively pace during the lesson to keep students attention and provide multiple opportunities to respond
- Adjusting instructional pace to ensure student accuracy (not going too fast or too slow)

is not:

- Meant to follow a scope and sequence without regard to student progress
- Moving quickly across topics so students do not have time to practice
- Moving slowly during the lesson so students lose interest
- Moving too quickly during the lesson leaving students confused

Going deeper:

Literacy Examples:

Pacing is addressed in two ways: the pace of covering topics across a grade-level scope and sequence (e.g., moving from topic to topic) and the pace of instruction during the lesson (e.g., amount of engagement within the lesson)

Pace moving across topics

- Slow down and adjust the overall intervention pace.
- When needed, use multiple lessons to accomplish introducing a new skill, provide extended practice, and application.
- Pacing should be deliberate and prioritize opportunities for student response.

Pace during instruction:

- Keep the lesson moving at a lively pace.
- Be prepared and avoid long pauses where students are waiting for the next steps
- Include multiple opportunities for students to respond (see engaging instruction)
- Consider “wait time”
 - For new skills, provide longer wait time (3-5 sec)
 - For previously learned skills, provide shorter wait time (1-3 sec)
 - To build automaticity, begin to shorten wait time after each round of practice (see literacy example).
 - Pacing should remain deliberate and consider the needs of individual students.

Pace moving across topics:

Instead of completing one lesson on summarizing, the pace is adjusted to include more time on this topic.

- The first lesson is spent introducing the new skill or topic (e.g., summarizing)
- The next lesson is spent modeling and practicing with feedback (e.g., read and practice summarizing)
- The third lesson applies the skill to previously learned skills (e.g., summarize and identify the main idea)

Pace during instruction:

The students are learning to read words with diagraphs (th, sh, ch, wh). They are practicing words in lists and reading them three times in a row.

- Teacher: We are going to read the words in this list together. The first time we will start slower and then we will get faster during each round.
- Look at the first word and read it in your head. Pause 5 seconds between each word.
 - think, short, chair, path, lashes
- Touch the first word and read it in your head. Pause 3 seconds between each word.
 - chop, rash, moth, ship, chin
- Touch the first word. Pause 1 seconds between each word.
 - shell, beach, thin, math, chip

Scaffolding Instruction

Definition: Scaffolding instruction requires teachers to provide temporary supports that allows students to complete complex tasks. Over time, support fades until students master skills.

Scaffold instruction by: breaking down complex skills into steps, intentionally designing lessons to begin with simple skills before moving to complex skills, modeling and demonstrating skills, using resources (e.g., checklist, diagrams) during practice. As students gain accuracy of skills, gradually and systematically fade supports until students accurately and independently complete skills.

<i>is:</i>	<i>is not:</i>
● Providing temporary supports that allow students to complete tasks such as: ○ Graphic organizers ○ Prompts ○ Story maps ○ Strategies ○ Visuals ● Sequencing instruction to build on itself ○ Moving from simple to complex ● Demonstrating and modeling tasks ● Following the “I do, we do, you do” teaching sequence and fading support until the student has mastered skills ○ I do, we do, you do ○ I do, you do ○ You do	● Modeling one time and requiring students to read the rest of the words on their own ● Providing a resource or checklist and never requiring the student to gain independence ● Continuing to use supports when students can complete the task independently
<i>Going deeper:</i>	<i>Literacy Examples:</i>
Scaffolding can be approached through multiple means including design of instruction, addition of resources, and sequence of instruction. When teachers design instruction using scaffolds, they purposefully provide more support during initial instruction and fade support throughout the lesson. They may offer more models and reduce the number of models as students practice accurately. Adding	● When teaching students to read words with /oa/ sounds: ○ The teacher starts by underlining oa in the word and prompting students to say the sound, then read the word and repeats for each word. ■ <u>boat</u>, <u>coach</u>, <u>float</u>, ○ The teacher prompts the student to look at the sounds before

resources to support students would include using graphic organizers, checklists, prompts and reminders, and visuals. As students begin to master the concepts, resources are faded until the student has mastered the task. Sequencing instruction is another approach where teachers start with simple tasks and move to more complex tasks. The rate at which teachers fade scaffolds depends on the individual student and how quickly they are mastering the content.

- they read all the words.
 - coat, loaf, road
- The teacher prompts students to read the words.
 - oak, toast, groan
- In this example, both the underlined letters (visual prompt) and the sequencing of instruction to fade support are scaffolds.

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Program Literature

Grades K-5



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What's Inside

Grade K →

Grade 1 →

Grade 2 →

Grade 3 →

Grade 4 →

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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
Quinto'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 Thimmesch	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 Beauregard	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

HMH  Into Reading®



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HMH  Into Reading®

Assessment Overview

Grades K–6



HMH Into Reading®

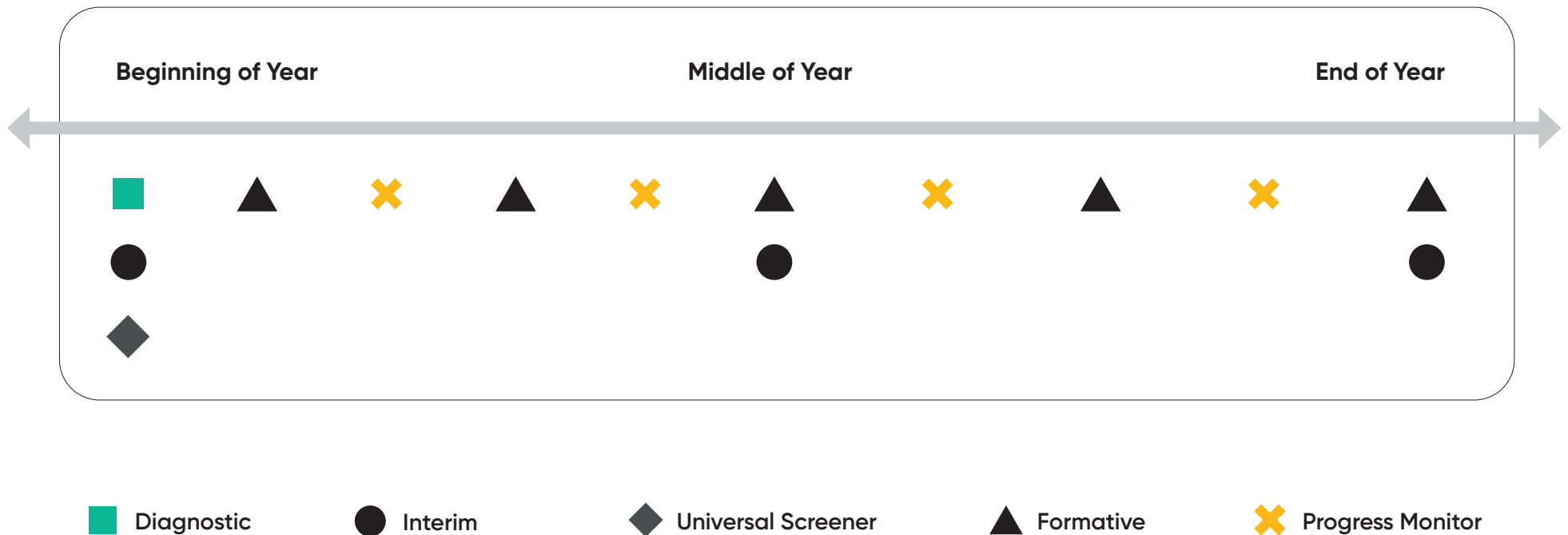
HMH Into Reading® helps bring the latest evidence-informed best practices in structured literacy to your K–6 ELA curriculum. Grounded in the science of reading and guided by memorable lessons each step of the way, discover *HMH Into Reading*'s clear path to reading and writing success.

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.



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

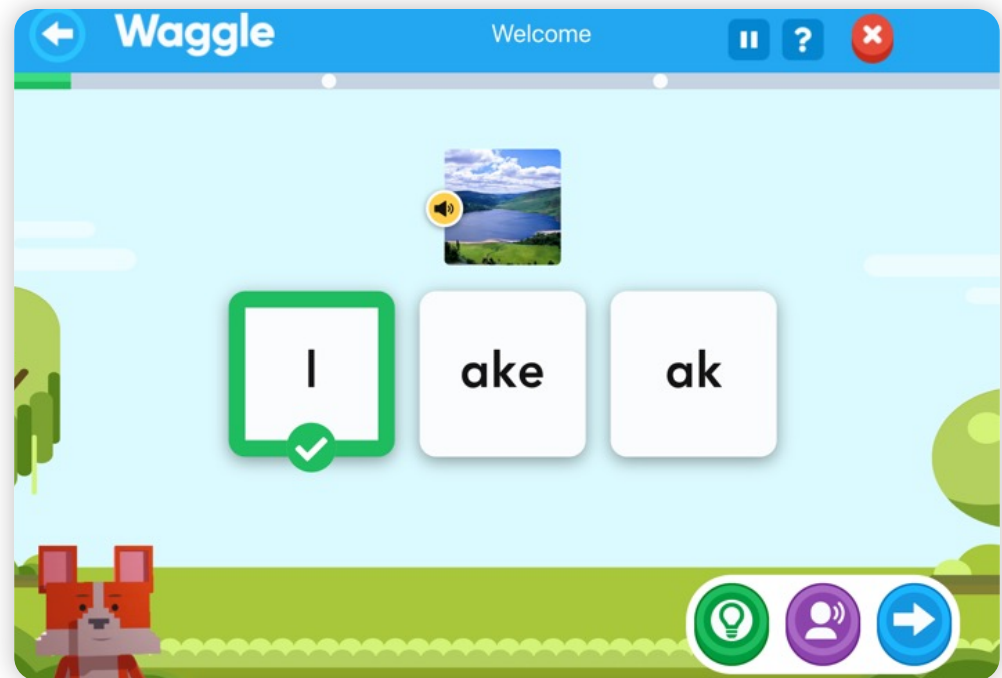
Connect Assessment with Core, Supplemental, and Intervention Instruction

Assess Less, Measure More

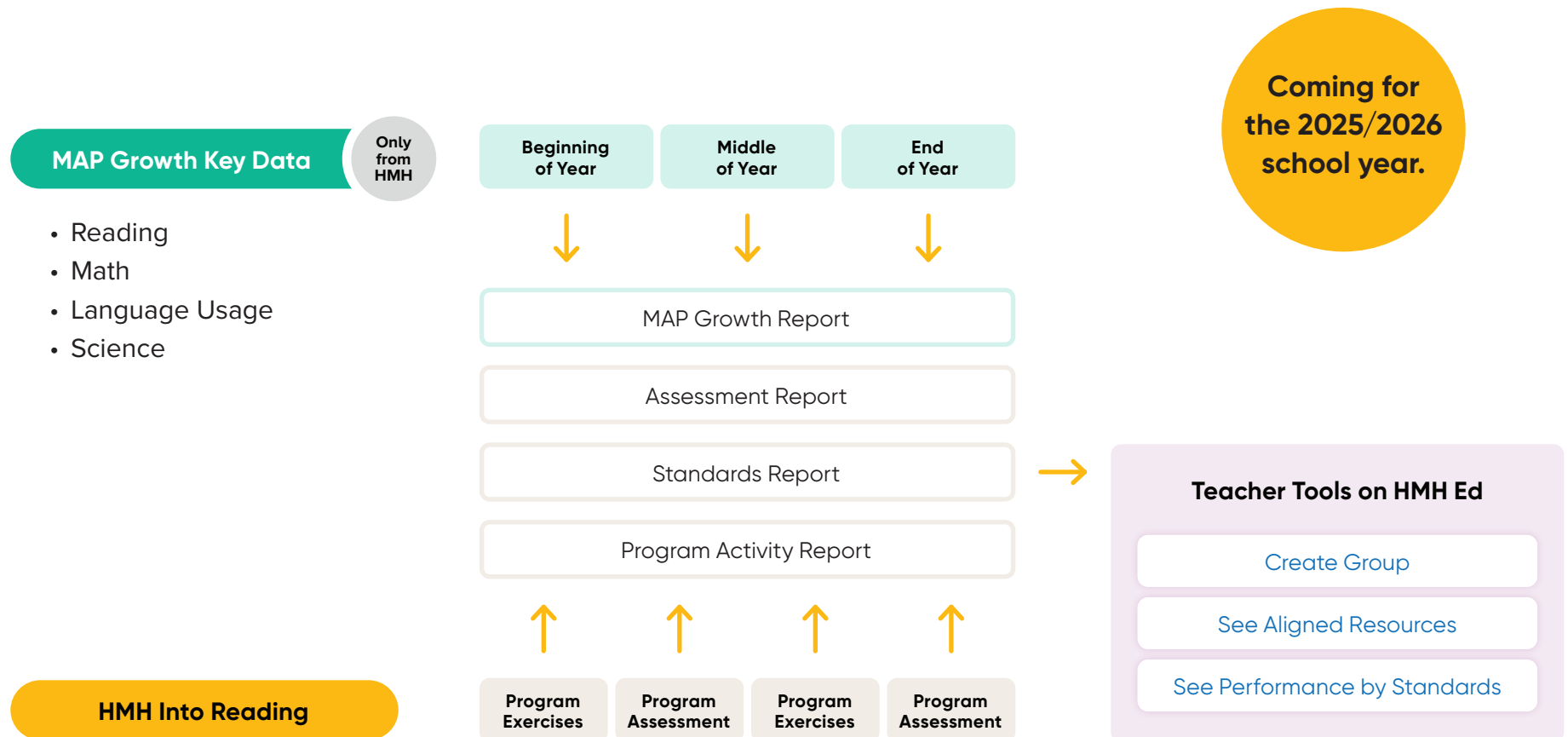
Program-embedded daily practice exercises, end of unit quizzes, and NWEA *MAP Growth* assessments give teachers and leaders the right data to answer the question, "What's next?"

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*.

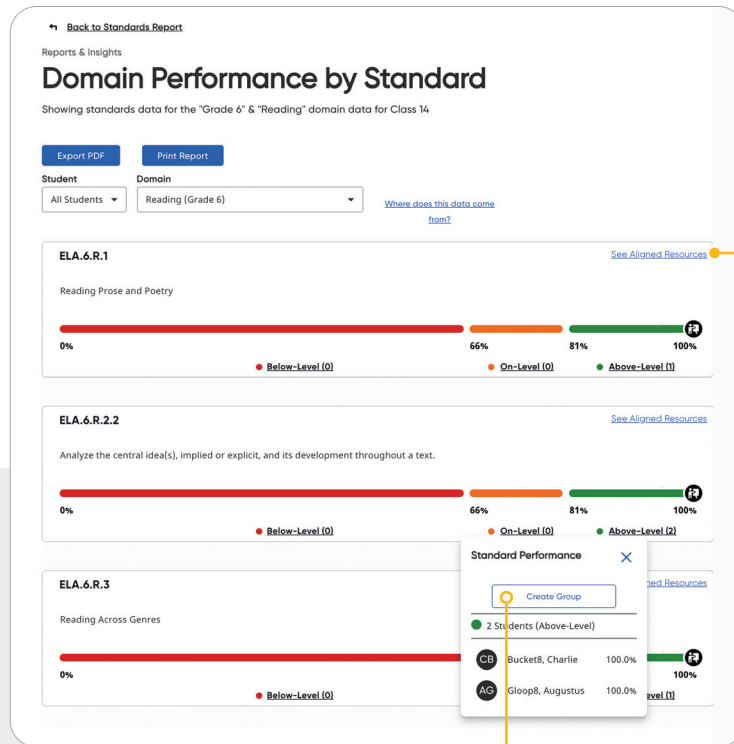


Make Data Actionable for Teachers



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.

Standard: ELA.3.C.3.1
Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Filtered resources (602) [Filters \(1\)](#)

Program: 1 selected | Audience: Audience | Component: Component | Instructional Purpose: Instructional Purpose | [More Filters](#)

Applied filters HMH Into Reading Florida Grade 03 [Reset all filters](#)

- [ELA.3.C.3.1](#)
B.E.S.T. Lesson and Resource Finder
- [Spelling: Short Vowels](#)
Teacher's Guide
- [Dictation Sentences 1.1](#)
Weekly Practice Bundles
- [Proofreading 1.1](#)
Weekly Practice Bundles

View, filter, and assign **standards-aligned resources**.

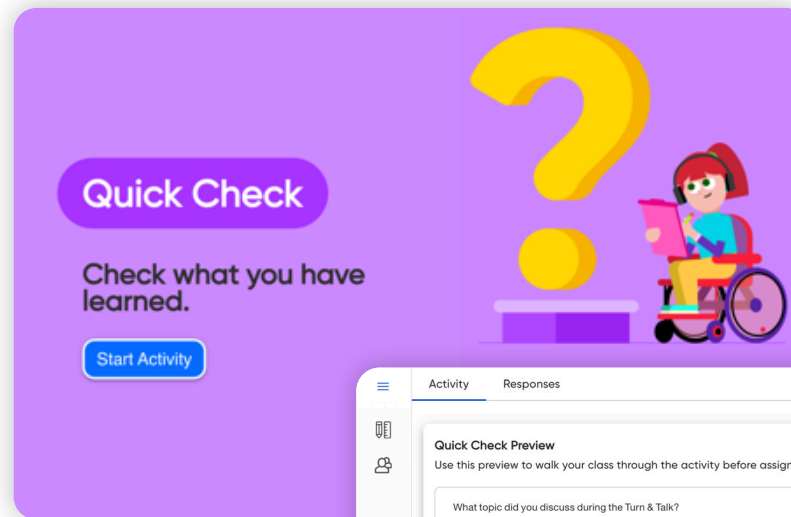
Group students for convenient **standards-aligned differentiation** and re-teaching.

Track Student Understanding Day-by-Day

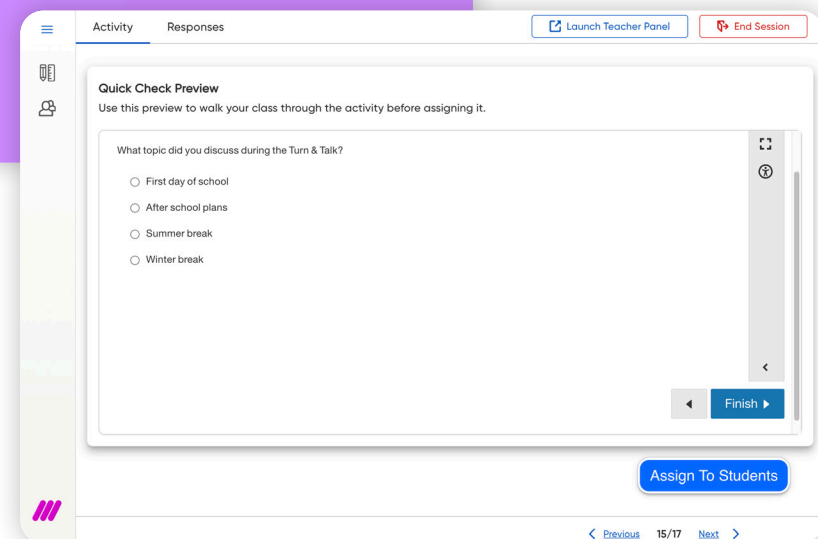
Quick Checks are not your average Exit Ticket. These ready-made interactive questions capture data and responses instantly from all students, so you can monitor progress in the moment and plan instruction with *HMH Into Reading*.

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.

Metric	Oral Reading Fluency (ORF)	Reading Mastery	Sight Recognition	Phonological Awareness	Vocabulary Size
Scale	WCPM: <i>Words Correct Per Minute</i> Student's ability to read aloud with natural ease Notes Incorporates accuracy and speed	AREA: <i>Amira Reading Estimated Age</i> Student's ability to read accurately, compared to average age of acquisition for story-words Notes Shows how far ahead or behind a student is	ESRI: <i>Estimated Sight Recognition Inventory</i> Estimated percentage of sight words student has mastered Notes Especially useful measure of reading fluency for younger readers	PSF: <i>Phoneme Segmentation Fluency</i> Student's ability to parse phonemes into words Notes Students are scored on how well all phonemes have been pronounced; PSF is an average over those scores	Estimated words in vocabulary An estimate of how many words are in the student's expressive vocabulary Notes Estimates are based on published research on vocabulary development as a function of age

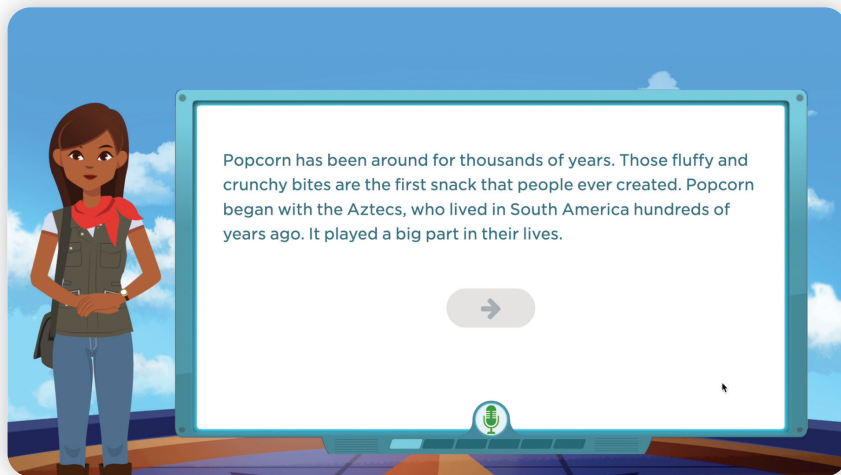
Learning Data to Guide Instruction

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

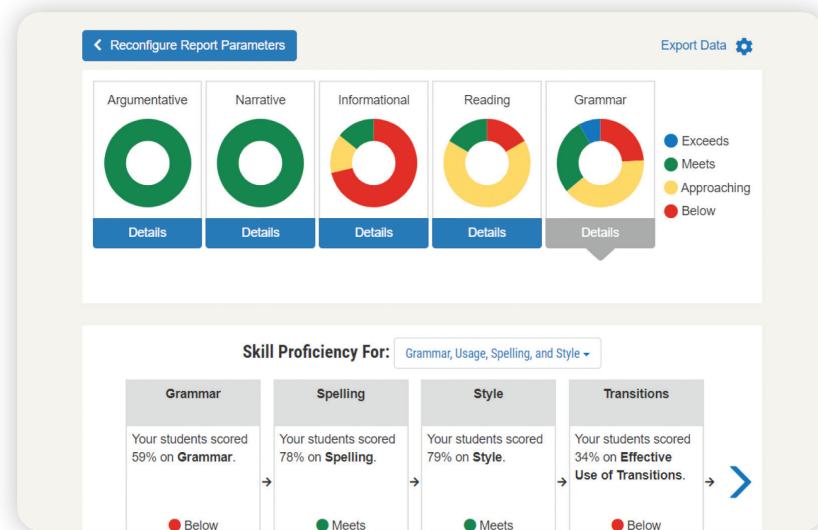
HMH Into Reading Alignment

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	- 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	- 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>	<i>HMH Into Reading</i> Screening, Diagnostic, and Progress Monitoring	Printable PDFs	No	- 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	<i>HMH Into Reading</i> Qualitative Spelling Inventory	Printable PDFs	No	- 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	- 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	- 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	• 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	• 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	• 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	• 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	• 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	- 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	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>	** Writable Formative Assessments	Online	Yes	- 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	** Waggle Formative Assessment	Online	Yes	- 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.

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Form

Charter School Board Member Information

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: Cheryl Denise Turner
	Home Address: 1008 Dali Blvd Mount Holly, NC 28120
	Business Name & Address:

Telephone No.:980-230-6595	
E-mail address:cheryl Denise14@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: ☐ x Yes: ☐
Educational History	Essex County College-Newark, NJ (1974-1976) AA General Studies University of Maryland- European Division (1978-1980) BA Government Seton Hall University- South Orange, NJ (2008) MA Ed Leadership Gardner Webb University-Boiling Springs, NC (2028-2020) Ed Leadership ABD
Employment History	United States Army- Active Duty Military Broadcaster (1983-1993) Baltimore City Public Schools - Teacher/DI Trainer (1993-1997) Rocky Mount Charter School-Rocky Mount, NC -Asst Dir/Curric Facilitator (1997-2001) Sugar Creek Charter School - Charlotte, NC - Superintendent (2001-2026) (Retired)
How were you recruited to join this Board of Directors?	I was introduced to the lead applicant by Dave Machado.

Why do you wish to serve on the board of the proposed charter school?	The school strives to support underserved populations which is my passion.
How were you recruited to join this Board of Directors?	I had a meeting with the lead applicant and found that we had a similar educational philosophy and shared a passion for underserved populations.
Why do you wish to serve on the board of the proposed charter school?	The school will be located in the county in which I live. It has a mission that matches my personal educational passion. I have 30 years of experience working in charter schools in NC. I've done start-up 4 times. (Hurricane Floyd in Rocky Mount in 1998) I think I can help avoid some of the pitfalls of start-up since I've probably already made all of them.

What is your understanding of the appropriate role of a public charter school board member?	The board's primary responsibility is fiduciary. They also are involved in setting and approving policy. They monitor performance and hire and evaluate the lead administrator..
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've spent 30 years working in NC Charter Schools. I also served for 10 years on the NC Charter Advisor Board. 4 of those years I served as either Chair or Co-Chair.
Describe the specific knowledge and experience that you would bring to the board.	I've been a part of the NC Charter world since the first schools opened in 1997. I have a lot of institutional history as well as a solid understanding of things work.

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	PLA strives to provide a strong academic program preparing students with the foundation for advanced or accelerated coursework in middle and high school. The academic program will be supported by a strong SEL/Character Ed program. The school strives to stand in the gap for

	under-served students.
What is your understanding of the school's proposed educational program?	Since the school is K-5, the ed plan is heavily focused on building strong foundational academic skills in reading and STEM. SEL and Character education will be both explicitly and implicitly taught throughout.
What do you believe to be the characteristics of a successful school?	While ultimately academic proficiency is tantamount, the school climate is equally important. There needs to be an environment where students are constantly reinforced with the importance of striving to do their best. It has to support students developing positive social skills. Elementary school should be fun, but it needs to be fun with intention. There needs to be a sense of urgency in the building. There is no time to waste.
How will you know that the school is succeeding (or not) in its mission?	Student growth is one indicator, especially in the early years when so many of the students will start below grade level. Ultimately, proficiency will be a major indicator. I, personally, am also interested in the school environment. Is it positive? Are there high expectations? Is everyone in the building being treated with respect? Are student behaviors being well managed? Do students know what the expectations are and do they self-regulate? Is the whole child being prepared for success? Are students who need extra support getting it?

Governance	
Describe the role that the board will play in the school's operation.	Unless the board includes a staff rep, board members are not generally involved in the day to day function of school. The role is one of oversight not implementation.
How will you know if the school is successful at the end of the first year of operation?	Academic performance is probably the top indicator. We should look at reading growth for K-3 using Read to Achieve and MClass data. Depending on the incoming proficiency level of incoming students at 3-5 EOG data would be relevant. However, particularly in the first



Charter School Board Member Background Check Form

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) 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).
- 2) Background check must include any additional aliases that have been used by the individual.
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.
- 4) Background check must include a completed nationwide check.

Certification Statement:

To be completed individually by each proposed founding charter school board member. Form must be signed by hand.

I, Philip D. Turner, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the verdict, and the final disposition.

Signature Philip D. Turner Date 4/22/26

I, Philip D. Turner, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature Philip D. Turner Date 4/22/26

I, Philip D. Turner, certify that I will notify the Office of Charter Schools within 72 hours of being charged with a misdemeanor other than a minor traffic violation.

Signature Philip D. Turner Date 4/22/26



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: Dr. Doris A. Sanders
	Home Address: 4060 Creekstone Trce, Gastonia, NC 28056
	Business Name & Address: Preparatory Leadership Academy 4060 Creekstone, Trce. Gastonia, NC 28056
	Telephone No.: 980-320-4938
	E-mail address: preparatoryleadershipacademy@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: XX
Educational History	Licensure Elementary Education (K-6) R - Residency License License: #1298670 Expiration: <u>06/30/2026</u> United Theological Seminary (Dayton, OH) Doctor of Ministry (DMin Degree) August 2021 — May 2024 <i>Degree Conferred: May 18, 2024</i> Apex School of Theology (Durham, NC) Doctor of Ministry (DMin Degree) August 2010 — May 2014 <i>Degree Conferred: May 17, 2014</i> Shaw University Divinity School (Raleigh, NC) Master of Divinity (MDiv Degree) August 2004 — December 2008 <i>Degree Conferred: January 30, 2009</i> University of Illinois – Springfield (Springfield, IL) Bachelor of Arts (BA Degree) August 1991 — December 1995 <i>Degree Conferred: December 16, 1995</i>
Employment History	4th Grade Teacher (ELA/SS) Gaston County Public Schools, Gastonia, NC <u>August 2024 — Current</u> Assistant Principal, HR/Finance Director, Payroll/Benefits, Data Manager & Test Coordinator Ridgeview Charter School, Gastonia, NC <u>March 2019 — June 2024</u> Executive Administrator, Adjunct Professor, Shaw University Divinity School, Raleigh, NC <u>January 2005 — July 2013</u>

3rd Grade Teacher & Student Assignment Representative Gaston County Public Schools, Gastonia, NC February 2018 — February 2019	
How were you recruited to join this Board of Directors?	God spoke to me.
Why do you wish to serve on the board of the proposed charter school?	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.
How were you recruited to join this Board of Directors?	God spoke to me, and I said, "Yes!"
Why do you wish to serve on the board of the proposed charter school?	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.
What is your understanding of the appropriate role of a public charter school board member?	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.
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 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).
Describe the specific knowledge and experience that you would bring to the board.	I bring knowledge and experience as a Board Chair and Recording Secretary, and knowledge of "Board Governance" expectations.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?

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.

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

Dr. Don A. Tander

Date:

04/23/2026

**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 Background Check Form

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) 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).
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- 3) Background check must include a completed county-level check for any county returned in the Social Security Trace.
- 4) Background check must include a completed nationwide check.

Certification Statement:

Note: To be completed individually by each proposed founding charter school board member. *Form must be signed by hand.*

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Doris Sanders, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.
Signature Doris Sanders Date 04/23/2020

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Charter School Board Member Background Check Form

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

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- 2) Background check must include any additional aliases that have been used by the individual.
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.
- 4) Background check must include a completed nationwide check.

Certification Statement:

Note: To be completed individually by each proposed founding charter school board member. **Form must be signed by hand.**

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

X I, Akeya Pearson, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Akeya Pearson Date 4.22.26

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

X I, Akeya Pearson, certify that I will notify the Office of Charter Schools within 72 hours of being charged with a misdemeanor or felony other than a minor traffic violation.

Signature Akeya Pearson Date 4.22.26

PREPARATORY LEADERSHIP ACADEMY BOARD MEMBER

ATTESTATION FORM

2026 Charter School Application

April 22, 2026

Attestation Statement

I hereby affirm and attest that, at the time of the 2026 Charter School Application submission, I have no pending criminal charges in any local, state, federal, tribal, or international jurisdictions.

I further certify that:

1. This statement is true and accurate to the best of my knowledge;
2. I understand that falsification, omission, or misrepresentation may affect my eligibility to serve on the Board of Directors of Preparatory Leadership Academy;
3. I agree to immediately notify the Board Chair and Founder should my legal status change prior to charter approval or school opening.

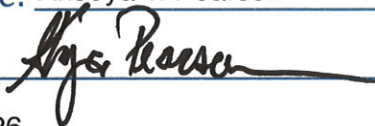
Certification

I certify under penalty of perjury that the foregoing is true and correct.

Board Member Information

Printed Name: Akeeya T. Pearson

Signature: _____



Date: 4.20.2026

Notary Acknowledgment

State of _____ County of _____

Subscribed and sworn before me this ____ day of _____, 2026.

Notary Public: _____

My Commission Expires: _____

What specific steps will the charter school board need to take to ensure that the school is successful?	Click or tap here to enter text.
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?	Click or tap here to enter text.

Certification

I, Akeya 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 <u>Akeya Pearson</u>	Date <u>4.20.26</u>
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**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 Cumberlands, 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



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: 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

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	BS-Degree, Elementary Ed. Master-Degree, School Administration
Employment History	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
How were you recruited to join this Board of Directors?	A personal request from the founder.
Why do you wish to serve on the board of the proposed charter school?	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.
How were you recruited to join this Board of Directors?	Same as above
Why do you wish to serve on the board of the proposed charter school?	Same as above
What is your understanding of the appropriate role of a public charter school board member?	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

	mission of the school, as well as its commitment to the public, (students and families) it serves.
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 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.
Describe the specific knowledge and experience that you would bring to the board.	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.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	The school's mission is to provide an innovative and rigorous educational program aimed at developing transformational learners and leaders.
What is your understanding of the school's proposed educational program?	The educational program will be aligned to the standards of North Carolina with innovative rigor and integrity.
What do you believe to be the characteristics of a successful school?	A school that makes a positive impact on the holistic growth and development of the student, in academics and social emotional development.
How will you know that the school is succeeding (or not) in its mission?	In academics, checkpoints for student achievement and student retention to the program, (returning to the school), and growth of the program and student body.

Governance

Describe the role that the board will play in the school's operation.	Oversight of school functions, approval of faculty and staff, management of public funds and resources to provide for the successful operation of the school.
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Charter School Board Member Background Check Form

Board Member Background Check

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- 4) Background check must include a completed nationwide check.

Certification Statement:

Note: To be completed individually by each proposed founding charter school board member. **Form must be signed by hand.**

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

X I, Sylvester Washington certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Sylvester Washington Date April 22, 2026

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

X I, Sylvester Washington, certify that I will notify the Office of Charter Schools within 72 hours of being charged with a misdemeanor or felony other than a minor traffic violation.

Signature Sylvester Washington Date April 22, 2026

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
- Parent engagement and communication
- Student achievement

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



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: 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.

Why do you wish to serve on the board of the proposed charter school?	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.
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.
Why do you wish to serve on the board of the proposed charter school?	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.
What is your understanding of the appropriate role of a public charter school board member?	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.
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 was a founding member of Pataula Charter Academy (2008-2009).
Describe the specific knowledge and experience that you would bring to the board.	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.

What is your understanding of the school's mission and guiding beliefs?	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.
What is your understanding of the school's proposed educational program?	Preparatory Leadership Academy will use a rigorous curriculum aligned with state standards.
What do you believe to be the characteristics of a successful school?	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.
How will you know that the school is succeeding (or not) in its mission?	The board and administrators can utilize student scores and enrollment; among other things, to determine the school's success.

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

Signature 

Date

4/24/26

**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



Form

Charter School Board Member Information

***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: Dennis L. Smith

Home Address: 1938 Boulder Ct., Gastonia, NC 28054

Business Name & Address: Art's A Trip, LLC
510 West First St. Lowell, NC 28098

Telephone No.: 423-631-8973

E-mail address: dennissmith@artsa-trip.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: ☒ x

Educational History

- **Master of Arts in Religion** – Emmanuel School of Religion
- **Teaching Certificate** (PRAXIS Passed) – Armstrong Atlantic State University
- **Bachelor of Arts in Art—High** Point University

Employment History

Chatham County Schools – Art Educator & Department Head (1995–2001) • Award-winning educator; Teacher of the Year nominee (6 times) • Created Annual Arts Showcase

Gaston County Schools – Art Teacher (1990–1994)
• Taught ceramics, sculpture, and beginning art

Davie County Schools – Elementary Art Instructor (1989–1990)

BUSINESS LEADERSHIP

Founder, GCED (2009–Present)

Founder, Art's A Trip Contract Travel, LLC (2001–2010)

MINISTRY LEADERSHIP

Church for the Broken – Founding Pastor (2021–Present)

RTH Ministries – Pastor (2017–2021)

Royal True Holiness Church of God – Assistant Pastor (1992–2008)

How were you recruited to join this Board of Directors?

While serving as Community Development Director at a car dealership, I met Dr. Sanders. She and I spoke at length regarding her plans to open this PLA. She recruited me from there.

Why do you wish to serve on the board of the proposed charter school?

As an educator at heart, it has long been my desire to participate in a worthwhile endeavor. Dr. Sanders appears to me as someone ready to finish well and strong. I want to help her.

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?	Any school board member is required to lead a life that is exemplary so others will have little difficulty following them toward success as it pertains to adopting and facilitating the necessary elements and policies for effective education for students in the community.
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.	As a pastor and a business owner, I have real experience in the position of servant leadership. The position will require the ability to participate in a body of leaders and be able to render effective communication in situations where my opinion is discussed as opposed to followed.
Describe the specific knowledge and experience that you would bring to the board.	More than 17 years as a public educator in classroom, counselor, and coaching positions have given me perspective from the inside about what the process requires. Being a parent and a pastor adds another perspective.

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	To create a learning environment where students of all backgrounds can connect daily with the real elements and principles necessary to initiate their access to holistic learning and development.
What is your understanding of the school's proposed educational program?	Dr. Sander's vision is to have a school that utilizes Biblical perspectives for daily expiation of the education process. She wants the jurisdictional discipline available from a school board-centered team of leaders. All in one place, on one accord.
What do you believe to be the characteristics of a successful school?	Connecting students with the leadership of teaching by harnessing the jurisdictional disciplines present in the 5

	jurisdictions already present in every student's world. The parents, community, administration, teacher, and the student themselves.
How will you know that the school is succeeding (or not) in its mission?	Effective and efficient communication channels between the five stakeholders are an integral part of the charter school's mission.

Governance	
Describe the role that the board will play in the school's operation.	None. Operation is not the job of the board. Generating a timely and effective system of communication will guarantee the comprehensive analysis of all the needs daily, weekly, monthly, quarterly, and annually; this is the role and purpose of board members. Not operations.
How will you know if the school is successful at the end of the first year of operation?	Evidence will appear in all the venues the board will create to guarantee success, including timely communication from each of the five jurisdictional stakeholders
How will you know at the end of five years if the school is successful?	There is only a four-year difference in the answer. Once the board is assembled under the proposed purpose and funding is granted to facilitate the purpose, our plan will be both seen and experienced from moment to hour to day to week to month to quarter to year to year to beautifully, regularly, systematically accomplished destiny.

What specific steps will the charter school board need to take to ensure that the school is successful?	Awareness, preparation, and readiness are the motto for the PLA Board. So, the steps for each level are predetermined. However, finalizing this process will initiate our team's awareness and recognition of the support granted by the state. Next we will engage in our meetings to establish a system of preparation for the listed endeavors. Readiness will follow: Meetings, action plans, assignments, acceptance, expiation, and meetings to start the process again until our practice is established in a measurably effective sequence.
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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?

It is the duty of leadership to call out any behavior that is counter to the success of the school. I would begin by addressing the individual in a manner that displays both my sincerity and my concern. Followed by a report to the leadership (Dr. Sanders), and from there, stay engaged until resolution is yielded... Education is bigger than an individual. If one of us forgets that, we will need to be reminded immediately!

Certification

I, Dennis L. Smith, 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: ***Dennis L. Smith***

Date: ***04/17/2026***

**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.](#)*

<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>
Lead Administrator	\$	65,000.00	\$ 66,300.00	\$ 67,626.00	\$ 69,655.00	\$ 71,744.00
Assistant Principal	\$	60,000.00	\$ 61,200.00	\$ 62,424.00	\$ 64,297.00	\$ 66,226.00
Head of School	\$	75,000.00	\$ 76,500.00	\$ 78,030.00	\$ 80,371.00	\$ 82,782.00
Additional School Leadership						
Core Classroom Teachers	\$	416,000.00	\$ 530,400.00	\$ 649,210.00	\$ 668,686.00	\$ 688,746.00
Specialized Classroom Teachers (e.g. special education, ELL, foreign language, etc.) EC Teacher and EC Coordinator	\$	115,000.00	\$ 117,300.00	\$ 119,646.00	\$ 123,236.00	\$ 126,933.00
Student Support Positions (e.g. social workers, psychologists, etc.)	\$	60,000.00	\$ 61,200.00	\$ 62,424.00	\$ 64,297.00	\$ 66,226.00
Specialized School Staff	\$	129,000.00	\$ 213,180.00	\$ 217,444.00	\$ 223,967.00	\$ 230,686.00
Teaching Aides or Assistants	\$	70,000.00	\$ 71,400.00	\$ 72,828.00	\$ 75,013.00	\$ 77,263.00
School Operations Support Staff (Clerical, Food Service, Custodian)	\$	125,000.00	\$ 158,100.00	\$ 192,474.00	\$ 198,248.00	\$ 204,196.00
Total		\$ 1,115,000.00	\$ 1,355,580.00	\$ 1,522,106.00	\$ 1,567,770.00	\$ 1,614,802.00

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 expects. Please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match the table.

If applying as 'Statewide Virtual', select 1000-Statewide Avg as LEA 1 only. If applying as 'Regional Virtual', select a maximum of 3 LEAs. The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any part.

LEA #1: 360-Gaston

What percentage of students from

LEA #2: 600-Char.-Mecklenburg

What percentage of students from

LEA #3: 230-Cleveland

What percentage of students from

Grade	Year 1			Year 2			
	LEA #1 360	LEA #2 600	LEA #3 230	LEA #1 360	LEA #2 600	LEA #3 230	LEA #1 360
Kindergarten	45	4	1	41	5	1	44
Grade 1	45	4	1	41	5	1	44
Grade 2	45	4	1	41	5	1	44
Grade 3	45	4	1	41	5	1	44
Grade 4	22	2	1	41	2	1	44
Grade 5	22	2	1	40	2	1	44
Grade 6							
Grade 7							
Grade 8							
Grade 9							
Grade 10							
Grade 11							
Grade 12							
LEA Totals:	224	20	6	245	24	6	264

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



ects to enroll. In addition,
ose in the enrollment summary

imum of three LEAs.
icular level.

the LEA selected above will qualify for EC funding?	10%
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the LEA selected above will qualify for EC funding?	10%
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the LEA selected above will qualify for EC funding?	10%
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Year 3			Year 4			Year 5		
LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	
600	230	360	600	230	360	600	230	
5	1	49	5	1	53	5	1	
5	1	48	5	1	53	5	1	
5	1	48	5	1	52	5	1	
5	1	48	5	1	52	5	1	
5	1	48	5	1	52	5	1	
5	1	48	5	1	52	5	1	
30	6	289	30	6	314	30	6	

et 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.

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	\$6,488.63	224	\$1,453,453.12
Local Funds	\$1,571.00	224	\$351,904.00
State EC Funds	\$5,268.85	22	\$118,022.24
Federal EC Funds	\$1,514.35	22	\$33,921.44
Total:			\$1,957,300.80

LEA #2:	600-Char.-Mecklenburg		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$6,553.74	20	\$131,074.80
Local Funds	\$3,974.00	20	\$79,480.00
State EC Funds	\$5,309.31	2	\$10,618.62
Federal EC Funds	\$1,514.35	2	\$3,028.70
Total:			\$224,202.12

LEA #3:	230-Cleveland		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$7,461.07	6	\$44,766.42
Local Funds	\$1,698.00	6	\$10,188.00
State EC Funds	\$5,309.31	1	\$3,185.59
Federal EC Funds	\$1,514.35	1	\$908.61

	Total:	\$59,048.62
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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	\$ 1,629,294	\$ 1,791,771	\$ 1,954,377	\$ 2,116,593
Local Per Pupil Funds	\$ 441,572	\$ 490,459	\$ 544,152	\$ 583,427
State EC Funds	\$ 131,826	\$ 145,015	\$ 158,211	\$ 171,383
Federal EC Funds	-	\$ 37,859	\$ 45,431	\$ 49,216
Other Funds*	\$ -	\$ -	\$ -	\$ -
Working Capital*				
TOTAL REVENUE:	\$ 2,202,693	\$ 2,465,103	\$ 2,702,171	\$ 2,920,619

*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate questions from those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the operating 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

in federal funding in

Year 5	
\$	2,278,808
\$	622,702
\$	184,555
\$	53,002
\$	-
\$	3,139,068

Additional questions by
rating budget, please
these 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	\$ 65,000	\$ 65,000	1	\$ 66,300	\$ 66,300	1	\$ 67,626	\$ 67,626	1	\$ 69,655	\$ 69,655	1	\$ 71,744	\$ 71,744
Assistant Administrator	1	\$ 60,000	\$ 60,000	1	\$ 61,200	\$ 61,200	1	\$ 62,424	\$ 62,424	1	\$ 64,297	\$ 64,297	1	\$ 66,226	\$ 66,226
Finance Officer			\$ -			\$ -			\$ -			\$ -			\$ -
Clerical	1	\$ 30,000	\$ 30,000	1	\$ 30,600	\$ 30,600	2	\$ 31,212	\$ 62,424	2	\$ 32,148	\$ 64,297	2	\$ 33,113	\$ 66,226
Food Service Staff	2	\$ 30,000	\$ 60,000	3	\$ 30,600	\$ 91,800	3	\$ 31,212	\$ 93,636	3	\$ 32,148	\$ 96,445	3	\$ 33,113	\$ 99,338
Custodians	1	\$ 35,000	\$ 35,000	1	\$ 35,700	\$ 35,700	1	\$ 36,414	\$ 36,414	1	\$ 37,506	\$ 37,506	1	\$ 38,632	\$ 38,632
Transportation Staff			\$ -			\$ -			\$ -			\$ -			\$ -
Instructional Technology Facilitator (Remote Charter Applicants)			\$ -			\$ -			\$ -			\$ -			\$ -
Help Desk Technicians (Remote Charter Applicants)			\$ -			\$ -			\$ -			\$ -			\$ -
Library Media Specialists (Remote Charter Applicants)			\$ -			\$ -			\$ -			\$ -			\$ -
Head of School	1	\$ 75,000	\$ 75,000	1	\$ 76,500	\$ 76,500	1	\$ 78,030	\$ 78,030	1	\$ 80,371	\$ 80,371	1	\$ 82,782	\$ 82,782
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
Total Admin and Support:	7		\$ 325,000	8		\$ 362,100	9		\$ 400,554	9		\$ 412,571	9		\$ 424,948
Instructional Personnel															
Core Content Teacher(s)	8	\$ 52,000	\$ 416,000	10	\$ 53,040	\$ 530,400	12	\$ 54,101	\$ 649,210	12	\$ 55,724	\$ 668,686	12	\$ 57,396	\$ 688,746
Electives/Specialty Teacher(s)	2	\$ 40,000	\$ 80,000	4	\$ 40,800	\$ 163,200	4	\$ 41,616	\$ 166,464	4	\$ 42,864	\$ 171,458	4	\$ 44,150	\$ 176,602
Exceptional Children Teacher(s)	1	\$ 55,000	\$ 55,000	1	\$ 56,100	\$ 56,100	1	\$ 57,222	\$ 57,222	1	\$ 58,939	\$ 58,939	1	\$ 60,707	\$ 60,707
Instructional Support			\$ -			\$ -			\$ -			\$ -			\$ -
Teacher Assistants	2	\$ 35,000	\$ 70,000	2	\$ 35,700	\$ 71,400	2	\$ 36,414	\$ 72,828	2	\$ 37,506	\$ 75,013	2	\$ 38,632	\$ 77,263
Physical Education Teacher	1	\$ 49,000	\$ 49,000	1	\$ 49,980	\$ 49,980	1	\$ 50,980	\$ 50,980	1	\$ 52,509	\$ 52,509	1	\$ 54,084	\$ 54,084
EC Coordinator	1	\$ 60,000	\$ 60,000	1	\$ 61,200	\$ 61,200	1	\$ 62,424	\$ 62,424	1	\$ 64,297	\$ 64,297	1	\$ 66,226	\$ 66,226
Social Worker	1	\$ 60,000	\$ 60,000	1	\$ 61,200	\$ 61,200	1	\$ 62,424	\$ 62,424	1	\$ 64,297	\$ 64,297	1	\$ 66,226	\$ 66,226
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Total Instructional Personnel:	16		\$ 790,000	20		\$ 993,480	22		\$ 1,121,551	22		\$ 1,155,198	22		\$ 1,189,854
Total Admin, Support and Instructional Personnel:	23		\$ 1,115,000	28		\$ 1,355,580	31		\$ 1,522,105	31		\$ 1,567,768.36	31		\$ 1,614,801

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	5	\$ 8,100	\$ 40,500	7	\$ 8,343	\$ 58,401	7	\$ 8,593	\$ 60,153	7	\$ 8,851	\$ 61,958	7	\$ 9,117	\$ 63,816
Retirement Plan--NC State			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other	1	\$ 12,000	\$ 12,000	1	\$ 12,240	\$ 12,240	1	\$ 12,485	\$ 12,485	1	\$ 12,734	\$ 12,734	1	\$ 12,989	\$ 12,989
Life Insurance			\$ -			\$ -			\$ -			\$ -			\$ -
Disability			\$ -			\$ -			\$ -			\$ -			\$ -
Medicare			\$ -			\$ -			\$ -			\$ -			\$ -
Social Security	1	\$ 24,863	\$ 24,863	1	\$ 27,701	\$ 27,701	1	\$ 30,642	\$ 30,642	1	\$ 31,562	\$ 31,562	1	\$ 32,509	\$ 32,509
Unemployment	1	\$ 5,000	\$ 5,000	1	\$ 5,000	\$ 5,000	1	\$ 5,000	\$ 5,000	1	\$ 5,000	\$ 5,000	1	\$ 5,000	\$ 5,000
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Total Admin and Support Benefits:			\$ 82,363			\$ 103,342			\$ 108,280			\$ 111,254			\$ 114,314
Instructional Personnel Benefits															
Health Insurance	14	\$ 8,100	\$ 113,400	16	\$ 8,343	\$ 133,488	18	\$ 8,593	\$ 154,679	18	\$ 8,851	\$ 159,320	18	\$ 9,117	\$ 164,099
Retirement Plan--NC State			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other	14	\$ 2,788	\$ 39,035	16	\$ 2,844	\$ 45,504	18	\$ 2,901	\$ 52,216	18	\$ 2,959	\$ 53,260	18	\$ 3,018	\$ 54,325
Social Security	1	\$ 60,435	\$ 60,435	1	\$ 76,001	\$ 76,001	1	\$ 85,799	\$ 85,799	1	\$ 88,373	\$ 88,373	1	\$ 91,024	\$ 91,024
Disability			\$ -			\$ -			\$ -			\$ -			\$ -
Medicare			\$ -			\$ -			\$ -			\$ -			\$ -
Life Insurance			\$ -			\$ -			\$ -			\$ -			\$ -
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*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
Total Instructional Personnel Benefits:			\$ 212,870			\$ 254,993			\$ 292,694			\$ 300,952			\$ 309,448
Total Personnel Benefits:			\$ 295,233			\$ 358,335			\$ 400,974			\$ 412,206			\$ 423,762
Total Admin & Support Personnel (Salary & Benefits):	7		\$ 407,363	8		\$ 465,442	9		\$ 508,834	9		\$ 523,824.42	9		\$ 539,262
Total Instructional Personnel (Salary & Benefits):	16		\$ 1,002,870	20		\$ 1,248,473	22		\$ 1,414,245	22		\$ 1,456,150	22		\$ 1,499,302
TOTAL PERSONNEL:	23		\$ 1,410,233	28		\$ 1,713,915	31		\$ 1,923,079	31		\$ 1,979,975	31		\$ 2,038,564

*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	\$	1,500.00	\$ 2,000.00	\$ 2,500.00
Paper	\$	2,500.00	\$ 2,500.00	\$ 3,000.00
Computers & Software	\$	10,000.00	\$ 10,000.00	\$ 10,000.00
Communications & Telephone	\$	2,500.00	\$ 2,500.00	\$ 2,500.00
Copier leases	\$	5,000.00	\$ 5,000.00	\$ 5,000.00
Non-Cap Equipment	\$	2,000.00	\$ 2,000.00	\$ 2,000.00
Tech Equipment - Office	\$	2,000.00	\$ 2,000.00	\$ 2,000.00
	\$	-	\$ -	\$ -
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	\$	36,600.00	\$ 37,332.00	\$ 38,078.64
Marketing	\$	28,700.00	\$ 5,000.00	\$ 5,000.00
Audit Fees	\$	-	\$ 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
Facilities				
Facility Lease/Mortgage	\$	120,000.00	\$ 125,760.00	\$ 131,796.48
Maintenance	\$	10,000.00	\$ 10,000.00	\$ 10,000.00
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	\$	26,400.00	\$ 26,928.00	\$ 27,466.56
Gas	\$	-	\$ -	\$ -

Water/Sewer	\$ 6,000.00	\$ 6,120.00	\$ 6,242.40
Trash	\$ 500.00	\$ 500.00	\$ 500.00
Internet	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
*** 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	\$ -	\$ -	\$ -
Nutrition Supplies	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Unprepared Nutrition	\$ 7,500.00	\$ 10,000.00	\$ 10,000.00
	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -
Total Administrative & Support Operations:	\$ 548,700.00	\$ 544,740.00	\$ 554,846.58

OPERATIONS BUDGET: Instructional		Year 1	Year 2	Year 3
Classroom Technology				
Classroom/Student Devices	\$	37,500.00	\$ 13,750.00	\$ 13,750.00
Software (LMS, SIS, etc.)	\$	25,000.00	\$ 25,000.00	\$ 30,000.00
Wifi Access (Remote Charter Applicants)	\$	-	\$ -	\$ -
Other	\$	-	\$ -	\$ -
Instructional Contract				
Staff Development	\$	10,000.00	\$ 10,000.00	\$ 10,000.00
Instructional Services	\$	5,000.00	\$ 5,200.00	\$ 5,400.00
EC Services	\$	15,000.00	\$ 15,300.00	\$ 15,606.00
Psych Services	\$	10,000.00	\$ 10,200.00	\$ 10,404.00
Speech Services	\$	15,000.00	\$ 15,300.00	\$ 15,606.00
	\$	-	\$ -	\$ -
Books and Supplies				
Instructional Materials	\$	15,000.00	\$ 15,300.00	\$ 15,606.00
Curriculum/Texts	\$	25,000.00	\$ 25,000.00	\$ 25,000.00
Copy Paper	\$	2,500.00	\$ 2,500.00	\$ 3,000.00
EC Supplies	\$	2,000.00	\$ 2,000.00	\$ 2,500.00
Postage	\$	500.00	\$ 500.00	\$ 500.00
Non Cap Equipment Furniture	\$	7,500.00	\$ 3,500.00	\$ 3,500.00
Cap Equipment	\$	30,000.00	\$ 10,000.00	\$ 10,000.00
	\$	-	\$ -	\$ -
Total Instructional Operations:	\$	200,000.00	\$ 153,550.00	\$ 160,872.00
TOTAL OPERATIONS:		\$ 748,700.00	\$ 698,290.00	\$ 715,718.58

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

Year 4	Year 5
\$ 3,000.00	\$ 3,500.00
\$ 3,000.00	\$ 3,500.00
\$ 10,000.00	\$ 10,000.00
\$ 2,500.00	\$ 2,500.00
\$ 5,000.00	\$ 5,000.00
\$ 2,000.00	\$ 2,000.00
\$ 2,000.00	\$ 2,000.00
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ 3,500.00	\$ 3,500.00
\$ 9,000.00	\$ 9,000.00
\$ 38,840.21	\$ 39,617.02
\$ 5,000.00	\$ 5,000.00
\$ 8,750.00	\$ 8,800.00
\$ 500.00	\$ 500.00
\$ -	\$ -
\$ 1,800.00	\$ 1,900.00
\$ 138,122.71	\$ 144,000.00
\$ 10,000.00	\$ 10,000.00
\$ 5,000.00	\$ 5,000.00
\$ -	\$ -
\$ 28,940.63	\$ 30,387.66
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ 28,015.89	\$ 28,576.21
\$ -	\$ -

\$	6,367.25	\$	6,494.59
\$	500.00	\$	500.00
\$	2,000.00	\$	2,000.00
\$	-	\$	-
\$	-	\$	-
\$	240,000.00	\$	240,000.00
\$	-	\$	-
\$	-	\$	-
\$	-	\$	-
\$	-	\$	-
\$	-	\$	-
\$	-	\$	-
\$	-	\$	-
\$	1,000.00	\$	1,000.00
\$	10,000.00	\$	10,000.00
\$	-	\$	-
\$	-	\$	-
\$	564,836.69	\$	574,775.48

Year 4		Year 5	
\$	48,750.00	\$	13,750.00
\$	30,000.00	\$	35,000.00
\$	-	\$	-
\$	-	\$	-
\$	10,000.00	\$	10,000.00
\$	5,600.00	\$	5,800.00
\$	15,918.12	\$	16,236.48
\$	10,612.08	\$	10,824.32
\$	15,918.12	\$	16,236.48
\$	-	\$	-
\$	15,918.12	\$	16,236.48
\$	25,000.00	\$	25,000.00
\$	3,000.00	\$	3,000.00
\$	3,000.00	\$	3,000.00
\$	500.00	\$	500.00
\$	7,500.00	\$	3,500.00
\$	10,000.00	\$	10,000.00
\$	-	\$	-
\$	201,716.44	\$	169,083.77
\$	766,553.13	\$	743,859.24

Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 1,410,232.79	\$ 1,713,914.87	\$ 1,923,079.12	\$ 1,979,974.55	\$ 2,038,563.84
Total Operations	M	\$ 748,700.00	\$ 698,290.00	\$ 715,718.58	\$ 766,553.13	\$ 743,859.24
Total Expenditures	N = J + M	\$ 2,158,932.79	\$ 2,412,204.87	\$ 2,638,797.70	\$ 2,746,527.68	\$ 2,782,423.08
Total Revenue	Z	\$ 2,202,692.79	\$ 2,465,103.04	\$ 2,702,170.60	\$ 2,920,619.35	\$ 3,139,068.10
Surplus / (Deficit)	= Z - N	\$ 43,759.99	\$ 52,898.17	\$ 63,372.89	\$ 174,091.66	\$ 356,645.01

**PREPARATORY LEADERSHIP ACADEMY BOARD MEMBER
ATTESTATION FORM**
2026 Charter School Application

April 22, 2026

Attestation Statement

I hereby affirm and attest that, at the time of the 2026 Charter School Application submission, I have no pending criminal charges in any local, state, federal, tribal, or international jurisdictions.

I further certify that:

1. This statement is true and accurate to the best of my knowledge;
2. I understand that falsification, omission, or misrepresentation may affect my eligibility to serve on the Board of Directors of Preparatory Leadership Academy;
3. I agree to immediately notify the Board Chair and Founder should my legal status change prior to charter approval or school opening.

Certification

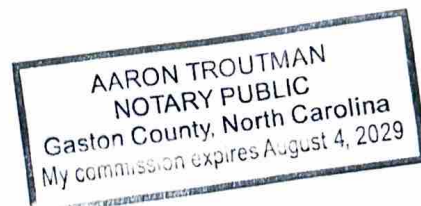
I certify under penalty of perjury that the foregoing is true and correct.

Board Member Information

Printed Name: Doris A. Sanders
Signature: *Doris A. Sanders*
Date: 04-25-2026

Notary Acknowledgment

State of NC County of Gaston
Subscribed and sworn before me this 25th day of April, 2026.
Notary Public: *[Signature]*
My Commission Expires: 8-4-2029



**PREPARATORY LEADERSHIP ACADEMY BOARD MEMBER
ATTESTATION FORM**
2026 Charter School Application

April 22, 2026

Attestation Statement

I hereby affirm and attest that, at the time of the 2026 Charter School Application submission, I have no pending criminal charges in any local, state, federal, tribal, or international jurisdictions.

I further certify that:

1. This statement is true and accurate to the best of my knowledge;
2. I understand that falsification, omission, or misrepresentation may affect my eligibility to serve on the Board of Directors of Preparatory Leadership Academy;
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Certification

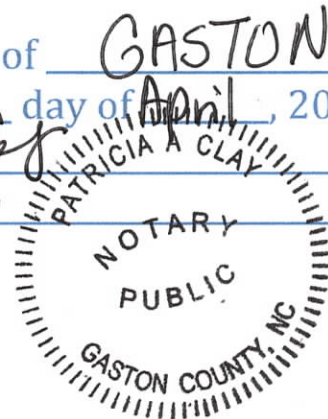
I certify under penalty of perjury that the foregoing is true and correct.

Board Member Information

Printed Name: Sylvester Washington
Signature: *Sylvester Washington*
Date: April 24, 2026

Notary Acknowledgment

State of NC County of GASTON
Subscribed and sworn before me this 24th day of April, 2026.
Notary Public: *Patricia A. Clay*
My Commission Expires: 8/31/26





Signature Page

Preparatory Leadership Academy

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

Print/Type Name: Doris Sanders

Board Position: Board Chair

Signature: *Doris Sanders*

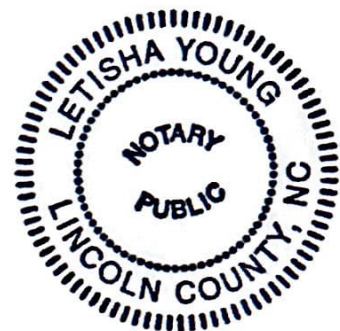
Date: 04/24/2026

Sworn to and subscribed before me this 24th day of April, 2026.

Notary Public: *Letisha Young*

Official Seal:

My commission expires: 02-05-, 2029.



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:	[X] Occurrence Form [] 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

Gaston County Missionary Baptist Association Spring Training Institute 2026

Apr 20th - 22nd ~ 6:45pm Nightly

To Serve this Present Age

Sessions Available for All Ages



Dr. Benjamin Hinton
Host Pastor



Rev. Richard Reed, Moderator



Rev. Robert Williams
Guest Facilitator

Rev. Lewis Lowery
Guest Facilitator

Dr. Charlene Robbins
Guest Facilitator

Host Church:

Tabernacle Baptist Church
519 W 19th Ave, Gastonia NC

www.gcmbanc.org

Corporate
Partner



Tabernacle Baptist Church
Reverend Dr. Benjamin Hinton, *HOST PASTOR*
519 W. 19TH Avenue, Gastonia, NC 28052

"Enter into his gates with thanksgiving and into his courts with praise: be thankful unto him and bless his name. For the Lord is good; his mercy is everlasting; and his truth endureth to all generations." (Psalms 100:4-5)

SPRING TRAINING INSTITUTE

April 20, 2026

Reverend Dr. Benjamin Hinton, Presiding

WE ENTER INTO WORSHIP

THE CALL TO WORSHIP

Reverend Dr. Benjamin Hinton

Host Pastor, Tabernacle Baptist Church

THE SCRIPTURE

Reverend Dr. Jelester Sanders

Pastor, New High Springs Baptist Church

THE INVOCATION

Reverend Monica Colbert

Pastor, New Canaan Baptist Church

THE PRAISE AND WORSHIP

Mt. Pleasant Baptist Church, Bessemer City

THE HOST PASTOR'S WELCOME

Reverend Dr. Benjamin Hinton

THE MODERATOR'S GREETINGS

Moderator Richard E. Reed, I.

Pastor, New Gethsemane Baptist Church

ANNOUNCEMENTS

Reverend Dr. Doris Sanders

Associate Minister, Tabernacle Baptist Church

GCMBA Executive Administrator to Moderator

THE WORSHIP OF GOD THROUGH GIVING

The Offertory Appeal and Prayer:

Reverend Lewis Lowery

Pastor, Fancy Hill Baptist Church

LEARNING & EMPOWERMENT FOR ALL AGES

THE INTRODUCTION OF TEACHERS:

Reverend Dr. Kimberly Moore

Pastor, Emmanuel Missionary Baptist Church

THE TRANSITION/DISMISSAL TO/FROM CLASS

Monday April 20, 2026	ADULT CLASS & FACILITATOR	YOUTH CLASS & FACILITATOR
	<u>TOPIC</u> Biblical Discernment in an Ai World <u>FACILITATOR</u> Reverend Dr. Charlene Robbins Boyd Friendship Baptist Church	<u>TOPIC</u> Check Your Yourself <u>FACILITATOR</u> Markeith Redd Friendship Christian Center

“Enter into his gates with thanksgiving and into his courts with praise: be thankful unto him and bless his name. For the Lord is good; his mercy is everlasting; and his truth endureth to all generations.”
(Psalms 100:4-5)

SPRING TRAINING INSTITUTE
April 21, 2026
Reverend Thurman Clark, Presiding

WE ENTER INTO WORSHIP

- THE CALL TO WORSHIP

Reverend Thurman Clark
Pastor, Mt. Pleasant Baptist Church
- THE SCRIPTURE

Reverend T. S. Gilespie
Pastor, Hebron Church of Jesus Christ
- THE INVOCATION

Reverend R.O. Setzer
Pastor, Mt. Pisgah Baptist Church
- THE PRAISE AND WORSHIP

Tabernacle Baptist Church VIP Mass Choir
- ANNOUNCEMENTS

Reverend Dr. Doris Sanders
- THE MODERATOR’S GREETINGS

Moderator Richard E. Reed, I.
Pastor, New Gethsemane Baptist Church

THE WORSHIP OF GOD THROUGH GIVING

- The Offertory Appeal and Prayer*

Reverend Tony Brantley
Pastor, Bethel Baptist Church

LEARNING & EMPOWERMENT FOR ALL AGES

- THE INTRODUCTION OF TEACHERS:

Reverend Dr. Kimberly Moore
Pastor, Emmanuel Missionary Baptist Church

THE TRANSITION/DISMISSAL TO/FROM CLASS

Tuesday April 21, 2026	ADULT CLASS & FACILITATOR	YOUTH CLASS & FACILITATOR
	<u>TOPIC</u> Staying Focused in a Distracted World <u>FACILITATOR</u> Pastor Lewis Lowery	<u>TOPIC</u> Overcoming Distractions <u>FACILITATOR</u> Reverend Regina Reid Center Baptist Church

“Enter into his gates with thanksgiving and into his courts with praise: be thankful unto him and bless his name. For the Lord is good; his mercy is everlasting; and his truth endureth to all generations.”
(Psalms 100:4-5)

SPRING TRAINING INSTITUTE

April 22, 2026

Reverend Dr. Kimberly Moore, Presiding

WE ENTER INTO WORSHIP

- THE CALL TO WORSHIP

Reverend Dr. Kimberly Moore
Pastor, Emmanuel Missionary Baptist Church
- THE SCRIPTURE

Reverend Antwonn Lynch
Pastor, Greater Mt Hebron Baptist Church
- THE INVOCATION

Reverend Byron McIlwane
Pastor, Macedonia Baptist Church
- THE PRAISE AND WORSHIP

Reverend Antoine Burriss and Chosen
- ANNOUNCEMENTS

Reverend Dr. Doris Sanders
- THE MODERATOR’S GREETINGS

Moderator Richard E. Reed, I.
Pastor, New Gethsemane Baptist Church

THE WORSHIP OF GOD THROUGH GIVING

- The Offertory Appeal and Prayer*

Reverend Sylvia Lowery
Pastor, Gold Hill Baptist Church

LEARNING & EMPOWERMENT FOR ALL AGES

- THE INTRODUCTION OF TEACHERS:

Reverend Dr. Kimberly Moore
- THE TRANSITION/DISMISSAL TO/FROM CLASS**
(Youth to return to Main Sanctuary at 8:25pm)

Wednesday April 22, 2026	ADULT CLASS & FACILITATOR	YOUTH CLASS & FACILITATOR
	TOPIC Helping to Build Kingdom Citizens FACILITATOR Reverend Robert Williams, II Tabernacle Baptist Church	TOPIC Building Your Faith FACILITATOR Christina Stokes-Hager Mt Pleasant Baptist Church

- THE CLOSING REMARKS

Reverend Dr. Kimberly Moore
- THE PRAYER OF BENEDICTION

Moderator Richard E. Reed, I.

GASTON COUNTY MISSIONARY BAPTIST
ASSOCIATION PRESENTS....
THE JAMES F. WERTZ ORATORICAL CONTEST



AWARDS PROGRAM

*Let's celebrate our 2025 Oratorical
Contestants & Scholarship Recipients!*

THURSDAY
MAY 14 2026

NEW HIGH
SPRINGS MBC

811 S. DALTON ST.
GASTONIA, NC
28052

DR. JELESTER SANDERS, HOST PASTOR

DOORS OPEN AT 6:30PM

MODERATOR RICHARD REED, I

Corporate
Partner



GCMBB ANNIVERSARIES | REVIVALS | HOMECOMINGS

CONGRATULATIONS ON THE FOLLOWING PASTORAL ANNIVERSARIES

Pastor's Name | Church | Date

Dr. Darial Jackson, St. John Baptist Church, January 18, 2026

Dr. Pierre Crawford Center Baptist Church February 1, 2026

Dr. Benjamin Hinton, Tabernacle Baptist Church, March 8, 2026

Pastor Gene McCorkle, A Second Chance Ministries, March 15, 2026

Pastor Sylvia Lowery, Gold Hill Missionary Baptist Church, April 12, 2026

Pastor Thurman Clark, Mt. Pleasant Baptist Church (Bessemer City)
April 19, 2026

Dr. A. T. Pearson, Mt. Sinai Baptist Church, May 16, 2026

Pastor Lewis Lowery, Fancy Hill Baptist Church, May 19, 2026

Dr. Charlene Robbins, Boyd Friendship Baptist Church, June 14, 2026

2026 SAVE-THE-DATES

GCMBB 2026 EVENT DATES & LOCATIONS

2026 CONGRESS OF CHRISTIAN EDUCATION SPRING TRAINING INSTITUTE

Tabernacle Baptist Church (Gastonia, NC)

Dr. Benjamin Hinton, HOST PASTOR

April 20-22, 2026 (6:45pm)

FAMILY & FRIENDS DAY

St. John's Missionary Baptist Church

April 26, 2026

FAMILY & FRIENDS DAY

New Gethsemane Baptist Church

April 26, 2026

General Baptist State Convention of North Carolina, Inc.

Mid-Year Session

Riverfront Convention Center

203 S. Front Street, New Bern, NC 28560

May 5-6, 2026

NAME SUBMISSION FOR ORDINATION APPLICATION

Pastoral Submission to Dr. Jackson
June 6, 2026 (5PM)

121st CHURCH ANNIVERSARY

New Gethsemane Baptist Church
May 17, 2026

57th CHURCH ANNIVERSARY

Emmanuel Missionary Baptist Church
May 17, 2026

FAMILY & FRIENDS DAY

Mt. Pisgah Missionary Baptist Church
May 17, 2026

CHURCH HOMECOMING

Springfield Memorial Baptist Church
May 17, 2026

GCMBA CRUSADE

Center Baptist Church
May 18-20, 2026

CHOIR CONCERT & REVIVAL

New High Springs Missionary Baptist Church
June 21, 2026, CONCERT
June 22-23, 2026, REVIVAL

HOMECOMING & REVIVAL

Mt. Moriah Missionary Baptist Church
June 21, 2026

HOMECOMING & REVIVAL

Emmanuel Missionary Baptist Church
June 21-24, 2026

THE STATE ORATORICAL CONTEST Congress of Christian Education,

Auxiliary to the General Baptist State Convention of NC, Inc.
North Carolina Central University (Durham, NC)
June 26, 2026

LIT YOUTH SKATING EVENT

June 28, 2026

GCMBA SUMMER SESSION
July 12, 2026 (LIT Summer Session)
July 13-15, 2026

GCMBA 2026 BOARD MEETING DATES & LOCATION

Executive Board Meeting
Mt. Moriah Baptist Church, Belmont, NC
May 11, 2026 - 6:30 PM

Executive Board Meeting
Location: TBD
July 9, 2026 - 6:30 PM

SPECIAL THANKS
Anthony Gallant, State Farm Insurance,
CORPORATE PARTNER

Tabernacle Baptist Church (TBC)
Reverend Richard E. Reed, Moderator
Reverend LaTonya Clark, Youth Coordinator
Reverend Thurman Clark, Vice Moderator of Community Partnerships
Reverend Dr. Pierre Crawford, Center Baptist Church
Reverend Dr. Benjamin Hinton, Host Pastor & Facilitator
Reverend Lewis Lowery, Vice Moderator of Worship
Elder Sylvia Lowery, Pastor & Operations Administrator
Bishop John A. McCullough, Pastor & Vice Moderator of Social/Political Concerns
Reverend Byron McIlwain, Pastor & Vice Moderator of Policy, and Structure
Reverend Dr. Kimberly Moore, Vice Moderator of Training
Reverend Dr. A. T. Pearson, Vice Moderator of Missions Outreach
Reverend Regina Reid, Center Baptist Church
Elder Cathy Rendleman, Correspondence Administrator
Elder Dr. Charlene Robbins, Pastor & Executive Director
Sister Dorothy Sanders, Recording Administrator
Reverend Dr. Doris A. Sanders, Executive Administrator to Moderator
Elder Dr. Charlene Robbins, Pastor & Executive Director
Minister Lauryn Truitt, Tabernacle Baptist Church
Reverend Robert Williams, Young Adult Coordinator



NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

Maurice "Mo" Green, Superintendent of Public Instruction

www.dpi.nc.gov

2026 Charter Application Fee Payment Form

***Form must accompany payment (certified check or money order) for processing.

(Please Type or Print Legibly)

Name:

Dr. Doris Sanders

Phone:

980-320-4938

Name of Charter School:

PREPARATORY LEADERSHIP ACADEMY

E-mail:

preparatoryleadershipacademy@gmail.com

General Information

Non-Refundable Application Fee: \$1,000.00

Acceleration/Fast Track /Traditional Timeline Applicants: The Office of Charter Schools must receive your application fee and fee payment form no later than 5:00 pm. (EDT) April 24, 2026.

Payment Information

☐ Mail in Application Fee Payment Form with Certified Check or Money Order

☐ Facsimiles will NOT be accepted

☐ One registration form and fee per charter school

Payable To:

NC DPI

Office of Charter Schools

6307 Mail Service Center

Raleigh, NC 27699-6307

NOTE: *Applications submitted without the non-refundable fee, result in fee being declined by the bank as insufficient funds, or submitted after 5:00 pm EDT on the appropriate deadline, will be deemed incomplete.*

FOR DPI USE ONLY

Budget Code: 201908 45100047 08A0000 0821345 2000

OFFICE OF CHARTER SCHOOLS

Ashley Baquero, *Director of the Office of Charter Schools* | ashley.baquero@dpi.nc.gov
6307 Mail Service Center, Raleigh, North Carolina 27699-6307 | (984) 236-2708