



Application Preliminary Evaluation Packet

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

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

Subcommittee Members:

Heather Soja
Tammi Sutton
Steven Walker
Danielle Allen
Cheryl Turner
Bruce Friend
Ashley Baquero
Alan Hawkes
Alex Quigley
Jennifer Gnann
Joe Maimone
Lindalyn Kakadelis
Tracy Kelley
Les Stein
Lynn Kroeger
Phyllis Gibbs
Shannon Stein
Sherry Reeves

Stephenie Clark
Ginger Cash

Date of Review:



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Wake Preparatory Academy

Public charter schools opening the fall of 2020

Due by 5:00 pm, October 1, 2018

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

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

CHARTER SCHOOL
2018 Application Process
To open a charter school in the 2020-2021 school year

APPLICATION DUE DATE/TIME

October 1, 2018 A complete *online* application package, in the Office of Charter Schools **by 5:00 pm EST.**

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

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

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline October 1, 2018 at 5:00 pm EST. **All applications must be submitted using the online portal** and applicants are to use the following specifications:

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

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Wake Preparatory Academy

X

Name of Municipality under which charter will be organized or operated:

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

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

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

Name of contact person: *Hilda A. Parlér*

Title/Relationship to to nonprofitMunicipality: *Founder, Board President*

Mailing address: 1035 Lake Royale
Louisburg NC 27549

Primary telephone: 919-357-4649 Alternative telephone: 919-357-4649

E-Mail address: *hilda.wakeprepacademy@gmail.com*

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

County: WAKE

LEA: 920-Wake County Schools

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

No:

Yes: X

If so, provide the name of the third party person or group. Charter One

List the fee provided to the third party person or group. 0.00

Provide a **full** detailed response of the assistance provided by the third party person or group while preparing this application and when the assistance will end.

Charter One, an EMO, helped with demographic research, financial projections, facility search, analysis, and marketing. They also provided application review and edits at their own expense. If the charter application is approved, Wake Preparatory will contract with Charter One to provide services for the school. Their involvement with WPA is and will always be subject to direct supervision by the WPA's Board of Directors and the school's administration, as directed by the Board.

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

No:

Yes:

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

No:

Yes:

Acceleration

Yes:

No:

The State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high quality charter schools. In considering whether to accelerate the planning year, the applicant must meet the following requirements:

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

Demonstrate an exceptional need for the charter school in the proposed location

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

Yes:

No:

Is a facility identified by the applicant that is feasible for opening on an accelerated schedule.

Yes:

No:

Demonstrate that the facility identified by the applicant is feasible for opening on an accelerated schedule.

Attach Appendix A1 to demonstrate you have a facility secured for opening on an accelerated schedule.

Once evidence for the requirements has been verified, the State Board will also consider the presence or absence of the following factors in making its determination:

- 1. Unique mission and educational program.*
- 2. Local, state, and national nonprofit partnerships committed to assisting the school.*
- 3. Potential for economic and educational development of the region.*
- 4. Mentoring by a successful organization that has experience in creating public schools.*

5. *Obstacles to educational reform efforts that leave chartering as an available option.*
6. *Commitment to work with a successful charter school board as a guiding mentor.*
7. *The length of time the board of directors has existed.*
8. *Whether the proposed board has previously or currently operates a successful public charter school.*

The above list is not exclusive or controlling and is intended to guide the exercise of the State Board's discretion. An applicant requesting acceleration must submit the request to the State Board of Education prior to the application due date for consideration.

In order to qualify for designation as an "alternative school" for purposes of accountability under this policy, the charter school must demonstrate that it serves a student population as follows:

1. *The school must include grades 9-12.*
2. *At least 75% of the school's population in grades 9-12 must be at-risk of academic failure as defined in GCS-Q-001, I.B, and must also meet one or more of the following indicators:*
 - a. *The student must either be recently released from a juvenile justice facility, or otherwise be subject to and participating in the juvenile justice court process;*
 - b. *The student must be currently served by a treatment facility licensed pursuant to Chapter 122C of the General Statutes, or have recently been discharged from such a facility;*
 - c. *The student must be currently under long-term suspension from a public or private school ; or*
 - d. *The student must be a high-school dropout as defined in GCS-Q-001; or be imminently at risk of dropping out as demonstrated by adequate documentation in the charter school's application for designation under this policy.*

Yes:

No:

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

The School must, in its application, designate which of the alternative accountability options it is requesting under GCS-C-038. The option selected, if approved, cannot be changed except at the time of renewal.

What is the name of the nonprofit organization that governs this charter school? Wake Preparatory Academy

Is this application for Virtual charter school: Yes: No:

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2020

Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (
5

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
Year 1	K, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10	1605
Year 2	K, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11	1855
Year 3	K, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12	2105
Year 4	K, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12	2105
Year 5	K, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12	2105

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

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

parlerha
Signature

Hilda Parlér
Title

parlerha
Printed Name

09/30/2018
Date

Section I: Application Contact Information Concerns and Additional Questions	Reviewer	Page Reference
<u>Enrollment figures for year one are very lofty.</u>	<u>Jennifer Gnann</u>	<u>Grade Levels</u>
<u>Is there any concern about quality and culture by starting a school with K-10 (over 1600) right from the start? New students, staff, kids, rules?</u>	<u>Shannon Stein</u>	<u>Grade Levels</u>
<u>The enrollment figures do not seem realistic. Are there concerns about being able to start a high quality elementary, middle, and (part) high school day one?</u>	<u>Ashley Baquero</u>	<u>Grade Levels</u>
<u>Very ambitious starting K-10 and 1600 students</u>	<u>Lynn Kroeger</u>	<u>Grade Levels</u>
<u>The enrollment projection year 1 unrealistic. What is the rational to support starting the school with 1605 students across primary, middle and high school? What specifically about this model would prompt a parent to transition?</u>	<u>Tracy Kelley</u>	<u>Grade Levels</u>

Reviewer	Score
<u>Heather Soja</u>	
<u>Tammi Sutton</u>	
<u>Steven Walker</u>	
<u>Danielle Allen</u>	
<u>Cheryl Turner</u>	
<u>Bruce Friend</u>	
<u>Ashley Baquero</u>	<u>Fail</u>
<u>Alan Hawkes</u>	
<u>Alex Quigley</u>	
<u>Jennifer Gnann</u>	<u>Pass</u>
<u>Joe Maimone</u>	
<u>Lindalyn Kakadelis</u>	
<u>Tracy Kelley</u>	<u>Fail</u>
<u>Les Stein</u>	<u>Pass</u>
<u>Lynn Kroeger</u>	
<u>Phyllis Gibbs</u>	
<u>Shannon Stein</u>	<u>Pass</u>
<u>Sherry Reeves</u>	
<u>Stephenie Clark</u>	
<u>Ginger Cash</u>	

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

Wake Preparatory Academy will provide a challenging, individualized education program with a moral focus while preparing its students to graduate from high school with paths to acceptance and success in college, a career, and beyond.

Clearly describe the mission of the proposed charter school:

WPA will guide students through a rigorous college prep curriculum while instilling strong moral character. Project-based learning techniques and a multi-faceted approach of RAISE (Respect, Accountability, Integrity, Service, and Excellence) curriculum will advance students' social competence, self-efficacy, and intelligence, empowering students to use unique experiences as effective resources in their learning. Students will know education liberates and provides options for their future.

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

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

WPA will begin K-10. We intend to co-locate our campuses on the same property but conduct K-5 and 6-12 operations in two separate facilities. We are conducting our real estate search across the North Raleigh, Wake Forest, and Rolesville communities.

Targeted Population: We will not target a specific population, though we expect to enroll students from throughout the Wake County Public School System (WCPSS) and Franklin County Schools (FCS). We will market broadly to these areas. Our plans and budget reflect a similar student population to WCPSS. Students in WCPSS are: 46% White; 23% Black; 17.7% Hispanic; 8.8% Asian; and 3.8% multiracial. Over 31% participate in the free and reduced-priced lunch program, 13% are EC, and 7% are ELLs.

Rationale for Location: According to the U.S. Census, Wake County's population grew by 43.5 percent between 2000 and 2010 - the highest growth of any metropolitan area in the nation for that period (newgeography.com); and this growth is continuing. Wake County is projected to reach two million residents by 2054 (Wakegov.com). North Raleigh, the Town of Wake Forest, and

the Town of Rolesville have seen booming growth in the population, business, and housing sectors.

Wake Forest alone increased in population from 5,200 in 1990 to more than 30,000 in 2010, a nearly six-fold increase. Wake Forest is projected to continue to grow steadily over the next 10-15 years. The Town of Rolesville directly borders Wake Forest to the southeast and has become the fastest growing town in North Carolina since 2010. It has had an amazing 102.8 percent population growth from 2000 to 2010.

WCPSS itself notes "As many as 20,000 additional children are expected in our classrooms by 2020" ("District Facts: Overview," at www.wcpss.net). WCPSS currently runs more than 100 elementary schools and 33 middle schools, and has put up almost 1,200 modular classrooms in an attempt to alleviate overcrowding and accommodate the tremendous growth in the student population. For the 2018-19 school year, 20 schools in the county are "capped," meaning residents who move in to neighborhoods where those schools are located are not guaranteed a seat in those schools for their children.

While charter school choices in northern Wake County exist, the vast majority only serve students in grades K-8 and the demand for those schools far exceeds the available capacity. For example, Wake Forest Charter Academy (WFCA), in only its fifth year, maintains a student waitlist of over 1,300 students. Waitlist figures are similar for nearby Franklin Academy, the only K-12 charter school in our area. We anticipate that WPA will help meet demand for K-8 charter school seats, while also serving the hundreds of K-8 charter parents who do not have a charter high school choice. We intend for our high school grades to include more seats than our K-8 to accommodate not only WPA rising 9th graders, but also students from nearby schools.

Area charter schools include Endeavor Charter School (K-8); Envision Science Academy (K-8); WFCA (K-8), and Rolesville Charter Academy (RCA) (K-8).

Thus far, Wake Preparatory has held two community events and reached out to families via social media. This has garnered 405 families signing up for our interest list. Several families have also written letters for us, expressing the need and desire for WPA (Appendix O5-10). Our Facebook page has received 196 total page likes, 325 engagements (likes, comments, shares, etc), 304 link clicks on our ads and posts, and 3,4000 video views.

With the significant parent demand for a school such as ours, our community's explosive population growth, overcrowded schools, and the need for additional charter seats, we know WPA will be in high-demand.

Attribution: Board

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

WPA plans to begin serving 1,605 students in grades K-10 in the fall of 2020. Over the next years, our school will grow until we reach capacity (2,105 students) in 2022-23. Our partnership with Charter One allows us to

have a fully-staffed administrative team in place from day one, as well as two facilities that will accommodate our full program even though we will not be at full capacity on the first day of school. This approach will allow us to better focus on having the right programs and procedures in place from the start.

It was also of critical importance to our Board that we begin high school operations immediately, to serve hundreds of rising 9th graders in our community that will most certainly want to enroll at WPA. We also believe starting WPA with grades K-10 will be an attractive option for families with children across the K-12 grade span. One of the most challenging things for families with multiple children in our area is finding consistent school calendar options. We have friends with children in elementary, middle, and high school, who may have one child on a traditional calendar, one on a track calendar, and one on a year-round calendar - based on where they live and available options through WCPSS. Worse, these schedules can change annually.

We expect that 80 percent of our students will come from families living within the WCPSS LEA and 20 percent will come from the Franklin County Schools LEA. We have built our budget and expected student population profile on this assumption, but, of course, will adjust our calculations if necessary as we begin to enroll students. In 2017-18, WCPSS enrolled approximately 160,429 K-12 students. Eighty percent of our projected full enrollment of 2,105 students at WPA represents about 1.11 percent of the LEA's current student enrollment. Eighty percent of our initial first-year enrollment of 1,605 represents under one percent (about 0.80 percent) of WCPSS's total K-12 enrollment.

In 2017, the Franklin County Schools LEA enrolled approximately 8,275 K-12 students. Twenty percent of our initial first-year enrollment of 1,605 represents about 3.87 percent of the Franklin County Schools LEA's total K-12 enrollment. Twenty percent of our projected full enrollment of 2,105 at WPA represents about 5.08 percent of the LEA's current student enrollment.

Our area's population is growing rapidly. More than 9,000 new students are expected in Wake County schools by 2020 (<https://www.wcpss.net/domain/100>). Should our school be approved to open in the fall of 2020, we expect that our percentage of each LEA's average daily membership would actually be lower upon opening, and ultimately upon reaching our full K-12 program in the 2022-2023 school year.

Attribution: Board

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

Providing a K-12 charter school choice will itself be a significant differentiating factor for families. Franklin Academy is the only K-12 charter school in our area, and is the subject of replication for a private school model, Thales Academy, demonstrating its success. We know WPA will be a welcome addition. Programmatically, our school will have a number of unique and differentiating factors that will be critical to the achievement of our mission.

According to the Bucks Institute of Education: "Project Based Learning (PBL) prepares students for academic, personal, and career success, and readies young people to rise to the challenges of their lives and the world they will inherit." Through meaningful problems at the appropriate challenge level, sustained inquiry, student voice and choice, reflection, and a public presentation, students learn skills that equip them to be college ready (Appendix O-1). PBL has been used successfully in all levels of classes, including Advanced Placement. Currently the only school to offer PBL in Wake County is Southeast Raleigh Magnet, limiting it to 1600 teens and offering the choice to only 480 students in Wake County.

Developing students into positive and contributing individuals, our moral focus program, RAISE (Respect, Accountability, Integrity, Service, Excellence) will teach and model accountability, high expectations, and admirable behavior. The RAISE leadership program integrates our core values into a curriculum that actively promotes leadership, with weekly lessons and daily exercises assembled from the works of prominent human development experts, like Stephen R. Covey, Jim Collins, and John Maxwell. Lessons will develop students' strong characters and the qualities needed to become good citizens (Appendix O-2). Students will be taught that their best effort is vital to academic success, and teachers will ensure that students understand what is expected of them and take pride in the results of their work.

The Advisory program will consist of weekly grade-level cohort sessions facilitated by a teacher where students learn and practice the "soft skills" needed to be successful both in high school and college (e.g., time management, responsibility, and teamwork), as well as receive direct support in the college selection and application process. The Advisory program will also include individualized attention and guidance from the college counselor in selecting, applying for, and seeking financial aid for their post-secondary career. The cohorts will remain together for their high school career, ensuring that every student in the school is well-known by a faculty member and has a touchstone.

WPA will foster strong partnerships with parents, actively engaging them in their children's learning. This will be exhibited by, among other things, frequent and meaningful communication and a welcoming atmosphere. In the middle and high schools, there will also be student-led conferences, where the student leads the parent and advisory teacher through the student's growth, areas of concerns, and academic success. Parents will also be invited to the Project Exhibition nights led by the students which highlight the PBL work they've been doing.

We expect students to enroll at WPA with significantly different needs. To manage those various needs, we will focus on personalized instruction, delivered through small-group instruction and infused with blended learning. In our high school, we intend to establish a 1:1 laptop program, a wireless campus and fully embrace technology through interactive whiteboards and rich digital content in all subject areas.

Attribution: Board and Charter One

4. *In the appendices (Appendix A1), you must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this*

proposed charter school. (Please do not provide more than one sample survey form).

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

The Six Legislative Purposes of a Charter School are:

- 1. Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.*
- 2. Hold schools accountable for meeting measurable student achievement results.*
- 3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.*
- 4. Improving student learning.*
- 5. Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.*
- 6. Encourage the use of different and innovative teaching methods.*

1. The core of PBL and RAISE is having teachers become experts of the curriculum and their own professional development. Teachers can become curriculum specialists who plan and lead cross-curricular cohorts in project development and teaching methods. These teachers also serve as a liaison between the faculty and administration and are a first resource for colleagues.

2. Just as we intend to hold students accountable for what they learn, WPA will hold teachers, school leaders, and the Board, accountable for the academic results at our school. We will administer all required state assessments and will embrace North Carolina's READY Accountability Model. Additionally, our school will institute a comprehensive formative assessment program that evaluates individual, class-wide, and school-wide student academic performance. Evaluations of our students at the beginning of each year will provide a baseline, and subsequent evaluations will gather important and detailed data that will be used to drive and revise instructional practices and measure annual growth. Accountability for performance will also extend to other areas of the school's operations, such as attendance rates, fiscal stability, and parental satisfaction. Each year, we will create an annual school improvement plan that examines performance data for all aspects of our school and presents a plan of action for the following school year. Our Board will also contract for a third-party review of our academic program as necessary and as another point of contact for holding our management accountable for success.

4. WPA will benefit from Charter One's experience and clear framework developed to deliver above-average academic results. At Charter One partner-schools, students are excelling:

* Students in K-12 learn math a full grade level ahead and outperform their peers on standardized exams.

* Over \$5 million in scholarships was earned by HS seniors in the 17-18 school year.

* Two HS seniors were accepted to the prestigious, exclusive U.S. Air Force Academy in the 2017-18 school year.

* Full-ride scholarship offers to top-tier universities including MIT and Stanford were awarded in the 2017-18 school year.

* Nearly \$100,000 was earned by student entrepreneurs in the 2017-18 school year.

Additionally, our lead administrators will be held accountable for ensuring fidelity of implementation by establishing a professional culture of excellence, systematizing collaborative improvement, leading instructional excellence, implementing systematic interventions, and cultivating meaningful parent partnerships.

Finally, a research study funded by the Wallace Foundation has revealed the positive outcomes of shared leadership on student learning and staff morale. The research shows that high-performing schools award greater decision-making influence on the teacher teams, parents, and in particular, students, than do low-performing schools. The study notes specifically that at higher performing schools the sharing of leadership with students is particularly present. WPA will design student leadership opportunities in many facets of the learning environment. Leadership and accountability are vital components of RAISE and PBL. We believe that students have an expertise in their own learning and it is their responsibility to help co-construct various aspects of the classroom environment with the teacher. We will build a communal atmosphere where students are empowered to own their educational experience through PBL, restorative justice practices, and cogenerative dialogues. This, in turn, will increase student engagement and ownership exponentially leading to improved achievement of all students.

3. and 5. A fundamental purpose of charter schools is to seek new approaches to effective teaching and learning. We will embrace innovation and change to enhance

our ability to meet the needs of our students. WPA will create a learning environment supported by fundamental principles of excellence focused on college and career readiness. We are committed to meeting the needs of students who are at-risk academically and will ensure that these students' needs are addressed systematically. WPA will have a robust formative assessment program to help quickly identify students who need extra attention, as well as those who are surpassing grade-level standards. All students deserve differentiated instruction and our school model is designed with such adaptability in mind including components of blended learning.

RAISE, based on principles gleaned from the most influential texts of the past century, helps students take accountability for their own success and work collaboratively with those around them. The program provides a common language and paradigm from which to discuss one's own behavior and the outcomes associated with said behavior. It encourages students to set SMART goals and guides them on the path to achieving those goals, including accountability of their progress. The program provides context and purpose for everything else within the school setting. The net effect of the program is that behavioral problems decrease, communication increases, engagement increases, and student academic performance increases.

Unique student perspective will also be embedded in our curriculum through PBL, restorative justice and service learning projects.

6. Traditional teaching models are usually teacher-focused rather than student-centered. WPA will train teachers to incorporate student perspective and ownership into everyday classroom activities. Teachers will use a structured protocol to foster conversation between teacher and students. These conversations will lead to co-created plans of action which improve the classroom learning experience. This pedagogy welcomes student self-expression, values their unique talents, and encourages student feedback of the classroom/school. Teachers learn how to deliver effective instruction while letting students lead.

Training in PBL will also help teachers create innovative lessons that allow them to spend more time on individual instruction and assessment instead of lecturing. Teachers learn to give real-time feedback, helping students' confidence grow and allowing teachers to meet more of their objectives.

Attribution: Board and Charter One

Goals for the Proposed Charter School:

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

Wake Preparatory Academy has set specific performance goals to encourage continuous school improvement. The lead administrator will be responsible for periodically reporting progress toward measurable goals to the Board of Directors. We have identified specific areas of assessment and included a goal for each.

Overall Academic Performance Goal:

Students will exceed overall proficiency scores of students from the Local Education Agency (LEA) and within the State of North Carolina by at least five percent.

As Measured by:

1. Benchmark Assessment Data
2. NC EOG Growth Assessment data
3. NC EOG and EOC Tests and the NC Accountability Model
4. ACT scores
5. Graduation rate

Student leadership Goal:

100% participation in school leadership programs. Measured by:

1. 100% mastery of the RAISE curriculum measured by completion of student reflections on student digital portfolio
2. 100% completion of 60 service hours within the learning community
3. 100% participation in Leadership Exhibition Day Events
4. 100% participation in Presentation of Learning events

Student Conduct Goal:

WPA will maintain a safe learning environment where students are held

accountable for their actions on a daily basis. Measured by:

1. 5% decrease in behavior management referrals by teachers annually after the first operating year.
2. Student Justice Council success rates regarding repeat offenders/restorative justice
3. Decrease suspension rates by 10% in accordance with school discipline reports and have a lower suspension rate than the current state rate.

Board of Directors Involvement Goal:

90% board member attendance rate at monthly board meetings and significant school programs annually. Measured by:

1. Monthly board meeting minutes and attendance
2. Participation in board trainings and orientations
3. Attendance at significant school programs including Leadership Exhibition Day and Presentation of Learning events

Financial Sustainability Goal:

WPA will operate within a budget and maintain a 5% yearly surplus to build a reserve fund. Measured by:

1. Monthly and annual budget reports
2. Financial audit reports
3. Budget surplus amounts

Parent Engagement Goal:

WPA will have a 95% school participation rate and 85% satisfaction among parents of our students. Measured by:

1. Attendance record at Student-led conferences
2. Annual parent satisfaction survey data
3. Attendance at Leadership Exhibition Day and Presentation of Learning events

Staff Satisfaction and Retention Goal:

WPA will attain a satisfaction rating of 90% or higher among teaching staff and sustain a teacher retention rate of 80% a year. Measured by:

1. Teacher working condition survey data
2. Annual teacher retention data

Attribution: Board and Charter One

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

It is the Board of Directors' responsibility to ensure WPAs fidelity to its mission. The Lead Administrator (LA) will send reports to the Board before every monthly board meeting. WPA's mission will be recited as the first action item at each meeting, followed by a sharing of relevant objective data. This data will support a discussion of the school's mission as well as aid in identifying progress towards the schools mission. We have identified the following program metrics for WPA:

Student Achievement and Student Leadership: Data regarding student academic achievement will include benchmark assessment data, student performance on EOG testing, and other pertinent academic performance data (Lexile scores, math competency, etc). Vital statistics regarding the student population, including demographics, enrollment count, free and reduced-price lunch

count, and IEP count, as well as the corresponding achievement levels of these subgroups will also be included as needed. Board members and the LA will actively compare student performance with the LEA and state averages to assess the goal of consistently outperforming both entities and making sure students are on-track for college. Specifically:

1. By the end of the charter term, WPA students will exceed the average performance of the LEA students by at least five percent on state assessments.
2. Returning WPA eighth graders will successfully complete Math I and earn a 75 percent passing rate on the Math I EOC.
3. Each year, following the first school year, WPA will, at a minimum, "Meet Expected Growth." WPA's objective is to exceed state standards of expected progress by the end of its first charter term.
4. Each year, following the fifth year of operation, WPA will meet or exceed the 4-Year Cohort Graduation Rate for the state.
5. Each year, following the fifth year of operation, WPA will have a composite ACT score that meets or exceeds the state composite.
6. For the first 4-year cohort graduating class, and each subsequent 4-year cohort class, 95 percent will be accepted to college.
7. During the school year, WPA will administer at least two assessments in ELA and Math using the NC Educator Effectiveness System and adjust instruction to meet student need.

Teachers and students will be invited to board meetings to share projects, articulate unique features of the learning environment, and celebrate academic success. Specific artifacts of student work representative of the educational program will be shared. The Board will also attend significant school events including Presentations of Learning and Leadership Exhibition Days.

Fiscal Responsibility: At each board meeting the Board will discuss reports outlining year to date financial statements and end of year projections to ensure the school is financially viable with sound fiscal practices. They will determine the school's progress in achieving its goal of a balanced budget and minimal 5% surplus. The Board will discuss long-term financial goals and make appropriate budgetary decisions to help the school achieve these goals. Each year, the Board and Charter One, together, will update and adopt a 5-year budget projection and a detailed yearly operating budget. Through both the Services Agreements and Board oversight, Charter One will be obligated to manage and operate the school in accordance with the Board-approved budget. Expenditures during the academic year shall not deviate materially from the provisions of the approved budget without advance Board approval.

School Culture and Climate, Parent Engagement, and Staff Satisfaction: Staff members and parents will have the opportunity to attend board meetings and share celebrations, concerns, or other relevant information during the boards open sessions. Where appropriate, concerns will be investigated according to policy and re-addressed at the next meeting. Results of the staff satisfaction and parent survey will also be discussed annually.
Attribution: Board, Charter One

Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
Is the mission unique enough from local school districts to warrant a charter?	Shannon Stein	Mission Stat
What is meant by "moral focus?"	Ashley Baquero	Mission Stat
Is PBL unique to the local LEA? What makes this school unique?		
What is meant by "paths to acceptance"? What will specifically make the school a college prep school? How will strategies of project based learning model support the targeted student population, what was the rationale for selecting the PBL model and how will this model facilitate the schools' overall mission, RAISE, moral character?	Tracy Kelley	Mission Stat
What are the achievement levels of the LEA schools? what are the graduation rates, average SAT and ACT scores? What research was done to ascertain the programs the LEA offers and how the proposed school will differ? Why do parents want to go to your school? What do they think they can get from the Wake Prep that they are not currently getting from their current high school? What about this population leads the team to believe that students lack a moral focus?	Tracy Kelley	Educational
Besides population growth, how are you projecting enrollment? Your high enrollment figures do not match the stated amount of parent interest and/or social media contact.	Ashley Baquero	Educational
Why is a third party review of the academic program necessary when following state guidelines? If there are concerns, should the school start so large/ambitiously?	Shannon Stein	Purposes of
How will teachers become experts in the curriculum? Will every teacher have opportunities to lead cohorts? Define shared leadership. How will it look in this school? Please define the type of innovation that will be used at the school, simply being "open" to it doesn't meet the purpose number 6 as stated here.	Jennifer Gnann	Purposes of
How, specifically will the school hold stakeholders accountable? How will student performance inform teacher, leader, Board evaluations? How will teachers, leaders, Board be incentivized, rewarded, recognized, and otherwise encouraged to meet targets for performance on their evaluations, beyond leadership roles? What are the consequences when a stakeholder group fails to meet targets? How have students at Charter One schools performed on EOY state assessments in comparison to their district and state peers? How have sub groups performed at other Charter One schools?	Tracy Kelley	Purposes of
What type of support with teachers have to become "experts of the curriculum and their own professional development?" Please elaborate on the restorative justice practices and cogenerative dialogues. How will students be taught these practices? How will this become part of the school culture?	Ashley Baquero	Purposes of
Are the academic performance goals realistic as a new school? If you are going to decrease suspension rates, as compared to what? How will school culture be measured?	Shannon Stein	Goals for th
Academic Goals are not SMART. Leadership goals are not realistic. How does recitation of the mission lead to the meeting of goals? Why are there additional goals listed in the response to the second question? How do those goals differ from those above?	Jennifer Gnann	Goals for th
What is the time frame for overall academic performance goals?	Tracy Kelley	Goals for th

<p>There dose not seem to be anything about the proposed school that is compelling or unique. There is nothing that distinguishes the school form the LEAs schools. There is no evidence showing that the targeted community is uniquely suited to this school and there is nothing presented to justify starting at k-10. There is not compelling rational to explain why a parent of a 3rd or 9th grader would transfer into the proposed school.</p>	<p>Tracy Kelley</p>	<p>Certify Miss</p>
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Reviewer	Score
Heather Soja	
Ginger Cash	
Steven Walker	
Danielle Allen	
Cheryl Turner	
Bruce Friend	
Ashley Baquero	Pass
Alan Hawkes	
Alex Quigley	
Jennifer Gnann	Pass
Tammi Sutton	
Stephenie Clark	
Sherry Reeves	
Shannon Stein	Pass
Phyllis Gibbs	
Lynn Kroeger	
Les Stein	Pass
Tracy Kelley	Fail
Lindalyn Kakadelis	
Joe Maimone	

III. EDUCATION PLAN

(No more than ten total pages in this section)

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

Instructional Program:

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

Wake Preparatory Academy infuses leadership principles into academic curriculum and facilitates student empowerment to prepare students to graduate from high school with clear paths to college acceptance and careers. Each component of our instructional program cultivates student ownership of the learning community, grows efficacy, stimulates intellectual understanding, expands social competence, and instills moral character to prepare students to be young leaders on college campuses and in the world beyond.

Teaching: Teachers will deliver content at a level of rigor that challenges students, cognitively engages them, intentionally uses all time for learning, and personalizes instruction. WPA will execute Project Based Leadership (PBL) (Appendix O-1). PBL merges the essentials of project-based learning with the RAISE curriculum, producing unique learning objectives for our students, requiring them to be active stakeholders in their learning. It develops specific leadership skills, preparing them to be successful citizens in the 21st century. (Appendix O-1)

Teachers will execute specific tuning protocols or "cogenerative dialogues" in their classrooms. The protocols guide students through small group discussions, helping them share with their educators what they know, what they desire to know, and how the subject relates to their realities. Following a protocol (Appendix O-3), students identify specific methods for instructors to integrate elements of the students' world within the classroom. Teachers blend the collected data and their content expertise to create effective lesson plans and culturally relevant projects that meet the SCOS and academically challenge students.

To assist with planning, teachers complete a project planning form that requires consideration of the PBL learning objectives, the SCOS, and data collected from the cogenerative dialogue process.

Student Culture: Teachers will lead a student-centered classroom by building positive relationships, maintaining physical space, sustaining classroom procedures, and holding students accountable to behavioral expectations. The cogenerative dialogues discussed above will help establish students as stakeholders in the learning community.

Students will participate in an advisory period on a daily basis. Some goals of Advisory are to teach RAISE, build citizenship, and foster the collaborative learning environment. At the high school, another goal is to

provide direct support in the college selection/application process. The advisory groups will remain together for their high school career, ensuring every student in the school is well-known by a faculty member and several peers.

WPA will assess student proficiency in ELA, math, and science with the NC Accountability Model. Students will take benchmark assessments three times a year to prepare them for state testing. Such benchmarking will assess student progress while providing data that informs teachers lesson planning. Middle and high school students will also maintain digital portfolios that track their progress towards their annual academic goals. Students will draw from these portfolios for the Student Led Conferences (SLC) and the annual Presentations of Learning (POL). At the elementary school level, teachers will maintain physical portfolios of student work. Teachers will use best practices to incorporate formative assessments daily including project rubrics, exit slips, strategic questioning techniques, and student self-assessments. Teachers will employ summative assessments: unit tests, writing prompts, and project rubrics.

All of the instructional foundations of our model integrate student perspective, allowing them to share data about their specific learning needs, thus creating an individualized education program that prepares students to advocate for their learning and challenges them at an appropriate level, preparing them for collegiate success.

Attribution: Board and Charter One

Curriculum and Instructional Design:

Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.

For kindergarten through third grade, class size will be limited to 20 students; there will be six classes at each grade level. In grades four through eight, we will serve approximately 25 students per class with five classes. For grades nine through twelve, we will serve approximately 25 students per class with 10 classes per grade. Through student engagement, student buy-in to the RAISE values, small-group instruction, and blended learning components, these class size will serve us well.

At the elementary and middle school level, teachers will use PBL as the vehicle to deliver instruction in social studies and science. Math and English/Language Arts will be a blend of direct instruction and student-centered learning. The K-5 and 6-8 classrooms will have access to a mobile lab of Google Chromebooks or other appropriate technology to allow them to work on their digital portfolios or to leverage software platforms that individualize instruction for students in their identified areas of weakness, such as i-Ready. The i-Ready program is an online math and reading program that individualizes instruction for students and instantly downloads cross-grade-level assessments that identify areas of weakness. Technology will be used to enhance good core education, as an additional tool for the teacher, not in place of teacher instruction and support.

At the high school level, teachers will use PBL as the vehicle to deliver

instruction across all core courses. Teachers will have students produce one PBL project per semester, though they can work in conjunction with other classes. Students will have a 1 to 1 laptop to student ratio to enhance the core education provided by the teacher.

Middle school and high students will also participate in a daily advisory period that differs from the traditional homeroom model. Advisory will teach them leadership principles consistent with the RAISE curriculum (Appendix O-2), as well as skills needed for success in high school and college: time management, study skills, self-advocacy, emotional health, and college preparation. These lessons will be mapped out quarterly by the teachers using a collaborative process. Students will co-create specific activities on the assigned topics through the cogenerative dialogue process. Advisory will teach RAISE values, build citizenship, and continually foster the collaborative learning environment.

Attribution: Board and Charter One

Provide a synopsis of the planned curriculum, including:

1. *One sample curriculum outline (in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*
2. *If you are proposing a high school, as Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.*
3. *Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

WPA's curriculum plan is directly aligned with the school's mission to prepare students for college while providing them with a moral education. WPA will grow student self-efficacy and morals by infusing leadership and values consistent with the RAISE program. The RAISE program includes the 5 values (respect, accountability, integrity, service, and excellence) in every feature of the learning environment including the academic curriculum. It promotes student proactivity in the learning community and encourages teacher magnification of students' strengths and abilities. The execution of Project Based Leadership (PBL) and rigorous curricula leading to capstone Advanced Placement courses will expand students' intellectual understanding and prepare them for college. Additionally, the progression of standards in our curriculum is designed to ensure that we prepare students for success in college and career. The academic rigor and our culture of high expectations align with our mission to help every student, K-12, discover a path to college, a career, and beyond.

Students will participate in PBL in both their core and elective classes, forging a deep connection to the world outside their classrooms. Student choice is one of the major foundations of PBL. When executed effectively, it increases student engagement and achievement. Our curriculum plan also grows our students social competence through cogenerative dialogues within the classroom. Teachers will periodically include these discussions in their classroom, allowing students to co-construct certain areas of the classroom,

provide input in their project work, share their expertise about their learning, and ensure their cultural realities are considered. The leadership foundations included in WPAs curriculum plan foster student empowerment and ownership in the learning community.

We expect to enroll some students who have academic deficits, who learn at grade-level, and who are intellectually gifted; we are not targeting enrollment efforts at any specific population. All students have the ability to be ready for college by the time they graduate. Our curriculum plan considers student perspective which facilitates a student-teacher partnership in the classroom. In conjunction with this, teachers will receive professional development in culturally responsive pedagogy and training in AIG, ELL, and other identified student groups based on our student population needs.

The elementary school will use flexible grouping for literacy and math with times that overlap across grades so students can work, if needed, a grade level below for remediation or a grade level ahead for an appropriate challenge. Beginning in third grade, students will switch classes for math, ensuring students receive the instruction needed for their academic achievement level.

All classroom lessons, activities, and projects will be aligned closely with the NC accountability model. Our curriculum plan is in accordance with the NC Essential and Common Core standards to ensure student achievement on state mandated EOG/EOC tests. WPA will also implement the Multi-tiered Systems of Support (MTSS) program based on teacher observations, classroom performance metrics, and benchmark assessment data. MTSS provides supplementary and intensive instruction in addition to the students' core differentiated instruction. In addition, the elementary school will also use data collected by mClass, a universal screener that measures Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Text Reading Comprehension (TRC) assessments to collect information about the students' literacy levels. Teachers will meet with administration and on professional learning teams to discuss student progress on benchmark assessment data. During these meetings, they will collaborate on appropriate plans of action based on this data and other performance assessments.

Attribution: Board and Charter One

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

We infuse leadership principles into the academic curriculum, facilitating student empowerment through our educational program. Therefore, teachers will master specific techniques to achieve the schools mission.

One of the most important strategies is infusing the RAISE curriculum into all aspects of the learning community. Teachers will receive on-going training in RAISE, beginning prior to the schools opening. They will also participate in text-study during the academic year and collaborate on RAISE lessons on professional development days.

Teachers will master the 8 essentials of project-based learning from the

Buck Institute necessary to implement effective PBL units including: student voice/choice, challenging problem/driving question, sustained inquiry, critique/revision, authenticity, public product, reflection, and key knowledge/success. Teachers will be trained to create projects involving these elements and using cogenerative dialogue so students have input on driving questions, public presentations, and culminating events. Teachers will receive PBL training during professional development days before school opens and throughout the year. They will also visit other PBL schools like Ascend Leadership to become experts on implementation. In order to make projects successful from year one, teachers will only need to execute one PBL unit a semester and may partner across curricula, allowing more experienced teachers to mentor those new to PBL. Teachers will also receive support through their weekly Critical Friends Groups (CFG) project tunings and observations.

Teachers of Advanced Placement courses will either have their AP certification or will be trained at a local summer institute.

To meet and manage the significantly various needs of our students at their instructional level, we will use small-group instruction regularly. PBL lends itself to such differentiated instruction, helping all students to meet challenges and succeed. Both PBL and Core Knowledge Language Arts (CKLA) provide students with the crucial element for success: scaffolded choice. They are also natural pairings for differentiated instruction, allowing students to develop their own interests, learn more deeply, and experience success. With PBL, "students use resources that are appropriate for their individual reading levels and compatible with their technology knowledge. Students will often reach higher and attempt to read more challenging material to glean the information they seek" (Project-Based Learning for the 21st Century: Skills for the Future). PBL "allows for individual student needs to be addressed by several means: purposively assigned groups, multi-tiered evaluation and assessment, and deliberately selected learning tools." Studies have found that "meaningful learning rarely occurs from the traditional lecture method, therefore, students are engaged with finding a solution to a situation that is personally meaningful make the most of the experience, have increased motivation, and are willing to persist in the task, even when it is complicated or when they experience minor setbacks" (Research Summary: Project-Based Learning In Middle Grade Mathematics).

These strategies deliver educational content while incorporating flexibility to adapt instruction to meet student needs. Combined with formative assessment to provide multiple measures of student performance data, WPA will be able to deliver educational content as student needs dictate. This will result in measurable academic progress for each student, regardless of his/her academic starting point. "In measuring basic academic subject proficiency, standardized testing shows that students engaged in PBL outscore their traditionally educated peers" (Project). Moreover, students at PBL schools are "equally able to answer procedural questions that used formulas, but they were superior in answering applied and conceptual problems" (Project).

Attribution: Board

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

completion.

Students at WPA will be expected to progress academically through one grade level each year. Our thoughtful approach will build upon foundational content and skills in the early grades to implement more complex inquiry and learning strategies in the later grades. This approach is designed for student academic success at each grade level. Our program is designed to ensure that graduating seniors have the opportunity to attend and succeed in a college program.

The NC Accountability model will be the foundation of WPA's assessment model. In conjunction with the NC mandated testing, we will apply strategic forms of formative assessment throughout the school year including benchmark testing. Benchmarks will be administered three times a year to measure student proficiency. Every quarter, students will receive performance-based report cards that indicate their proficiency in the standards found in the standard course of study, leadership principles, and PBL learning objectives. Our PBL projects will include detailed rubrics measuring student performance based on the standard course of study and PBL learning objectives. Students will also be required to participate in the Presentations of Learning (POL) at the end of the school year. POLs require students to defend their learning, making connections between their final products, the standard course of study, and the PBL learning objectives. Students will also take the Scholastic Reading Inventory (SRI) periodically throughout the school year to measure their overall Lexile level in relation to their grade level. This data, as well as EOC/EOG testing, achieving a proficiency rating in classroom performance, participation in POLs, and the assessment of the students project work in their digital portfolio will determine promotion to the next grade level.

Implementation of our MTSS will provide appropriate interventions for students identified as being "at risk," ensuring that students who fall behind will be provided with the necessary interventions to recover any proficiency gaps before transitioning to the next grade level.

At the elementary school, the school director makes the final decision regarding retention. He/she will consider certain factors when looking at the whole child and deciding if the student needs the "gift of more time," such as: students grade level in all three core areas, social development, and age.

High school students will follow the Future Read Core Course Requirements for graduation. WPA will also require two years of a world language course. This, in conjunction with the core academic requirements will give any WPA student the required credits to qualify for the four-year college or university of their choice. To further prepare the students for graduation, students are required to complete at least two Advanced Placement courses prior to graduation. Course completion is not contingent on students taking the associated AP exam for college credit.

Attribution: Board

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

WPA students will meet and exceed the Future-Ready Core requirements to ensure they are prepared for the globally competitive workforce and post-secondary education. Once WPA high school students complete the Future-Ready Core requirements, they will possess the skills necessary to succeed in college and their desired careers. Our students will earn four credits in English, Math, and Social Studies, as well as three credits in Science, one in Health/Physical Education, and elective credits as defined by Future-Ready Core, giving them twenty-two credits required for graduation from WPA. To meet the requirements of admission into a university in the UNC system, students are required to receive at least two credits in consecutive courses of a world language.

Our school graduation requirements have been determined with the school's mission of creating a path to college as a guide. In addition to the above, all students must complete 60 hours of community service, successfully complete two Advanced Placement classes, complete an application for acceptance into a 4-year college or university, and participate in the POLs. If a student determines that he or she will not attend a four-year university immediately following graduation, he or she will not be required to apply to a college but must still participate in filling out the application so that they understand the requirements and process. For students with an IEP, exemption from one or more components of these additional requirements may be discussed with the IEP team. The final decision will be made by the principal.

To earn credit hours, students must receive a 60 or higher on the 10-point grading scale for their final grade in each course. The final grade will be a combination of the four quarter grades, the midterm, and the final exam. Teachers will tie all project rubrics to PBLe learning objectives and the standard course of study. They will determine student proficiency and each student's proficiency level will be translated to a number grade. Project grades, along with other categories of student assessment, will be used to determine quarter grades. All grades and course completion information will be entered into PowerSchool, the preferred student information system. Advisory students will also guide students in completing their graduation checklist (Appendix B2) and consistently discuss the Future Ready Core Requirements with students and their parents.

Grade point averages will be calculated on a 4.0 scale. The following scale will be used to convert student final course grades to GPAs:

Percent Grade 4.0 Scale

100-97 (A+)	4.0
96-93 (A)	4.0
92-90 (A-)	3.7
89-87 (B+)	3.3
86-83 (B)	3.0
82-80 (B-)	2.7
79-77 (C+)	2.3
76-73 (C)	2.0
72-70 (C-)	1.7
69-67 (D+)	1.3
66-63 (D)	1.0
62-60 (D-)	0.7

Below 60 (F) 0

Students taking honors/AP courses will receive additional weight. Students will receive .5 weight for honors courses and 1.0 for AP courses. WPA will use weighted GPAs to determine class rank. WPA will utilize PowerSchool to create transcripts for its students.

Attribution: Board and Charter One

7. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*

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

Wake Preparatory Academy's school calendar will be a traditional model that will attempt to coincide with the local LEA's school calendar to be mindful of our families with siblings at surrounding schools. By closely aligning the calendar, families will have an easier time coordinating child care, transportation, and address other difficulties for parents with children on different school schedules.

We will meet the 185 instructional days while providing the opportunity for our families to participate in a minimum week-long student vacation at the end of the 2nd quarter for winter break and a week-long spring break at the end of the 3rd quarter. These breaks will also occur directly after significant events related to the curriculum such as project exhibition nights, Presentations of learning (POLs), mid-year exams/assessments and project culminating events.

Attribution: Board and Charter One

Special Programs and "At-Risk" Students

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

WPA will quickly identify students who are "at risk" by implementing a series of formative assessments to measure student comprehension. "At risk" students are defined as any student who is or is in danger of falling below grade level expectations regarding his/her performance in the various aspects of the curriculum. Objective data from benchmark assessments and other formative assessments, combined with our teacher evaluations of student performance will determine which students are "at risk". Once identified as "at risk," students will be provided with interventions based on their level of need. We will apply a multi-tiered framework of interventions that will follow the North Carolina adopted model of Multi-tiered Systems of Support (MTSS). MTSS promotes school improvement through engaging, research-based academic and behavioral practices. It employs a systems approach using data-driven problem-solving to maximize growth for all students. Our systematic approach will include a 20-30-minute period every school day designated for strategic interventions to address the needs of our "at risk" students. Our MTSS program will move through the following tiers:

Tier 1: Core Differentiated Instruction

In this tier, students receive differentiated instruction in their regular core and some elective classes (like foreign languages). Teachers will use

data to assess each student's ability and adapt their instruction to meet the students individual needs. The objective is to provide interventions at the classroom level ensuring that all students receive support. This level of intervention should meet the needs of 80% of our students. If students are not successful at this level, more intensive intervention is required in tier 2.

Tier 2: Supplemental Instruction

In this tier, students receive instruction that is supplemental to their regular core instruction. Once students are identified, they will participate in the strategic interventions during the 20-30-minute MTSS period. Each grade level will collaborate to determine what skills, concepts, or curriculum objectives need to be remediated and develop a plan for the students based on their ability. The objective of this tier is to provide interventions on top of the differentiated core instruction that specifically meets the needs of the identified students based on formative data analysis. Approximately 15% of students will consistently benefit from this level of intervention. If students are still not successful after receiving this additional level of intervention, they will move to tier 3.

Tier 3: Intensive Interventions

Students participating in Tier 3 will benefit from small-group intensive instruction in conjunction with the interventions of tiers 1 and 2. The small group instruction from a curriculum specialist has the objective of targeting and closing any gaps in proficiency. This instruction will be in addition to the students' regular core instruction, not in place of it. This tier should service about 5% of our student population. Students who are not successful under this level of intervention will be considered for exceptional children services eligibility.

In addition to the MTSS program, WPA will provide other intervention strategies to support students considered "at risk". With our level of technology and access to digital resources, we will employ online educational resources such as "Academy of Reading," "Reading Eggs," and IXL Math" among others to address student needs. We will also include personalized student success plans that apply research-based interventions to address the specific needs of each student. Grade level teams will develop these plans and communicate their importance to all of the necessary stakeholders. Meetings will take place periodically to assess student progress. This team will determine if more intensive interventions are necessary or if the applied interventions are appropriate.

Attribution: Board and Charter One

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

WPA will provide opportunities and interventions for English Language Learners (ELL) to improve their overall language skills and support them in the classroom.

Students will be identified as an ELL student through our initial enrollment documentation. Questions on the enrollment packet will help us determine the primary language spoken in each home and if the student is foreign born. If a student is identified under either of these criteria, they will take the WIDA ACCESS-Placement test to determine if they are limited English proficient. Once assessment results are determined and the student qualifies as Limited English Proficient (LEP), parents/legal guardians will be notified to obtain consent for ELL services. The assessment data will be used to provide feedback to Wake Prep's administration for the student's initial placement and the development of the student's individual service plan. The individual service plan will be developed with the input of a variety of stakeholders: parents, teachers, administrators, and the student. Collaboratively, they will determine necessary objectives and goals for the student, based on the placement test data and the North Carolina English Language Proficiency Standards. ELL students will be assessed and have their individual service plans updated annually.

ELL students will be provided supplementary services to ensure their growth as English language learners and to support their core instruction. Through their individual service plans, students could be provided with the following:

- "Pull Out" ELL classes where students receive specific instruction in the English language
- Differentiated instruction in core classes based on their limited English proficiency
- Supplemental texts, modified assignments, and additional resources including ELL textbooks, and English to foreign language dictionaries.
- Additional before/after school one on one tutoring
- Online or Digital Resources to support their knowledge of the English language including Rosetta Stone, Google Translate, and English Central.

To provide equity and access, ELL students will receive additional support in the Advanced Placement classes. In addition to the above accommodations, a student could also receive the following:

- Differentiated assignments, rubrics, extended time, modified texts and grading.

As stated previously, students will be tested annually to determine their English proficiency. Students will be exited from the program once they are determined to be proficient. Each student in the ELL program will have a portfolio that documents all of their assessment data, individual service plans, and specific interventions and accommodations provided for that student. Ultimately, it is Wake Prep's goal to meet the needs of all of our students. Specifically, for our LEP students, we understand that the students' native languages, cultures, and histories are valued and are an integral part in developing the students' second language, sense of pride, and self-esteem.

Attribution: Board and Charter One

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

- a) *Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.*

b) Plans for monitoring and evaluating the progress and success of intellectually gifted students.

Due to our academic rigor, college-readiness approach, and required AP courses in high school, we are likely to attract students who are Academically and Intellectually Gifted (AIG). Students with such skills will receive the direction, time, encouragement, and resources to maximize their potential. We will identify AIG students from any background and provide instruction that nurtures and grows that excellence.

WPA will provide an academic program where all students are motivated to achieve their ultimate potential including students identified as AIG. These students will be identified through a variety of formative assessment data collected by teachers and administrators. This includes benchmark assessment data, classroom performance, and proven Cognitive Abilities tests. Once the screening process is completed and students identified, WPA will create individualized plans for each student based on his/her giftedness, providing specific strategies that allow the student to participate in enrichment activities that accelerate the students learning. These include but are not limited to Science Olympiad, Math Superstars, Geography Bee, Spelling Bee, National Honor/Junior Honor Society, and the use of other digital academic resources that provide content based on the student's ability level.

Identified students will be grouped homogeneously in their language arts and math classes. These ability groupings allow teachers to reach each class based on the students' levels and meet their individual needs. In the higher-level classes, teachers will be able to accelerate AIG students by providing activities, readings, and assignments that push them to maximize their ability. Because of the variety of AP classes, AIG students will also be able to select a course load that challenges them and provides them with college credit, provided they score high enough on the AP exams.

Our Project Based Leadership curriculum will also benefit our AIG students. While participating in these relevant projects, students will have the ability to determine their level of depth based on the detailed rubrics provided. Each rubric will explicitly state what is required of the student to receive an assessment of distinguished, accomplished, proficient or developing. Each level will be differentiated by the depth of knowledge shown by the student and his/her proficiency at making the necessary connections between the project and the objectives within the standard course of study. Furthermore, all project-based leadership projects provide an element of student choice and voice. This will allow AIG students to make decisions about their own learning based on their interests and motivations.

Incoming students will be identified as AIG through the use of records from their previous schools. Any student who is deemed a candidate for AIG status will have the opportunity to be evaluated annually. Teachers and administrators will closely monitor our AIG students progress through their individual development plan. We also monitor their performance on formative and summative assessments. We will use this assessment data to ensure their continued academic growth.

Attribution: Board and Charter One

Exceptional Children

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

Identification and Records

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

WPA will be in complete compliance with the Individuals with Disabilities Education Improvement Act, the federal Child Find mandate, and Section 504 of the Rehabilitation Act to ensure all students receive a free and appropriate education. We will employ certified Exceptional Children (EC) teachers based on the number of EC students in our program. Their primary responsibility will be serving our EC students and ensuring the school stays in compliance with the Individual Education Program (IEP) of each EC student. EC teachers will also monitor each student's progress toward their IEP goals.

1. The first step in the process will be identifying students who qualify for the special education program. During the enrollment process, the administration will review incoming student records from their previous schools, determining if IEPs or 504 plans exist. Once identified, we will contact the student's parents and previous school to obtain more documentation regarding the IEP or 504. The EC teachers and administration will review the records and coordinate a plan to make sure it is appropriately applied in the school setting. These teachers will use the Comprehensive Exceptional Children Accountability System or Every Child Accountability and Tracking System (ECATS) to update, revise, and track each individual student's IEP. The administration will designate a member of the faculty as the 504 coordinator who will create, update, and maintain 504 plans for all students with existing plans.

2. WPA will have a distinct plan to locate and evaluate previously unidentified students who need special education services, including using NC Child Find materials and procedures, or to respond to a parent's request for an evaluation. At the lowest level teachers will use classroom observations, formative assessment data, and other evaluations to identify students who are suspected of having a disability. Teachers, administration, and parents will join together to create an individualized student success plan (ISSP) to provide classroom level interventions to address any deficiencies the student may have. The interventions will be assessed approximately four weeks after the ISSP has been implemented. If the team

determines that the interventions have been successful, the plan will continue, and the student's success will continue to be monitored. If the initial interventions are unsuccessful, the team will move to more intensive research-based interventions under the Student Assistance Program (SAP). If the more intensive interventions do not contribute to improved student achievement, it may be determined that the student will need to be evaluated for special education services. WPA will utilize a licensed psychologist to administer the evaluations that identify various learning disabilities. Based on the written evaluation of the psychologist, the IEP team will determine if the student qualifies for special education services. If it is determined that the student qualifies, an IEP will be written and implemented immediately. If it is determined that the student does not qualify for special education services, he/she may or may not be referred for 504 services. If parents disagree with an IEP team's decision not to conduct an evaluation, the parent has all procedural rights, including the right to request a due process hearing, as set forth in the NC Handbook on Parent's Rights and under Section 504.

3. EC personnel and administration will be a part of every IEP meeting. These staff members will be responsible for making sure that all pertinent staff members are informed and abide by specifications outlined in the IEP, overseen by an EC facilitator. All school personnel will receive compliance training and ensure that all IEP and 504 records remain confidential. These documentations will be kept in a separate filing location with access granted only to EC teachers, administration, the counselor, and teachers of the EC student.

Exceptional Children's Education Programming

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

WPA will provide a variety of resources, supports, and strategies to ensure all students, including those with disabilities, are provided with the necessary support for their success. Students with disabilities will be provided with specific accommodations, and modifications depending on the extent of their disability. To fulfill these requirements, we will provide the necessary classroom spaces to execute "pull out" and self-contained instruction. We will serve most students in the general education setting using an inclusion model. This model allows students with disabilities to participate in classes with their peers who don't have a disability. In these classes, an Exceptional Children's (EC) teacher co-teaches the curriculum with the regular education teacher to provide support for all students. Students with an IEP will receive Specially Designed Instruction (SDI) aligned with the classroom objectives and developed by the EC teacher. These methods will be utilized to guarantee that students with disabilities are provided with a free and appropriate public education (FAPE) in the least restrictive environment. NC Future Ready Core Occupational Course of Study will also be available for students who qualify. Professional development will be provided to teachers and other staff as necessary to

help meet the needs of students with disabilities.

WPA's overall instructional plan also supports the needs of students with disabilities. Project Based Leadership's (PBL) focus on students making choices about how they work, deciding what they can achieve, and creating a classroom culture where everyone learns interdependently while identifying their own strengths and weaknesses helps every child find individual success.

We will provide a variety of interventions for all students including core differentiated instruction, small group instruction, leveled Language Arts and Math classes based on ability, and a comprehensive system of support (MTSS) that provides intentional time for remediation. We will also use digital resources for supplementary instruction. Students who need additional support will have access to digital resources where necessary.

Exceptional Children teachers will serve as case managers for each student's individual IEP. They will be responsible for communicating the goals of the IEP to the necessary stakeholders, ensuring that all accommodations and modifications are applied. Teachers will be responsible for collecting formative assessment data and other information involving the student's academic progress. School administration will be responsible for providing the necessary resources and facilities to guarantee both regular education and Exceptional Children teachers can fulfill their responsibilities. Parents will receive quarterly progress reports that will outline student progress towards their IEP goals. EC staff will deliver these reports in conjunction with quarterly report cards.

WPA will also hire highly qualified special education staff and personnel to ensure compliance with state and federal requirements. These individuals will collaborate with regular education teachers to provide appropriate support in their classes. They will also execute "pull out" and small group instruction as necessary. We will also contract with appropriate certified and licensed professionals to provide services required by our student's IEPs. This would include but not be limited to speech, occupational, and physical therapy. These professionals will be responsible for providing evaluations and participating on IEP teams to develop appropriate accommodations and goals for student development.

Attribution: Board and Charter One

Student Performance Standards

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

include plans for the "At-Risk" population.

1. WPA will have high standards and expectations for all students and use a variety of measures to assess their performance. Our first measure of student performance will be the NC Accountability model and NC EOG/EOC testing. We expect that our middle school students will show proficiency rates in math, science, and reading that exceed the state and LEAs average:

- By the end of the charter term, WPA students will exceed the average performance of the LEA students by at least five percent on state assessments.

- Returning WPA eighth graders will successfully complete Math I and earn a 75 percent passing rate on the Math I end-of-course exam.

- Each year, following the first school year, WPA will, at a minimum, "Meet Expected Growth." WPA's objective is to exceed state standards of expected progress by the end of its first charter term.

Through the implementation of the Scholastic Reading Inventory (SRI) we will expect that a significant number of our students will have Lexile levels that are at or above grade level. Through benchmark assessments like NC Check In, we will measure core subject area proficiency and expect that our students are on grade level. We expect that our high school students will perform above district and state averages on the English II, Math I, and Biology EOCs. We will also track our high school students ACT performance and other college readiness metrics in relation to state and district averages. Any student who is not on grade level in any category will receive targeted interventions through our MTSS program. Teachers will work with administration to analyze this assessment data to improve instruction and remediate subject area concepts where necessary. We will also evaluate students based on their proficiency in the learning objectives associated with the Common Core/NC Essential Standards, RAISE values and PBL. Students and parents will receive detailed reports identifying where each student meets, exceeds, or falls below grade level expectations quarterly.

2. In addition to these assessments, WPA will have other performance-based standards developed from our unique curriculum. Including:

- 100% participation in Presentations of Learning (POL) and Exhibition Day annually. At these events students will defend their learning by presenting their PBL projects to a public audience.

- 100% participation in the creation and maintaining of each student's Digital Portfolio. This online portfolio will house each student's PBL work, Leadership portfolio, and annual academic goals.

- Completion of 60 community service hours by graduation.

3. WPA will use various data points to determine student grade level promotion. These data points include grade level proficiency on state mandated EOG/EOCs, classroom performance (attaining a teacher evaluation of "proficient" in the various objectives of the standard course of study, RAISE values, and PBL learning objectives), teacher observation and student growth. Participation in the end of year POLs and the assessment of each student's digital portfolio will also be considered when making promotion decisions. If a student with special needs does not meet the necessary criteria the building principal reserves the right to consider other forms of data to determine promotion. These other forms of data could include the student's completion of PBL projects and the digital portfolio. The

principal will also have the authority to assign alternative assignments to allow these students to recover credit in each individual course.

4. Students will exit our school in accordance with the North Carolina Student Accountability Standards. Consistent with our mission, we believe strongly that students should leave our school prepared for college, both socially and academically. The practice of promoting students who have failed to master part of their grade-level curriculum is incompatible with the state's gateway standards, the academic goals of our school, and our mission.

All graduation requirements will be listed explicitly in the parent-student handbook. Students will regularly review them in their advisory period. Parents, students, and advisers will discuss them during student led conferences with students throughout their high school careers. At the beginning of each school year, WPA will host a Senior Information night for students and parents. At this meeting, school administration will outline graduation requirements.

At-risk students will be required to meet the minimum requirements previously outlined. These students will have the ability to complete alternative assignments to recover credit as deemed necessary by the school Principal and other pertinent school employees. We will utilize our MTSS program to intervene for any student who falls behind or is at risk of not meeting graduation requirements. Through the MTSS program we will utilize strategic individualized interventions to provide support for at-risk students.

Attribution: Board and Charter One

Student Conduct:

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

Be sure to include:

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

The safety and security of students is a top priority at WPA. We will implement policies and a code of conduct, based on RAISE values, to promote behaviors conducive for an effective learning environment. WPA's mission requiring a school culture where students are accountable to all stakeholders for their behavior will be supported through the implementation of restorative justice practices (RJP) and a Student Justice Council (SJC). RJP emphasizes student accountability for actions through facilitated small group sessions where offenders and offended talk, air grievances, and ask questions. Infractions like academic dishonesty, minor vandalism, or continued classroom disruptions can be brought before SJC, made up of

students, teachers, and administrators. Students serving on SJC will apply and be chosen by the administration. From this pool, 3-4 will be present at a hearing. The small group sessions will follow a specific protocol; afterward SJC will recommend a path of reconciliation for the offending student to reintegrate into the learning community. The administration will approve the decision, override it, or provide more guidance. As with any disciplinary action, parents can follow due process and appeal to the Board of Directors. RJPs have been proven to strengthen campus communities, prevent bullying, reduce the amount of student to student conflicts, and reduce missed class time.

Some student infractions will bypass the RJP and require suspension or expulsion. A preliminary list of these infractions include:

Fighting

Possession of Drugs, Drug Paraphernalia, Tobacco, or Alcohol;

Possession of Weapons, Firearms, or Other Dangerous Objects;

Skipping school or leaving campus without permission;

Bullying, cyberbullying, harassment or any other repeated intimidating behavior.

WPA will provide appropriate interventions to discipline students with disabilities. First, the student's EC teacher and the IEP team will develop behavioral goals addressing problem behaviors related to the student's disability. A Behavior Intervention Plan (BIP) will be created to provide specific plans of interventions that are designed to curb negative behaviors. These plans will track data about the student's behavior and provide teachers with a system to maintain high expectations while also meeting the needs of our students with disabilities. If a student with a disability receives a suspension that exceeds 10 days or is suspended more than 10 days throughout the school year a Manifestation Determination hearing will be required to make sure students with disabilities do not receive discriminatory disciplinary actions for behaviors resulting from their disabilities. WPA will abide by all Federal and State laws when disciplining students with disabilities.

WPA will provide due process rights for all students who are suspended or expelled. For short-term suspensions (less than 10 days) students and parents can appeal to the school administrator and express their discontent in writing. The administrator will be required to communicate the policy or aspect of the code of conduct that was violated and share any information gathered from the investigation with students and parents. For students receiving a long-term suspension (more than 10 days), WPA will provide the suspended party with information regarding the policy violated, information gathered from the investigation, and the formal write up immediately after the decision is made. If the parent requests an appeal, a three-person impartial panel will be created to hear information about the case. The suspended party will be allowed to bring their own witnesses and provide the panel with information from their own investigation. The panel can decide to overturn, uphold, or amend the original decision. The final step in the appeal process would be a hearing with the Board of Directors. After hearing specifics about the case, the Board would have the same 3 options as the previous panel.

Section III: Education Plan Concerns and Additional Questions		
<p>What evidence is there showing that the school educational program will improve educational outcomes for the community? How will PBL be incorporated into the overall school mission, design, strategy, pedagogy and how will the PBL model inform staff ability to norm on what high quality instruction looks like? What critical indicators will be used to assess the college prep aspect of the school? How will leaders know that the college prep aspect of the stated mission is being executed effectively? What will success look like for that aspect of the school design? What are the essentials of PBL, as you see them? What are the essential PBL strategies; what does best practice have to say about how PBL support differentiation (i.e. balance team and individual work; voice and choice in products; mini lessons, centers, resources; reflection and individual goal setting; differentiate through teams). What criteria will be used to assess effectiveness of advisory program and curriculum? What criteria and tool will leaders use to assess the effectiveness of the school culture? What metrics will be used? What research has the team done to understand the specific needs of the students in this targeted area? Why are some school more successful than others? What research does the team have showing that the instructional methods, programs and strategies will work? Provide more detail on the individualized instructional program aspects of the school design. How will students learn about and be made aware of their "specific learning needs" and how will teachers differentiate based on those needs?</p>	Tracy Kelley	Instructiona
<p>The instructional program is student centered and emphasizes student ownership. How will students new to the school learn how to take this ownership?</p> <p>How will you ensure state curriculum standards are met through this PBL model?</p> <p>How will this instructional program lead to improved student performance? What evidence exists that this program will lead to success?</p> <p>Elaborate on the benchmark assessments. Who will create these assessments?</p>	Ashley Baquero	Instructiona
<p>What evidence do you have that PBL would meet the NC Accountability Model?</p> <p>Would the protocols and the projects be the basis for instruction?</p> <p>What assessments other than state assessments and iReady (for elementary students) will be used?</p>	Jennifer Gnann	Instructiona
<p>What programs will the school employ to teach content? There is a reference to Core Knowledge for reading. However, that program only goes to fifth grade. What will be done for older grades in ELA? What program will be used for the other subject areas? What research-based evidence do you have that the use of iReady will be effective for your students?</p> <p>Who will be creating the benchmark assessments?</p> <p>Why are students required to take 2 AP courses? How does this fit into a program that is appropriate for all levels of student?</p> <p>There are only 173 days listed on the school calendar. How will you ensure that the number of days/hours are met for the school year.</p> <p>What would a PBL project look like? How would it be taught? How would students incorporate various subjects into the project?</p> <p>What would the high school curriculum look like?</p>	Jennifer Gnann	Curriculum a
<p>Is it reasonable to expect that all student will graduate with 2 advanced placement courses?</p>	Shannon Stein	Curriculum a
<p>What curriculum will be used in advisory period; is purchased or developed in house.</p>	Tracy Kelley	Curriculum a

How will k-5 students experience RAISE? The description of the organizational structure is not sufficient to support implementation of the curriculum. What research has the team done that leads them to expect students to have academic deficits and why does the team think that is the case? What does the team know about the families and schools in the community? Is there an assumption that being poor, having a single parent home, or being bi-lingual automatically mean you have academic deficits and need moral character development?		
Why require two AP courses? What about students that are not at that academic level?	Ashley Baquero	Curriculum a
What are some specific instructional strategies you will use to make sure the students gain proficiency in the individual subject areas? For instance, do you plan to offer after-school tutoring? Will you engage members of the community in an effort to locate volunteers who might provide academic assistance to students who are being challenged academically?	Les Stein	Curriculum a
Who will design and lead the daily interventions during the MTSS period described?	Ashley Baquero	Special Prog
Will you establish after-school tutoring and academic assistance programs as a means of supporting your MTSS program? How will time be allocated to this effort? Who will be responsible for the AIG program? Will you assign an administrator to supervise this effort or will a committee of teachers and staff be used to monitor this effort?	Les Stein	Special Prog
How and when will you implement a series of formative assessments to measure student comprehension? Who will review assessment results to determine what students need? How will you determine what interventions are being used during Differentiated Core, Supplemental, and Intensive? During the 20-30 minute intervention period everyday, will you be providing supplemental or intensive interventions? What is your process/procedure for parent, teacher, or other person referring a child for an evaluation for special education services?	Ginger Cash	Special Prog
What formative assessments would be given to measure student comprehension? Why would a curriculum specialist teach the intervention classes?	Jennifer Gnann	Special Prog
What are example of the accommodations teachers will try to support tier 1 students? How will these accommadations align with the PBL model and college prep focus?	Tracy Kelley	Special Prog
How will administration determine if incoming students are students with an IEP? What is your process/procedure for responding to a parent, teacher, or other community member if they suspect a student has a disability prior to receiving interventions? How will you document access to a student's confidential EC record?	Ginger Cash	Exceptional
The staff projections show one EC teacher for grades K-5 and one for 6-12. Will two EC teachers be enough for a students population that exceeds 2000?	Les Stein	Exceptional
How will determine the level of support that a student with a disability needs? How will you allocate personnel (EC Teachers, Assistants, etc) to provide the full continuum of services for Kindergarten through 10th grade?	Ginger Cash	Exceptional
What specific resources, supports and strategies will be used to support exceptional students? What has the team discovered through it research about the LEA exceptional needs programs, demographics etc? How will the pull out model ensure that exceptional students fully participate in th PBL instructional model and the college prep aspects?	Tracy Kelley	Exceptional
Elaborate on the digital portfolio requirement. When does this begin? Do teachers own this responsibility or students? How do students learn how to create and manage the portfolio? What benchmark assessments will be used to drive instruction throughout the year? What evidence exists that the assessments will improve the curriculum over time?	Ashley Baquero	Student Perf
Provide and descriptive example of POL and digital portfolio and how the quality of these assessments will be assessed, beyond participation rates. What other college ready metrics will be used? What are the SMART goals to monitor HS students to make sure they are college ready? What targeted interventions will of track HS students get to get them back on track?	Tracy Kelley	Student Perf
Be more specific about graduation requirements.	Jennifer Gnann	Student Perf
What infrastructure (time, staff, materials, space, training) will be necessary to effectively implement a comprehensive and sustainable set of restorative justice	Tracy Kelley	Student Cond

<p>practices described? How doe RJP align with the school mission around RAISE and how will RJP inform the academic program especially PBL? At what grade will student begin to be introduced to RJP? How will the school assess the effectiveness of its RJP, what tool or metric will be used? How will student voice be incorporated into the school culture RJP RAISE, policies practices etc. Does your research of the school and community indicate that RJP will be effective strategy? If so, what lead you to this conclusion?</p>		
<p>Please expand upon the protocol that will be used by the RJP. Who will lead this group? What grades will participate in this? What training is available to staff and students?</p> <p>What is the plan for daily classroom management?</p>	Jennifer Gnann	Student Cond
<p>At what age does RTJ begin? How are students taught to participate? Who owns the process and implements the procedures? How will teachers be trained in the procedures? Have you thought out the specifics of running a RTJ program - staff, training, materials, location, etc.?</p> <p>Will elementary students participate in RTJ and SJC?</p> <p>Who will own the SJC process and train the necessary staff and students needed for successful implementation?</p>	Ashley Baquero	Student Cond
<p>There is not indication that the team has internalized or fully understands how to design, create or sustain the critical infrastructure necessary to implement an effective college prep model for all students, especially at risk students. There is no articulation of how to promote academic rigor, create a network of timely supports, establish and sustain a culture of college access, and effective use of data (tracking test taking rates, % of students applying for college etc.) There is no evidence that the team has the capacity to create and sustain a learning environment with a growth mind set for staff and students. The team has not produced evidence that they have researched the current schools in the community to uncover why some are performing better than others, instead the team assumes that students will come to the school with academic deficits with any factual basis's for drawing that conclusion. The student performance goals are too vague to make a determination as to their effectiveness. There is no indication that the student performance goals, or system will result in a data driven learning environment.</p>	Tracy Kelley	Certify Educ

Reviewer	Score
Alex Quigley	
Tammi Sutton	
Ashley Baquero	Pass
Bruce Friend	
Cheryl Turner	
Danielle Allen	
Steven Walker	
Ginger Cash	
Heather Soja	
Stephenie Clark	
Sherry Reeves	
Shannon Stein	Pass
Phyllis Gibbs	
Lynn Kroeger	
Les Stein	Pass
Tracy Kelley	Fail
Lindalyn Kakadelis	
Joe Maimone	
Jennifer Gnann	Pass
Alan Hawkes	

IV. GOVERNANCE and CAPACITY

(No more than ten total pages in this section)

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

Governance:

School Governing Body:

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

The municipality must be officially incorporated by the NC General Assembly upon application submission.

Name of Private NonprofitMunicipality: Wake Preparatory Academy

Mailing Address: Hilda A. Parler

City/State/Zip: Louisburg NC 27549

Street Address: 1035 Lake Royale

Phone: 919-357-4649

Fax: 919-375-2077

Name of registered agent and address: Hilda A. Parlr
1035 Lake Royale
Louisburg, NC 27549

FEDERAL TAX ID:

Tax-Exempt Status 501 (c)(3)

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

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

X No

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

Either the governing body of the municipality who serve ex officio as the board of directors of a charter school granted to a municipality or the board of directors appointed to govern a charter school granted to a municipality is the legal entity that has responsibility for all aspects of the proposed charter. Its members should reflect the

ability to operate a charter school from both business and education perspectives.

Please complete the table provided depicting the founding members of the nonprofit organization.
Please complete the table provided depicting the members of the board that will oversee the proposed school.

Board Member Name	Board Title	County/State of Residence	Current Occupation	Past or Present Professional Licenses(s) Held	Has any disciplinary action been taken against any of these professional licenses?
Hilda Alston Parlér	Founder, President	FRANKLIN	Realtor, Retired Math Educator, Notary Public	Real Estate, Teaching, Notary Public	N
Valeska Lipani-Garrett	Co-Founder, Vice President	WAKE	Retired EC Teacher, Administrator	Teaching, Administration	N
Michael D. Featham	Secretary	FRANKLIN	Retired Electrical Engineer, Project Management	Engineering	N
James R. Averette	Treasurer	WAKE	Retired Payroll Business Owner	Religious Education, Pilot's	N
Rev. Dr. William Seaman	Director	WAKE	Retired Ed., HS Principal, Pastor	Teaching, Administration, Pastor	N

Please provide the following in this location of the APPLICATION:

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

Wake Preparatory Academy will be governed by a Board of Directors who will have a number of responsibilities and duties in regard to the operation of the school. The Board's primary goal will be to ensure that the mission of the school is continually upheld and provide clear measurable objectives for the school's administration. This includes working with the school's faculty to evaluate WPA's educational program to determine how effectively it is working towards achieving the established mission of the school. The Board will also provide the lead administrator with annual measurable goals that relate to the various aspects of the educational plan.

Significant responsibilities of the Board of Directors are maintaining the school's financial budget, facility procurement, the hiring of key

personnel, evaluating the lead administrator, monitoring programs/services and maintaining a safe and secure learning environment. The Board will also ensure that the school is in compliance with all local, state, and federal laws.

When creating policies and procedures, the Board will continually consider the school's mission. This will involve collaboration with school administration on matters regarding academic performance, personnel changes, facility additions, financial allocations, and the growth/sustainability of the charter school. The Board will consistently review the various programs of the school to determine if they are aligned with the school's educational philosophy and mission statement.

The Board will maintain a budget that is both pragmatic and fiscally responsible. Board members will review the budget monthly and determine financial allocations as necessary. The Board will regulate the budget to maintain a minimum 5% surplus that ensures the school's financial independence for the future.

Charter One will recruit, hire and supervise the lead administrator for WPA. Charter One will publicize the vacancy and utilize national educational recruiting sites to identify high-quality candidates. Charter One will also use other forms of recruitment specific to charter schools including charter school conferences, job fairs, and the school website. After identifying at least 3 qualified candidates, Charter One will conduct interviews and determine the lead administrator based on their administrative experience, integrity, and commitment to student achievement. Charter One will give priority to candidates with leadership experience specifically in charter schools. They will also seek candidates who have the propensity for maintaining the original mission of the school and sustaining the educational programs already established.

The lead administrator will be will be subjected to a performance review annually. The lead administrator will report to the Board at the monthly meetings to track progress toward annual goals and the implementation of the school's unique education program.

Attribution: Board

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

The Board of Directors of WPA consists of 5 highly qualified individuals who have varied abilities and backgrounds. The founding Board Members intentionally have diverse areas of expertise to add value to the decision-making process and provide the opportunity for different points of view to be considered when decisions are made. These areas of expertise include teaching, administration, finance, higher education, real estate, ministry, and community involvement. All members of the Board are committed to the mission of the school and improving the landscape of public school education in Wake County.

Attribution: Board

The WPA Board will require specific roles to ensure efficiency and effectiveness in the decision-making process. The duties of each board member include attending monthly board meetings, actively participating in the decision-making process, and voting on matters that are of the best interest of the school rather than their own personal interest. Other defined roles include President, Vice President, Treasurer, and Secretary. The president will be the principal officer of the organization and will preside over all meetings. She will also set the agenda for each meeting. The vice president will execute the duties in lieu of the president's absence and perform other duties identified by the board president. The treasurer will oversee the financial accounts of the school and helping prepare financial documents for board meetings, keeping accurate books and records of receipts and disbursements, depositing all moneys and securities received by the Corporation in such banks, trust companies, or other depositories as shall be selected by the Board; and seeing that all required corporate filings are made. The secretary will record meeting minutes and communicate board decisions with school stakeholders. She/he will ensure notices are duly given in accordance with the provisions of the bylaws or as required by law, and will have general charge of the corporate books and records. The secretary will also sign such instruments as may require the signature of the secretary.

The governance structure of the Board will affirm that the power of the Board will be democratic and that no one person will dictate policy. Every decision will require a majority vote and be preceded by extensive dialogue. The initial directors shall be divided into two classes, as nearly equal in number as possible, to serve in the first instance for terms of one and two years, respectively, and until their successors are elected and qualify. Thereafter, the successors in each class of directors will be elected to serve for four- year terms and until their successors are elected. If there is a decrease in the number of directors, all remaining will become as close to equal in number. The successor will serve only until the expiration of the predecessor's term.

The Board will annually evaluate the performance of the school's lead administrator. The lead administrator will be evaluated based on the measurable goals pre-determined by the Board. These goals will be directly aligned with the mission of the school and be specific, measurable, relevant, and timely. The Board will determine if the school and administration met expectations, exceeded expectations, or did not meet expectations at the annual performance review.

After the initial 1 and 2-year terms we will consider parents of students to participate on the Board. WPA will be intentional about having a balance of community members and parents to ensure diversity. We will provide board orientation for all newly elected board members and require them to participate in professional development aligned with the mission of the school. We will also post monthly board meetings on the school's website and at the school. All board meetings will allow for public comments with the guidelines given before comments are made.

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

the board?

The Board members of Wake Preparatory Academy were selected based on their commitment to improving school choice and offering a venue for a college preparatory school with a moral focus in Wake County. The Board President and Vice President worked together to recruit the other members from the local area who had a diverse background in their professional fields. Each Board member has a distinct area of expertise that would address the unique challenges of opening and sustaining a charter school. Ultimately, the Board of Directors for WPA is bound by the belief that this charter school can provide a meaningful learning experience for students in Wake and Franklin counties and the surrounding areas.

In the event of a vacancy on the Board of Directors, the Board will take Board Candidate Information Forms from potential candidates from the local community. After two weeks of recruitment and interviews, the Board will meet to determine a viable replacement. The selected individual will serve out the remaining term of the previous board member and will be eligible for a full term when the shortened term has been completed. This will all be in accordance with the Bylaws of Wake Preparatory Academy. If it is necessary for a board member to be replaced, provisions will be made so that the replacement candidate receives the necessary professional development and training to adequately serve.

Attribution: Board

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

The WPA Board of Directors will meet monthly in accordance with the Bylaws of Wake Preparatory Academy. The Board will schedule additional meetings as necessary and notify the public of the dates, times and locations of these meetings when they occur.

Attribution: Board

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

In order to ensure the mission and educational philosophy of the school all board members will participate in strategic professional development during the Ready to Open process. The intention of these trainings is to immerse board members in the strategies and methods that will be executed within the school. Board members will also attend training sessions offered by the North Carolina Department of Public Instruction and The Office of Charter Schools. During this time the board president will work with other Board members to revisit the Board of Director's Manual that outlines the bylaws and procedures Board members will follow. From August 2019 to August 2020 board members will receive additional training on other topics pertinent to the opening and operation of the school. These would include training on state curriculum standards, school operations, charter school law, and specific elements within the education plan that define the school's culture and climate. Three board members have already received training on character development and four of the five members attended the "New Applicant Training."

Before the beginning of the school year, board members will also receive

training in the foundational elements of the educational plan. This will include participation in the seminars relating to the RAISE curriculum. Since the RAISE program is the foundation of our moral curriculum each Board member will be expected to exemplify the values of respect, accountability, integrity, service, and excellence in their interaction with all stakeholders within the learning community. Board members will also be expected to attend Leadership Exhibition Days where students display their project work and demonstrate what they have learned. This will require training on how to execute project/presentation rubrics and identify certain elements of the standard course of study. Training will be provided by Charter One.

Attribution: Board

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

The Board of Directors of Wake Preparatory Academy will uphold the highest standards of ethics and morality. Board members will also abide by all local, state, and federal laws. Any action that is deemed unethical can be subject to review by the remaining board members. Based on their findings, they can recommend the removal of the involved board member. If a board member is removed he/she will have the opportunity to appeal the decision within a two-week period. This appeal will be resolved by a third-party arbitrator pre-selected by the Board.

All board members will be expected to disclose any potential conflict of interest as it pertains to any aspect of Wake Preparatory Academy. As a part of their orientation, board members will sign a conflict of interest statement that will require them to disclose any actual or perceived conflicts of interest. These potential conflicts of interest could include a financial beneficial relationship with vendors or consultants, acceptance of gifts or favors, business affiliates receiving financial benefits from WPA, and the sharing of confidential information regarding students or staff. If an actual conflict of interest exists, the involved board member will be able to provide insight about the topic at hand but will recuse themselves from any vote. The vote will then take place amongst the remaining board members.

If consistent conflict of interest occurs the involved board member will be excused from the decision-making process and may be asked to relieve themselves of their duties as an active board member. Current Board members have been strategically selected to avoid any actual or perceived conflict of interest and have no financial interest in the school.

Attribution: Board

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

When making decisions, the Board of WPA will always consider first what is in the best interest of students. This philosophy will be supported by the inclusion of a variety of perspectives from different stakeholders. When developing policy, Board members will be sure to gather an abundance of information including relevant data, policy precedents, and local, state, and federal guidelines. Board members will then discuss the policy. If necessary, board members will then move to closed session to discuss allowed topics consistent with GS 143.318.11. At this time they will also share

their individual opinions and work collaboratively toward a collective solution. The goal of this process is to find solutions or policies that achieve full agreement among the Board members. Policy decisions will be made in open session by a majority vote. Once the vote has been taken and a decision made, the policy will take place in accordance with the timeline outlined by the Board. Even in dissent, Board members will be expected to support all policy decisions made by the Board of Directors to relay a unified front.

Attribution: Board

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

To execute its restorative justice philosophy, WPA's administration will establish a Student Justice Council (SJC). Teachers and administration will have the ability to refer a student to SJC when a student displays behaviors that conflicts with the code of conduct. After a student is referred to SJC, he/she will be mandated to attend a small group mediation session where 1 teacher, 1 administrator, and 3 students will be allowed to give a recommendation to school administration about how the offending student could make amends in order to reintegrate into the learning community. Students will be referred to SJC for minor infractions including minor property damage, conflicts between students, and minor classroom disruptions. The SJC will also meet with administration monthly to discuss the school culture and climate and provide ideas for achieving the school's mission. The objective of this council is to empower students to own every aspect of the learning community and give students the opportunity to hold one another accountable for their behavior.

WPA will also establish a Parent-Teacher Association (PTA). This organization will provide support for teachers and further contribute to a positive school culture and climate. To achieve this objective the PTA will provide specific services including lunch coverage, coordination of parent volunteer opportunities, the organization of fundraising activities, and execution of school-related community events. This organization would ultimately give a voice to parents and help contribute to a positive learning environment.

Attribution: Board

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

Wake Preparatory Academy encourages parents and staff members to communicate any grievances with the appropriate school leader. Ideally, parents would contact the involved staff members and set up a conference to discuss the grievance. If the situation cannot be resolved by the parties directly involved it should follow the procedures below:

Step 1: The parent or staff member shall communicate a grievance with the lead administrator in writing within five days of the incident. This could include an email or formal letter where the individual bringing the grievance describes the nature of the injustice. The lead administrator will return communication with the person filing the grievance within 48 hours. This communication will include information about how the situation has been resolved or to set up a conference with the individual bringing the grievance. If the grievance involves the lead administrator, the written grievance shall be directed to the Board president.

Step 2: If the situation is not resolved through communication with the lead administrator, a conference will be scheduled with the person filing the grievance, the individual accused of wrongdoing, and administration. The administrator will serve as a mediator and allow both parties to share their perspective. At the end of the conference, the lead administrator will provide both parties with a decision based on the information gathered. If either party disagrees with the lead administrator's decision they will have the opportunity to appeal directly to the Board of Directors.

Step 3: The party requesting an appeal will make a written appeal to the Board of Directors describing the nature of the grievance. The lead administrator will provide objective data that was discovered during their investigation. The Board of Directors will schedule a hearing 14 days from receiving the written appeal request. The appeal hearing will require at least 3 board members and all parties involved will have the opportunity to state their case. After hearing the various testimonies, the panel members will discuss the matter in a closed session. Within 30 days of the hearing, the board members will communicate their decision to the party filing the appeal.

The decision of the Board will be final and will be the final step for all grievances. The policies and procedures that must be adhered to, as well as the protocol to follow in filing a grievance can be found in the parent-student handbook and the employee handbook.

Attribution: Board

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

Include in the Appendices:

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

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

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

Not Applicable

If the Charter School plans to contract for services with an educational management organization (EMO) or charter management organization (CMO), please specify the contact information below.

Name of the Company: Charter One
Address: 2250 E. Germann Rd Suite 14
Chandler AZ 85286
Website: www.charter.one
Phone Number: 480-420-2101
Contact Person: Matthew Nielsen
Fax: 480-346-2075
Email: matthew@charter.one

1. *Explain how the contract with the specified EMO or CMO will be in the best educational and financial interest of the charter school. Please include an executed copy of the management agreement as Appendix L of the specified EMO or CMO.*

One of the many benefits of using Charter One is the gained economy of scale. A school of WPA's size does not need all of the costly personnel like a full time Human Resources manager or a legal compliance staff, while they do need the levels of expertise to make the school run as smoothly as possible that you can't get as a standalone charter school.

Another benefit is the access to the proprietary RAISE curriculum whose implementation is shown to improve behavior and increase student achievement. Contracting with Charter One also gives WPA access to a curriculum team who will work with teachers to develop curriculum maps and lessons that align to the NC Standard Course of Study.

Attribution: Charter One

2. *What other EMO/CMOs were pursued and why did the applicant select this particular one? Please include information regarding other management organization's fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.*

During the 2017 application cycle, the name of the school was North Wake Preparatory Academy. Founder and Board President, Hilda Parl, researched EMOs in VA (Pansophic Learning); MI (National Heritage Academies, K-8, and PrepNet, 9-12); SC (Charter Schools USA) and NC (Goodall Consulting) who stated they could provide services for a 9-12 and K-12 respectively.

Pansophic and Goodall Consulting charged per student; National Heritage Academies would implement a 100% sweep and allot the Board a yearly fund amounting to \$35,000. Academic records showed that students were academically successful in the majority of schools operated by those EMOs. PrepNet and NHA were selected. However, they backed out hours before the Board was to appear before the CSAB in 2016/17, stating they couldn't provide services for the high school. The applications were withdrawn.

Hilda Parl and a second board member researched five other EMOs who advertised services for 9-12 grades only. Those EMOs were slow to communicate and agree to commit. Mrs. Parl contacted Charter Success Partners. CSP referred her to Charter One. After learning about the models of schools managed and built by Charter One, she and another board member visited Arizona to tour 3 American Leadership Academies, including the K-12 Gilbert Campus. They were impressed with what they saw and concluded WPA should duplicate the entire ALA campus on 35-40 acres of land (Appendix O-4). With a campus layout of this magnitude, students would benefit in a

50

myriad of ways through academics, character development, the arts, and athletics.

The full Board met with Charter One partners in Wake Forest. Charter One had a well-organized presentation outlining how they could serve the Board. They will only charge a 15% fee of the allotted funds after expenses and would reduce the percentage rate if students do not meet growth. The Board was convinced that Charter One would be the best fit.

Attribution: Board

- 3. Provide and discuss student performance, governance performance and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the targeted student population. Nationally, what is the highest and lowest performing school of the EMO/CMO? Why are these two schools so different in overall achievement?*

Currently all of Charter One schools are in good standing with no open issues on their performance framework dashboard for operational, academic, and financial standing with the Arizona Charter School Advisory Board and the Nevada Charter School Authority Board.

Student performance is above state averages in all three measured areas (ELA, Math and Science) of Arizona state testing.

Charter One's highest performing school is the American Leadership Academy - Gilbert's K-6 campus. Gilbert K-6 has consistently performed in the top 5 percent of schools statewide and has received an A rating for several years running.

Their lowest performing school is the American Leadership Academy - Anthem's K-6 campus. The school still out performs state averages in all three areas of state testing and saw double digit growth in Math in the 2017-18 school year. They earned a B rating, having missed an A rating by only 1 or 2 points. This school has a different socioeconomic demographic than the Gilbert campus with a high Free and Reduced Lunch population. However, the campus still outperforms every other public school in the area.

Attribution: Charter One

- 4. Describe how the governance structure will be affected; if at all, by the EMO/CMO and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO.*

The Board recognizes that we hold the charter and are, therefore, responsible for achieving our goals. As such, the governing structure won't be affected by the relationship. There are no conflicts of interest between the board members and the EMO, and the Board has ultimate authority over everything at the school. Anything that the Board votes on to approve or disapprove will be done. Also, the terms of the contract allow for termination by the Board and as such they retain ultimate authority over the school.

The Board has retained independent legal counsel and will contract with an independent auditor for annual financial reviews.

Charter One will employ the lead administrator and support staff. The Board will retain the authority for the hiring and firing of teachers.

Attribution: Board and Charter One

5. *Provide a description of the relationship that will exist between the charter school employees and the Management Organization.*

Wake Preparatory Academy's board will employ everyone except for the lead administrator and support staff. The lead administrator will have oversight of and responsibility for the teaching staff.

Charter One will help to recruit highly qualified teaching candidates for the lead administrator's recommendation and the Board's review and eventual determination of employment. The Board maintains the authority to express dissatisfaction with the lead administrator, providing Charter One sufficient time and support to remedy any identified issues. If insufficient improvement results, the Board can direct that the lead administrator's employment be terminated.

Charter One will provide professional development opportunities and trainings on an ongoing basis throughout the school year and during the summer.

Attribution: Charter One

6. *Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO, and if necessary, terminate the contract without significant obstacles.*

Wake Preparatory Academy can terminate the relationship with the EMO at any point it deems necessary. The performance of the EMO will be evaluated by the Board once per annum to ensure that the organization is meeting Board performance standards. The evaluation of the EMO will be based on achievement of the Board established academic goals, enrollment goals, and financial metrics. The Executive Director of the EMO will provide regular updates to the Board, including at least one annual summary of performance metrics which may be independently verified by the Board and their Board Legal Counsel.

Annually, each board member and the lead administrator will evaluate C1 in eight areas, including:

1. Financial
2. Human Resource Management
3. School Operations Management
4. Start-up and Expansion
5. Mission Support
6. Marketing and Enrollment Support

In evaluating C1, the Board and the lead administrator will use the following rubric:

1. Exceeds Expectations: C1 exceeds expectations by providing an excellent level of service. Provider anticipates problems and responds immediately to urgent requests.
2. Satisfactory: C1 consistently meets all performance expectations in timeliness, accuracy, responsiveness, efficiency, and integrity. In the rare event of failing to meet expectations, C1 acknowledges the deficiency and takes appropriate corrective action.
3. Needs Improvement: C1 has occasionally failed to meet expectations, or has made a material error but otherwise has performed satisfactorily. In

response to such failure, C1 is slow to respond or challenges the facts rather than focusing on solving the problem proactively.

4. Unsatisfactory: C1 consistently fails to meet expectations, is inflexible when urgent requests are made, does not respond quickly to communication, and does not embody WPA's mission and vision.

Attribution: Charter One

7. *Is the facility provided by the EMO/CMO? Y*

- If yes, include as Appendix J a detail of the buyout formula for the board of directors to purchase the facility if a buyout formula or process exists.

8. *List the fund balance and surpluses for each school managed by the EMO/CMO over the last three years in North Carolina.*

9. *Provide as Appendix K the financial history and statements of the EMO/CMO over the last three years. Specifically, if contracting with an EMO, provide confirmation that the EMO is in good financial standing with either financial statements, bank letter, D & B report or credit rating.*

N/A. Charter One does not currently operate any schools in North Carolina.

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

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

X Not Applicable

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

X Not Applicable

Projected Staff:

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

Year 1 (2020-21)

K-5 building:

1 Principal

1 Assistant Principal

1 Counselor

1 Receptionist

1 Admin Assistant

34 Teachers

1 EC Teacher

4 Kinder Aides (part-time)

1 Health Aide

6-12 Building:

1 Principal

2 Assistant Principals (1 for 6-8; 1 for 9-10)

2 Counselors (1 for 6-8; 1 for 9-10)

1 Receptionist

1 Admin Assistant
23 Teachers
1 EC Teacher
1 Health Aide
1 Security Officer

8 Specials teachers between both buildings

Contract Services:
Bus Drivers
Custodial Staff
Substitutes

YEAR 2

K-5 building:
Same as Year 1 plus 1 additional EC Teacher position

6-12 Building:
Same as Year 1 plus 1 additional EC Teacher position and 10 additional teachers

Contract Services:
Same as Year 1

YEAR 3

K-5 building:
Same as Year 2

6-12 Building:
Same as Year 2 plus 1 additional EC Teacher position, also serving as EC Coordinator for school and 10 additional teachers

Contract Services:
Same as Year 1

YEAR 4

K-5 building:
Same as Year 3
6-12 Building:
Same as Year 3

Contract Services:
Same as Year 1

YEAR 5

K-5 building:
Same as Year 4
6-12 Building:
Same as Year 4

Contract Services:

Same as Year 1

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

Wake Preparatory Academy will recruit and retain highly qualified teacher candidates to execute the mission of the school. It is imperative that WPA employ dedicated individuals in teaching positions to guarantee the desired culture and climate of the school is achieved. We will do the following to ensure we recruit highly qualified applicants:

1. Create detailed and vibrant job descriptions that outline teacher responsibilities and duties.
2. Post job opportunities on the school website, teachers to teachers website, social media, and within local universities.
3. Provide and/or participate in teacher job fairs
4. Employ personal networks and connections to identify individuals with specific skills sets aligned with WPA's educational mission.

The Lead Administrator will be responsible for the hiring process with Board approval and will employ grade level team members to make the hiring process collaborative once the faculty has been established. In order to retain these highly qualified candidates WPA will use specific strategies including the following:

1. Empower teachers to make decisions about their curriculum and give them a voice in the decision-making process.
2. Utilize teacher talents in order to foster their leadership abilities.
3. Ensure the creation of a culture and climate that requires collaboration and teamwork.
4. Provide professional development opportunities that allow teachers to grow as educators.
5. Require ongoing feedback from the lead administrator on teacher performance.

Attribution: Board

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

Wake Preparatory Academy's Board of Directors will be responsible for setting policy that is consistent with the mission of the school. The Lead Administrator, hired by Charter One, will report directly to the Board and be responsible for enforcing board policies. School employees will report directly to the Lead Administrator. The Lead Administrator will assist Charter One in the recruitment and hiring of all teachers, with Board approval, at the school. The administrator, with board approval, will also be responsible for evaluating, and terminating all teaching and support personnel. All employees will be "at will" and will be terminated or retained annually based on the summative assessment by school administration.

Attribution: Board and Charter One

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

Wake Preparatory Academy will use non-discriminatory procedures when hiring all employees and will follow the Equal Opportunities Law to prohibit all discrimination of applicants and employees.

Charter One will have sole hiring and dismissing authority for the positions of lead administrator and assistant administrator with notification of reasons to the Board.

Staff hiring decisions will begin with the lead administrator who will execute the following procedures in the hiring process:

1. Reduce the pool of applicants to a select group of highly qualified candidates.
2. The interview team will be assembled to include school administration and teacher representatives from the vacant position's grade level.
3. The selected applicants will participate in an interview.
4. The Lead Administrator will select the candidate to fill the vacant position based on the counsel from the interview team.
5. WPA will conduct three reference checks on the selected candidate.
6. WPA will conduct criminal history background checks in accordance with state law on all potential employees.
7. The Board will review the Lead Administrator's choice. Discussion of the candidate will be held during closed session at board meetings, and vote for approval or non-approval in open session.
8. The selected teacher candidate will sign a 1-year "at will" contract.

All employees at Wake Preparatory Academy will sign one year "at will" contracts. At any time an employee can be terminated immediately for committing acts that violate federal or state law. Teachers can also be terminated for "poor performance" as deemed necessary by the school administration. The school leadership will actively support any teacher whose performance is not proficient through written action plans with strategic interventions and measurable goals for teacher improvement. Every effort will be made to assist teachers who are not performing adequately to improve their job performance before termination is determined.

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

Wake Preparatory Academy will provide competitive salary ranges for all full and part-time employees with the goal of retaining highly qualified employees. All teaching personnel will receive compensation based on the NC Department of Instruction salary scale plus Wake County supplement pay, if possible. This supplement will be competitive with the local school systems and will be ultimately set by WPA's Board of Directors based on the availability of funds. Full time staff will have the opportunity to participate in a retirement plan and a health plan. All staff members will be 10-month employees excluding school administration who will be 12-month employees. One of the initial tasks of the Board will be determining an incentive program for performance-based teacher bonuses. The incentive program the Board creates will be equitable and fiscally responsible.

Attribution: Board and Charter One

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

WPA encourages all staff members to communicate any grievances with their school leader. Administration will have an open-door policy to allow teachers to share their grievances. If a staff member has a grievance that cannot be resolved informally they will follow the following procedures:

Step 1: The staff member shall communicate their grievance with the lead administrator in writing within five days of the incident. The lead

administrator will return communication with the person filing the grievance within 48 hours. This communication will include information about how the situation has been resolved or to set up a conference with the individual bringing the grievance. If the grievance involves the lead administrator the written grievance shall be directed to the Board president.

Step 2: If the situation is not resolved through communication with the lead administrator, a conference will be scheduled with the person filing the grievance, the individual accused of wrongdoing, and administration. The administrator will serve as a mediator and allow both parties to share their perspective. At the end of the conference the lead administrator will provide both parties with a decision based on the information gathered. If either party disagrees with the lead administrators decision they will have the opportunity to appeal directly to the Board of Directors.

Step 3: The party requesting an appeal will make a written recommendation to the Board describing the nature of the grievance. The lead administrator will provide objective data that was discovered during their investigation. The Board will schedule a hearing 14 days from receiving the written appeal request. At the appeal hearing all parties involved will have the opportunity to state their case. After hearing the testimonies, the panel will discuss the matter in closed session and come to a decision. Within 30 days of the hearing, the panel will communicate their decision with the party filing the appeal.

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

N/A. There are no positions planned that would have dual responsibilities.

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

Wake Preparatory Academy will employ staff to adequately meet the needs of our EC, ELL, and gifted students. We will seek out certified instructors in EC, AIG, and ELL instruction. We will also encourage certified personnel to obtain add on licensure for EC, AIG and ELL where applicable. Professional development will be provided for EC, AIG, and ELL staff depending on our student demographic.

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

The Lead Administrator/Principal shall have a Masters degree in School Administration or a Doctoral degree in an educational field. They shall have a Principal certification from the NC Department of Public instruction, with three years or more experience as a school administrator. They should also have relevant teaching experience and effective communication skills. The roles and responsibilities of the Lead Administrator include:

- * Exemplifying the RAISE values
- * Recruiting, hiring with Board approval, and evaluating all teaching personnel.
- * Overseeing the school's curriculum and educational program
- * Maintaining a safe and secure learning environment
- * Communicating the mission and vision of the school to all stakeholders
- * Managing the day to day operations of the school
- * Monitoring the school's finances and maintaining a balanced budget
- * Providing strategic planning to ensure advancement toward the school's

mission

The Assistant Principal/Curriculum Director shall have a Masters degree in School Administration, Curriculum and Instruction, or another field of education. The AP's responsibilities include:

- * Exemplifying the RAISE values
- * Supporting the Lead Administrator in the execution of all of his/her responsibilities and the day to day operations of the school.
- * Overseeing the educational program and providing support for teachers in their daily instruction.
- * Overseeing the Student Justice Council and facilitating student hearings.
- * Managing the maintenance of the facilities, handling disciplinary matters, and evaluating teacher performance.

Core/Elective Teachers shall have a Bachelors degree from a four-year institution and be certified by NCDPI in their content area for the appropriate grades or working towards their certification. Prior teaching experience is preferred but not required. Core teacher roles and responsibilities include:

- * Exemplifying the RAISE values
- * Creating a positive learning environment for students
- * Executing lesson plans that are consistent with the mission of the school and aligned with the NC Standard Course of Study.
- * Participating in their Professional Learning Community and all professional development activities.
- * Evaluating student performance equitably.
- * Communicating effectively with all stakeholders including parents, students, and administration.

Exceptional Children's teachers shall have a Bachelors degree from a 4-year institution and be certified by NCDPI in Special Education. EC teachers' roles and responsibilities include:

- * Exemplifying the RAISE values
- * Ensuring that students with IEPs receive their services.
- * Ensuring that WPA is in compliance with all federal and state regulations regarding students with disabilities.
- * Providing support for Regular Education teachers in the classroom where appropriate.

The Administrative Assistant shall possess a high school diploma and organizational skills conducive for managing the front office. Their responsibilities include:

- * Exemplifying the RAISE values
 - * Being proficient in the software programs within Microsoft Office Suite.
 - * Answering the phone
 - * Assisting with signing students in and out
 - * Working with parents and visitors
 - * Performing clerical tasks as deemed necessary by the school administration
- Attribution: Board and Charter One

Staff Evaluation and Professional Development

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

The Lead Administrator will be responsible for maintaining teacher licensure and providing professional development. All teachers will be required to maintain their teaching license and keep their professional development records.

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

Teachers will be evaluated in accordance with the North Carolina Professional Teacher Standards. School Administration will formally observe teachers using the North Carolina Educator Effectiveness System (NCEES). All teachers will complete a self-assessment to rate his or her own performance based on the rubric provided by the NC State Board of Education at the beginning of the school year. Teachers will use this self-assessment to create a Professional Development plan (PDP) to identify areas of personal growth. Teachers will participate in one of three observation cycles annually. These cycles include Abbreviated, Comprehensive, and Standard evaluation cycles. Teachers not in their renewal year and who have more than three years experience will be on the Abbreviated cycle. These teachers will receive two formal observations and be assessed based on two of the five NC Professional Teacher standards. Those participating in the Standard observation cycle will be teachers with more than three years experience who are on the renewal year for their teaching certification. These teachers will be formally evaluated three times based on all five of the NC Professional Teacher standards. Teachers on the Comprehensive cycle will receive four formal observations. Three from school administration and one peer observation. Teachers on the Comprehensive cycle will include initially licensed teachers with 0 - 3 years of experience. All formal observations will involve post-conferences where teachers and administrators collaboratively work together to identify teacher strengths and areas of improvement. At the end of each school year, administration will meet with every teacher and have summary evaluation conferences. At these meetings the school administrator and individual teacher will discuss the teacher's overall evaluation and progress towards their PDP goals.

Initially licensed teachers will participate in a Beginning Teacher's Program that will provide the necessary support for novice teachers. This includes the comprehensive evaluation cycle, monthly beginning teacher meetings and participation in the teacher mentor program. In the mentor program, an experienced teacher is matched with a beginning teacher and they meet regularly to discuss school policies, classroom management, effective instruction and other best practices. The mentor teachers will receive mentor training to support the beginning teachers in all aspects of the profession. Once they are certified as "mentor teachers" they will provide on the job observations and coaching. By providing this opportunity for beginning teachers we believe that initially licensed teachers will gain confidence and competence due to the support of an experienced teacher. We believe this will lead to more effective teaching practices and higher retention rates among our beginning teachers.

Novice teachers will also have the opportunity to participate in Professional Learning Teams (PLT) three times a week. During these required

meetings, beginning teachers will have the ability to collaborate with veteran teachers and participate in tuning protocols designed to address dilemmas the teachers are facing. These meetings will provide additional mentorship for beginning teachers from colleagues on their grade level or in their subject area.

Attribution: Board and Charter One

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

In order to guarantee that teachers receive an appropriate amount of time for collaboration, WPA will require teachers to meet in Professional Learning Teams (PLT) 30 minutes prior to the beginning of the school day three days a week. This time will be a mandatory part of the eight-hour work day. Each of these times will have a specific purpose. Day 1 will require teachers to meet with their grade level teams. During this time teachers will collaboratively plan Advisory activities, coordinate grade level projects, and discuss student academic and behavioral data. On Day 2 teachers will meet with colleagues within their subject area departments. At these meetings teachers will discuss vertical alignment and develop common language, strategies, and other best practices relevant to their subject area. Day 3 will allow more flexibility as full faculty professional development is possible or teachers can organically schedule or plan with their colleagues to address their own identified areas for professional growth. To ensure efficiency during PLT meetings, teachers will execute specific tuning protocols with their colleagues to generate ideas for projects, discover best practices, and to collaboratively solve dilemmas that arise in their classrooms. These protocols guide teachers in their discussion by providing a specific amount of time to share their dilemma, ask clarifying and probing questions, give warm/cool feedback, and reflect on the entire process. At WPA, we believe that teachers are professionals and experts in their field. We will encourage and provide opportunities for them to participate in offsite professional development and then return to campus to share their new areas of expertise with their colleagues. These sessions can be scheduled during the PLT meetings or after school. WPA will outsource PD as necessary. This will include visiting other PBL or RAISE schools.

Attribution: Board and Charter One

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

Teachers will be required to attend a week-long orientation prior to the beginning of the 2020-21 school year. During this orientation, teachers will become proficient in the use of the various systems and technologies required to complete their responsibilities. These include PowerSchool, Google Docs, the NC Educator Effectiveness System (NCEE) and Canvas. Teachers will also receive extensive training on the unique elements of the instructional plan including training on how to execute tuning protocols in their PLTs, implementing the cogenerative dialogue in the classroom and the Project Based Leadership (PBL) pedagogy, incorporating the RAISE curriculum into their classroom culture, and collecting data and preparing students for the student-led conferences. Teachers will also have break-out workshops

focused on areas like classroom management, lesson-planning, and the policies for teachers, as well as the parent-student handbook.

This week of professional development will be prepared and executed by Charter One with involvement from the lead administrator, and, if available, teachers. After this initial year, Charter One will still offer components of the training, but the hope is that more teachers will take ownership by developing and leading their own workshops. During the summer prior to the 2020-21 school year, teachers will have the opportunity to collaborate and plan on their own within the school building. School administration will open the building for optional teacher workdays to facilitate this collaboration. Any teacher who needs to be certified in an AP curriculum will also attend those trainings prior to this week of professional development. Throughout the school year teachers will receive continual strategic professional development aligned with the school's mission.

Attribution: Charter One

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

Considering the five days prior to the beginning of the school year and the time available throughout the year, teachers at WPA will receive over 100 hours of professional development throughout the school year. This will include the 30-45-minute morning PLT meetings 2 times a week for the 6-12 building and the 45-minute meetings twice a week while the students attend "specials" in the k-5 building. As outlined in the school calendar, we will also have quarterly teacher work days scheduled specifically for professional development. The daily bell schedule and staffing structure will also lend itself to allow ample opportunities for teacher collaboration and professional development.

Attribution: Board and Charter One

Enrollment and Marketing:

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

Marketing Plan

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

Wake Preparatory Academy will market to families in Wake County and the surrounding areas. We will be inclusive and non-discriminatory to ensure a diverse population that reflects the demographic composition of the district in which the school is located. We will implement the following strategies to attract students who want a rigorous education with a morals-based curriculum preparing them for college and a career:

* Develop a digital presence by creating a website that describes the mission of the school and other pertinent information. The website will also give families the opportunity to join a mailing list to receive information about the school as it continues through the charter application process. (www.wakeprep.org)

*Develop a digital survey seeking feedback from families and soliciting their email addresses to add them to the mailing list.

* Develop a Facebook campaign to create interest via social media. This page will provide relevant information about the school and target individuals with school-aged children in the Wake Forest area. Interested applicants will be able to "like" the page and share it with their own network of friends.

The page will also give families the opportunity to join a mailing list to receive information about the school as it continues through the charter application process.

*Utilize the extensive personal networks of the Board of Directors to create a word of mouth campaign within Wake County. We will create a one-page handout that states the mission of the school, foundations of the educational program, and other distinct features that set WPA apart from other schools. Our Board of Directors will distribute this handout to their broad networks to gain interests in the school through a grassroots approach.

*Set up informational tables at local community gathering places like the Boys and Girls Club, YMCA, or Farmers' Market to inform the local community about our mission and vision of the school.

Throughout the application process we will continue to monitor the online and social media campaign to assess its effectiveness. As we continue through the application process we will add the following to our marketing plan:

* Create signage and print media such as brochures and flyers to distribute throughout the community, including at preschools in Wake Forest.

* Advertise in the local newspapers and print media.

* Create a promotional video that describes the mission and vision of the school to be distributed via social media.

* Hold frequent "open house" meetings to discuss the progress of the school's founding and to orient the school community with school's purpose and goals.

* Distribute t-shirts and other branded items to develop name recognition and familiarity.

In all of WPA's marketing strategies, our goal will be to communicate our school's mission and commitment to educational excellence. We will attempt many grassroots marketing efforts to ingrain ourselves in the community we intend to serve.

Attribution: Charter One

Parent and Community Involvement

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

At Wake Preparatory Academy, we believe that parents and the local community are allies in the educational process. We will proactively build partnerships with these allies to enhance our effectiveness and the overall academic achievement of our students. After receiving approval for our charter we will continue to communicate to stakeholders all pertinent information that relates to the school. This will include the utilization of an effective website that outlines the school's calendar, policies, events, board members, and other relevant updates. We will also continue to employ our social media platforms to advertise and inform our local community. Through our Facebook and Twitter accounts, we will encourage interested families to share their email addresses so we can add them to our listserv. By building this database of contacts we will have the ability to have steady stream of communication with prospective applicants. We will also continue to participate in community meetings, attend local events, hold open houses, and send out periodic newsletters. This will provide opportunities to forge partnerships with prominent community organizations that will be mutually beneficial for these organizations and the students of WPA.

Prior to the first day of school, WPA's administration will hold an orientation to allow our families to tour the school, meet the faculty, and ask questions. We will also reinforce our educational philosophy and reiterate the expectations for the culture of the school. During this orientation, WPA will outline parent expectations in regard to their involvement in the school. This orientation will address specific parent volunteer opportunities and strategic ways that parents can support our educational philosophy at home. It will also include parent expectations such as consistent communication with teachers, attendance at Exhibition Nights and Presentations of Learning, and participation in surveys and assessments to give the school relevant feedback. The final objective of this orientation will be to announce the measurable goals set by the administration and the Board of Directors.

Several tasks will be required of parents to keep them engaged in the life of the charter school. First, every parent will participate in student-led conferences twice a year with their child and advisory teacher. These conferences will take place at the conclusion of the first and third academic quarters. At the first conference, students will share their digital portfolio and the goals they have set for the school year with their parents. They will also discuss their self-identified strengths and weaknesses and the action steps they have chosen to achieve their goals for that school year. At the second conference, students will evaluate their progress towards their annual goals and reflect upon their achievement throughout the school year. They will also discuss any adjustments that are necessary to achieve their goals before the end of the school year. The parent and teacher roles during the conference will be to listen, ask questions, and provide guidance where necessary. Parents will also be invited to many events for students' project culminations. At these events, students will publicly present the products created through their various projects and articulate their learning. Annually, WPA will also host an Exhibition Night. This event is an aspect of the PBL program and gives students another opportunity to share their unique talents and become comfortable presenting in front of adults. Through this event, students are also able to develop their leadership skills and celebrate their

achievements. This annual event will be open to parents and the local community. It will give these stakeholders the opportunity to engage in partnerships with WPA and strengthen their support for student learning.

Attribution: Board and Charter One

Admissions Policy

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

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

In order to apply for admission to WPA, a student must only be a resident of the state of North Carolina. WPA will not discriminate based on race, color, creed, national origin, ethnicity, or religion. WPA will also not deny any student based on previous academic performance or special needs. To obtain admission to WPA, potential students must go through the application process. The application period will begin on January 1st, 2020 and run through February 28th, 2020. Applicants will visit the school website to complete the application online. If necessary, hard copies of the application will be made available to those without internet access. Completed applications must contain the following:

- * Proof of residence in North Carolina
- * The grade level in which the student will enter
- * Information about any siblings who will attend the school
- * Relevant demographic data concerning the student

If an application is filled out incorrectly or incompletely, it will be disqualified from consideration. All applications must be received by February 28th at 11:59 PM EST. Once received, each applicant's information will be entered into WPA's database.

If there are fewer applicants than slots available, all applicants will be admitted. If there are more applicants than spots available, we will conduct a public lottery in accordance with NC charter school law. Features of the public lottery include:

*Applications submitted by the assigned deadline will be entered into a random public lottery. This lottery will be held publicly and be advertised to the local community.

Proposed admissions timeline for the 2020-21 school year:

January 1, 2020 - February 28, 2020 - Applications available to the Public

February 28, 2020 - Applications due to WPA

March 10, 2020 - Public lottery held

March 12, 2020 - Acceptance letters mailed to accepted lottery students

April 13, 2020 - Deadline for the return of Completed Acceptance letter and documentation

July - August 2020 - New Student/Family orientation dates

*Children of full-time WPA employees and board members are admitted before the lottery to any open spots for the grade in which the student is applying.

* Applicants who apply after the February 28th deadline will be placed at the end of the waitlist based on the time and date of their application submission.

* Students who are twins, triplets, etc. must each complete an application. However, only one application will be entered into the lottery for those students. If that application is accepted in the lottery, the siblings will also be admitted.

* Students not accepted by the lottery will remain on the waitlist until the end of the following school year. If not accepted throughout the school year, the student will follow the same application procedures again to apply for the next school year.

Once accepted, WPA students will retain their position from year to year unless they voluntarily withdraw.

Annually, families will be asked to complete a commitment form that guarantees their child's spot for the upcoming school year. Siblings of current WPA students are admitted before the lottery to any open spots for the grade in which the student is applying. In order to be considered for the sibling lottery, the identified sibling must attend WPA for one full school year. These students must also share the same permanent address.

After the initial acceptance, families will be required to review the WPA student-parent handbook and sign an agreement stating that they will abide by the policies and procedures of the school. They will also be notified of the New Student Orientation and asked to schedule a date for their attendance.

Attribution: Board and Charter One

Weighted Lottery

Does your school plan to use a weighted lottery?

Yes:

No:

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

- 1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.*
- 2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones, 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.

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

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

PROJECTED ENROLLMENT

Year 1 through Year 5

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Wake County Schools
 LEA #2 Franklin County Schools
 LEA #3

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

	Year 1			Year 2			Year 3			Year 4			Year 5		
	LEA 920	LEA 350	LEA 000	LEA 920	LEA 350	LEA 000	LEA 920	LEA 350	LEA 000	LEA 920	LEA 350	LEA 000	LEA 920	LEA 350	LEA 000
Kindergarten	96	24	0	96	24	0	96	24	0	96	24	0	96	24	0
Grade 01	96	24	0	96	24	0	96	24	0	96	24	0	96	24	0
Grade 02	96	24	0	96	24	0	96	24	0	96	24	0	96	24	0
Grade 03	96	24	0	96	24	0	96	24	0	96	24	0	96	24	0
Grade 04	100	25	0	100	25	0	100	25	0	100	25	0	100	25	0
Grade 05	100	25	0	100	25	0	100	25	0	100	25	0	100	25	0
Grade 06	100	25	0	100	25	0	100	25	0	100	25	0	100	25	0
Grade 07	100	25	0	100	25	0	100	25	0	100	25	0	100	25	0
Grade 08	100	25	0	100	25	0	100	25	0	100	25	0	100	25	0
Grade 09	200	50	0	200	50	0	200	50	0	200	50	0	200	50	0
Grade 10	200	50	0	200	50	0	200	50	0	200	50	0	200	50	0
Grade 11	0	0	0	200	50	0	200	50	0	200	50	0	200	50	0
Grade 12	0	0	0	0	0	0	200	50	0	200	50	0	200	50	0
	1284	321		1484	371		1684	421		1684	421		1684	421	

Section IV: Governance and Capacity Concerns and Additional Questions	Reviewer	Page Reference
N/A	Shannon Stein	Tax-Exempt S
There is no indication or evidence that this team has the capacity to operationalize this school or hold the CMO accountable for measurable outcomes.	Tracy Kelley	Certify Gove
<p>The narrative states the board will evaluate the lead administrator and that Charter One will "recruit, hire, and supervise the lead administrator." How will conflicts between the BOD and Charter One regarding the lead administrator be handled? What happens if the BOD believes the lead administrator is falling short of expectations, but Charter One disagrees? Who will be in charge of providing training and support to the lead administrator?</p> <p>Who exactly falls under "lead administrator?" You will have both a K-5 and a 6-12 "principal."</p> <p>Who will create the annual performance review for the lead admin?</p> <p>With a school of this size, have you considered a larger Board?</p>	Ashley Baquero	Governance a
<p>If the lead administrator is an employee of the EMO, what weight does the evaluation of the board have on the lead administrator?</p> <p>Please explain further the understanding of the board's work with school faculty in evaluating school programs?</p> <p>Please explain further the role of the board in hiring staff.</p> <p>Please explain further the relationship between the board and the PTA.</p> <p>How will the board evaluate itself?</p> <p>How will the board evaluate the EMO?</p>	Jennifer Gnann	Governance a
<p>Beyond charter school experience what other competencies will the principal need to have (i.e. middle, high school, elementary experience, PBL, College Prep, k-12) Who will conduct the yearly evaluation of the principal? Will there be a single principal for k-12? The narrative indicates that the Board will hire the principal while at the same time saying that Charter ONE will recruit, hire, and supervise the principal? Please clarify who will supervise, and hire the principal. Who on the Board has specific skill, knowledge abilities to lead the hiring and supervision process? How did the Board come together, who was the visionary that brought the team together and why? What was the decision making process that lead to agreeing to start with 1605 student k-10 year 1? Please provide more details on how the leader will be valuated, how will board identify and establish principal goals and how or will student academic performance be included in the evaluation year 1? Who will provide the Board with the ready to open PD? What matrix will the Board use to determine what is in the best interest of the child? What is the role o the Assistant Director?</p>	Tracy Kelley	Governance a
<p>How did the student populations in the Charter One schools in AZ resemble of differ from those in NC community? What feedback did you get from NHA and PrepNet about the selected grade structure? What growth measure (benchmark assessments, EOY State Assessments) will be used to determine the % of revenue fee of the CMO? What about ALA Gilbert achievement levels was most impressive, especially middle school performance levels? How does ALA Gilbert assess HS effectiveness? What structures will be built into the contract allowing the Board "to direct that the administrator" be fired, if the lead admin works for the CMO? How will student achievement levels be incorporated, specifically using which assessment measure over how much time and wht goals will be established for the CMO? Who on the Board (committee or sub committee) will lead that work? Who on the Board has experience managing large partnerships, non profit leadership etc?</p>	Tracy Kelley	Proposed Man
Since Charter One will hire the lead administrator, how will the conflict of interest be	Shannon Stein	Proposed Man

handled if/when the local Board does not feel that the performance is in-line with the vision of the school? What recourse does the Board have with the EMO to make change?		
What conflict could arise if the lead administrator is employed by the EMO yet everyone else is employed by the board? The EMO has less than a year's history with that bank. Is there other evidence of fiscal soundness from another financial institution? How long has Charter One been operating?	Jennifer Gnann	Proposed Man
Is the principal and lead admin the same position?	Shannon Stein	Staffing Pla
The "Projected Staff" figures show 1 EC teacher for grades K-5 and 1 EC teacher for grades 6-12. Will this be enough to support your EC requirements?	Les Stein	Staffing Pla
The EC staff seems low for the number of students the school looks to enroll. Why are the aides only part-time? What is the rationale for establishing a performance-based incentive program? How will teachers be involved in creating the criteria for this? The Org. chart did not include the assistant administrator as an employee of the EMO. This makes the statement that the EMO can hire and fire the assistant administrator. These two pieces of information are conflicting. The applicant should clarify the understanding of an at-will contract. The statements here do not show a complete understanding of how at-will employment works.	Jennifer Gnann	Staffing Pla
Have you projected enough EC teachers for the enrollment?	Ashley Baquero	Staffing Pla
The plan for recruitment and retention is vague and plans for lead administrator and principals is under developed and not aligned, why is that?	Tracy Kelley	Staffing Pla
30 minutes prior to the beginning of school does not seem like enough time to have a productive PLT especially as many of the protocols mentioned require at least 45 minutes. This statement: "This will include the 30-45-minute morning PLT meetings 2 times a week for the 6-12 building and the 45-minute meetings twice a week while the students attend "specials" in the k-5 building." Conflicts with others in the rest of the narrative. Seems like the novice teachers have an excessive number of required meetings on top of the regularly scheduled PLTs.	Jennifer Gnann	Staff Evalua
The evaluation plan is not unique and unlikely to result in improved outcomes for kids. It does not include a plan for how to measure mission specific part of the school-RJP, college prep. Professional development plans are not differentiated according to individual grade level, content are, or teacher needs based on student performance data.	Tracy Kelley	Staff Evalua
How will the Board progress monitor the recruitment process to ensure Charter One will be able to meet specified targets? What specified targets for recruitment and retention will be in place? How will the school ensure all sub groups have access tot he school? What recruitment activities will be targeted toward sub group to ensure this happens? How will the Board hold itself accountable for achieving approritae and LEA aligned recruitment numbers?	Tracy Kelley	Marketing PI
How specifically will Charter One be held accountable for how its engagement practice reengages disengaged parents and families? What creative and imaginative strategies will be tried to engage families in the academic life of th school, classroom etc? What targets will be established, who on staff will be responsible and accountable and how will the school assess the effectiveness of its engagement efforts and track \$ associated?	Tracy Kelley	Parent and C
How will you "require" parents to attend conferences?	Jennifer Gnann	Parent and C
How will you encourage participation at the conferences and learning events? What happens if parents are unable to attend?	Ashley Baquero	Parent and C

How will you ensure effective communication with families whose first language is not English?		
How will you address families that verbally accept a spot at school but the child does not attend? How long will they have to accept? How long to attend before the child is dropped?	Shannon Stein	Admissions P
What do you mean by relevant demographic data on the application?	Ashley Baquero	Admissions P
Enrollment numbers do not seem realistic. Evidence has not been submitted that the school would reach these enrollment figures. Is a five person board able to ensure the success of a school this large?	Ashley Baquero	Projected St
The enrollment tale is completely unrealistic and not likely to result in improved outcomes for kids.	Tracy Kelley	Projected St
These numbers seem lofty.	Jennifer Gnann	Projected St
Again, do you believe that this type of rapid growth will align with the school's vision of culture, quality, etc.?	Shannon Stein	Projected St
N/A	Shannon Stein	Weighted Lot

Reviewer	Score
Alex Quigley	
Alan Hawkes	
Ashley Baquero	Pass
Bruce Friend	
Cheryl Turner	
Danielle Allen	
Steven Walker	
Ginger Cash	
Heather Soja	
Jennifer Gnann	Pass
Joe Maimone	
Lindalyn Kakadelis	
Tracy Kelley	Fail
Les Stein	Pass
Lynn Kroeger	
Phyllis Gibbs	
Shannon Stein	Pass
Sherry Reeves	
Stephenie Clark	
Tammi Sutton	

V. OPERATIONS

Transportation Plan:

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

Wake Preparatory Academy will provide transportation options for all students and parents. We will find a school site location near Wake Forest. We anticipate that most of our students will be transported by their own families and utilize WPA's efficient car line system. Since we are targeting students in a variety of communities in Wake and Franklin counties as well as surrounding areas, we anticipate that some of our students will need school offered transportation options such as the ones discussed below:

School administration will coordinate a carpool system for students who reside in the communities in close proximity to the school. WPA will employ an online system where parents will be able to communicate with one another to organize rides for their children with other families who live near them. The system will be accessible through the school website and families will have the flexibility to coordinate transportation throughout the school year. Carpooling will also help to foster a sense of community and connectedness to other parents and the school.

For students who live farther from the school, we will lease buses. We will select specific drop zones where parents will be able to meet bus drivers to transfer their children to the care of our bus drivers for transport to the school. This will allow families who do not live in the immediate vicinity of the school the option of not having to drive the entire distance to the facility. Instead, they will meet the bus in public locations closer to their own residence. Depending on need, geographic areas will have 2-3 public drop zones. Drivers will keep strict schedules to ensure promptness and efficiency. Public drop zones will be at universally known landmarks like popular shopping centers, houses of worship, and community centers. School administration will select the location of the drop zones based on its proximity to a majority of students who have a need for the transportation service. The administration will guarantee that these locations are practical for a large concentration of students. The administration will also continually evaluate the safety of the drop zone locations and set distinct procedures to ensure the safety of all students. The practice of providing drop zones will alleviate transportation dilemmas for our families and also be an efficient use of the school's transportation resources.

As WPA grows, we will expand our transportation resources as the budget allows. We will evaluate the transportation budget annually and determine whether additional funding is necessary to obtain additional resources. We will also look to add a Before/After school program for families who need extended care services. Upon charter approval, we will apply for grants to help fund this after-school program which could include but not be limited to the 21st Century Community Learning Center program. WPA's goal is to provide no-cost transportation options to all students to guarantee that no

student is denied access to the school based on a lack of transportation.
 Attribution: Charter One

School Lunch Plan:

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

Charter One will contract with Sodexo on behalf of WPA to provide food services on the campus. Sodexo is a multinational foodservice operator with a large number of government, private, and charter school clients in North America. The number of kitchen staff will be determined by enrollment, per the agreement with the EMO. The kitchen equipment will be provided with the facility and included in the facility lease. The Kitchen Manager will work with the local authorities to obtain all necessary permits and licenses.

The EMO will work with Sodexo and the Kitchen Manager to provide an annual calendar of meals, recipes, purchasing guidelines, a kitchen handbook, and guidance on establishing and maintaining a sustainable cafeteria program. The EMO will also provide an annual audit of the kitchen to ensure that the kitchen is operating in a healthy and efficient manner.

WPA will apply to participate in the Free and Reduced Lunch program. The cost for operating the kitchen will be offset by revenues generated by selling warm lunches to students. Students who lack adequate lunches will be provided low-cost lunches by the school. More specifically, WPA will have on hand, at all times, meals that cost one dollar or less. Students who forget their lunches or cannot afford a lunch will be given one of these reduced-cost lunches. Students may also elect to purchase this cheaper option if they do not have sufficient funds for the full meal or if they simply prefer the cheaper alternative. If a specific family truly cannot afford lunches, they may request a waiver from lunch fees from the Lead Administrator. The Lead Administrator will have the authority to waive fees based on documented evidence of need. The ability to waive fees is at the discretion of the Lead Administrator. WPA will seek community sponsors to help offset the cost of these lunches and ensure all students receive adequate nutrition.

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

The NonprofitBoard 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:

- a. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
- b. General Liability: one million dollars (\$1,000,000) per occurrence;
- c. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
- d. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
- e. Automobile liability: one million dollars (\$1,000,000) per occurrence; and
- f. Workers' compensation: as specified by Chapter 97 of the General Statutes, Workers' Compensation Law.

Area of proposed	Proposed amount of coverage	Cost (Quote)
------------------	-----------------------------	--------------

coverage			
Comprehensive General Liability		\$1,000,000	\$861.00
Officers and Directors/Errors and Omissions		\$1,000,000	\$5,000.00
Property Insurance		\$25,000	\$930.00
Motor Vehicle Liability		\$2,000,000	\$273.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$930.00
Other		\$1,000,000	\$7,500.00
Total Cost			\$15,494.00

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

Health and Safety Requirements:

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

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

parlerha 09/21/2018

(Board Chair Signature) (Date)

Facility:

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

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

Wake Preparatory Academy has a relationship with an established real estate developer who has worked with another charter school in North Carolina and many all over the country. The development company will assist the Board in finding and selecting available land. Upon charter approval the developer and WPA's Board of Directors will negotiate a land purchase and begin construction on a new facility.

The Board will consult with the development company on building design and necessary capacities. The development company will ensure that outdoor spaces like athletic fields are included in the school site. It will work with reputable licensed architects and engineers to produce plans that meet all applicable building codes, city and state requirements, etc.

The development company will hire a reputable general contractor company to manage construction of the project, obtain all necessary permits, schedule and ensure passing of all inspections, and so forth. WPA's board will ensure that the new facility is in compliance with all local building codes and regulations. The Board will also collaborate with the local city/county Inspections department to implement all necessary inspections to meet building and land use regulations. The facility will satisfy all safety and fire standards to guarantee the health, safety, and welfare of all occupants.

The proposed site layout will occupy an estimated 30 to 40 acres of land. The site developer will construct an approximate 144,000 sq. foot facility. The facility will be designed to support the collegiate atmosphere outlined in the mission of the school. This includes connecting classrooms for class collaborations and flexible furniture options for small group activities necessary for Project Based Leadership, as well as a media center, storage rooms, and all else needed for the successful operation of the school. The decor and design of the school, coupled with separate buildings for the k-5, 6-12, and auditorium/athletic facilities will give the site the feel of a small college campus, instilling pride and a desire to achieve success in its students.

Attribution: Charter One

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.

WPA is estimating \$12.45 the 1st year, \$15.00 the 2nd year, and \$15.30 for years 3 and on. At \$15.30 per sq ft, the lease payment would be \$2,203,000 for a 144,000 sq ft facility. The builder's properties traditionally come in below market value.

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.*

Prior to beginning of construction, the Board, in conjunction with the development company, will identify three modular classroom providers and execute Memorandums with them to provide temporary facilities to the school should they be needed.

Additionally, The Board will identify a temporary location that is available for lease such as a church or storefront. This space must have an appropriate amount of square footage to accommodate classrooms for our initial student enrollment, as well as administrative offices. The site developer hired for construction of the permanent facility will work with WPA's Board of Directors to upfit the space to meet the needs of the school. We do not anticipate that any of the school's academic programs will be affected by this contingency plan and should continue as planned during the first year of operation. Other non-academic programs like athletics may be affected due to a lack of land acreage. WPA's administration may also have to be creative when executing large public events without access to a gym or auditorium if the contingency plan is put into place.

Attribution: Charter One

x

Wake Preparatory Academy - Wake Preparatory Academy will provide a challenging, individualized education program with a moral focus while preparing its students to graduate from high school with paths to acceptance and success in college, a career, and beyond.

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
Because Charter One is owned by ALA schools the Board needs to describe and disclose any related party transactions.	Tracy Kelley	Certify Oper
If there is a greater demand for the shuttle service than what is available due to resources, who will get priority?	Shannon Stein	Transportati
What is your plan for providing transportation to students with disabilities who have transportation as a related service on their IEP?	Ginger Cash	Transportati
What about students with IEPs requiring transportation?	Ashley Baquero	Transportati
There is no transportation staff listed in the personnel budget. Are the driver fees included in the transportation line item on the Operations Budget?		
What is the liability of the school in a school organized carpool system?	Jennifer Gnann	Transportati
Please explain your understanding fo providing transportation to students with requirements based on their IEP.		
Is 144,000 square feet large enough to accommodate the goals of your educational programming and number of students? Is that in line with the DPI guidelines for school space?	Shannon Stein	Facility and
Who on the Board has experience negotiating, monitoring and managing complex facility and land contracts? What is the name of the real estate developer that will assit the Board? What role will Schoolhouse Development LLC play in the development of the new school? What other project has the developer been involved with in North Carolina or other cities/states? What is the average square footage amount in the area? What assurance will the developer give to ensure the square footage amount will come in below market rate?	Tracy Kelley	Facility and
Facility - Is 144,000 sq ft adequate for 2000 students K-12? Does this include gymnasiums and cafeterias?	Lynn Kroeger	Facility and
Who is the established real estate developer and what experience do they have working with NC charter schools?	Ashley Baquero	Facility and
What relationship does the real estate developer have with Charter One? Is there a relationship between the real estate developer and anyone on the Board?		

Reviewer	Score
Heather Soja	
Tammi Sutton	
Steven Walker	
Danielle Allen	
Cheryl Turner	
Bruce Friend	
Ashley Baquero	Pass
Alan Hawkes	
Alex Quigley	
Jennifer Gnann	Pass
Joe Maimone	
Lindalyn Kakadelis	
Tracy Kelley	Pass
Les Stein	Pass
Lynn Kroeger	
Phyllis Gibbs	
Shannon Stein	Pass
Sherry Reeves	
Stephenie Clark	
Ginger Cash	

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VI. FINANCIAL PLAN

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

Budget: Revenue Projections from each Year 1

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

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

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

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

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

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1 920 - Wake County Schools

Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$5,233.73	1,284	\$6,720,109.32
Local Funds	\$2,498.00	1,284	\$3,207,432.00
Federal EC Funds	\$4,464.16	144	\$642,839.04
Totals			\$10,570,380.36

LEA #2 350 - Franklin County Schools

Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$5,967.20	321	\$1,915,471.20
Local Funds	\$1,500.00	321	\$481,500.00
Federal EC Funds	\$4,464.16	16	\$71,426.56
Totals			\$2,468,397.76

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Total Budget: Revenue Projections Year 1 through Year 5

INCOME: REVENUE PROJECTIONS	Year 1	Year 2	Year 3	Year 4	Year 5
-State ADM Funds	\$8,635,581	\$9,708,569	\$11,017,001	\$11,017,001	\$11,017,001
-Local Per Pupil Funds	\$3,688,932	\$4,448,661	\$5,048,211	\$5,048,211	\$5,048,211
-Exceptional Children Federal Funds	\$714,266	\$1,069,162	\$1,180,766	\$1,180,766	\$1,180,766
-Other Funds*	\$65,000	\$65,000	\$135,000	\$135,000	\$135,000
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$13,103,778	\$15,291,392	\$17,380,978	\$17,380,978	\$17,380,978

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

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

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Personnel Budget: Expenditure Projections Year 1 through Year 5

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

BUDGET EXPENDITURE PROJECTIONS Personnel	Year 1			Year 2			Year 3			Year 4			Year 5		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary									
Administrative & Support Personnel:															
Lead Administrator	2	\$92,500	\$185,000	2	\$92,500	\$185,000	2	\$92,500	\$185,000	2	\$92,500	\$185,000	2	\$92,500	\$185,000
Assistant Administrator	5	\$65,000	\$325,000	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Finance Officer	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Clerical	6	\$30,333	\$181,998	6	\$30,333	\$181,998	6	\$30,333	\$181,998	6	\$30,333	\$181,998	6	\$30,333	\$181,998
Food Service Staff	6	\$15,000	\$90,000	6	\$15,000	\$90,000	6	\$15,000	\$90,000	6	\$15,000	\$90,000	6	\$15,000	\$90,000
Custodians	4	\$26,000	\$104,000	4	\$26,000	\$104,000	4	\$26,000	\$104,000	4	\$26,000	\$104,000	4	\$26,000	\$104,000
Transportation Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
A - Total Admin and Support:	23		\$885,998	18		\$560,998	18		\$560,998	18		\$560,998	18		\$560,998
Instructional Personnel:															
Core Content Teacher(s)	57	\$48,000	\$2,736,000	67	\$48,000	\$3,216,000	77	\$48,000	\$3,696,000	77	\$48,000	\$3,696,000	77	\$48,000	\$3,696,000
Electives/Specialty Teacher(s)	8	\$17,250	\$138,000	8	\$17,250	\$138,000	8	\$17,250	\$138,000	8	\$17,250	\$138,000	8	\$17,250	\$138,000
Exceptional Children Teacher(s)	4	\$52,000	\$208,000	5	\$52,000	\$260,000	6	\$52,000	\$312,000	6	\$52,000	\$312,000	6	\$52,000	\$312,000
Instructional Support	5	\$45,000	\$225,000	5	\$45,000	\$225,000	5	\$45,000	\$225,000	5	\$45,000	\$225,000	5	\$45,000	\$225,000
Teacher Assistants	13	\$17,200	\$223,600	14	\$17,200	\$240,800	15	\$17,200	\$258,000	15	\$17,200	\$258,000	15	\$17,200	\$258,000
B - Total Instructional	87		\$3,530,600	99		\$4,079,800	111		\$4,629,000	111		\$4,629,000	111		\$4,629,000

Wake Preparatory Academy - Wake Preparatory Academy will provide a challenging education program with a moral focus while preparing its students to graduate from high school with paths to acceptance and success in college, a career, and beyond.

Personnel:															
A+B = C - Total Admin, Support and Instructional Personnel:	110		\$4,416,598	117		\$4,640,798	129		\$5,189,998	129		\$5,189,998	129	\$5,189,998	
Administrative & Support Benefits															
Health Insurance	23	\$6,104	\$140,392	23	\$6,104	\$140,392	23	\$6,104	\$140,392	23	\$6,104	\$140,392	23	\$6,104	\$140,392
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	23	\$957	\$22,011	23	\$957	\$22,011	23	\$957	\$22,011	23	\$957	\$22,011	23	\$957	\$22,011
Life Insurance	23	\$60	\$1,380	23	\$60	\$1,380	23	\$60	\$1,380	23	\$60	\$1,380	23	\$60	\$1,380
Disability	23	\$462	\$10,626	23	\$462	\$10,626	23	\$462	\$10,626	23	\$462	\$10,626	23	\$462	\$10,626
Medicare	23	\$559	\$12,857	23	\$559	\$12,857	23	\$559	\$12,857	23	\$559	\$12,857	23	\$559	\$12,857
Social Security	23	\$2,388	\$54,924	23	\$2,388	\$54,924	23	\$2,388	\$54,924	23	\$2,388	\$54,924	23	\$2,388	\$54,924
D - Total Admin and Support Benefits:			\$242,190			\$242,190			\$242,190			\$242,190			\$242,190
Instructional Personnel Benefits:															
Health Insurance	87	\$6,104	\$531,048	99	\$6,104	\$604,296	111	\$6,104	\$677,544	111	\$6,104	\$677,544	111	\$6,104	\$677,544
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	87	\$2,435	\$211,845	99	\$2,435	\$241,065	111	\$2,435	\$270,285	111	\$2,435	\$270,285	111	\$2,435	\$270,285
Social Security	87	\$2,516	\$218,892	99	\$2,516	\$249,084	111	\$2,516	\$279,276	111	\$2,516	\$279,276	111	\$2,516	\$279,276
Disability	87	\$487	\$42,369	99	\$487	\$48,213	111	\$487	\$54,057	111	\$487	\$54,057	111	\$487	\$54,057
Medicare	87	\$588	\$51,156	99	\$588	\$58,212	111	\$588	\$65,268	111	\$588	\$65,268	111	\$588	\$65,268
Life Insurance	87	\$60	\$5,220	99	\$60	\$5,940	111	\$60	\$6,660	111	\$60	\$6,660	111	\$60	\$6,660
E - Total Instructional Personnel Benefits:			\$1,060,530			\$1,206,810			\$1,353,090			\$1,353,090			\$1,353,090
D+E = F - Total Personnel Benefits			\$1,302,720			\$1,449,000			\$1,595,280			\$1,595,280			\$1,595,280
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	23		\$1,128,188	18		\$803,188	18		\$803,188	18		\$803,188	18		\$803,188

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B+E = H - Total Instructional Personnel (Salary & Benefits)	87		\$4,591,130	99		\$5,286,610	111		\$5,982,090	111		\$5,982,090	111		\$5,982,090
G+H = J - TOTAL PERSONNEL	110		\$5,719,318	117		\$6,089,798	129		\$6,785,278	129		\$6,785,278	129		\$6,785,278

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Operations Budget: Expenditure Projections
Year 1 through Year 5

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		Year 1	Year 2	Year 3	Year 4	Year 5
	Administrative & Support:					
Office:	Office Supplies	\$55,000	\$63,567	\$72,134	\$72,134	\$72,134
	Paper	\$15,000	\$17,336	\$19,673	\$19,673	\$19,673
	Computers & Software	\$481,500	\$120,000	\$120,000	\$120,000	\$120,000
	Communications & Telephone	\$55,000	\$63,567	\$72,134	\$72,134	\$72,134
	Copier leases	\$25,000	\$28,894	\$32,788	\$32,788	\$32,788
Management Company	Contract Fees	\$1,965,567	\$2,293,709	\$2,607,147	\$2,607,147	\$2,607,147
Professional Contract	Legal Counsel	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
	Student Accounting	\$0	\$0	\$0	\$0	\$0
	Financial	\$0	\$0	\$0	\$0	\$0
	Other Professional	\$75,000	\$86,682	\$98,364	\$98,364	\$98,364
Facilities	Facility Lease/Mortgage	\$2,227,642	\$2,599,537	\$2,954,766	\$2,954,766	\$2,954,766
	Maintenance	\$85,000	\$120,000	\$136,173	\$136,173	\$136,173
	Custodial Supplies	\$55,000	\$63,567	\$72,134	\$72,134	\$72,134
	Custodial Contract	\$89,000	\$102,863	\$116,726	\$116,726	\$116,726
	Insurance (pg19)	\$65,000	\$65,000	\$65,000	\$65,000	\$65,000
	Other	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000
Utilities	Electric	\$110,000	\$127,134	\$144,268	\$144,268	\$144,268
	Gas	\$0	\$0	\$0	\$0	\$0
	Water/Sewer	\$25,000	\$28,894	\$32,788	\$32,788	\$32,788
	Trash	\$11,000	\$12,713	\$14,427	\$14,427	\$14,427
Transportation	Buses	\$60,000	\$69,346	\$78,692	\$78,692	\$78,692
	Gas	\$45,000	\$52,010	\$59,019	\$59,019	\$59,019
	Oil/Tires & Maintenance	\$35,000	\$40,452	\$45,903	\$45,903	\$45,903
Other	Marketing	\$150,000	\$173,364	\$196,729	\$196,729	\$196,729
	Child nutrition	\$93,600	\$108,179	\$122,759	\$122,759	\$122,759
	Travel	\$15,000	\$17,336	\$19,673	\$19,673	\$19,673
	Other	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000
	K - TOTAL Administrative & Support Operations	\$5,928,309	\$6,444,150	\$7,271,297	\$7,271,297	\$7,271,297
	Instructional:					
Instructional Contract	Staff Development	\$40,000	\$46,231	\$52,461	\$52,461	\$52,461
Classroom Technology	Software	\$45,000	\$52,009	\$59,019	\$59,019	\$59,019

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Books and Supplies	Instructional Materials	\$401,250	\$463,750	\$526,250	\$526,250	\$526,250
	Curriculum/Texts	\$20,000	\$23,115	\$26,231	\$26,231	\$26,231
	Copy Paper	\$15,000	\$17,336	\$19,673	\$19,673	\$19,673
	Testing Supplies	\$4,500	\$5,201	\$5,902	\$5,902	\$5,902
	Other	\$0	\$0	\$0	\$0	\$0
	L - TOTAL Instructional Operations	\$525,750	\$607,642	\$689,536	\$689,536	\$689,536
	K+L = M - TOTAL OPERATIONS	\$6,454,059	\$7,051,792	\$7,960,833	\$7,960,833	\$7,960,833

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Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	Year 1	Year 2	Year 3	Year 4	Year 5
J - TOTAL PERSONNEL	\$5,719,318	\$6,089,798	\$6,785,278	\$6,785,278	\$6,785,278
M - TOTAL OPERATIONS	\$6,454,059	\$7,051,792	\$7,960,833	\$7,960,833	\$7,960,833
J+ M =N TOTAL EXPENDITURES	\$12,173,377	\$13,141,590	\$14,746,111	\$14,746,111	\$14,746,111
Z - TOTAL REVENUE	\$13,103,778	\$15,291,392	\$17,380,978	\$17,380,978	\$17,380,978
Z - N = SURPLUS / (DEFICIT)	\$930,401	\$2,149,802	\$2,634,867	\$2,634,867	\$2,634,867

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

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

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

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

Provide the break-even point of student enrollment.

Wake Preparatory Academy's budget is based on an enrollment 1,605 students in it's first year, 1,855 in the second year, and 2,105 for each year after. Based on our research, we believe we will meet those projections and reach full enrollment. Our marketing efforts, rigorous curriculum, facilities equipped for 21st century learning and the full high school experience, the demand for school choice, and the need for a charter high school will all aid in reaching our enrollment. In addition, Charter One's K-12 campuses have all met or exceeded initial enrollment.

However, if it appears that enrollment will be lower than predicted, Charter One will increase it's marketing of the school to attract more students. If that still does not help the school reach it's projected capacity, we've developed a break even point of student enrollment. This number is 1,490 or 93 percent of our projected enrollment for the first year. The facility management organization has agreed to reduce the rent based on student enrollment for the first year and decreases in the budget in terms of staff, supplies, and services needed will also be decreased.

Attribution: Charter One

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

If anticipated revenues are not received or are lower than estimated, the Board will apply for grants, and seek additional corporate donations. The parent organization will increase fundraising efforts. Charter One will increase marketing to increase enrollment. If, despite these efforts, the school needs to reduce it's budget to be fiscally solvent, it will start with facility and administrative costs. It will also adjust the amount of money spent on instructional supplies and the hardware and software, aligning the amounts with the lower student enrollment. The last line item to be adjusted would be teacher salaries.

Attribution: Charter One

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

Wake Preparatory Academy will not rely on additional sources of funds other than state, county, and federal funding in the first five years. We do anticipate \$65,000 from food sales in the first and second year and then \$135,000 from the third year on. The Board will apply for grants and corporate sponsorships. If granted, those funds will be used for supplemental materials or position, not required operational budgetary items.

Attribution: Board and Charter One

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

The ratio is 20 to 1 for K-3; 25 to 1 for 4-12.

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

Wake Preparatory Academy plans to contract for services needed to ensure an efficient and smooth operation of the school and those required for legal compliance. The services will be provided by Charter One or by vendors vetted by Charter One and approved by WPA's Board.

Attribution: Board and Charter One

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

Wake Preparatory Academy's budget closely aligns to the school's mission. The Board has allocated funds for purchasing and supporting the necessary technology to provide the 1 to 1 student to computer ratio for the high school students and the software programs used to supplement teacher instruction. The teacher salary and retirement options will attract highly qualified teachers, and the professional development funds will help strengthen their teaching practices, leading towards quality lessons and instruction providing a challenging, individualized education program.

Attribution: Board and Charter One

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

Wake Preparatory Academy's goal for a general fund balance is 90 days cash on hand or 25% of the school's expenditures. This fund will be developed over the first three to five years of the school's operations. This conservative general fund balance will provide a safety net for the school while still allowing the majority of funds to support the school's mission.

Attribution: Charter One

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

Wake Preparatory Academy will enter into a partnership with Schooldev East with a 20-year renewable lease. Schooldev and the Board will work together to identify a suitable parcel of land for the school's needs. Schooldev East

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will acquire and build a building and other improvements on land in Wake County. Schooldev East will lease the land and any improvements upon it to Wake Preparatory Academy. WPA's Board of Directors will have the option to purchase the fee title to the Premises after the 18th month of the lease term.

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

Currently, Wake Preparatory Academy does not have any assets from other sources. When WPA receives approval for it's planning year, Charter One will supply any furniture, fixtures, and equipment necessary for the operation of the school.

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

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

Wake Preparatory Academy will use a finance contractor to provide a separation of duties and safeguards between the different levels of organizational authority. Additionally, WPA will require two signatures on all checks. Authorized signing authority will reside with the school's director and two other Board members. The finance contractor will not retain any authority to sign checks. The school will designate a person to open the mail who will be different than the person remitting payments. All checks will be made through the accounting software LINQ. No handwritten checks or debit cards will be used on a bank account. The individuals with access to process checks through LINQ will have no signing authority on the bank account. Deposits will have two reviewers verifying the money received and deposited. There will be a separate person reconciling the bank statements from the person that makes the deposits. All purchases will be made through purchase orders. A monthly financial review will take place with the Board Treasurer and if applicable the finance committee. The finance contractor will also present the budget at each Board meeting.

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

Currently there are no related party transactions.

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

The Wake Preparatory Academy Board is currently investigating the three following auditors:

Potter and Company
106 Welton Way, Mooresville, NC 28117
Phone: (704) 662-3146
Fax: (704) 662-8435

Les Merritt, CPA-CFP Pc
1014 N. Arendell Ave, Zebulon, NC, 27597
Phone: (919) 269 - 8553
Fax: (919) 269-8551

Thomas, Judy, and Tucker
4700 Falls of Neuse Road, Suite 400, Raleigh, NC 27609
Phone: (919) 571 - 7055
Fax: (919) 516- 0277

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Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
<p>The management fee and the lack of clarity around decision making as to expenses versus revenues and what will happen if expenses exceed revenues. There is a lack of clarity around the growth metric that will be used and that will be determinative of CMO success. This is troubling. Will there be an accountability agreement between Charter One and WAP?</p> <p>The Board doe not have the capacity to adequately and carefully structure the evaluation and performance of the CMO. There is a one sided tilt as to how the CMO will be compensated especially regarding issues like structuring the CMO compensation; setting and revising annual budgets; overseeing schools financial health; handling surpluses, deficits, and debts to the CMO.</p> <p>The lease payments are high and without justification and appear to be evidence of double dipping by Charter One and ALA Schools. The rationale for the 15% management fee is unrealistic and evidences a fundamental lack of understanifng of finance and school management by the WAP Board.</p> <p>Appendix M is an articulation of the facilities development plan signed by Scott Brand on behalf of Schoolhouse Development LLC a real estate development corp owned by the owners of ALA and Charter One.. This agreement appears to show a related party transaction not disclosed in the application.</p>	Tracy Kelley	Certify Fina
<p>The "Budget Narrative" section explains that "Other Funds" (\$65,000 for years 1 and 2 and \$135,000 for years 3-5) will come food sales. What does this mean?</p>	Les Stein	Total Budget
<p>Is there a reason that individual salaries have not increased from year 1 to year 5? (No built in pay raises?)</p>	Lynn Kroeger	Personnel Bu
<p>Based on the state average, you can expect at least 12-13% of your student population to be students with disabilities. With that being said, will 4 EC Teachers be enough to provide the full continuum of services for the grade span you plan to provide on day 1?</p>	Ginger Cash	Personnel Bu
<p>Staff salary's do not increase with year's service. Will this cause problems with recruitment? Will you be open about this fact with potential applicants?</p> <p>Why are electives teachers salaries so low? Are they part-time? That doesn't seem reasonable considering K-10 needs.</p>	Ashley Baquero	Personnel Bu
<p>Why is there no line item for a bus driver when you have a plan for buses?</p>	Jennifer Gnann	Personnel Bu
<p>The salary for administrators and instructional personnel remains constant for all five years. Is this realistic?</p> <p>The number of electives/specialty teachers (8) does not change from year 1 to year 5, even as the school grows from 1605 to 2105 students. Is this realistic? Also, why is the salary for the electives/specialty teachers only \$17,250?</p> <p>Isn't the state salary scale for a music or PE teacher the same as it is for a core content teacher?</p> <p>During year 1 there will be 4 EC teachers (a student to teacher ratio of 52:1). Is this realistic? By year 5 this ratio is reduced to 35:1. Isn't this still too high?</p> <p>The transportation plan shows that WPA will provide buses, as needed. Why doesn't the budget provide for bus drivers?</p>	Les Stein	Personnel Bu
<p>Please explain how the CMO contract fees amount is determined? The narrative indicates that the CMO will be allowed 15% of revenue if student meet "growth". Why does the marketing budget increase by so much after year 1 and year 2 if you're fully enrolled by year 3? How will school meet mission aligned college prep goals , where in the budget are college fairs, trips etc? What does the lease totals increase year 1 to year 5? What is the rationale for budgeting 150k for marketing year 1 and year 5 for 196k?</p>	Tracy Kelley	Operations B
<p>It appears that utilities is \$1.30 per sq ft. Is this sufficient? Is it customary to charge management fee in the first year?</p>	Lynn Kroeger	Operations B

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Who is providing PowerSchool and financial services?		
What is the \$100,000 "Other Exp" ?		
Staff Development seems low at \$40,000 for a for a \$13 million budget - (74 teachers)		
Marketing expenses seem high. Please elaborate.	Ashley Baquero	Operations B
How much do you have budgeted to cover contract services such as psychological, speech/language, occupational therapy, etc? Have you contacted potential companies to get estimates on how much this may be based on expected student population numbers?	Ginger Cash	Operations B
According to the Budget Narrative, all high school students will receive a computer. The line item for Computers and Software shows \$481,500. If, in year 1 each of the 400 high school students receive a computer, and if computers are provided to all 110 staff personnel, the cost will be about \$940 per computer. Is this realistic? What about years 2 - 5 when enrollment increases by 400 high school students? Will the additional \$120,000 per year for Computers and Software support giving each high school student a computer? The line item for Instructional Materials shows that \$250 is allocated per student for books and supplies. Is this realistic, given that more than half the student population will be in middle and high school?	Les Stein	Operations B
The management company contract fees shown in the Operations Budget show the CMO will get 1.965 ml year 1; 2.293 ml year 2; and 2.607 million year 3, why is that? Is the Board proposing to pay the CMO 15% of revenue or surplus after expenses get paid? How was this management fee negotiated, who in the Board lead the negotiations? What happens if expenses exceed revenues? What is the process for amending budgets?	Tracy Kelley	Total Expend
Who on the Board has grant writing experience? How will the budget support the colle prep aspect of the school mission? Is Schooldev East related to Schoolhouse Development LLC currently dong business in Arizona? Is there any conneciton between Schooldev East and Charter One , Glenn Way, or the Brand brothers?	Tracy Kelley	Budget Narra
Is there a consideration of staff reduction if the student enrollment does not match the projected budget?	Shannon Stein	Budget Narra
Is the money for food sales not simply to offset the initial cost of the food service?	Jennifer Gnann	Budget Narra
How will the Board identify a finance contractor? Clarify if there is a connection between Schooldev East and Charter One, ALA, Glen Way, the Brand brothers?	Tracy Kelley	Financial Au

Reviewer	Score
Heather Soja	
Ginger Cash	
Steven Walker	
Danielle Allen	
Cheryl Turner	
Bruce Friend	
Ashley Baquero	Pass
Alan Hawkes	
Alex Quigley	
Jennifer Gnann	Pass
Tammi Sutton	
Stephenie Clark	
Sherry Reeves	
Shannon Stein	Pass
Phyllis Gibbs	
Lynn Kroeger	
Les Stein	Pass

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Tracy Kelley	Fail
Lindalyn Kakadelis	
Joe Maimone	

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VII AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the October 1, 2018 5:00 pm EST deadline. Payments will be accepted in the form of a certified check. Cash is not accepted.

**Application Note: The applicant must mail the certified check along with a letter indicating the name of the proposed charter school, contact information and the enclosed payment amount to be received before or on the due date of October 1, 2018 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

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

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

I understand the requirements pursuant to G.S. 115C-218.1(c).

parlerha

Date: 09/30/2018

Applicant Signature:

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

Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: parlerha

Board Position: Hilda Parlér

Signature: _____

Date: 09/30/2018

Sworn to and subscribed before me this

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_____ day of _____, 20____.

Notary Public

Official Seal

My commission expires: _____, 20____.

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OVERALL ASSESSMENT

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

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

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

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

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

<u>CSAB Votes</u>	
No	Yes

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

<u>Initial Screening</u>

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Mission, Purposes, and Goals	- danielle_allen
Education Plan	- danielle_allen
Governance and Capacity	- danielle_allen
Operations	- danielle_allen
Financial Plan	- danielle_allen
OVERALL	- danielle_allen - danielle_allen

External Evaluator

Mission, Purposes, and Goals	<p><u>Mission Statement</u> What is meant by "paths to acceptance"? What will specifically make the school a college prep school? How will strategies of project based learning model support the targeted student population, what was the rationale for selecting the PBL model and how will this model facilitate the schools' overall mission, RAISE, moral character? - kellestracy1</p> <p><u>Mission Statement</u> Is the mission unique enough from local school districts to warrant a charter? - shannon_stein</p> <p><u>Mission Statement</u> What is meant by "moral focus?"</p> <p>Is PBL unique to the local LEA? What makes this school unique? - ashley_baquero</p> <p><u>Educational Need and Targeted Student Population</u> What are the achievement levels of the LEA schools? what are the graduation rates, average SAT and ACT scores? What research was done to ascertain the programs the LEA offers and how the proposed school will differ? Why do parents want to go to your school? What do they think they can get from the Wake Prep that they are not currently getting from their current high school? What about this population leads the team to believe that students lack a moral focus? - kellestracy1</p> <p><u>Educational Need and Targeted Student Population</u> Besides population growth, how are you projecting enrollment? Your high enrollment figures do not match the stated amount of parent interest and/or social media contact. - ashley_baquero</p> <p><u>Purposes of Proposed Charter School</u> How, specifically will the school hold stakeholders accountable? How will student performance inform teacher, leader, Board evaluations? How will teachers, leaders, Board be incentivized, rewarded, recognized, and otherwise encouraged to meet targets for performance on their evaluations, beyond leadership roles? What are the consequences</p>
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	<p>when a stakeholder group fails to meet targets? How have students at Charter One schools performed on EOY state assessments in comparison to their district ad state peers? How have sub groups performed at other Charter One schools? - kellestracy1</p> <p><u>Purposes of Proposed Charter School</u> Why is a third party review of the academic program necessary when following state guidelines? If there are concerns, should the school start so large/ambitiously? - shannon_stein</p> <p><u>Purposes of Proposed Charter School</u> How will teachers become experts in the curriculum? Will every teacher have opportunities to lead cohorts?</p> <p>Define shared leadership. How will it look in this school?</p> <p>Please define the type of innovation that will be used at the school, simply being "open" to it doesn't meet the purpose number 6 as stated here.</p> <p>- jengnann</p> <p><u>Purposes of Proposed Charter School</u> What type of support with teachers have to become "experts of the curriculum and their own professional development?"</p> <p>Please elaborate on the restorative justice practices and cogenerative dialogues. How will students be taught these practices? How will this become part of the school culture? - ashley_baquero</p> <p><u>Goals for the Proposed Charter School</u> What is the time frame for overall academic performance goals? - kellestracy1</p> <p><u>Goals for the Proposed Charter School</u> Are the academic performance goals realistic as a new school? If you are going to decrease suspension rates, as compared to what? How will school culture be measured? - shannon_stein</p> <p><u>Goals for the Proposed Charter School</u> Academic Goals are not SMART. Leadership goals are not realistic.</p> <p>How does recitation of the mission lead to the meeting of goals?</p> <p>Why are there additional goals listed in the response to the second question? How do those goals differ from those above? - jengnann</p> <p><u>Certify Mission, Plan, Goals</u> There dose not seem to be anything about the proposed school that is compelling or unique. There is nothing that distinguishes the school form the LEAs schools. There is no evidence showing that the targeted community is uniquely suited to this school and there is nothing presented to justify starting at k-10. There is not compelling rational to explain why a parent of a 3rd or 9th grader would transfer into the proposed school. - kellestracy1</p>
Education Plan	<p><u>Instructional Program</u> What evidence is there showing that the school educational program will improve educational outcomes for the community? How will PBL be incorporated into the overall</p>

school mission, design, strategy, pedagogy and how will the PBL model inform staff ability to norm on what high quality instruction looks like? What critical indicators will be used to assess the college prep aspect of the school? How will leaders know that the college prep aspect of the stated mission is being executed effectively? What will success look like for that aspect of the school design? What are the essentials of PBL, as you see them? What are the essential PBL strategies; what does best practice have to say about how PBL support differentiation (i.e. balance team and individual work; voice and choice in products; mini lessons, centers, resources; reflection and individual goal setting; differentiate through teams). What criteria will be used to assess effectiveness of advisory program and curriculum? What criteria and tool will leaders use to assess the effectiveness of the school culture? What metrics will be used? What research has the team done to understand the specific needs of the students in this targeted area? Why are some school more successful than others? What research does the team have showing that the instructional methods, programs and strategies will work? Provide more detail on the individualized instructional program aspects of the school design. How will students learn about and be made aware of their "specific learning needs" and how will teachers differentiate based on those needs? - kellestracy1

Instructional Program

What evidence do you have that PBL would meet the NC Accountability Model?

Would the protocols and the projects be the basis for instruction?

What assessments other than state assessments and iReady (for elementary students) will be used? - jengnann

Instructional Program

The instructional program is student centered and emphasizes student ownership. How will students new to the school learn how to take this ownership?

How will you ensure state curriculum standards are met through this PBL model?

How will this instructional program lead to improved student performance? What evidence exists that this program will lead to success?

Elaborate on the benchmark assessments. Who will create these assessments? - ashley_baquero

Curriculum and Instructional Design

What are some specific instructional strategies you will use to make sure the students gain proficiency in the individual subject areas? For instance, do you plan to offer after-school tutoring? Will you engage members of the community in an effort to locate volunteers who might provide academic assistance to students who are being challenged academically? - lstein692

Curriculum and Instructional Design

What curriculum will be used in advisory period; is purchased or developed in house. How will k-5 students experience RAISE? The description of the organizational structure is not sufficient to support implementation of the curriculum. What research has the team done that leads them to expect students to have academic deficits and why does the team think that is the case? What does the team know about the families and schools in the community? Is there an assumption that being poor, having a single parent home, or being bi-lingual automatically mean you have academic deficits and need moral character

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	<p>development? - kellestracy1</p> <p><u>Curriculum and Instructional Design</u> Is it reasonable to expect that all student will graduate with 2 advanced placement courses? - shannon_stein</p> <p><u>Curriculum and Instructional Design</u> What programs will the school employ to teach content? There is a reference to Core Knowledge for reading. However, that program only goes to fifth grade. What will be done for older grades in ELA? What program will be used for the other subject areas? What research-based evidence do you have that the use of iReady will be effective for your students?</p> <p>Who will be creating the benchmark assessments?</p> <p>Why are students required to take 2 AP courses? How does this fit into a program that is appropriate for all levels of student?</p> <p>There are only 173 days listed on the school calendar. How will you ensure that the number of days/hours are met for the school year.</p> <p>What would a PBL project look like? How would it be taught? How would students incorporate various subjects into the project?</p> <p>What would the high school curriculum look like? - jengnann</p> <p><u>Curriculum and Instructional Design</u> Why require two AP courses? What about students that are not at that academic level? - ashley_baquero</p> <p><u>Special Programs and "At-Risk" Students</u> Will you establish after-school tutoring and academic assistance programs as a means of supporting your MTSS program? How will time be allocated to this effort?</p> <p>Who will be responsible for the AIG program? Will you assign an administrator to supervise this effort or will a committee of teachers and staff be used to monitor this effort? - lstein692</p> <p><u>Special Programs and "At-Risk" Students</u> What are example of the accommodations teachers will try to support tier 1 students? How will these accommadations align with the PBL model and college prep focus? - kellestracy1</p> <p><u>Special Programs and "At-Risk" Students</u> What formative assessments would be given to measure student comprehension?</p> <p>Why would a curriculum specialist teach the intervention classes? - jengnann</p> <p><u>Special Programs and "At-Risk" Students</u> How and when will you implement a series of formative assessments to measure student comprehension? Who will review assessment results to determine what students need? How will you determine what interventions are being used during Differentiated Core, Supplemental, and Intensive? During the 20-30 minute intervention period everyday, will</p>
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	<p>you be providing supplemental or intensive interventions? What is your process/procedure for parent, teacher, or other person referring a child for an evaluation for special education services? - ginger_cash</p> <p><u>Special Programs and "At-Risk" Students</u> Who will design and lead the daily interventions during the MTSS period described? - ashley_baquero</p> <p><u>Exceptional Children – Identification and Records</u> How will administration determine if incoming students are students with an IEP? What is your process/procedure for responding to a parent, teacher, or other community member if they suspect a student has a disability prior to receiving interventions? How will you document access to a student's confidential EC record? - ginger_cash</p> <p><u>Exceptional Children – Education Programming</u> The staff projections show one EC teacher for grades K-5 and one for 6-12. Will two EC teachers be enough for a students population that exceeds 2000? - lstein692</p> <p><u>Exceptional Children – Education Programming</u> What specific resources, supports and strategies will be used to support exceptional students? What has the team discovered through it research about the LEA exceptional needs programs, demographics etc? How will the pull out model ensure that exceptional students fully participate in th PBL instructional model and the college prep aspects? - kelleltracy1</p> <p><u>Exceptional Children – Education Programming</u> How will determine the level of support that a student with a disability needs? How will you allocate personnel (EC Teachers, Assistants, etc) to provide the full continuum of services for Kindergarten through 10th grade? - ginger_cash</p> <p><u>Student Performance Standards</u> Provide and descriptive example of POL and digital portfolio and how the quality of these assessments will be assessed, beyond participation rates. What other college ready metrics will be used? What are the SMART goals to monitor HS students to make sure they are college ready? What targeted interventions will of track HS students get to get them back on track? - kelleltracy1</p> <p><u>Student Performance Standards</u> Be more specific about graduation requirements. - jengnann</p> <p><u>Student Performance Standards</u> Elaborate on the digital portfolio requirement. When does this begin? Do teachers own this responsibility or students? How do students learn how to create and manage the portfolio? What benchmark assessments will be used to drive instruction throughout the year? What evidence exists that the assessments will improve the curriculum over time? - ashley_baquero</p> <p><u>Student Conduct and Discipline</u> What infrastructure (time, staff, materials, space, training) will be necessary to effectively implement a comprehensive and sustainable set of restorative justice practices described?</p>
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	<p>How doe RJP align with the school mission around RAISE and how will RJP inform the academic program especially PBL? At what grade will student begin to be introduced to RJP? How will the school assess the effectiveness of its RJP, what tool or metric will be used? How will student voice be incorporated into the school culture RJP RAISE, policies practices etc. Does your research of the school and community indicate that RJP will be effective strategy? If so, what lead you to this conclusion? - kellelytracy1</p> <p><u>Student Conduct and Discipline</u> Please expand upon the protocol that will be used by the RJP. Who will lead this group? What grades will participate in this? What training is available to staff and students?</p> <p>What is the plan for daily classroom management? - jengnann</p> <p><u>Student Conduct and Discipline</u> At what age does RTJ begin? How are students taught to participate? Who owns the process and implements the procedures? How will teachers be trained in the procedures? Have you thought out the specifics of running a RTJ program - staff, training, materials, location, etc.?</p> <p>Will elementary students participate in RTJ and SJC?</p> <p>Who will own the SJC process and train the necessary staff and students needed for successful implementation? - ashley_baquero</p> <p><u>Certify Education Plan</u> There is not indication that the team has internalized or fully understands how to design, create or sustain the critical infrastructure necessary to implement an effective college prep model for all students, especially at risk students. There is no articulation of how to promote academic rigor, create a network of timely supports, establish and sustain a culture of college access, and effective use of data (tracking test taking rates, % of students applying for college etc.) There is no evidence that the team has the capacity to create and sustain a learning environment with a growth mind set for staff and students. The team has not produced evidence that they have researched the current schools in the community to uncover why some are performing better than others, instead the team assumes that students will come to the school with academic deficits with any factual basis's for drawing that conclusion. The student performance goals are too vague to make a determination as to their effectiveness. There is no indication that the student performance goals, or system will result in a data driven learning environment. - kellelytracy1</p>
<p>Governance and Capacity</p>	<p><u>Tax-Exempt Status 501 (c)(3)</u> N/A - shannon_stein</p> <p><u>Certify Governance</u> There is no indication or evidence that this team has the capacity to operationolize this school or hold the CMO accountable for measurable outcomes. - kellelytracy1</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Beyond charter school experience what other competencies will the principal need to have (i.e. middle, high school, elementary experience, PBL, College Prep, k-12) Who will conduct the yearly evaluation of the principal? Will there be a single principal for k-12? The narrative indicates that the Board will hire the principal while at the same time saying that Charter ONE will recruit, hire, and supervise the principal? Please clarify who will</p>

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supervise, and hire the principal. Who on the Board has specific skill, knowledge abilities to lead the hiring and supervision process? How did the Board come together, who was the visionary that brought the team together and why? What was the decision making process that lead to agreeing to start with 1605 student k-10 year 1? Please provide more details on how the leader will be valuated, how will board identify and establish principal goals and how or will student academic performance be included in the evaluation year 1? Who will provide the Board with the ready to open PD? What matrix will the Board use to determine what is in the best interest of the child? What is the role o the Assistant Director? - kellelytracy1

Governance and Organizational Structure of Private Nonprofit Organization

If the lead administrator is an employee of the EMO, what weight does the evaluation of the board have on the lead administrator?

Please explain further the understanding of the board's work with school faculty in evaluating school programs?

Please explain further the role of the board in hiring staff.

Please explain further the relationship between the board and the PTA.

How will the board evaluate itself?

How will the board evaluate the EMO? - jengnann

Governance and Organizational Structure of Private Nonprofit Organization

The narrative states the board will evaluate the lead administrator and that Charter One will "recruit, hire, and supervise the lead administrator." How will conflicts between the BOD and Charter One regarding the lead administrator be handled? What happens if the BOD believes the lead administrator is falling short of expectations, but Charter One disagrees? Who will be in charge of providing training and support to the lead administrator?

Who exactly falls under "lead administrator?" You will have both a K-5 and a 6-12 "principal."

Who will create the annual performance review for the lead admin?

With a school of this size, have you considered a larger Board? - ashley_baquero

Proposed Management Organization (EMO/CMO)

How did the student populations in the Charter One schools in AZ resemble of differ from those in NC community? What feedback did you get from NHA and PrepNet about the selected grade structure? What growth measure (benchmark assessments, EOY State Assessments)will be used to determine the % of revenue fee of the CMO? What about ALA Gilbert achievement levels was most impressive, especially middle school performance levels? How does ALA Gilbert assess HS effectiveness? What structures will be built into the contract allowing the Board "to direct that the administrator" be fired, if the lead admin works for the CMO? How will student achievement levels be incorporated, specifically using which assessment measure over how much time and wht goals will be established for the CMO? Who on the Board (committee or sub committee) will lead that work? Who on the Board has experience managing large partnerships, non profit leadership etc? - kellelytracy1

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Proposed Management Organization (EMO/CMO)

Since Charter One will hire the lead administrator, how will the conflict of interest be handled if/when the local Board does not feel that the performance is in-line with the vision of the school? What recourse does the Board have with the EMO to make change?
- shannon_stein

Proposed Management Organization (EMO/CMO)

What conflict could arise if the lead administrator is employed by the EMO yet everyone else is employed by the board?

The EMO has less than a year's history with that bank. Is there other evidence of fiscal soundness from another financial institution?

How long has Charter One been operating? - jengnann

Staffing Plans, Hiring, and Management

The "Projected Staff" figures show 1 EC teacher for grades K-5 and 1 EC teacher for grades 6-12. Will this be enough to support your EC requirements? - lstein692

Staffing Plans, Hiring, and Management

The plan for recruitment and retention is vague and plans for lead administrator and principals is under developed and not aligned, why is that? - kellestracy1

Staffing Plans, Hiring, and Management

Is the principal and lead admin the same position? - shannon_stein

Staffing Plans, Hiring, and Management

The EC staff seems low for the number of students the school looks to enroll.

Why are the aides only part-time?

What is the rationale for establishing a performance-based incentive program? How will teachers be involved in creating the criteria for this?

The Org. chart did not include the assistant administrator as an employee of the EMO. This makes the statement that the EMO can hire and fire the assistant administrator. These two pieces of information are conflicting.

The applicant should clarify the understanding of an at-will contract. The statements here do not show a complete understanding of how at-will employment works. - jengnann

Staffing Plans, Hiring, and Management

Have you projected enough EC teachers for the enrollment?

- ashley_baquero

Staff Evaluation and Professional Development

The evaluation plan is not unique and unlikely to result in improved outcomes for kids. It does not include a plan for how to measure mission specific part of the school-RJP, college prep. Professional development plans are not differentiated according to individual grade level, content area, or teacher needs based on student performance data. - kellestracy1

Staff Evaluation and Professional Development

	<p>30 minutes prior to the beginning of school does not seem like enough time to have a productive PLT especially as many of the protocols mentioned require at least 45 minutes.</p> <p>This statement: "This will include the 30-45-minute morning PLT meetings 2 times a week for the 6-12 building and the 45-minute meetings twice a week while the students attend "specials" in the k-5 building." Conflicts with others in the rest of the narrative.</p> <p>Seems like the novice teachers have an excessive number of required meetings on top of the regularly scheduled PLTs. - jengnann</p> <p><u>Marketing Plan</u> How will the Board progress monitor the recruitment process to ensure Charter One will be able to meet specified targets? What specified targets for recruitment and retention will be in place? How will the school ensure all sub groups have access tot he school? What recruitment activities will be targeted toward sub group to ensure this happens? How will the Board hold itself accountable for achieving approritae and LEA aligned recruitment numbers? - kelleltracy1</p> <p><u>Parent and Community Involvement</u> How specifically will Charter One be held accountable for how its engagement practice reengages disengaged parents and families? What creative and imaginative strategies will be tried to engage families in the academic life of th school, classroom etc? What targets will be established, who on staff will be responsible and accountable and how will the school assess the effectiveness of its engagement efforts and track \$ associated? - kelleltracy1</p> <p><u>Parent and Community Involvement</u> How will you "require" parents to attend conferences? - jengnann</p> <p><u>Parent and Community Involvement</u> How will you encourage participation at the conferences and learning events? What happens if parents are unable to attend?</p> <p>How will you ensure effective communication with families whose first language is not English? - ashley_baquero</p> <p><u>Admissions Policy</u> How will you address families that verbally accept a spot at school but the child does not attend? How long will they have to accept? How long to attend before the child is dropped? - shannon_stein</p> <p><u>Admissions Policy</u> What do you mean by relevant demographic data on the application? - ashley_baquero</p> <p><u>Projected Student Enrollment (Table)</u> The enrollment tale is completely unrealistic and not likly to result in improved outcomes for kids. - kelleltracy1</p> <p><u>Projected Student Enrollment (Table)</u> Again, do you believe that this type of rapid growth will align with the school's vision of culture, quality, etc.? - shannon_stein</p> <p><u>Projected Student Enrollment (Table)</u> These numbers seem lofty. - jengnann</p>
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	<p><u>Projected Student Enrollment (Table)</u> Enrollment numbers do not seem realistic. Evidence has not been submitted that the school would reach these enrollment figures. Is a five person board able to ensure the success of a school this large? - ashley_baquero</p> <p><u>Weighted Lottery</u> N/A - shannon_stein</p>
<p>Operations</p>	<p><u>Certify Operations</u> Because Charter One is owned by ALA schools the Board needs to describe and disclose any related party transactions. - kellelytracy1</p> <p><u>Transportation Plan</u> If there is a greater demand for the shuttle service than what is available due to resources, who will get priority? - shannon_stein</p> <p><u>Transportation Plan</u> What is the liability of the school in a school organized carpool system?</p> <p>Please explain your understanding fo providing transportation to students with requirements based on their IEP. - jengnann</p> <p><u>Transportation Plan</u> What is your plan for providing transportation to students with disabilities who have transportation as a related service on their IEP? - ginger_cash</p> <p><u>Transportation Plan</u> What about students with IEPs requiring transportation?</p> <p>There is no transportation staff listed in the personnel budget. Are the driver fees included in the transportation line item on the Operations Budget? - ashley_baquero</p> <p><u>Facility and Facility Contingency Plan</u> Who on the Board has experience negotiating, monitoring and managing complex facility and land contracts? What is the name of the real estate developer that will assit the Board? What role will Schoolhouse Development LLC play in the development of the new school? What other project has the developer been involved with in North Carolina or other cities/states? What is the average square footage amount in the area? What assurance will the developer give to ensure the square footage amount will come in below market rate? - kellelytracy1</p> <p><u>Facility and Facility Contingency Plan</u> Is 144,000 square feet large enough to accommodate the goals of your educational programming and number of students? Is that in line with the DPI guidelines for school space? - shannon_stein</p> <p><u>Facility and Facility Contingency Plan</u> Who is the established real estate developer and what experience do they have working with NC charter schools?</p> <p>What relationship does the real estate developer have with Charter One? Is there a relationship between the real estate developer and anyone on the Board? - ashley_baquero</p> <p><u>Facility and Facility Contingency Plan</u></p>

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	<p>Facility - Is 144,000 sq ft adequate for 2000 students K-12? Does this include gymnasiums and cafeterias? - marylynn_kroeger</p>
<p>Financial Plan</p>	<p><u>Certify Finance</u> The management fee and the lack of clarity around decision making as to expenses versus revenues and what will happen if expenses exceed revenues. There is a lack of clarity around the growth metric that will be used and that will be determinitive of CMO success. This is troubling. Will there be an accountability agreement between Charter One and WAP? The Board doe not have the capacity to adequately and carefully structure the evaluation and performance of the CMO. There is a one sided tilt as to how the CMO will be compensated especially regarding issues like structuring the CMO compensation; setting and revising annual budgets; overseeing schools financial health; handling surpluses, deficits, and debts to the CMO. The lease payments are high and without justification and appear to be evidence of double dipping by Charter One and ALA Schools. The rationale for the 15% management fee is unrealistic and evidences a fundamental lack of understanifng of finance and school management by the WAP Board. Appendix M is an articulation of the facilities development plan signed by Scott Brand on behalf of Schoolhouse Development LLC a real estate development corp owned by the owners of ALA and Charter One.. This agreement appears to show a related party transaction not disclosed in the application. - kellestracy1</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> The "Budget Narrative" section explains that "Other Funds" (\$65,000 for years 1 and 2 and \$135,000 for years 3-5) will come food sales. What does this mean? - lstein692</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> The salary for administrators and instructional personnel remains constant for all five years. Is this realistic? The number of electives/specialty teachers (8) does not change from year 1 to year 5, even as the school grows from 1605 to 2105 students. Is this realistic? Also, why is the salary for the electives/specialty teachers only \$17,250? Isn't the state salary scale for a music or PE teacher the same as it is for a core content teacher? During year 1 there will be 4 EC teachers (a student to teacher ratio of 52:1). Is this realistic? By year 5 this ratio is reduced to 35:1. Isn't this still too high? The transportation plan shows that WPA will provide buses, as needed. Why doesn't the budget provide for bus drivers? - lstein692</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Why is there no line item for a bus driver when you have a plan for buses? - jengnann</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Based on the state average, you can expect at least 12-13% of your student population to be students with disabilities. With that being said, will 4 EC Teachers be enough to provide the full continuum of services for the grade span you plan to provide on day 1? - ginger_cash</p>

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Personnel Budget: Expenditures 2018-2023 (Table)

Staff salary's do not increase with year's service. Will this cause problems with recruitment? Will you be open about this fact with potential applicants?

Why are electives teachers salaries so low? Are they part-time? That doesn't seem reasonable considering K-10 needs. - ashley_baquero

Personnel Budget: Expenditures 2018-2023 (Table)

Is there a reason that individual salaries have not increased from year 1 to year 5? (No built in pay raises?) - marylynn_kroeger

Operations Budget: Expenditures 2018-2023 (Table)

According to the Budget Narrative, all high school students will receive a computer. The line item for Computers and Software shows \$481,500. If, in year 1 each of the 400 high school students receive a computer, and if computers are provided to all 110 staff personnel, the cost will be about \$940 per computer. Is this realistic? What about years 2 - 5 when enrollment increases by 400 high school students? Will the additional \$120,000 per year for Computers and Software support giving each high school student a computer?

The line item for Instructional Materials shows that \$250 is allocated per student for books and supplies. Is this realistic, given that more than half the student population will be in middle and high school? - lstein692

Operations Budget: Expenditures 2018-2023 (Table)

Please explain how the CMO contract fees amount is determined? The narrative indicates that the CMO will be allowed 15% of revenue if student meet "growth". Why does the marketing budget increase by so much after year 1 and year 2 if you're fully enrolled by year 3? How will school meet mission aligned college prep goals , where in the budget are college fairs, trips etc? What does the lease totals increase year 1 to year 5? What is the rationale for budgeting 150k for marketing year 1 and year 5 for 196k? - kellelytracy1

Operations Budget: Expenditures 2018-2023 (Table)

How much do you have budgeted to cover contract services such as psychological, speech/language, occupational therapy, etc? Have you contacted potential companies to get estimates on how much this may be based on expected student population numbers? - ginger_cash

Operations Budget: Expenditures 2018-2023 (Table)

Marketing expenses seem high. Please elaborate. - ashley_baquero

Operations Budget: Expenditures 2018-2023 (Table)

It appears that utilities is \$1.30 per sq ft. Is this sufficient? Is it customary to charge management fee in the first year?

Who is providing PowerSchool and financial services?

What is the \$100,000 "Other Exp" ?

Staff Development seems low at \$40,000 for a for a \$13 million budget - (74 teachers)

- marylynn_kroeger

Total Expenditure Projections (Table)

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	<p>The management company contract fees shown in the Operations Budget show the CMO will get 1.965 ml year 1; 2.293 ml year 2; and 2.607 million year 3, why is that? Is the Board proposing to pay the CMO 15% of revenue or surplus after expenses get paid? How was this management fee negotiated, who in the Board lead the negotiations? What happens if expenses exceed revenues? What is the process for amending budgets? - kellelytracy1</p> <p><u>Budget Narrative</u> Is there a consideration of staff reduction if the student enrollment does not match the projected budget? - shannon_stein</p> <p><u>Budget Narrative</u> Who on the Board has grant writing experience? How will the budget support the colle prep aspect of the school mission? Is Schooldev East related to Schoolhouse Development LLC currently dong business in Arizona? Is there any conneciton between Schooldev East and Charter One , Glenn Way, or the Brand brothers? - kellelytracy1</p> <p><u>Budget Narrative</u> Is the money for food sales not simply to offset the initial cost of the food service? - jengnann</p> <p><u>Financial Audits</u> How will the Board identify a finance contractor? Clarify if there is a connection between Schooldev East and Charter One, ALA, Glen Way, the Brand brothers? - kellelytracy1</p>
OVERALL	<p><u>Grade Levels Served and Total Student Enrollment:</u> The enrollment projection year 1 unrealistic. What is the rational to support starting the school with 1605 students across primary, middle and high school? What specifically about this model would prompt a parent to transition? - kellelytracy1</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Is there any concern about quality and culture by starting a school with K-10 (over 1600) right from the start? New students, staff, kids, rules? - shannon_stein</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Enrollment figures for year one are very lofty. - jengnann</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> The enrollment figures do not seem realistic. Are there concerns about being able to start a high quality elementary, middle, and (part) high school day one? - ashley_baquero</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Very ambitious starting K-10 and 1600 students - marylynn_kroeger</p>

Charter School Advisory Board Subcommittee	
Mission, Purposes, and Goals	

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Education Plan	
Governance and Capacity	
Operations	
Financial Plan	
OVERALL	

Overall Summary

Initial Screening	The Office of Charter Schools deemed this application complete on October 5, 2018.
Application Review	<p>Dr. Allen stated that Wake Preparatory Academy is proposed to locate in Wake County. Dr. Allen gave a brief introduction of the schools proposed enrollment and grade levels. There is not a LEA impact statement, but a due diligence was completed. Dr. Allen reviewed the pass/fail ratings for this applicant. She stated the applicant has no special requests. She stated the applicant is a repeat application, but the applicant withdrew before clarification interviews last year. Dr. Allen stated the applicant has partnered with Charter One and no direct fees were provided.</p> <p>* The Board Chair introduced herself and fellow board members did the same.</p> <p>* Mr. Friend asked about the EMO Charter One and if they currently have a school in North Carolina. The Board Chair stated this would be the first. A representative from Charter One stated the only relationship with Ascend is that the school purchased their curriculum from Charter One.</p> <p>* Ms. Kakadelis stated she has concerns with the enrollment of K-10 and 1600 students in the first year. The Board Chair spoke about the demand in the area and the growth in the area. She stated they conducted a survey on Facebook and have 1323 student interest surveys. She stated some of the schools in Wake County are being capped. She stated parents showed interest in having their students in one school and on one schedule.</p> <p>* Mr. Friend asked about Charter One because there is little information on the company's website. The Chief Financial Officer for Charter One spoke on this issue. He stated the company is an LLC with four partners. He stated the goal is to grow high-performing charter school in areas with demand. Mr. Friend asked about the controversy surrounding Charter One. The Chief Financial Officer stated it is good standing with every governing organization. Mr. Friend asked for clarity if the developer also is a part owner in Charter One. The board stated yes.</p> <p>* Ms. Reeves asked if Charter One has opened any K-12 schools. A Charter One representative clarified that they have opened K-12 schools, but the campuses are split between K-7 and 8-12.</p> <p>* Ms. Sutton asked how individualized education is going to be emphasized with 1600 students. The Board Chair stated it will be grade and class based. Ms. Reeves asked about project-based learning.</p> <p>* Ms. Kakadelis stated she would like to hear more from the applicant.</p>

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	<p>LK committee motion to allow Wake Preparatory Academy to continue to full interview. PG second. Unanimous committee vote.</p> <p>* Mr. Friend stated he has major concerns about the numbers for a new school. He continued particularly for a school in an area with many charter schools. He also wants to flesh out the relationship between the EMO and developer.</p> <p>SW full CSAB motion to allow Wake Preparatory to continue to full interview. LKr second. Unanimous CSAB vote.</p>
Application Interview	
OVERALL	