

2022 NC CHARTER APPLICATION



NC Public Charters

Organization Information

Organization Name *

Johnston Preparatory Academy

Telephone

Fax

Address

Unit/Suite

103 Willowcroft Court

Zip Code

City

27529

Garner

State

North Carolina



2022 NC CHARTER APPLICATION
NC Public Charters





2022 NC CHARTER APPLICATION
NC Public Charters



Primary Contact Name *

Brooke Holmes

Opening Year *

2024

Is Management Organization Used

Yes No

Management Organization Name

National Heritage Academies

Primary Contact Relation To Board *

Board President

Primary Contact Email *

johnstonprep@gmail.com

Management Organization Contact Name

Jeff Ichesco

Management Organization Phone

6162851588

Primary Contact Phone *

9193959458

Management Organization Email

jichesco@nhaschools.com

PrimaryContact Address *

103 Willowcroft Court

Unit/Suite *

Zip Code *

27529

City *

Garner

State *

North Carolina



1. Application Contact Information

Q1. Name of Proposed Charter School

Johnston Preparatory Academy (Johnston Prep).

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

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

616-285-1588.

Q3. Geographic County in which charter school will reside

Johnston County.

Q4. LEA/District Name

Johnston County Public Schools.

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

27520.

Q6. Was this application prepared with the assistance of a third party such as a consultant or Charter Support Organization (CSO) (<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=hejlslsh9el7BC8rRkMVLthGg%3d%3d&ptid=amlgTZiB9plushNjl6WXhfiOQ%3d%3d&secid=lyc2NIZPsdzgEk6V6aJ45g%3d%3d&PG=6&IRP=0>)?

Yes

No

Q7. Give the name of the third-party consultant or CSO:

National Heritage Academies.



Q8. Describe any fees provided to the third-party person or CSO as reflected in the budget.

N/A.

Q9. Provide a full detailed response of the assistance provided by the third-party consultant or group while preparing this application and when the assistance will end:



Our group of community members proposing a new school in Johnston County is doing so based upon broad research and discussions regarding the need in our area for additional high-quality school seats. This need is particularly necessary at the elementary and high school levels (according to a 2022 facilities report from Johnston County Public Schools). Brooke Holmes, our Board President, partners with National Heritage Academies (NHA) to successfully operate Johnston Charter Academy (JCA). JCA offers grades kindergarten through eight, and families enrolled with the school have shown tremendous interest in high school grades. Coupled with an understanding of the need for additional school seats in Johnston County, Ms. Holmes approached NHA about the potential to partner for an additional new school. We previously applied in 2021 for Johnston Prep to open within our community, and have incorporated feedback from the Charter Schools Advisory Board as we resubmit this proposal.

NHA has a documented record of success in Johnston County, North Carolina, and across the country. This success leads us to believe our community will benefit by Johnston Prep implementing the model in place at JCA and 14 other North Carolina partner schools. NHA's demonstrated record of success in North Carolina sets the organization apart when comparing with other charter schools and organizations.

As we intend to utilize the NHA model, we have relied on Ms. Holmes' experience and worked with NHA team members on parts of our proposal, specifically in descriptions of key aspects of the organization's model. NHA professionals and Ms. Holmes' have ensured that our application appropriately describes key facets of its model, including:

- The educational plan, including the curriculum and the tools and methods of instruction;
- Educational opportunities for at-risk students, English learners (EL), and exceptional children (EC);
- Discipline;
- Administration and staffing;
- Professional development for teachers and administrators; and
- Marketing and enrollment.

Despite the support and collaboration provided by NHA and its team of professionals, it is our Board submitting a proposal for Johnston Prep. The mission and vision put forth in this application are ours, and we have established an intended approach to governing. Any descriptions of such throughout our proposal is a reflection of our intentions. NHA has worked alongside our Board in the development of goals regarding academic success and points of operational importance. The organization's experience with setting and pursuing goals for JCA, and other North Carolina charter schools has proven to be effective.

We understand that other community groups have partnered with NHA in recent years to submit applications for new North Carolina charter schools. We know applications address the similar, if not the same questions, and that this proposal is largely identical to the one submitted last year. We also know portions of our proposal may resemble some of those submitted in prior years by groups partnering with NHA. Our Board makes clear



that our application utilizing the NHA model is ours. Our independent legal counsel has reviewed components of our proposal that require her to do so, including sections on governance and annual independent financial audits.

Q10. Projected School Opening Month

August.

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

- Yes (Year-Round)
- No

Q12. Complete the Enrollment Summary table (see resources), providing grade levels and total projected student enrollment for Years 1-5.

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

Resources


Enrollment Summary ...

Applicant Evidence :


Johnston Prep - Enroll...

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by **Brooke Holmes**

Q13. Complete the Enrollment Demographics table (see resources), providing projected enrollment for each of the following demographic groups.

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Resources



Enrollment Demogra...

Applicant Evidence :



Johnston Prep - Enroll...

Uploaded on **4/27/2022**

by **Brooke Holmes**

Q14. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan outlined above.

We will not have a target population for our school. Johnston Prep's plan is to serve a student population very similar to Johnston Charter Academy (JCA), another NHA-partner school in Clayton that opened in 2018-19. The school currently serves 735 students in grades K-8, with approximately 1,000 additional students on its wait list.

Our Board understands a clear need for additional high-quality school seats in our area, particularly at the high school level. School-aged population projections for Johnston County Public Schools show that current facilities are either currently, or will soon, operate above capacities. Further, by 2029 Johnston County Public Schools anticipates being more than 9,000 school seats short of the student population if no additional investments are made within the community. Additionally, families at Johnston Charter Academy have demonstrated a strong interest in continuing into high school grades the programming currently in place (as evidenced by a July 2021 anonymous survey included as Appendix A).

These factors have led us to the conclusion it will be in the best interest of area families for Johnston Prep to open with grades kindergarten through nine, immediately accommodating the acute need faced by the community. This need will only heighten as families continue to move to Johnston County. We will grow by one high school grade in each of the following years until offering a full K-12 campus.

Q15. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

I certify



I do not certify

Q16.Explanation (optional)

Our Board submitted a very similar proposal in 2021 for Johnston Preparatory Academy. The Johnston Prep Board has reviewed and noted its approval of this application. We know that many operational aspects (systems, procedures, and processes) are currently in practice with other charter schools partnering with NHA. It is our understanding that substantial language is similar to applications submitted in prior proposal rounds.



2. Non-Profit Corporation Information

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

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



Q17. Organization Type

- Non-Profit Corporation
- Municipality

Q18. Has the organization applied for 501(c)(3) non-profit status?

- Yes
- No

Q19. The private non-profit listed as the responsible organization for the proposed charter school has 501(c)(3) status:

- Federal Tax-Exempt Status (NCGS 115C-218.15)
- If the non-profit organization has yet to obtain 501(c)(3) status, the tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval.

- Yes
- No

Q21. Name of Registered Agent and Address:

Donna Rascoe, Cranfill Sumner - 5420 Wade Park Blvd., Suite 300, Raleigh, NC 27607.

Q22. Federal Tax ID

87-1893504.



3. Acceleration

Per State Board of Education policy CHTR-013 (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=CHTR-013&Sch=10399&S=10399&C=CHTR&RevNo=1.12&T=A&Z=P&St=ADOPTED&PG=6&SN=true>), the State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high-quality charter schools.

Q23. Do you want your application to be considered for acceleration?

- Yes
- No



4. Conversion

Q38. Is this application a Conversion from a traditional public school or private school?

- Yes
- No



5. Replication

Per SBE policy CHTR-016 (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=CHTR-016&Sch=10399&S=10399&C=CHTR&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>), the State Board of Education (SBE) may, in certain well-defined instances, grant permission for a non-profit corporation board of directors (board) to replicate either its own successful model or to employ an educational management company (EMO) or a charter management organization (CMO) to replicate a successful model currently being operated under the management of the EMO or CMO. The SBE may also, in certain well-defined instances, grant permission for a non-profit corporation board to “fast track” such a replication by foregoing the planning year normally required for newly-approved charter applicants.

Q55. Is this application being submitted as a replication of a current charter school model?

- Yes
- No



6. Alternative

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

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

Q84. Do you want your application to be considered for an Alternative Charter School?

- Yes
- No



7. EMO/CMO

Q86. Does the Charter School plan to contract for services with an “educational management organization” or “charter management organization”?

- Yes
 No

Q87. EMO/CMO Mailing Address City, State, Zip

National Heritage Academies - 3850 Broadmoor Ave. SE, Grand Rapids, MI 49512.

Q88. EMO/CMO Website

<http://www.nhaschools.com> (<http://www.nhaschools.com>).

Q89. Explain how the contract with the specified EMO or CMO will be in the best educational and financial interest of the charter school.



NHA's longstanding success spans over more than 25 years. The organization has grown to partner with 99 schools, in nine different states, and serves more than 60,000 students (more than 15,000 additional students are on waiting lists). Specific to North Carolina, NHA-partner schools enroll over 11,000 students in 15 schools (over 11,000 students are on waiting lists). A fifteenth North Carolina school, Phoenix Academy, marks the first time in NHA's history where the organization has entered into a partnership with an existing school. This received approval from the State Board of Education in early 2022.

North Carolina charter schools partnering with NHA have replicated the success of partnerships nationwide, achieving academic results that lead to substantial outcomes for students. Johnston Prep's relationship with NHA will offer our school a comprehensive educational program. This includes curriculum and instruction, ongoing professional development, staffing, and more.

Johnston Prep is being proposed as a result of the expansive wait list and strong interest for high school grades from families enrolled with Johnston Charter Academy (JCA), another school that partners with NHA. Additionally, our county is among the fastest growing in North Carolina, and maintains an overwhelming need for additional high-quality school facilities.

Our intention is to form an articulation agreement with JCA, allowing families enrolled with that school the high school opportunity we intend to offer. Partnering with NHA for a new K-12 school choice will provide families continuity in the educational model as they transition to high school. Johnston County will also benefit from NHA's investment in a 21st Century-ready campus at no cost to local taxpayers.

Best educational interest

Partner schools working with NHA have yielded strong academic records and successful partnerships. Consider the following:

- No partner board has ever terminated its services agreement with NHA.
- Six NHA-partner schools in North Carolina going through renewal in recent years received 10-year renewals, evidencing the strong success of the NHA model. Our sister school, JCA recently received a three-year renewal. The school received support for a 10-year term, but state requirements limited the allowable number of years.
- Since 1995, all NHA-partner schools up for renewal were successfully renewed by their authorizer, with the exception of one instance. Rochester Leadership Academy Charter School (Rochester, NY) was not renewed in 2005 for not meeting the goals outlined in its charter contract.
- Research by Stanford University's Center for Research on Education Outcomes shows NHA students receive the equivalent of an extra 80 days in math each year and receive an extra 63 days in reading over the same timeframe (CREDO, 2017).

Best financial interest



NHA has pledged significant and direct investments to Johnston Prep, and we are excited about what that means for families in our area.

- In accordance with our services agreement, NHA pledges to fund and deliver the educational program our school requires even if public revenues fall short of the budget we approve. NHA assumes all financial risk, and our Board is guaranteed the ability to provide families with our planned academic program.
- NHA typically leverages millions of dollars in private capital to create a new or renovated facility, investing in communities at no cost to taxpayers.

As outlined throughout this application, our Board has come together to establish a new public school of choice desperately needed by our Board and members of the Johnston County community. Johnston County is part of the Research Triangle Region. Home to major universities and fast-growing cities, the Research Triangle is frequently named as one of the best places in the U.S. for starting a business, finding a fulfilling career, and raising a family. Our community is booming, but K-12 public education – both in quality and availability – is struggling to keep up, and our community is demanding change. In short, this business and population boom is not likely to stop anytime soon, and investments in associated infrastructure are well underway.

Our Board’s concern, however, is that availability of high-quality K-12 options are still too limited to support our growing community. A recent report from the Johnston County School’s facilities chief revealed that the school system is projected to be more than 9,000 students over capacity by 2029 (see Appendix O for more details). This growth anticipates that our area schools will see up to 729 new students per year through the 2031-32 school year. Johnston Prep isn’t just desired, it is necessary.

Q90. Attach Appendix A4.1: Executed Management Contract

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

Applicant Evidence :


Appendix A4.1 - Execu...

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by **Brooke Holmes**

Q91. What other EMO/CMOs were pursued and why did the applicant select this one? Please include information regarding other management organizations' fees and



financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.

We have chosen NHA as our management partner due to its history of academic success, the level of investment it offers each of its partner schools, and firsthand experience with a member of our Board. Brooke Holmes, our Board President, is also Board President of Johnston Charter Academy (JCA). In her role, she has an extensive understanding of NHA's model and holds the organization accountable for the academic, operational, and financial performance of JCA. This model is in place at 14 other operating NHA-partner schools in North Carolina.

Johnston Prep proposes to implement a mission and vision that meets community needs. We will do so by offering a new K-12 school overseen by our local Board. Our community-based Board intends to partner with NHA for comprehensive support. NHA is an experienced charter school operator with a documented record of success that dates back to 1995. We plan to utilize the model in place at our sister school, JCA – as well as the 13 other NHA-partner schools across the state – with an accountability-focused governance model. Our Board will oversee academics, operations, and finances, holding NHA accountable to successfully deliver its model to Johnston Prep. NHA offers Johnston Prep – and Johnston County – a 21st Century-ready campus, coupled with long-term academic success for students from all backgrounds. Across their nationwide network, 66.5 percent of students qualify for free or reduced-price lunch, 77.3 percent are demographically minority, 8.4 percent are English learners, and approximately 10 percent are Exceptional Children.

Members of our Board have researched NHA, and noted the studies highlighting outcomes achieved by NHA-partner schools. Stanford University's Center for Research on Education Outcomes (CREDO) has found that students at NHA-partner schools are learning at high levels. Specifically, students enrolled at an NHA-partner school receive the equivalent of 80 extra days of learning each year in math and an extra 63 in reading (CREDO, 2017).

NHA covers all start-up costs associated with designing, building, and/or renovating a school tailored for NHA's academic model. It also covers costs of launching the academic program, and it often contributes its own funds for supplemental instruction. Under this model, which relieves boards of a burden that crushes many charter school projects, NHA leases the building to partner boards in predictable leases. The leases, which are negotiated with boards, impose no automatic rent increases and reflect appropriate value of these single-purpose buildings.

Q92. 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 are the highest and lowest-performing schools of the EMO/CMO? Why are these two schools so



different in overall achievement?



NHA-partner schools yield admirable student outcomes and success. The most recently available comprehensive public accountability data in each of the states in which it operates (2018-19) shows that 76 percent of partner schools perform at a higher level than the local district. Further, NHA and NHA-partner Boards implement strong governance practices, consistently receive clean audits, and maintain outstanding rates with regard to compliance.

NHA partners with 15 schools in North Carolina. During the 2018-19 school year (the most recent year with comprehensive accountability data due to the COVID-19 pandemic), eight of 13 operating schools exceeded growth and three met growth. Overall, NHA-partner schools gained ground in every subject against their local district, comparison schools, and the state. Additional highlights are below.

- Greensboro Academy has regularly achieved high levels of academic success. For the fifth year in a row, Greensboro had a letter grade of “A” or “A+NG.”
- Peak Charter Academy and Summerfield Charter Academy received letter grades of “A” and exceeded growth.
- Queen’s Grant Community School and Wake Forest Charter Academy received “B” letter grades and exceeded growth.
- Johnston Charter Academy, Matthews Charter Academy, PreEminent Charter School, Research Triangle Charter Academy, and Winterville Charter Academy all earned letter grades of “C” and exceeded or met growth.
- Rolesville Charter Academy earned a “C” letter grade in its first school year, but did not meet expected growth.

Highest and lowest NHA-partner schools

On the fall 2018 NWEA math and reading assessment (2018-19 is the latest year with reliable data due to the educational disruption of the COVID-19 pandemic), 88 percent of students were at or above grade level at Greensboro Academy (NC). At Orion Academy (OH), 13 percent of students were at or above grade level. The difference can be attributed to student demographics (7 percent vs. 97 percent free or reduced-price lunch, respectively) and the proficiency rate of incoming students (78 percent vs. 8 percent, respectively). In both cases, however, NHA has ensured and accelerated academic growth for students.

Stanford University’s Center for Research on Education Outcomes (CREDO) has found NHA’s success to be significant. Research from a recent study found that on average students grow their academic performance each year they are enrolled in an NHA-partner school. This results in the equivalent of 80 additional days of learning each year in math and an additional 63 days in reading. CREDO has long researched academic outcomes, and in this study examined nearly 3.7 million individual student records. These records span 63,616 traditional public schools and 5,715 charter schools across 24 states (as well as New York City and Washington, D.C.). This study also includes 286 charter school networks (such as NHA). NHA was found to be



within the top 20 percent of all schools surveyed, landing in the 84th percentile. CREDO's research shows that NHA outperforms over four-fifths of the other charter school networks studied. Overall, CREDO's work showed students enrolled in NHA-partner schools gain a composite 71 additional days of learning over the course of a school year.

Q93. 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.

It is the Board of Johnston Prep that will be granted a charter to open our proposed school. This means it is our responsibility to achieve the goals we set forth for Johnston Prep. This requires oversight of the academics, operations, and finances with fidelity. We will delegate daily operations to NHA, and we will hold them accountable for a high level of success throughout our school community.

Our Board is independent of NHA. This is defined within our executed services agreement and draft lease agreement between our Board and NHA. We have engaged independent legal counsel, as well as an independent auditor to review Johnston Prep's finances. We may also prioritize an independent review of our management partner.

The lease agreement we will execute with NHA (separate from our services agreement), ensures us continuity in the unlikely event we separate from NHA. Our agreement states we can stay in the school facilities for at least one additional school year upon termination (Appendix A4.1). Under this arrangement we are not beholden to NHA for the ongoing operation of Johnston Prep.

Our school will develop an annual School Improvement Plan (SIP) with an extensive review of the academic and operational aspects of Johnston Prep serving as its basis. Our SIP will include improvement actions for areas of need. Beyond serving as a call to action for our school's needs, the SIP is an additional accountability measure for our Board of NHA's performance.

Our Board will hold NHA accountable, and together in partnership, will oversee our principals. Our school leaders will oversee our grade-level deans and administrative staff. Our Board will be responsible for the hiring and termination of teaching staff.

Q94. Provide a description of the relationship that will exist between the charter school employees and the Management Organization.



Johnston Prep's teaching staff will be jointly employed by both our Board and NHA. School leadership (principals and deans) and additional school staff will be employed solely by our partner, NHA. The entire employment relationship is outlined within our executed services agreement with NHA. We will require NHA to seek candidates for teaching roles who meet requirements for state credentialing and potential employment. Our principals and NHA will be held accountable for student success, and we maintain the authority to express dissatisfaction with our school leader. Our Board will allow sufficient time to resolve any deficiencies, but we maintain the right to direct NHA to terminate a principal if improvements do not become evident.

We will leverage NHA's comprehensive and proven systems to offer employee benefits, payroll, employment compliance documentation, retirement programs, and additional human resources functions. This is utilized at other NHA-partner schools in North Carolina, including at Johnston Charter Academy.

Q95. 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.

NHA will be responsible in assisting us to reach our goals, mission, and vision. The organization is contractually required to ensure Johnston Prep remains in good standing with regards to the compliance of our charter. NHA is obligated to help us achieve our mission, vision, and goals.

Each year, we will hold NHA accountable for the academic, operational, and financial outcomes of Johnston Prep. This will include:

- Academic growth, proficiency, and achievement goals (outlined in the "Goals" portion of this application).
- Operational target goals, including on student attendance (at least 93 percent), parent satisfaction (80 percent or higher with at least 50 percent of parents responding to the satisfaction survey), and fiscal soundness (an unqualified audit annually).
- NHA will be required to work with school leaders to perform a comprehensive annual review of the school's education program, developing a formal, action-specific School Improvement Plan provided to our Board for review, input, and approval.
- The Board will regularly conduct a formal performance review of NHA.

We hold the autonomy and ability to separate from NHA and terminate our agreement with 90 days' written notice. We also may terminate the agreement if NHA fails to remedy a material breach within 30 days. If we terminate, our lease agreement allows us to remain in the school facility for the rest of the school year and an additional year is needed. In any termination, per-pupil funding will continue to flow to our school and the Board can finance operations.



Q96. Is the facility provided by the EMO/CMO?

- Yes
- No

Q97. Attach Appendix A4.2 Facility Buyout Agreement, if applicable

Johnston Preparatory Academy's relationship with National Heritage Academies (NHA) regarding the use of a school facility is specified within our lease agreement. NHA will own the facility and rent it to the school. Should we determine that NHA is not the right management partner for Johnston Preparatory Academy, our lease agreement stipulates that we have the right to remain in the facility for the remainder of the current school year as well as for the following school year. Upon completion of this timeframe, we have the option to raise the opportunity of purchasing the facility, negotiate the terms of a new lease agreement, or move to a different location. We are confident this relationship serves our school well.

Applicant Evidence :



Appendix A4.2 - EMO-...

Uploaded on **4/27/2022**
by **Brooke Holmes**

Q98. List the fund balance and surpluses for each school managed by the EMO/CMO over the last three years in North Carolina.



In 2021-22, 14 charter schools in North Carolina partnered with NHA through agreements similar to the one we propose (a fifteenth partnership was finalized during the year with existing charter school Phoenix Academy). They maintained positive fund balances throughout the past three fiscal years (2020-21, 2019-20, 2018-19):

- Forsyth Academy (\$70,783, \$49,697, and \$27,045)
- Gate City Charter Academy (\$28,922, \$33,890, and \$19,337)
- Greensboro Academy (\$45,281, \$50,507, and \$36,013)
- Johnston Charter Academy (\$40,119, \$17,482, and \$10,240)
- Matthews Charter Academy (\$62,232, \$48,892, and \$32,943)
- Peak Charter Academy (\$46,752, \$21,725, and \$14,978)
- *Phoenix Academy (Partnership with NHA was approved in March 2022) (\$2,407,635, \$1,598,674, and \$508,154)*
- PreEminent Charter School (\$47,582, \$27,449, and \$14,039)
- Queen's Grant Community School (\$2,584,304, \$1,655,678, and \$1,354,062)
- Research Triangle Charter Academy (\$70,692, \$36,863, and \$22,299)
- Rolesville Charter Academy (\$27,503, \$13,057, and \$13,872)
- Summerfield Charter Academy (\$81,641, \$47,102, and \$42,524)
- *Summit Creek Academy (N/A: Opened in 2021-22)*
- Wake Forest Charter Academy (\$34,110, \$33,351, and \$26,401)
- Winterville Charter Academy (\$60,410, \$43,386, and \$38,147)

Partner school audits for the 2021-22 school year are not yet final, and the figures provided have not yet been audited. Each partner school's Board of Directors directs the use of up to \$35,000 annually included within its budget. Boards direct the expenditure of discretionary funds for both educational and/or extracurricular expenses beyond the model educational and operational programming. Boards also have the ability to reserve these funds for future consideration and determination. One of the advantages of our partnership with NHA is its commitment to providing initial and ongoing investment to ensure schools open successfully. This includes certain contributions to make certain the educational program is implemented from day one. NHA assumes obligation for a school's expenses, meaning it assumes certain financial risk.

Q99. Attach Appendix A4.3: EMO/CMO Financial History Provide as Appendix A4.3 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 standing by providing bank statements from the prior three years.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 6



Applicant Evidence :



Appendix A4.3 - EMO-...

Uploaded on **4/27/2022**
by **Brooke Holmes**

Q100. Attach Appendix A4.4: IRS Form 990 Provide as Appendix A4.4 the IRS Form 990 (or equivalent documents if the organization does not file a 990) for the prior three years

Upload Required File Type: pdf, image, word Max File Size: 30 Total Files Count: 10

Applicant Evidence :



Appendix A4.4 - IRS F...

Uploaded on **4/27/2022**
by **Brooke Holmes**



8. Mission Purposes, and Goals

8.1. Mission and Vision

The mission and vision statements, taken together, should:

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

Q101. Please state the mission statement of the proposed charter school (35 words or less)

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

Johnston Prep ensures preparedness for college, career, and life utilizing a robust K-12 educational experience built upon a foundation of rigorous curriculum, data-driven instruction, student-centered teaching, and moral focus.

Q102. Please state the vision statement of the proposed school.

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

Johnston Prep will be a strong pillar of the community that challenges scholars to flourish and accomplish their full potential in both academics and extracurricular activities, all while exemplifying strong character.

Q103. Educational Need and Targeted Student Population of the Proposed Charter School
Provide a description of the Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Additionally, how it will reflect the socioeconomic status of the LEA, SWD population, and ELL population of the district? See G.S. 115C-218.45(e)



(https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_115C/GS_115C-218.45.pdf).



Johnston Prep proposes to open in 2024 with grades K-9. We will offer 120 kindergarten and ninth grade seats, 112 seats each in first, second, and sixth grades, and 84 seats in grades three, five, seven, and eight. We will eventually grow to a full K-12 configuration. By our fourth year (2027-28), our school will offer a high-quality K-12 school choice in two facilities on one campus.

Based on the success and demand of Johnston Charter Academy (JCA), we have chosen to partner with National Heritage Academies (NHA) to offer our community 1,566 additional high-quality school seats. Johnston County continues to experience tremendous population growth. NHA's model will help us achieve our mission and vision, while also providing families a 21st Century-ready school facility at no cost to taxpayers. In total, NHA partners with 99 different schools in nine states, 15 of which are located in North Carolina.

Johnston Prep will not target a specific student population. Instead, we will aim to serve students from all backgrounds and with varying needs. Based on the tremendous demand at JCA, especially for high school grades, we anticipate strong interest from rising students enrolled with that school. JCA also maintains a wait list of approximately 1,000 students. This leads us to believe we will also receive interest from families across Johnston County. Our partnership with NHA, and our Board's experience with JCA will allow us to direct our marketing and outreach efforts to families at that school and broadly throughout the county.

It is likely that our enrollment will be similar to the student populations of JCA, Johnston County Public Schools (JCPS), and Wake County Public School System. Student demographics of both include:

Johnston Charter Academy

- White: 57.7 percent
- African American: 23.4 percent
- Hispanic: 15.1 percent
- Asian: 2.2 percent
- American Indian: 1.0 percent
- Pacific Islander: 0.4 percent

Johnston County Public Schools

- White: 52.2 percent
- Hispanic: 25.7 percent
- African American: 15.8 percent
- Multiracial: 5.1 percent
- Asian: 0.8 percent
- American Indian: 0.3 percent



Approximately 28 percent of the student population at JCA qualifies for free and reduced-price lunch (FRL), while 43.4 percent of students qualify who are enrolled with JCPS. Four percent of JCA students and 9.1 percent of JCPS students are English learners (EL), while 9.9 percent and 16.1 percent are Exceptional Children (EC).

We anticipate that a small percentage of our student population may enroll from the Wake County Public Schools System. As we pledge to serve all students, we take into consideration the district's overall student population with our projections. Approximately 28 percent of students within the district qualify for free and reduced-price lunch. A little more than nine percent of students are EL and 11.7 percent are EC.

Wake County Public School System

- White: 44.5 percent
- African American: 22.4 percent
- Hispanic: 18.5 percent
- Asian: 10.4 percent
- American Indian: 0.2 percent
- Pacific Islander: 0.1 percent

Q104. What are the enrollment trends and academic performance outcomes of surrounding schools in the selected community? What elements of your educational model will meet the needs of your target student population?



As noted earlier in our proposal, Johnston County's population is increasing and outpacing the capacity levels of school facilities. Between 2010 and 2020, our county's population grew by about 28 percent, and was the fastest-growing counties in North Carolina (500 new homes built per year). In turn, enrollment within our local public schools continues to increase quickly. This increase is outpacing the available capacities within our school facilities, with Johnston County Public Schools' elementary and middle schools expected to operate as a whole above the number of students for which they were originally designed and high schools already well over this number. According to the local school district, in 10 years elementary schools will be nearly 3,000 students over capacity, middle schools close to 1,000 students over capacity, and high schools more than 2,000 students above capacity. The current population growth has caused our local district to utilize a large number of modular classrooms for its growing student population.

We understand that new school choices will soon open within our county. We support efforts to both offer families additional options for their students, as well as efforts to assist our community in accommodating the substantial population growth. However, a recent report shared by the local district indicates even further efforts will be helpful in meeting the needs of our area. Johnston Prep's 1,566 high-quality school seats – constructed at no costs to local taxpayers – will assist in this endeavor as families continue to view Johnston County as a desirable place to live.

Twenty-five percent of those living in our area are under the age of 18, and Johnston County Public Schools (JCPS) enrolls more than 38,000 students. Johnston Prep will create a high-quality K-12 campus, assisting the community in meeting the need for high-quality school seats in our area. It will also address the demand from families enrolled with our sister school, Johnston Charter Academy (JCA), for high school grades for their students. Academic performance within Johnston County was just below state averages in 2018-19 (the most recent year with publicly available comprehensive accountability data).

As indicated, JCPS serves approximately 38,000 students. Over fifty-two percent of students are White, 25.7 percent are Hispanic, 15.8 are African American, 5.1 are Multiracial, 0.8 percent are Asian, 0.3 percent are American Indian, and 0.1 percent are Pacific Islander. 43.4 percent of students are eligible for free or reduced-price lunch.

Fourteen of 45 schools within the local district were considered low performing in 2018-19, and students performed just below the state averages in ACT Performance, average SAT scores, percent passing Advanced Placement course exams, and had slightly lower proficiencies than state averages in reading, math, and science.

Johnston Prep's educational programming will utilize the NHA model, as we partner with the organization for the daily operations of our school. It is our belief that NHA's commitment to ensuring student success through personalized instruction and systematic intervention will be attractive to area families. This model is currently



in place at JCA, where 735 students are currently enrolled and over 1,000 students are on the school's wait list. Further, a July 2021 survey of families enrolled with JCA found that nearly 95 percent of families indicated they would be likely or extremely likely to enroll with Johnston Prep for high school grades (see full results in Appendix A).

Q105. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA in grades 9-12).

The Johnston Prep campus will house two facilities, one each for our upper and lower grades. We will initially open in 2024-25 with grades K-9 (996 students). We will add one grade each year until we offer a full K-12 configuration in 2027-28 (1,566 students).

Our management partner, NHA, will ensure we have necessary resources for our entire academic program, despite not opening with all K-12 grades. This includes having the full Johnston Prep leadership team onboarded when we open. Our facility housing lower grades will be ready to serve students through eighth grade on our first day. Both of Johnston Prep's school buildings will be constructed for the 2024-25 school year, and will be able to accommodate the entire K-12 grade configuration from day one (despite opening with K-9). This will position us well, as we avoid the distractions that come with opening with facilities partially complete and attempting to expand as we grow. We can immediately implement our entire intended programs, procedures, and practices.

We project that the majority of our students will reside within Johnston County Public Schools. A smaller number of our enrollment will likely come to us from Wake County. Our budget is constructed based upon this assumption, but we will make amendments as necessary.

Johnston Prep Compared to Johnston County Public Schools: 4.1 percent

Johnston Prep Compared to Wake County Public School System: 0.99 percent

As noted throughout our proposal, our area is experiencing tremendous population growth. Due to this growth, we anticipate these percentages to decrease as this growth continues.

Q106. Summarize what the proposed school will do differently than the schools that are now serving the targeted population. What will make this school unique and more effective than the currently available public-school options?



Johnston Prep will implement the model in place at other schools partnering with NHA (including 15 K-8 schools in North Carolina and eight high schools in Michigan). This will include implementing NHA's four pillars: *academic excellence, student responsibility, parental partnerships, and moral focus*. Additional dynamic components of our school will differentiate us from other nearby schools.

Distributed leadership

We will implement NHA's distributed leadership model. In this school environment, deans oversee teams of grade-level staff (ex: K-2, 3-5, 6-8, high school). They serve as the direct managers of classroom teachers, allowing for weekly coaching to drive successful instruction. Our leadership team will be comprised of two principals and grade-level deans.

Moral focus

We will implement a moral focus program to teach and model high expectations, responsibility, and positive behaviors through a curriculum built on virtues such as perseverance, compassion, integrity, and courage. Lessons will have strong moral focus and the qualities imperative to become good citizens. Our students will learn that their best effort is important to academic success; consequently, teachers will ensure students know what is expected of them.

K-12 grade configuration

Johnston Prep will serve students in kindergarten through twelfth grade allowing students to avoid making transitions to different schools. This has proven successful in other NHA-partner schools. There are no district schools in Johnston County offering this structure.

Parental partnerships

We will ensure relationships with parents and guardians are a priority of Johnston Prep. We will actively engage these stakeholders in student learning, offer frequent and meaningful communication, and provide a welcoming school community that includes a dedicated area for parents and guardians to meet with our school staff.

School-wide framework

Our partnership with NHA provides us decades of experience producing a clear framework designed to foster outstanding academic outcomes. Our school leaders will be charged with faithfully and consistently implementing these five specific values.

- *Establish a professional culture of excellence:* The principals will lead a community that is motivated to



achieve high expectations and that exhibits high care for all members of the community.

- *Systematize collaborative improvement*: Deans, teachers, other instructional professionals, and all staff will work in collaborative data-driven teams, seeking improved student learning through the shared study and implementation of instructional best practice.
- *Lead instructional excellence*: Deans will have focused instructional coaching as the top priority, to ensure high-quality learning for every student in every classroom every day.
- *Implement systematic intervention*: Johnston Prep will identify the needs of academically at-risk students, exceptional children, English learners, and students with behavioral challenges, as well as provide tailored instruction and systematically monitor student progress.
- *Cultivate meaningful parent partnerships*: Parents and school staff will authentically connect to understand and support each other in a caring and meaningful way, working in partnership to help every child achieve college readiness.

Classroom framework

To complement the school-wide framework, NHA has developed a classroom framework of four key instructional competencies that we believe will improve academic results for individual students and our school.

- *Classroom culture*: Teachers will strive to lead self-managing classrooms by building positive relationships, sustaining classroom routines and procedures, and holding students accountable to clear behavioral expectations.
- *Planning*: Teachers will plan instruction by identifying and analyzing standards to be taught throughout the year, aligning instructional resources and activities to those standards, and preplanning differentiated opportunities to meet student learning needs.
- *Teaching*: Teachers will deliver content at a level of rigor that challenges students, cognitively engages them, uses all time for learning, and personalizes instruction.
- *Assessing*: Teachers will implement assessment strategies to understand student learning needs, provide actionable feedback, and guide instructional decisions.

Q107. Describe the relationships that have been established to generate support for the school. How have you assessed demand for the school? Briefly describe these activities and summarize their results



Johnston County’s population is growing faster than the overwhelming majority of communities in North Carolina (and the nation). School capacities in our area are unable to keep pace with this growth, and Johnston Prep will offer additional high-quality seats on a 21st Century-ready campus at no cost to local taxpayers. To gauge interest in our school, we reached out to families at NHA-partner school Johnston Charter Academy. We asked if families would likely enroll with us if Johnston Prep were to open (see Appendix A). The results confirmed our belief that there is a strong demand for our school:

- 95 percent of respondents indicated they would be extremely likely or likely to enroll their student in our school.
- More than 100 families have so far reached out to receive updates on the progress of our application.

Beyond our positive survey results and early interest from families, we experience and know the demand for enrollment with schools who partner with NHA. Our sister school maintains a wait list of approximately 1,000 students. Overall, there are more than 11,000 students on wait lists at NHA-partner schools in North Carolina.

Parent satisfaction is an additional key indicator of demand for schools. Our school will benefit from strong relationships with nearby NHA-partner schools, as well as those across the state. Our Board, school leaders, and staff will collaborate on ideas, work through experiences, and brainstorm on decision making opportunities to continue our pursuit of achieving our school's mission.

Q108. Attach Appendix A: Evidence of Community/Parent Support.

- Provide evidence that demonstrates parents and guardians have committed to enrolling their children in your school.
- You must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school.
- (Please do not provide more than one sample survey form).

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

Applicant Evidence :


Appendix A - Evidence...

Uploaded on **4/27/2022**
by **Brooke Holmes**



8.2. Purposes of the Proposed Charter School

Q109. Select one or more of the six legislative purposes the proposed charter will achieve, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations. The Six Legislative Purposes of a Charter School are:

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

Q110. Provide a brief narrative to coincide with each applicable legislative purpose(s).



Johnston Prep will be an example for North Carolina's legislative purposes for charter schools. Our school will provide opportunities for families that align with the intent of successfully offering a high-quality school choice.

Professional opportunities for teachers

Johnston Prep will provide school staff with professional development to assist them in succeeding in their current roles. This will also develop credentials for advancement. Teachers are able to gain additional responsibility as teacher leaders, mentors, and deans by engaging in ongoing professional development opportunities. To assist staff members to become school leaders, NHA offers some deans a training program that helps to earn principal positions. New school leaders are given leadership training throughout the school year. The foundation of opportunity is compensation that is broad and deep, with competitive salaries, merit pay, benefits, and retirement.

School accountability

Johnston Prep will hold accountable all stakeholders (Board, leadership, teachers, students, and NHA) for the academic outcomes of our school. We will adhere to the state accountability model. Students will complete state assessments, and results from those tests will be the foundation of our self-evaluation. We will utilize formative assessments in measuring progress and learning needs of our student population, classes, and Johnston Prep. A baseline assessment early in each school year will help inform instruction and support student growth. Our Board will require NHA to measure results on operational matters that include parent satisfaction, school finances, and attendance. To maintain our commitment to these metrics, our Board will craft an annual school improvement plan to review relevant dates and plan next steps for the following school year.

Expanded educational choice

Johnston County is among the fastest-growing counties in North Carolina (and the nation). As more families move to our area, the need for additional high-quality school facilities and choices will only increase. Many schools in Johnston County are currently operating above 100 percent capacity. With very few charter schools in the county, our proposed campus will provide additional school seats at no cost to taxpayers. Our configuration of having grades K-12 on one campus will differ from the offerings in Johnston County Public Schools, and our students will benefit from not having to face the transitions typically experienced in the local school district. Brooke Holmes, our Board President, serves on the Board of Johnston Charter Academy. We will benefit from her experience and develop strong ties with their school. Additionally, our school's intended moral focus curriculum will assist students in strengthening their character and enhancing their preparation for college, career, and life.

Improved learning



NHA has a documented record of success in North Carolina that dates back to 1999. Their success with students has us confident about our school growing students to its full potential. Consider the following:

- Greensboro Academy earned the highest state accountability rating in each of the last five years with publicly available comprehensive data.
- JCA met growth in its only year with publicly available comprehensive accountability data.
- Wake Forest Charter Academy has met or exceeded growth in each of the past three years with publicly available comprehensive accountability data.
- In 2018-19, 11 of 13 NHA-partner schools with state assessment results met or exceeded growth. That year, seven of these schools outperformed the local district in both reading and math, and 10 outperformed the district in either reading or math.
- In 2018-19, eight out of 13 NHA-partner schools outperformed their closest schools in both math and reading.
- Six NHA-partner schools in North Carolina have recently earned full 10-year renewals.

Increased learning opportunities

Our school will cultivate and foster a school community focused on innovation to meet the needs of all students. We intend to prepare students for college, career, and life by emphasizing blended learning, small-group learning, and online learning tools and results from aligned assessments. This will assist in personalizing and differentiating instruction to maximize flexibility for teaching and learning.

Instructional innovation

Instructional staff will benefit from ongoing professional development, scheduled planning time with peers, weekly coaching, and collaboration with a professional learning community. These will encourage design and implementation of creative variations on best practices.

8.3. Goals for the Proposed Charter School

Q111. 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.



Our Board will remain focused upon our commitment to review and monitor student achievement. We will strive for excellence and hold both Johnston Prep staff and NHA accountable as we pursue our goals. We intend for our goals to be similar to those in place at other NHA-partner schools in North Carolina and across the nation. We believe it is in the best interest of our school to implement these as well.

We propose the following academic goals for our first five years of operation:

- Students in kindergarten and first grade will score at/above the 60th percentile in both reading and math, as measured by start-of-year to end-of-year learning growth on a nationally normed standardized assessment.
- By the end of the initial charter term, Johnston Prep students will exceed the average performance of local district students and closest located schools on state assessments.
- Students returning to our school after seventh grade will successfully finish Math I (formerly Algebra I) by the end of eighth grade, and will also earn a passing rate of 75 percent on the Math I end-of-course exam.
- Each year, the mean normal curve equivalent gain on the Education Value-Added Assessment System will be, at a minimum, “Meet Expected Growth.” We intend to exceed the state standards of expected progress by the end of the initial charter term.
- Each year, following our fourth year of operation, Johnston Prep will meet or exceed its local district’s four-year high school cohort graduation rate.
- Each year, following our fourth year of operation, our school will meet or exceed the performance of the local district’s ACT composite.
- Johnston Prep will meet or exceed the performance of the local district on the End-of-Course (EOC) assessments (NC Math 1, NC Math 3, and English II).

Our goals will be a barometer of how well our school is performing. Our intention is to meet our goals, but we will not be satisfied with doing so. Our Board will make adjustments, as necessary, during our annual school improvement planning to spur ongoing growth.

The North Carolina Department of Public Instruction (NCDPI) requires administration of a national assessment of college readiness to every eighth-grade student. Our school will do so and collect and analyze the results to create a tailored plan for each student to succeed in high school, college, and beyond.

We expect our school to achieve operational goals as well. These include:

- Each year, the school will average a student attendance rate at or above 93 percent.
- Each year, the school will have an overall parent satisfaction rate of 80 percent, with at least 50 percent of parents responding to our survey.
- Each year, our Board of Directors will review the performance of, and provide feedback to, our education management partner. This will allow the Board of Directors to identify the management partner’s successes and opportunities to improve its future performance, as well as ensure that the Board and management partner’s relationship is effectively serving the school.



We will be provided ongoing status update reports on Johnston Prep's progress toward goals during each monthly Board meeting. We will receive detailed information covering sections of each goal that include the performance of subgroups within our student population (EL, new students, FRL, EC, etc.). Families will receive ongoing periodic informational newsletters and updates that include the school's current progress and standing.

Q112. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?



The mission of Johnston Prep will guide the decisions we make as a Board. We will place at the center of our discussions our mission and vision for our school to ensure we remain focused on the best interests of Johnston Prep with regard to academics, operations, and finances. Four key questions will guide our conversations:

- Are our students on track to attain Johnston Prep's mission and charter goals?
- Are we collectively embodying parental partnerships?
- Are we being strong stewards of school funds?

Enrollment will be a key early indicator of our school's success. We anticipate receiving more interest in Johnston Prep than the number of seats we intend to initially offer. This would result in a wait list upon the beginning of the school year. It will also reinforce the notion that families desire additional school choices in our community. As noted, Johnston County is experiencing tremendous population growth, and schools in our area are overcrowded. We intend to begin with grades K-9. We will grow by one grade each year until we offer a full K-12 grade configuration.

Our school's principals and NHA will share with our Board monthly reports illustrating the progress our school is making against both our mission and charter goals. These reports will offer insights regarding benchmarks and documented trends toward our goals directly correlated with our mission. We will have conversations about any hurdles to meeting objectives and work together to identify solutions. Among the reports we will regularly review are:

- Growth in student learning.
- Absolute and comparative student performance on internal diagnostic and interim measures.
- Status on applicable federal and state accountability systems.
- Data regarding our student population (demographics, FRL, EL, and EC counts) and performance achievement levels broken out by subgroups.
- Status on college-readiness.

Our Board will also review operational data, including on enrollment, attrition, attendance, discipline, and more. School leadership and our Board will regularly discuss the school culture, professional development and its impact, attendance and enrollment trends, the level of parent and community involvement, internal academic measures, rewarding staff performance, and any employee complaints or issues. Staff and parents must also be informed of the school's standing with regard to each of our performance goals. For goals that have a single measurement point, we expect to inform the community on an annual basis. We also intend to analyze trends, including attendance rates, to forecast our projected annual results. We will report to our community regularly on our performance, as required by state and federal laws.

On an ongoing basis we will review how Johnston Prep is operating, teachers are delivering instruction, and



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students are learning. Requiring these regular reports and updates, our Board will work with NHA to provide the appropriate resources to ensure we do not fall short in a particular area.

Our Board will have a commitment to development, and will participate in the online and in-person trainings available from the NCDPI Office of Charter Schools that will assist us in governing Johnston Prep. Additional training will be utilized from groups that include the North Carolina Association for Public Charter Schools and the National Association for Public Charter Schools.

We may also contract for an independent evaluation of NHA's performance to make certain we are meeting all requirements of our charter and that we are satisfied with Johnston Prep's performance.



9. Educational Plan

9.1. Instructional Program

Q113. 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



Johnston Prep will offer a high-quality educational choice for families within our community. We will design our programming in partnership with NHA, and our instruction will be based upon our four foundational pillars: *academic excellence, student responsibility, parental partnerships, and moral focus*. Our intention is for our school to offer an instructional program that is research-based, data-driven, and aligned to state standards. We will do so to prepare students for college, career, and the lives that they will lead. We will make sure our instructional program is advancing the legislative purposes of charter schools.

Schoolwide instructional methods

Our instructional program and school culture will engage families through NHA's organizational frameworks. We will implement these for our school and classrooms.

School-wide framework: Our principals will be charged with faithfully and consistently implementing these values to drive student learning. There will be five specific elements to the school-wide framework at Johnston Prep.

Classroom framework: To complement the school-wide framework, NHA has developed a classroom framework of four key instructional competencies that we believe will improve academic results for individual students and our school community.

K-8: With our school-wide framework for success (see the Purposes section), NHA has also developed a classroom framework of instructional competencies. Johnston Prep will adopt this framework to accelerate student learning:

- *Classroom Culture:* Teacher leads a self-managing classroom by building positive relationships, maintaining physical space, sustaining classroom routines and procedures, and holding students accountable to behavioral expectations.
- *Planning:* Teacher plans for instruction by identifying and analyzing standards to be taught throughout the year, aligning instructional resources and activities to those standards, and preplanning differentiated opportunities to meet individual learning needs.
- *Teaching:* Teacher delivers content at a level of rigor that challenges students, cognitively engages them, intentionally uses all time for learning, and personalizes instruction.
- *Assessing:* Teacher implements assessment strategies to understand student learning needs, provide actionable feedback, and guide instructional decisions.

9-12: Grades 9-12 will implement the NHA high school educational program, designed to educate, support, and guide students through high school graduation, building the bridge that ultimately leads to college success. The program and instructional design are characterized by collaboration, blended learning, standards-referenced grading, and formative assessments around the state standards and North Carolina Accountability Model. It is also distinguished by Next Generation Science Standards and AP College Board



Standards, as well as our desire to seek an early college program.

Meeting the needs of target student population

Our commitment to data-driven instruction will enable us to continuously evaluate and refine the instructional methods we choose and to differentiate instruction in culturally responsive ways to meet specific learning needs of individual students. Our community of educators will hold regular data meetings at which deans will lead a review of results from previous assessments. These work sessions will help teachers use data to modify instructional plans and personalize instruction. Johnston Prep will complement these efforts with robust professional development for teachers to ensure that they have the skills and knowledge to analyze assessment data and use insights from that data to refine lesson planning and instructional tactics.

Teachers will also implement strategies that help students take responsibility for their learning. Teachers will help students set individualized goals, and then will use these goals as an instructional tool. In this way, both students and teachers embrace a clear understanding of the desired focus skill, and teachers are empowered to articulate what they are teaching while allowing students to describe what they are learning and to work at the appropriate level of difficulty (see R.J. Marzano, *Designing & Teaching Learning Goals & Objectives*, 2009).

Rigor: Content will be taught at an appropriate level of rigor that cognitively engages students, intentionally uses all time for learning, personalizes instruction, and ultimately challenges students to drive their own learning. This will build student responsibility while providing instruction that is engaging to each student. This includes:

- *Instructional rigor:* Teachers will communicate measurable learning goals and deliver challenging content for each student and give them opportunities to engage in higher-order thinking processes to interact with the content in a deep and meaningful way.
- *Cognitive engagement:* Teachers will use effective instructional strategies to cognitively engage students; creating student ownership for their learning.
- *Use of time:* Teachers will demonstrate urgency for learning by pacing lesson delivery and activities in a way that maximizes the use of time and creates a balance between instruction and opportunities for student processing.

Teachers will build upon students' prior knowledge, challenging them beyond what they have encountered before. Research has shown that students demonstrate increased motivation, responsiveness, and engagement in class through their writing, discussions, and reading when they are cognitively engaged with higher-order questioning, varied instructional strategies, and integrated technology-driven learning tools. Pacing of content and instruction will be a key instructional focus to maximize time and create the urgency necessary for optimal learning.



We will also use alternative teaching models, such as co-teaching for exceptional children, and will integrate this into our classroom framework as dictated by the needs of our students.

Personalized instruction: Johnston Prep will use small-group and blended learning to personalize instruction. We expect students to enroll at Johnston Prep with significantly different needs. To meet each student at their instructional level, we will use small-group instruction regularly.

Johnston Prep will focus on small-group instruction and effective learning strategies, including ways to effectively facilitate and pace student-driven instruction. Currently, it is anticipated that most lessons will begin with a small block of direct instruction, and then students will transition to small-group settings. The plan is to equip each classroom with approximately enough Chromebook devices for each student and leverage software platforms such as i-Ready. Teachers will also establish opportunities for collaborative and inquiry-based learning to deepen students' understanding of various topics. Independent work will be assigned as appropriate, so students can practice applying previously learned concepts and, in the process, develop higher-order thinking skills.

Blended learning: To customize learning, we may use online learning tools to create a blended learning environment. Small-group and blended learning approaches enhance flexibility on the time, pace, and place students learn. At first glance it may seem like students are simply completing lessons at the computer – but programs like i-Ready gather valuable information and transmit it to teachers. With this wealth of information available in real time, teachers can more effectively customize learning to each child's needs. The benefits of blended learning will be to:

- *Ensure that each student's education is specific for his or her needs.* Blended learning helps to pinpoint where each student is on his or her educational path. Our teachers will create appropriate challenges based on each child's unique ability. For instance, if a student is exceptionally strong in language skills but weaker in math, a teacher can craft greater opportunities to move beyond the average grade level of material for English, while simultaneously providing remediation to improve math skills. This model varies for each student, making teaching and learning highly fluid and individualized.
- *Encourage greater classroom collaboration.* In traditional learning, student collaboration happens only in face-to-face interactions. Blended learning adds secure online group work, online discussions, email, instant messages, blogs, and electronic portfolios.
- *Allow students to create live presentations, labs, performances, and exhibits of skill through models, works of art, and posters.* Teachers will also have more capacity for disseminating information and testing by incorporating online surveys and quizzes, assignments that include slideshows, photographs, and videos.

Q114. Will the proposed charter school serve a single-sex student population?

Yes



No

Q118. Curriculum and Instructional Design Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.

Learning environment and structure (K-12)

Each classroom will be structured primarily as a direct-instruction model. Teachers will be effectively trained and frequently coached to employ a variety of instructional approaches and to personalize instruction as appropriate. Teachers will establish opportunities for collaborative and inquiry-based learning to deepen students' understanding of various topics. Independent work also will be assigned as practice for applying previously learned concepts and to promote the development of higher-order thinking skills. Small-group settings will engage students with the standards at their current level of learning. A blended learning approach will be used to target instruction and skills practice based on individual needs.

Small-group instruction (K-12)

In order to meet each student at their individual level and effectively use our resources, we intend to leverage technology during small-group instruction. It is our intent that each K-8 classroom has Google Chromebooks for every student to leverage software platforms 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. In our high school we will employ a 1:1 computer approach for students.

Class size

When Johnston Prep ultimately serves all of grades K-12, we will have four kindergarten classes with approximately 25 students each. In grades one through 12, we are planning to serve approximately 28 students per class. Through our high expectations for student behavior, small-group instruction, and blended learning components, this class size will serve us well.

Q119. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model. Provide evidence that the chosen curriculum has been successful with the target student population, how the plan will drive academic improvement for all students, and how it has been successful in closing achievement gaps.



Our K-8 curriculum has been carefully aligned to the North Carolina state standards and North Carolina Accountability Model by NHA. It is in use at NHA-partner schools across the state. The NHA high school curriculum was originally developed by looking at the “best of the best” state standards across the country. It was then modified to meet the requirements of state standards. Over time, NHA has worked to align its high school curriculum to the North Carolina Accountability model as well. This effort is ongoing, and has been aided by the previous work to align to the state standards, as well as insights and guidance from NHA.

Alignment to mission

The progression of standards in our curriculum is designed to ensure that we prepare students for success in college. 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.

Alignment to student population

We expect to enroll students who have academic deficits, others who are learning at grade-level, and others who are intellectually gifted, but we are not targeting our enrollment efforts at any specific population. Our curricular tools and instructional practices will ensure that the curriculum is properly driving learning for all students who enroll.

Planned components

Our school will benefit from the curriculum developed by NHA, which meets and exceeds North Carolina requirements. We have included more detail regarding our specific curricular tools and an alignment to standards in Appendix B of this application.

Alignment to accountability model

We will use our instructional framework to ensure that the curriculum and instructional approaches are producing academic gains for our students and that achievement is on track to meet and exceed the measures in the state’s Accountability Model.

Q120. 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.



Mastery of instructional strategies

Teachers at Johnston Prep will be expected to use a variety of instructional methods that provide the most effective way to enhance learning for each individual student. Our primary methods for grades K-8 will include direct instruction, modeling, demonstration, and think-alouds. Guided instruction may be done with large groups or with small, needs-based groups during workshop time or during content-area learning blocks to allow for differentiation of instruction. A blended learning approach will also be used during workshop to meet the individual learning needs of students at all levels, and our K-8 classrooms will be equipped with enough Google Chromebooks for each student as part of our 1:1 technology policy.

Teachers will use various methods to promote engagement, describe instructional intent explicitly, and implement appropriate rigor. Focused lessons will include direct instruction, modeling, demonstration, development of higher-order thinking strategies, and think-alouds, among other methods, and will be conducted in whole-group or small-group settings as student needs dictate. Guided instruction may be done with large, small, and needs-based groups during content-area learning blocks or workshop time for differentiation of instruction. Collaborative learning will be used to provide opportunities for students to learn from peers, to discuss ideas, and debate findings, or to participate in inquiry-based learning of curricular content. Independent work will be assigned to give students time to practice applying skills or knowledge they have previously learned, to extend individual learning through the application of knowledge and skills to novel situations, or to promote the development of higher-order thinking skills.

Instruction in our 9-12 classrooms will continue to leverage various instructional strategies, small groups, and blended learning. Specifically, we will incorporate what is known as the “face-to-face driver” model of blended learning. In this model, most of the curriculum is delivered by the teacher in a traditional classroom setting. Additional online resources are provided by teachers via an online portal, such as Google Classroom, to supplement course material. Course selections will be based on student interest and teacher certification and availability. In addition to traditional classes outlined above, our 9-12 program will engage students in online learning through a variety of blended learning strategies. This is made possible by our intention to provide a laptop to each student through our 1:1 technology policy.

Teaching will include effective, research-based instructional strategies embedded within daily lesson plans and implemented daily. Strategies that have high probabilities of effectiveness will be employed by teachers to meet student needs, including instructional strategies identified as highly effective by researchers at Mid-continent Research for Education and Learning (McREL).

Additionally, because effective learning requires that teachers shift the cognitive load to students in a purposeful and intentional way, teachers will develop students’ knowledge, understanding, and skill incrementally through appropriately planned sequenced lessons and units of instruction.



Instruction will be designed to promote high achievement and meet the needs of all learners within the classroom. Throughout instruction, teachers will ensure that the formative assessment process is implemented with fidelity and that classrooms exemplify engagement, clarity of instructional intent, and rigor. School leaders will work individually with teachers to ensure that appropriate teaching techniques are used to enhance student learning and promote high expectations. Teachers will receive support from deans through focused professional development and weekly observations, subsequent coaching, and feedback sessions to ensure that they successfully implement teaching techniques that have been shown to promote student learning.

Teachers will drive instruction at our school with an intentional and collaborative planning approach of three sequential and interrelated steps: year-long planning, unit planning, and daily planning. Our formative assessments will inform planning by offering frequent and varying measures of progress to help determine the best approaches to teaching and learning.

Teachers are expected to implement strategies that help students take responsibility for their learning. This includes using learning goals as an instructional tool and helping students set individualized goals for themselves. Through this approach, both students and teachers are provided a clear understanding of the desired focus skill, and teachers are empowered to articulate what they are teaching while allowing students to describe what they are learning and to work at the appropriate level of difficulty (see *R.J. Marzano, Designing & Teaching Learning Goals & Objectives*, 2009).

Increased academic achievement

These instructional strategies provide a comprehensive approach of delivering educational content while incorporating the flexibility to adapt instruction to meet individual student needs and learning styles. Combined with the use of formative assessment to provide multiple measures of student performance data, our school as a whole will be able to adapt the delivery of educational content as student needs dictate. This is expected to result in the ability of each student, regardless of his or her academic starting point, to make measurable academic progress throughout the school year. Our approach is designed for student academic success and will build upon foundational content and skills in the early grades to implement more complex inquiry and learning strategies in the later grades.

Q121. 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.



Johnston Prep students will be expected to progress academically through one grade level each year. Our program is designed to ensure that graduating seniors have the opportunity to attend and succeed in a college program.

Our principals have the final decision regarding the promotion, acceleration, and retention of students. If a student fails to meet the third-grade requirement of the North Carolina Read to Achieve mandate, additional interventions and a personalized and monitored reading improvement plan will be offered. We will not promote students who have failed to master grade-level curriculum. A variety of structures and procedures will be incorporated into our school model to ensure that students do indeed receive the content, instruction, and interventions necessary to progress academically as expected. Our deans will serve as the direct managers for teachers and will ensure that instructional plans are aligned and scaffolded appropriately across grade levels to ensure smooth student transitions.

Johnston Prep will use formative assessment designed to include multiple checkpoints throughout instruction that measure students' understanding of content. Teachers will analyze data at the classroom and individual student levels and then scaffold towards student mastery of each objective. Short-cycle formative assessments will enable teachers to determine exactly what knowledge needs further development in each student. School leaders will consistently review data to ensure that the school's curriculum and instructional approach are accelerating student learning. This information will be shared with our Board regularly.

For students who struggle and show indications that they may not acquire the expected knowledge and skills planned for a particular grade level, we will have a formal, comprehensive, progressive structure of intervention designed to bring those students back on track (see the at-risk student section). Intervention programming, supported and informed by the formative assessment process, is designed to ensure that by the end of one grade level students are academically ready to transition to the next grade.

Our school will be administering norm-referenced assessments multiple times each year. These assessments will supplement the annual state exams. Assessment results will allow us to better gauge how our students compare to peers across the country, and better inform our school leaders and teachers so that each student can be challenged at their instructional level.

Grade promotion in our high school grades will be different but will hold the same goal of ensuring students are college ready. Our 9-12 students must earn a "C-" (70) or higher for each final semester grade to be promoted to the next level of the course (or completed the appropriate credit recovery programs). Students must earn the following number of credits by the completion of Summer Academy (see below) to be promoted to the next grade level:

- Promotion from Freshman to Sophomore – 4 credits
- Promotion from Sophomore to Junior – 10 credits



- Promotion from Junior to Senior – 15.5 credits
- Graduation/Diploma – 22 credits
- Students must complete at least two AP courses prior to graduation. Course completion will not be contingent on students taking the associated AP examination for college credit.

The final exam is a cumulative assessment of the essential learning objectives in each course. Students who fail the course due to the final exam will be offered a two week window to prepare and then retake the exam. If students fail the course and the final exam, they must attend Summer Academy to retake the course. Students must pass the course (including assigned coursework, unit assessments and the final exam) during Summer Academy if they are to be promoted. Any decision to retain an EC student will be determined by the IEP team.

Q122. Describe in a brief narrative how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.

At the K-8 level, instruction will be organized around a master schedule in which every attempt will be made to schedule math and ELA/reading courses in the morning and maintain science and social studies as focused priorities. This is designed to ensure priority attention is given to core subjects. The proposed schedule provides time for daily grade-level team planning meetings while students participate in special and co-curricular areas (e.g., music, art, and physical education, etc.). Grade-level planning teams will meet at least weekly to adjust teaching on the basis of student learning evidence. This approach to instruction will allow students to be critical thinkers, active collaborators, and eager contributors to their own learning.

At our high school level, we anticipate using a block scheduling model, featuring shorter blocks on Monday and Friday where students attend all six classes, as well as morning advisory, and shorter blocks of four one-and-a-half hours on the remaining days. Students attend each class four times per week. Monday Electives are a feature each Monday immediately after school, and various athletic activities and student clubs will be scheduled after regular school hours throughout the week. Two one-hour tutoring sessions will be available for all students on Tuesdays and Thursday immediately after regular dismissal, and more often as resources and student need require.

The proposed calendar has been designed to provide students with the opportunity to learn the content included in the school's curriculum while providing instructional staff with the support and professional development they need to grow as teachers. The additional hours of instructional time will ensure the effective implementation of our mission as well as foster an environment that values high academic and moral character standards, clear expectations, and quality instruction.

Q123. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and



social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning.

Our ideal school year calendar to be utilized at Johnston Prep is a standard calendar. Our year begins in August and ends in June (draft calendar included as Appendix D). We will align our school year calendar with the Johnston County Public Schools' calendar. Our K-12 configuration will allow families with multiple students in different grades to enroll in schools on one campus for their entire K-12 education.

As currently envisioned, our school day will last seven hours, beginning at 8:15 a.m. (our high school may begin earlier) and ending at 3:15 p.m. We will provide 6.5 instructional hours each day. We may choose to stagger the start of our day by 15 to 30 minutes at the lower and upper grades buildings. This will assist us in managing traffic safety and efficiently, but it will allow families to still arrive at school together. Our structure will offer families additional educational time beyond the traditional district schools in our area.

Anticipating that we will provide roughly 1,110 hours of instruction each year, our school will exceed the required minimum instructional hours.

We have included in our calendar 19 professional development days. Ten will occur prior to school and nine will occur during the school year. We will schedule two parent-teacher conference days. We believe teachers and staff need to be in the classroom, just as we expect our students to be, and we will hold teachers and staff accountable for absenteeism. Of course, we may modify our schedule based on the needs of the students who eventually enroll.

Q124. Describe a typical day for a teacher and a student in the school's first year of operation.



We intend for each day at Johnston Prep to be engaging for students and offer a well-rounded educational experience. Outlined below is a potential typical day at our school, but it is not representative of the entire hands-on learning that will take place for our students. It is focused on classroom instruction and regular school day routines. We have offered an example based on experiences at other NHA-partner schools in North Carolina and in NHA-partner high school settings. We will tailor our day to meet the needs of our student population.

Typical day

K-8: Typical day: Teachers will arrive at our school approximately 30 minutes before the instructional day is scheduled to begin. Teachers will use this time to prepare for students and create an initial assignment for students, often referred to as a “Do Now.” For this typical day, Ms. Smith is a second grade teacher. Students will enter the classroom and Ms. Smith will begin with instruction in English language arts. Johnston Prep will have a balanced literacy focus and Ms. Smith will have 130 minutes of instruction in reading that will take place through whole group instruction and read alouds; small group instruction with technology; and, independent work. After this learning block, students will transition to mathematics as Johnston Prep plans to prioritize learning in these two core subjects in the morning. Students will begin with a math story, which is a word problem that stimulates higher-order thinking skills to frame, solve, and explain a math computation. Ms. Smith will ask her students to work in small groups to discuss and present their answers. Students will go to recess and have a snack while Ms. Smith prepares for the next part of the math lesson.

Ms. Smith and her students will resume math instruction, again working in both large and small group settings. After the math period of 75 minutes finishes, Ms. Smith and her students will begin a science lesson. Ms. Smith will make connections from the math instruction to science as possible and will help students to see the real-life applications of their learning. Next, Ms. Smith and her students will go to lunch. Students will eat in the gymnasium first and then will have lunch recess. Ms. Smith will use this time to eat lunch, talk with her colleagues, and prepare for her next lesson.

In the afternoon, Ms. Smith and her students engage in a lesson on social studies. As possible, Ms. Smith will make connections to the English language arts block and the read aloud text from earlier in the day. Students then proceed to a specials class. Today’s class is music, where students are beginning to work on two new songs for an upcoming concert. During this time, Ms. Jones will meet with her grade-level team to analyze data from recent assessments and to begin planning for the upcoming units.

Students will return to the classroom for the final lesson of the day, which will highlight the monthly moral focus virtue. Students will discuss the virtue and how they have seen it applied in their classroom. Ms. Smith will wrap up the day with her students with a read aloud on the virtue and students will prepare to go home. Students will gather their belongings, ensuring that they know their homework assignments and have any



papers to take home. Johnston Prep will use a system called Drive Line, explained in more detail later in this application, to dismiss students in a safe and secure fashion. Students will remain in the classroom with Ms. Smith until their family is called and will then proceed out to the designated pick-up area. Some students may remain at school for after-school tutoring or care until their parents come to pick them up.

Ms. Smith will head to the media center for a quick staff meeting with updates on future school events. A more in-depth meeting is planned for next week, where staff will be analyzing data from beginning-of-the-year assessments to personalize instruction for students. Ms. Smith will head back to her classroom to briefly tidy up and prepare for the next day. Ms. Smith may also take a few minutes to connect with parents via the Parent Portal to share good news about their child's learning or to provide informational updates to all families.

9-12: For this typical day, Mr. Jones is a ninth grade English teacher. Mr. Jones begins his day with parking lot duty, directing drop-off from parent vehicles, supervising student parking, and ensuring students enter the building in an orderly manner. As students catch up with friends in the commons, where hot breakfast is served, Mr. Jones will use these ten to fifteen minutes to prepare for "A" period students with an initial assignment for students, often referred to as a "Do Now." Each of the six periods are 55 minutes in length, with a five-minute passing time for students and for Mr. Jones to pivot for the next period of students.

In this example, "B" period is the common prep period for all English teachers. Mr. Jones hosts his colleagues in his room for 55 minutes each week for collaboration on matters of importance for English instruction across the span of grade levels. Once a week during "B" period, Mr. Jones joins his colleague Ms. Holloway, who also teaches English I at Johnston Prep, in her room for a virtual collaboration with other English I teachers across the NHA network.

Most days of the week during "B" period, Mr. Jones spends the quiet hour reviewing students' formative assessments from last Friday, the last of three assessments covering the three Priority Standards in the current unit. He gives each student specific feedback on the skills they need to practice to demonstrate mastery on future assessments, and notes the overall progress of each course period cohort toward each level of mastery.

At the ring of the bell, Mr. Jones' "C" period students begin filtering in. His routine for C period is largely the same as the earlier "A" period of English I, but he is mindful of where students in this class are on their journey to mastery, altering his delivery to meet the students where they are. After "C" period, Mr. Jones continues his prep work while enjoying a 25-minute lunch in his room. Once per week, he supervises in the cafeteria, which also serves as an opportunity to build relationships with students.

Mr. Jones teaches English II for periods "D" and "E" (year two when tenth grade is added), and the elective Publications in period "F." At the final bell, Mr. Jones transitions from Mr. Jones: teacher, to Mr. Jones: band-



leader. One of Mr. Jones' passions is jazz, and he is happy to be able to share this passion with students as mentor of the Johnston Prep jazz club Monday Elective. While the band was featured in the Spring Band and Choir concert several weeks prior, Mr. Jones and the students are still excited from being invited to play at an open stage night at a jazz club in town, which led to the band being booked as the opening act for the monthly summer concert series in the community.

At 4:00 p.m., Mr. Jones says goodbye to his jazz club students, many of whom are rushing to pack away their instruments and change into their practice uniforms for baseball and softball practice, which will extend another hour. Mr. Jones swings by his classroom to write the "Do Now" for tomorrow' "A" period English I students.

Q125. Will this proposed school include a high school?

- Yes
- No

Q126. High School Graduation and Post Secondary Readiness Describe how the proposed charter school will meet the Future-Ready Core requirements.



We will require 22 credits as the minimum for students to graduate from Johnston Prep. All courses required in order to graduate must be taken at the school (or one that Johnston Prep recognizes in the instance of transfers). Johnston Prep students will meet and exceed the Future-Ready Core requirements. At a minimum, students will earn four credits each in English, math, and social studies. They will also earn three credits in science, one in health and physical education, and elective credits as defined by Future-Ready Core (ex: arts, second languages, etc.). Additionally, we may seek an early college program that will allow students to earn college credit – or even an associate’s degree – while enrolled with our school.

Johnston Prep will further require students to complete 60 hours of community service, complete two Advanced Placement courses, complete an application for acceptance at a four-year college or university, and complete a Senior Project.

These graduation requirements have been constructed in alignment with our mission to prepare students for a successful future. Completion of these requirements will be necessary to earn a diploma from Johnston Prep. Students with an IEP may receive an exemption from one or more components of these additional requirements upon discussions with our IEP team. Our principals will make the final decision.

Our school graduation requirements have been determined with the school’s mission of creating a path to college as a guide. Successful completion of these graduation requirements is necessary to earn a diploma from the school. 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 principals.

Q127. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered.



Twenty-two credits is the minimum requirement for graduation from Johnston Prep. All courses required for graduation must be taken at the school (or a school that Johnston Prep recognizes in case of transfers).

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 complete a Senior Project. Additionally, we may apply to implement and offer an early college program for our students. This will allow students to complete additional college credit while enrolled with our school.

Our school graduation requirements have been determined with the school's mission of creating a path to college as a guide. Successful completion of these graduation requirements is necessary to earn a diploma from the school. 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 principals.

Grade Point Average (GPA) reflects coursework completed at the school. Students who transfer during high school and are concerned about GPA should consult with the principal.

- Letter grades will follow a standard system: A+ through F.
- GPAs for normal courses will be standard, 4.0 (Highest Distinction) through 0.0 (Failing).
- GPAs for AP Courses will allow for a 5.0 (Highest Distinction) through 0.0 (Failing).

Q128. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).



Our school will maintain a focus on college readiness and college opportunity. We want all students to be academically prepared for whatever future they choose. We will encourage students to apply to colleges and to investigate other career and technical opportunities.

Advisory program

Each student will participate twice per week in a program known as advisory. The advisory program will provide moral guidance and character development for students in grades 9-12 as they explore their future upon graduation from Johnston Prep. In addition, advisory time will be used to examine college and career options, as well as teach tools to be successful as a life-long learner. The course will help students discover for themselves the power of a college education and develop a mature vision for themselves of a life well lived.

Additional benefits of the advisory program are to provide students with a teacher advocate, to promote the opportunity of belonging to a focused peer group, and to help students find ways to be successful within the academic and social options the school provides.

Students will be given a letter grade for advisory, which will incorporate:

- Moral focus curriculum and conduct.
- Class activities.
- College and career readiness.
- Senior Portfolio (senior year).

Advisory is worth 0.05 credits from ninth to eleventh grade, and 0.5 credits in twelfth grade. Advisory grades count toward a student's GPA at the same weight as any other course.

Q129. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.



Johnston Prep is committed to ensuring our students are supported and provided the necessary interventions to succeed in graduating from our school. We will implement systems and structures for students who may be falling behind grade-level expectations.

Students in high school must earn a “C-” (70) or higher for each final grade to be promoted to the next course. Students who do not pass a course will need to retake it during the next school year, or during one of our school-sponsored credit recovery programs. Credit recovery program course offerings vary by academic year based upon student need and will be offered during the school year and as a Summer Academy.

Since these programs are on a reduced time schedule, the courses are naturally very rigorous and require students to work effectively independently, utilize online options, and attend class regularly. Like a typical semester, students are required to earn a “C-” (70) or higher by completing all course work, taking unit assessments, and the cumulative final exam (when applicable) in order for a failing grade to be replaced by credit recovery program credit. Students who are not successful for the second time during a credit recovery program will be required to retake the course during the next school year.

Enrollment in credit recovery programs is limited to students who lack the necessary credits to achieve on-time graduation. Accordingly, first priority is given to students in descending order by grades, beginning with 12th, followed by 11th, 10th, and ninth. The school's core courses cannot be replaced with summer school credits outside of the school's own Summer Academy program. Advanced Placement (AP) courses are not available in credit recovery programs.

Q130. Attach Appendix C: 9-12 Core Content Electives Provide a visual description of what courses (both core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.

Our school will meet the state standards and requirements for core content and elective classes. Our high school programming is aligned with the state's requirements, and will also offer electives and extracurricular activities to provide a well-rounded educational experience for our students. Included as Appendix C our our core content electives.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 6



Applicant Evidence :



Appendix C - 9-12 Cor...

Uploaded on **4/27/2022**
by **Brooke Holmes**

Q131. Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve). One sample curriculum outline (in graph form) in the Appendices for one core subject (specific to the school's purpose) for each grade span the school would ultimately serve.

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

Applicant Evidence :



Appendix B - Curricul...

Uploaded on **4/27/2022**
by **Brooke Holmes**

Q132. Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)

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

Applicant Evidence :



Appendix D - Yearly A...

Uploaded on **4/27/2022**
by **Brooke Holmes**

Q133. Attach Appendix E: Daily and Weekly Schedule Provide a sample daily and weekly schedule for each grade band (K-5, 6-8, and 9-12) the school ultimately plans to serve.



Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 15

Applicant Evidence :



Appendix E - Daily an...

Uploaded on **4/27/2022**

by **Brooke Holmes**

9.2. Special Populations and "At-Risk" Students

Q134. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.



Johnston Prep will maintain a comprehensive process to ensure all students who require intervention are identified, served, and monitored. We will utilize a systematic intervention program designed to stimulate early action that helps prevent academic failure and maximizes the effectiveness of grade-level instruction. Our school will comply with the NC Read to Achieve mandate. Our process is based upon a framework that consists of six key practices. These include:

- **Schedule intentionally:** A strategic schedule is set for the delivery of all needed services to each identified student. Scheduling also will accommodate the dedication of the most skilled interventionists to the students with the highest needs.
- **Create collaborative teams:** Intervention staff and classroom teachers will meet every four to six weeks to discuss student assessment data, monitor progress, and update intervention plans. This monitoring also will include students recently exited from intervention services.
- **Allocate resources appropriately:** School leaders, with NHA staff, will collaborate to ensure that funds are allocated in ways that will allow the school to maximize resources to best meet student needs.
- **Develop intervention plans:** Internal diagnostic assessments will be used to determine student needs, with data supporting the initiation of intervention services shortly after enrollment in the school. A written plan will be developed that details the interventions that will meet student needs and will be updated regularly.
- **Monitor progress:** Students struggling to make progress will be assessed at a minimum every two weeks, and those students identified with the most severe academic needs will be assessed weekly. Intervention goals will be set individually for each student based on these monitoring results.
- **Provide professional development:** One-on-one meetings between school leadership and intervention staff will be scheduled and weekly coaching sessions will be set to focus on individual student data and strategies being used to meet student needs.

Within this systematic intervention framework, we will follow a three-tiered approach to provide intensified academic support.

- **Tier I intervention:** In Tier I, classroom teachers will respond to student learning needs within the context of regular classroom instruction. The initial screening assessment used at the beginning of each school year will be used to define the needed individualized instruction. During the school year, we will leverage our formative assessment process, classroom assessments, NHA's common assessments, and a benchmark assessment to ensure individual student learning progresses appropriately.
- **Tier II intervention:** If a student does not master content through the first tier of intervention as measured by the assessments in the previous section, or if early screening shows significant academic deficits, more prescriptive Tier II interventions will be used. This includes supplemental instruction and coaching using programs and approaches that are proven to accelerate student learning. These well-researched intervention programs will be used to quickly increase student achievement. Other intervention strategies may be provided in the classroom in a workshop setting or delivered through supplemental support outside of the general education classroom during non-core educational programming.



- ***Tier III intervention:*** If progress monitoring data shows that a student is not making sufficient progress after Tier II interventions, the student will be moved into Tier III interventions. Tier III interventions will include an intensified approach that focuses on selected high-priority reading and math skills. Depending on the need, one-on-one concentrated tutoring will also be considered whenever appropriate. If these interventions do not succeed, the school's EC team will meet with the student's parents and may recommend an EC referral meeting.

Q135. Describe the extent to which one or more of the founding board members has experience working with special populations (students with disabilities, students with 504 Plans, ELs, students identified as gifted, and students at risk of dropping out). If no founding board members have experience working with special populations, describe the school's pre-opening plan to prepare for special populations.

As our Board intends to partner with NHA, a benefit of that partnership is its longstanding expertise in identifying and meeting the needs of all student populations. Ms. Holmes has experienced this at JCA, another school in our community that partners with NHA. We anticipate achieving the same success and commitment at Johnston Prep. As noted, Johnston Prep will have a comprehensive approach to identify students who may be struggling academically upon enrollment with our school. Prior to enrollment, we will seek out student records, including assessment outcomes, from a student's prior schools. This will assist in learning if that student was receiving services as part of an IEP, Section 504 Plan, or due to other academic needs. Our staff will be prepared to meet student needs and we will hire team members accordingly.

Q136. Explain how the instructional plan and curriculum will meet the needs of English Learners (EL), including the following:

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



Johnston Prep will have an unwavering commitment to make sure EL students have access to both high-quality education and instruction. Given our currently proposed location, we anticipate serving an EL population similar to surrounding schools.

All teachers at Johnston Prep will be teachers of ELs. Our program for EL students will be designed to make sure these students receive essential academic vocabulary, knowledge, and skills needed for academic success within our school and beyond.

Methods to identify EL students

Johnston Prep will work with our students and families to identify EL students through home language surveys and the WIDA-ACCESS Placement Test (W-APT).

All new students entering will complete the Home Language Survey (HLS). Should it be indicated that a student's home language is English, the screening process will be discontinued. If it is indicated through the HLS that a student's home language is not English, our staff will conduct an informal interview with that student in his/her native language and in English. Upon confirmation that a student is potentially EL, the student will take the W-APT.

When a student scores at the "commanding bridging (proficient)" level on the W-APT, the screening process will discontinue. When a student scores at the "entering," "emerging," "developing," or "expanding" level, that student will be eligible for Johnston Prep's EL program. All EL student information will be recorded within our school's student data.

As our screening process takes place, our EL staff will take appropriate measures if a student is one with a disability that enrolls with an IEP or if the student has had interrupted formal education, adhering to the process defined in the WIDA Resource Guide. The parent or guardian in parental relation to an EL student will be notified, in English and in their native language, of their child's eligibility for the EL program. Each EL student who is a new entrant will be offered an orientation session with his/her parents or guardians on the state standards, assessments, school expectations, and an overview of the EL program. This orientation will take place within the first semester of the child's enrollment in the school and, when needed, will be provided in the first language of the student's parents or other persons in parental relation to the student. Parents or guardians will also receive written notification, in English and in other languages as necessary, of the identification of their child as an EL student, the programs available to their child(ren), and their right to refuse such services. The school will make every effort to meet with the parents or guardians of EL students, at least twice a year, to help them understand the student's progress.

Students will take the ACCESS assessment for ELs annually, along with the state assessments for their grade level. The results of these assessments will be used to continually update and modify the plans of assistance



for each student, as well as to determine the criteria to exit our EL program, as described below.

Specific instructional programs, practices, and strategies: Johnston Prep will implement an effective, research-based approach to accelerating English language acquisition for EL students that includes Sheltered English Immersion (SEI) in the general classroom, as well as specific language acquisition instruction called English Language Development (ELD). SEI is the vehicle for the acquisition of grade-level content, while ELD is driven by the need to increase proficiency in English and specifically the academic English necessary for success in school.

- SEI is the provision of an immersion environment, where all classroom instruction is delivered in English by the classroom teacher with an awareness of the unique characteristics and needs of ELs, and additional realia, scaffolding, and background knowledge provided during the course of lessons (Genesee, Lindham-Leary, Saunders, and Christian, 2006). The hallmarks of effective teaching and learning, such as the nine instructional strategies in *Classroom Instruction that Works*, the formative assessment planning process, the NHA Curriculum, NHA's proven best practices, and differentiation to meet individual student needs, remain in an SEI classroom, with additional language supports in evidence. SEI is also referred to as Sheltered Instruction or SDAIE, Specifically Designed Academic Instruction in English.
- ELD is focused on helping students acquire social and academic English. The SEI classroom enables access to the grade-level content, despite a lack of proficiency in English, while ELD is intended to dramatically increase the level of proficiency. ELD combines “a) explicit teaching that helps students directly and efficiently learn features of the second language such as syntax, grammar, vocabulary, pronunciation, and norms of social usage and b) ample opportunities to use the second language in meaningful and motivating situations.” (Goldberg, 2008) Students that are provided with ELD in a separate block have been shown to have “modestly but significantly higher English oral language and literacy scores” (Saunders, 2006) as teachers focused on developing oral literacy in English. ELD should take place as a supplement to the defined ELA instruction, not in place of such instruction, and will frequently take place outside of the general education classroom, though not always. ELD is also referred to as English as a Second Language (ESL) or Teaching English to Speakers of Other Languages (TESOL).

Our school will dedicate resources to successfully close achievement gaps for our EL students. All Johnston Prep staff will receive professional development on strategies for working with and engaging EL students and parents. This will ensure all staff members take ownership for our EL students and will be equipped with the needed tools to meet student needs. EL students will be included in all school classes and activities.

Instructional materials for ELs will be evaluated and selected based on the proven success of the tools in meeting the needs of similar populations of EL students. Materials that include Pearson's Language Central may be considered/implemented targeting students at the “developing” or “expanding” levels of W-APT.

Materials such as Pearson's Newcomer Phonics will be considered and/or implemented targeting students who are new to the United States or at the “entering” or “emerging” levels of the W-APT. Additionally, leveled libraries specific for ELs will also be available.



Our school will make adjustments to staffing, as necessary, based upon the enrollment of students. A member of the staff will also be designated as Johnston Prep's EL coordinator to organize EL data, schedules, and make sure that EL students are not over-classified as students with special needs. This team member will assess the needs of our school to offer additional services in order to meet EL student needs.

Our school will have a commitment to ensure EL students and parents are included in curricular and extracurricular activities, not restricted by an inability to fluently speak/understand the language of instruction. This includes any and all before- or after-school tutoring and summer learning programs. Our school will offer parents or other guardians of EL students school-related information in English, and/or when needed/feasible, in their dominant language.

Plans for monitoring/evaluating the progress/success of EL students: Johnston Prep will track the academic achievement of EL students and progress being made towards proficiency in English. Our school will implement measures to monitor progress, including the progress-monitoring tool available within our program curricular tool, classroom assignments, formative assessments, grade-level assessments, North Carolina assessments, and the ACCESS for ELs. EL students at Johnston Prep will be required to take part in the state's ELA, mathematics, science, and social studies assessments that may be administered in English or alternative language with approved EL accommodations. EL students who have been enrolled in a school in the United States for less than one year are not required to take the ELA assessment and may take the ACCESS for ELs in its place.

In order for an EL student to exit the EL program, the student must score at the proficient level on the ACCESS assessment for ELs. Additional exit criteria will also be considered to ensure that the student is ready to be exited from the EL program with limited supports. Students will be monitored for two years after exiting the EL program. Johnston Prep will track the grades of the monitored students and will intervene as necessary to promote and ensure academic success. Family involvement, high expectations, and active learning techniques will continue to encourage individual students to achieve greater academic success after exiting the EL program.

Means for providing qualified staffing for EL students: All students identified as ELs will have a Language Acquisition Plan created that documents their level of proficiency in English (overall and in the domains of listening, speaking, reading, and writing), provides student-specific goals for each domain of language, and contains all accommodations/modifications to be utilized in classroom instruction and on assessments, as appropriate and allowable.

This plan will provide a common understanding of the needs of each EL student for the classroom teacher and EL staff. Additionally, the school will use the plan to coordinate between staff members on how to meet the needs of the student in language acquisition and academic achievement and to communicate progress or



newly identified areas of need.

Q137. Explain how the school will identify and meet the needs of gifted students, including the following:

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



We believe students with exceptional gifts and talents deserve appropriate direction, encouragement, time, and resources to maximize potential. Johnston Prep will partner with parents and students to both identify gifted students from all backgrounds and to offer instruction nurturing and growing excellence.

Methods to identify gifted students

Johnston Prep will utilize an assessment in reading and math for all students beyond the state tests. To make sure students continue their academic growth, our school will be committed to continuously monitoring student progress and adjusting learning opportunities if growth is not adequate. Classroom teachers will monitor mastery of curricular content in addition to these assessment results. Our process will let the school identify students who achieve at the very highest levels. This is a potential indicator of identification as gifted.

Specific research-based instructional programs, practices, strategies, and opportunities: Our classroom teachers will provide gifted and talented students with differentiated instruction and extended opportunities across an array of means. These will include enrichment lessons, exercises, and content; differentiation in content, process, products, and/or learning environment; infusion of tasks requiring higher-order thinking skills; and individualized learning opportunities. When necessary, Johnston Prep will accelerate grade-level/content-level learning for individual students, considering a student's specific needs. Students achieving at or above grade-level proficiency will consistently be challenged with classroom curricular content and high-quality instruction.

If desired, in grades K-8 we may create an entire accelerated cohort group that will include both students who are above grade-level proficiency and designated as gifted and talented. This will allow an entire student subgroup to move through the curriculum at a more rapid pace, paired with teachers particularly suited for instruction to these students. This allows opportunities for students to be systematically challenged with higher-order thinking skills and project-based learning within a common peer group, and it allows the opportunity for the creation of an accelerated section at each grade level. In our high school grades, we will look to offer dual-enrollment with local colleges and universities, to ensure students are being challenged at the highest levels.

We will provide students in our high school grades with numerous AP courses that will allow students to complete college level coursework. Our high school courses will also feature Priority Standards, where proficiency on each learning target is at one of four levels. The target level (3.0) demonstrates the skills and knowledge needed to be successful in college. Level 4.0 targets are also defined for each Priority Standard in every course to push the highest achieving students to go deeper into the material. In addition, we may apply to offer students early college programming in order to provide additional opportunities to achieve college credit.



Our professional development program will also include training on gifted and talented students. School leaders will work with teachers to develop plans for addressing the needs of identified gifted and talented students and evaluate services for progress toward learning goals. Other topics for professional development may include professional learning communities, differentiated instruction, and co-teaching strategies targeted to gifted and talented students. Deans will observe and meet weekly with staff to review lesson plans and provide feedback on instructional quality and effectiveness in meeting the needs of all students, including those who are gifted and talented.

9.3. Exceptional Children

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

Q138. Identification and Records Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.



Johnston Prep commits to being a school that will serve all students and have the proper preparation to service exceptional children beginning on our first day. Once a student enrolls with us, parents/guardians will be asked to indicate if their student has an Individualized Education Program (IEP) or Section 504 Plan and to provide a copy of records.

Our dean overseeing special education, corresponding classroom teachers, and the special education teacher will receive all provided information. Johnston Prep's registrar will request a copy of all school files, including special education and Section 504 records from the child's prior school. Upon receipt, the registrar will review all student files to determine if the student received special education or Section 504 support. If the student received special education or Section 504 support and these records were not provided by the parent or received in the student's cumulative file, then the registrar will immediately request the missing records from the student's prior school/district. School leaders and appropriate staff will then be notified of this information. Upon receipt of a student's current IEP or Section 504 plan, staff will complete the transfer process consistent with state and federal requirements. Comparable services, consistent with the received IEP or Section 504 plan, will be provided until the IEP or Section 504 plan is accepted or a new IEP or Section 504 plan is developed, consistent with state and federal requirements.

If a complete special education record is not received within 14 days and we believe that the student may have an IEP, the school will contact the prior school. If we do not obtain that info, the school will initiate the special education referral or re-evaluation process. We will identify students with special needs when they enter the school with an active IEP or when they go through our Intervention Assistance Team (IAT) process, as described below.

Q139. Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed. Include how the school will avoid misidentification of special education students.



As some students might enroll with Johnston Prep without an active IEP or identified special need, we understand the responsibility is ours to identify those who may require special education services under IDEA or Section 504, consistent with state and federal Child Find requirements. We will maintain many strategies to identify students with special needs.

Student identification

If a student is experiencing academic and/or behavioral difficulties in the general education setting, a teacher, other educational staff, and/or the parent may refer the student to the school's Intervention Assistance Team. This team will include the principals (or designee), a classroom teacher, and the referring teacher. The student's parent or guardian will be invited to participate in this meeting and share more information. The IAT will review and analyze screening information/data, Rtl results, and data on classroom performance, discipline, and state assessments, as well as information provided by parents. We will use this data and information to determine the best educational/behavioral interventions for the student and service/support options (e.g., counseling or school social work support). Outcomes of this meeting may include:

- Continuation of current intervention and progress-monitoring through the Rtl process.
- Implementation of additional interventions through the Rtl process.
- Referring the student for a Section 504 evaluation.
- Referring the student to the special education team for consideration of a comprehensive special education evaluation.
- Implementing no further action and continuing to monitor the student's academic, behavioral, and/or social progress.

Avoiding misidentification

This Rtl process will help us avoid misidentification and over-referral of students for EC instruction. Parents can request a special education evaluation at any time, including instances when they disagree with the outcome of the IAT meeting. The school will respond to this request consistent with state and federal timeline requirements.

Evaluations and assessments

The dean overseeing exceptional children will work to schedule a special education evaluation. The evaluation team will include various professionals consistent with the type of disability or disabilities suspected, such as teachers of general education, special education, and speech and language, as well as an occupational therapist, school social worker, and school psychologist/mental health provider. The team, with parents invited to be members, will meet to identify what evaluations are needed to diagnose disabilities defined by state and federal requirements. Parents may share new information, including evaluation/medical information from



private providers. Parent notice and consent will be requested and obtained before initiating special education testing. The IEP team, including the multidisciplinary team (or representative) and parent, is responsible for determining special education eligibility, identifying the student's needs, and developing an individualized educational plan to address the student's needs in accordance with applicable state and federal special education requirements.

The evaluation process is nondiscriminatory, and any written material will be in the family's native language. Tests must be validated, selected, and administered by certified or licensed personnel, consistent with the testing administration guidelines and in compliance with all state and federal requirements. Multiple measures will be used, and the evaluation will assess areas of educational need and all the child's special education and related service needs. Upon completion, the dean will schedule an IEP team meeting in consultation with the parent. The IEP team will review the results of the comprehensive evaluation and any additional relevant information provided by the parent and then determine eligibility for special education consistent with state and federal requirements (including rule-out factors). Following the determination of special education eligibility, the IEP team will develop an IEP for the student. This plan will be designed to address the student's unique needs and satisfy the requirements of a free appropriate public education (FAPE) provided in the least restrictive environment (LRE).

Placement will fall along a continuum of options with primary emphasis being placed on educating the student in the general education classroom to the greatest extent possible with implementation of needed supplemental aids/services, and/or supports.^[1] Removal from the general education classroom will only take place when the nature and severity of the student's disability necessitates this removal. A continuum of placement options will be available to support student placement decisions, including consideration of placement in more restrictive settings operated by the local district or other external entity.

Child Find requirements

Johnston Prep will comply with obligations under the Child Find requirements of the Individuals with Disabilities Education Act (IDEA), including 34 CFR §300.125. We will appropriately notify parents consistent with state and federal requirements. We will also incorporate Child Find in marketing efforts within the community to attract the broadest possible spectrum of students, including students with special needs. Our strategy will aim to reach every family with a K-12 school-aged child within our geographic area via media, direct mail, and parent information meetings. By targeting broadly, we will attract students who reflect the entirety of the community we serve and ensure that students learn in an integrated environment.

We will hold meetings for families of EC students and our special education professionals to review our special education program at the school and encourage questions.



[1] This approach is supported by years of strong research on the effectiveness of inclusive education practices, including a study by the National Center for Education Restructuring and Inclusion, 1995, research by Audette & Algozzine, 1997, and research by Lipsky, 1997; Sailor, 2003.

Q140. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:

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

Our principals will assign a dean to lead programming for exceptional children enrolled with Johnston Prep. The assigned dean will schedule weekly one-on-one meetings with our special education staff to discuss student progress and the timing of annual reviews and three-year re-evaluations. This will include review of service logs to verify compliance with the student's IEP service time and progress-monitoring data. Progress reports will accompany report cards, and deans will discuss student progress relative to IEP annual goals at one-on-one meetings with teachers. General education teachers will keep a record of the IEP or Section 504 accommodations and modifications that are to be made in the general education setting. Special education teachers will provide a copy of an "IEP-at-a-glance" to regular education teachers to allow for collaboration on student goals and objectives in the grade-level curriculum.

NHA special education supervisors and school professionals will annually evaluate special education at Johnston Prep, focusing on Child Find activities, educational outcomes, IEP implementation, parent involvement, compliance, and behavior. A review of data for each of these areas will be conducted. A continuous improvement plan (CIP) will be developed for any areas not yet "met." The special education dean and the NHA special education supervisor will monitor progress toward the goals outlined in the CIP and adjust as necessary.

Record request, confidentiality, and compliance: School staff will request records from the student's previous school or district. If complete records are not received within 14 days from notification that the student is an exceptional child, staff will reach out to the prior school. If the requested information is not obtained, our school will initiate the EC referral or re-evaluation process. Staff will collect, handle, and secure the records at Johnston Prep and share these documents with parents in accordance with all relevant state and federal laws and regulations.

Q141. Exceptional Children's Programming Explain how you will meet the learning needs of



students with mild, moderate, and severe disabilities in the least restrictive environment possible.

Johnston Prep will offer the appropriate services, as well as specially designed instruction for students with Individualized Education Plans (IEPs) and 504 plans. This will allow access to, and provide progress in, our general education curriculum. Johnston Prep will serve each student according to their individual academic, functional, and social and emotional needs, providing a free and appropriate public education (FAPE) in the least restrictive environment (LRE) in accordance with state and federal requirements. We anticipate serving students with mild, moderate, and severe disabilities and will assign a dean to oversee all EC programming.

Educating exceptional children requires both individualization of the educational programs and services and maximizing inclusion in the general education setting. Our service delivery model may include co-teaching, consultant teacher support, and/or support provided through resource room services. We recognize that the least restrictive environment for some students with special needs may require more extensive supports, including placement in programs operated by the local district or some other setting.

The focus of instruction will be on IEP goals and objectives and grade-level content expectations with scaffolding of instruction from the student's instructional level to grade-level expectations. Emphasis will be placed on accelerating learning outcomes through delivery of research- and evidence-based practices and resources with the goal of closing the instructional gap toward grade-level proficiency. Screening and assessment data will be used to determine student instructional levels and needs. Whenever appropriate, grade-level instructional materials will be used with needed accommodations and supports. For students significantly below grade level and/or missing foundational reading and/or math skills, we will use a direct instructional approach and supporting resources.

If a student consistently does not make progress on IEP goals and objectives, the teacher will inform the dean, who will then schedule an IEP team meeting and/or an additional evaluation. The school will conduct a functional behavioral assessment (FBA) when a student's behavior negatively impacts his/her academic, and/or social/emotional performance within the school setting. Based on this data, the IEP team will consider the need for positive behavior support or a behavior intervention plan (BIP). Emphasis within this plan will be placed on identifying the function of the target behaviors, teaching desired replacement behaviors, implementing strategies designed to prevent behavioral escalations, and providing a sequence of strategies and procedures that can de-escalate behavior. A core team of building staff will be trained in non-violent crisis prevention intervention (CPI) techniques to support crisis situations with emphasis placed on verbal de-escalation and the use of intervention procedures designed to keep the student and staff safe. Behavioral incidents resulting in the need to utilize CPI-approved physical intervention techniques will result in immediate parental contact with a written summary provided to the parent within 24 hours of the incident. This documentation will also be maintained on file at the school.



Q142. Describe the specific educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities. How will the school ensure students' access to the general education curriculum?

Students who require specially designed instruction will either have services delivered in a general education classroom through a co-teaching and/or consultant teacher service delivery model and/or through delivery of services within a resource room as determined by the IEP team based upon the unique needs of the student. Johnston Prep's IEP team will consider the requirement that services be provided within the least restrictive environment. Priority will be given to programming within a general education classroom. Our school will prioritize collaboration among general education and special education teachers. Both general education and special education staff will receive professional development aimed at effective teaching practices.

Instruction that is provided to a student outside of a general education classroom will only take place when the severity and nature of a student's disability requires such a model. A continuum of services and placement options will be available to support student placement decisions, if necessary. This includes consideration of placement in more restrictive settings operated by the local district or other external entity. Related/ancillary services (speech, mental health, physical, and occupational therapy) will be provided and scheduled consistent with the student's IEP. These services will be provided by properly certified and licensed practitioners who will be employed or contracted by NHA or provided by the local school district or other affiliated agency.

Q143. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).

We will serve all children according to their individual academic, functional, and social and emotional needs, providing a free and appropriate public education (FAPE) in the least restrictive environment (LRE) in accordance with state and federal requirements. Johnston Prep will assign a dean to oversee the programming for students with special needs.

Q144. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents, and relevant staff.



Data will be routinely collected to monitor student progress on IEP goals and objectives and to support instructional decisions. The school also will ensure that parents of children with disabilities are informed of how their child is progressing on annual IEP goals and in the general curriculum at least as often as parents of general education children.

IEP monitoring: If the student is not making progress on IEP goals/objectives, the school will schedule an IEP team meeting, including parents. The IEP team will review and revise the IEP as needed and consider additional supports, services, placement options, and any other identified needs. If the child's needs extend beyond the capacity of the school setting, the school will work with the parent to explore additional educational options.

Johnston Prep will administer a norm-referenced assessment multiple times each year to identify baseline skills and to assess growth targets. Staff will routinely implement curriculum-based and progress-monitoring assessments. Assessment data obtained will be used to monitor and adjust instructional practices based on the student's response to instruction. Special education providers will also use this assessment data to monitor student progress on IEP goals/objectives and for reporting purposes (e.g., report cards, parent-teacher meetings, IEP team meetings). Monthly data walks will be conducted during special education team meetings to review progress. Special education providers will also use curriculum-based assessments and other progress-monitoring data collection tools to monitor progress on IEP goals and objectives.

IEP reporting: Parent partnership is a cornerstone value of Johnston Prep and will begin the day a student enrolls in the school. Parent involvement is an integral and ongoing part of the special education evaluation, eligibility, and IEP processes. Parents will be invited to join parent-teacher conferences, will receive IEP progress reports, and will be invited to review behavior issues and develop positive behavior support plans (usually linked to the IEP process). Special education procedural safeguards will be provided to the student's parent or guardian.

Q145. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.



Johnston Prep will hire certified teachers, in accordance with law, to make sure high-quality instruction is provided for students with special needs. We will review staff credentials to ensure we remain in compliance with the certified teacher requirements. Related service staff will maintain state-required credentials ahead of providing services to eligible students.

Staff new to Johnston Prep, including EC teachers and support or itinerant staff, will take part in a new staff orientation session ahead of the school year. They will do so to learn our school's mission and special education practices and procedures. The special education staff will take part in additional training during professional development days, special education staff meetings, at regional and state conferences, and during weekly one-on-one meetings with the dean overseeing special education.

Our staff will include six EC teachers and four EC paraprofessionals during our first school year supporting our students with IEPs. Additional staff will be hired in the event our enrollment of students with special needs surpasses our forecast. Based on the needs of our students beyond enrollment, Johnston Prep will maintain ancillary staff, including a social worker, speech therapist, occupational therapist, physical therapist, and mental health provider, either on staff or through a contract. Additional special education staff will be added depending on student need, consistent with state or local district caseload requirements.

9.4. Student Performance Standards

Q146. Describe the student performance standards for the school as a whole.



Goals

As with other NHA-partner schools, we will use measures of academic growth and proficiency beyond those required by state law, and our school will share similar goals with other NHA-partner schools in North Carolina and elsewhere. Our academic goals look at proficiency, comparisons against Johnston County Public Schools, course completion, and growth.

As required, we also will administer a national assessment of college readiness to every eighth-grade student and will use the results to develop a plan for each student's success in high school and college. As noted above, one of the reasons we chose to partner with NHA was the track record of success in ensuring that students are high school- and college-ready.

We expect our school to achieve operational goals established for NHA-partner schools, too. Our operational goals will measure attendance, parent satisfaction, the fiscal state of Johnston Prep, and the performance of NHA.

Our academic goals will include comparisons to neighboring district schools and state and national averages. Our goals are specific, measurable, ambitious, attainable, relevant to our mission, and time-specific. Each goal focuses on a specific assessment and assessment period, and each is designed to encourage consistent improvement and achievement in student learning.

Q147. 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.



Johnston Prep will regularly assess the efficacy of teaching and the quality of learning by utilizing an array of assessments that measure the progress of all students who enroll with us. NHA will work with staff to ensure these measures are offering sufficient alignment.

Use of assessment data

Our school will administer frequent, varied assessments throughout the year to ensure that students make appropriate progress pursuing mastery of state standards. We collect and analyze results from assessments that are closely aligned with standards, so we can understand the efficacy of our curriculum and instructional methods and adjust instruction, often in real time, if needed. Our assessments will range from simple exit tickets to interim assessments and, of course, state assessments; each of them offers valuable and actionable insights on our curriculum and instruction. This will include ongoing formative assessments, NHA's common assessments, state assessments, and internally created assessments.

Our key assessments will include:

- **Formative assessments:** Johnston Prep will administer formative assessments to provide important benchmark data on student growth.
- **Interim assessments:** We will administer interim assessments two or three times per year to give deans and teachers long-term snapshots of students' learning and preparation for end-of-year state assessments.
- **Unit tests:** Teachers will administer unit tests in specific subjects after completing instruction in that area of learning. Students who score poorly will be re-taught and re-tested.
- **Quizzes:** Teachers will challenge students with quizzes at the end of each week to take a quick snapshot of student learning covered that week. Data from these quizzes, which are also closely aligned with state standards, are analyzed in real time so teachers know whether and how they must modify instruction. In fact, at NHA-partner schools, it is common for instructional professionals to modify teaching plans within a day of receiving quiz results. These modifications may include the re-teaching of material the next school day, changing workshop groupings of students so students who struggled have a second chance to learn the material, and more.
- **College readiness exam:** As required by the NCDPI, a high school- and college-readiness exam will be administered to all 8th-graders with two primary purposes: 1) to provide students with feedback on competency strengths and gaps relative to students' career aspirations; and, 2) to offer insights into students' academic readiness for college.
- **Exit tickets:** On any day, teachers may give an exit-ticket assessment based on the standard that was the focus of that day's lessons. Because our instructional plans are driven precisely by standards, a simple roomful of thumbs up or down will offer teachers valuable, aligned, and actionable feedback.

Common assessments

NHA has developed common assessments in both English language arts and mathematics for grades K-9.



Common assessments align closely with instructional objectives, are easy to administer, provide automated scoring, document student progress, and show when new support is needed to ensure appropriate progress. Curriculum-based and interim assessments provide common data to show student progress.

Assessment professional development

As part of our commitment to data-driven instruction, we will prioritize professional development designed to help teachers improve their skills analyzing data for insights and applying those insights to instructional planning and delivery.

Our school leaders and teachers will collaborate during grade-level or departmental planning time to analyze assessment data. This analysis will seek to help them identify, understand, and address learning gaps, set improvement goals, and clarify needs. These efforts will focus on individual students, on entire grade levels, and on the entire school.

Q148. 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.

As noted in Question 125, our principals will be authorized to make initial grade placement of students and will have the final decision with regard to promotion, acceleration, and retention of students. A student is expected to progress through one grade each year. On occasion, it may be in a student's best interest to accelerate him or her more than one grade or retain him or her to repeat a current grade. These criteria will be shared with families in our parent and student handbook.

If a student fails to meet the third-grade requirements of the NC Read to Achieve mandate, additional interventions and a personalized reading improvement and monitoring plan will be offered. If not proficient after these interventions, the student will be retained unless they meet a good cause exemption. Retained students will receive additional intervention support. Any decision to retain an exceptional child will be determined by the principals, in consultation with the IEP team. EC students may not be retained based solely on their exceptionality, but retention may account for factors such as a student's ability to fit in socially and emotionally with their present grade level.

Q149. Provide the public charter school's exit standards for graduating ALL students. These standards should set forth what students in the last grade served will know and be able to do. Be sure to include plans for students at risk of dropping out.



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. Our Board is committed to meeting the needs of students who are at-risk academically. Our model has a robust formative assessment program to quickly identify students who need extra attention, as well as those who are surpassing grade-level standards, all deserving differentiated instruction. We will use those tools to ensure that at-risk students receive the appropriate supports and are exited from our school successfully.

9.5. School Culture and Discipline

Q150. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

In alignment with our school leaders and NHA, our Board will build a climate and culture for Johnston Prep that corresponds with our mission. Our belief is student learning is a shared adult responsibility. We will ensure Johnston Prep aims and achieves high standards regarding academics, discipline, and embodying what it takes to be successful citizens.

Time spend on disciplining students is time not invested in student learning. Our philosophy behind our discipline policy is to build and foster a culture committing to individual student achievement. We will enact, implement, and sustain a program called Behave with Care (in place at other NHA-partner schools and outlined below in Q156). Teachers and school staff will reinforce positive behavior through relationship building, classroom motivation systems, development of social contracts, precise praise of positive behavior, and individual student affirmations.

Through this program, we will promote academic achievement while developing our students to be successful citizens with many opportunities for their lives, including college and careers.

Q151. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter the school mid-year.



Johnston Prep will be available for all students and we will welcome them whenever they choose to enroll so long as a seat is available. Our school will host numerous meetings before the beginning of school in order to start building the desired culture for families and the community. We intend to advertise broadly and share our mission and vision. We understand student learning to be a shared adult responsibility. In turn, we plan to begin our school culture with our school leaders and school staff. We plan to hire principals who believe all children can learn at a high level and who will drive this across our school community. Johnston Prep staff will invest time as a team in professional development prior to the start of school in order to learn systems, processes, and foster culture.

Any students that enroll at our school mid-year will be welcomed and we hope to maintain a strong wait list to fill any available vacancies. New families will have an orientation meeting prior to enrollment and will be assigned a partner student, and family, if available, to model our school culture and answer any questions that arise.

Q152. Provide a brief narrative that delineates how student conduct will be governed at the proposed charter school and how this plan aligns with the overall mission and proposed Education Plan of the charter school. Be sure to include:

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



We believe that time spent on student discipline is time that would otherwise be spent on student learning. Our philosophy regarding our discipline policy is to build and sustain a community that commits to individual student achievement. Our Board will enact and implement a values system known as Behave with Care. Behave with Care includes schoolwide behavior and classroom management practices. It is rooted in the concept of relationships and engagement, and it is aligned with the U.S. Department of Education's Positive Behavioral Interventions and Support model. The Behave with Care system entails a six-level color-coded, schoolwide behavior management system to enforce positive behaviors. Our teachers and staff members will consistently reinforce positive behavior through relationship building, classroom motivation systems, adherence to social contracts, precise praise of positive behavior, and various forms of student affirmation.

Teachers will have access to Positive Behavior Replacement Plan tools that align with Behave with Care. Activities involved help students to understand consequences of behaviors, why certain behaviors are unacceptable, and how students can proceed differently in the future. NHA's moral focus curriculum is designed to assist in fostering an environment conducive to both teaching and learning, and it helps students learn to manage behavior and be strong members of a community.

Our program will be equitably applied to the entire student population enrolled with Johnston Prep. We will make sure it is applied equitably, but will also remain mindful of individual student needs. The system clearly defines examples of behaviors at each level and appropriate consequences, and details of incidents will be recorded in our student information system to ensure all behavior incidents are noted and treated consistently. Additionally, these records are made available to parents. Teacher observations and feedback ensure consistency from student to student and from classroom to classroom, which in turn will create a common set of expectations for behavior among all students and adults.

Professional development: We will provide training designed to assist school leaders and staff in creating positive, productive, and trusting relationships with students who enroll with Johnston Prep. This includes development on Behave with Care ahead of the school year, as well as ongoing support during the year in the form of ongoing professional development, virtual learning, virtual classroom instruction, observation with feedback and coaching, and video modeling. Teachers will learn strategies to establish safe and orderly classrooms, reinforce positive behaviors, address problem behaviors, and encourage students to take responsibility for their actions.

Offenses; application to exceptional children; due process: Our parent and student handbook will include information on major aspects of the student discipline policy, including offenses eligible for disciplinary action. We will follow federal and state laws as well as NCDPI policies to ensure that due process and grievance procedures are followed whenever suspending or expelling students with disabilities or suspected disabilities is considered. These processes will be further detailed in an EC handbook provided to staff at all NHA-partner schools.



9.6. Certify

Q153. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q154. Explanation (optional):

As noted, our application was prepared in partnership with NHA. As such, our Board understands much of the language regarding practices, procedures, and systems will be similar to applications of other schools that have chosen to engage NHA as their management partner.



10. Governance and Capacity

10.1. School Governing Body

Q155. Organization Street Address (if you have one)

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

103 Willowcroft Court, Garner, NC 27529.

10.2. Governance

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

Q156. Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization.

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

Resources

Initial Members of th...

Applicant Evidence :

JPA - Initial Members ...

Uploaded on **4/27/2022**
by **Brooke Holmes**

Q157. Describe the governance structure of the proposed charter school, including the



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



Our Board President, Brooke Holmes, has experience partnering with NHA for the operations of Johnston Charter Academy (JCA). Ms. Holmes has shared insight from her experience at JCA and how the Board holds the organization accountable. Other members of Board (Mr. Thompson and Mr. Parsons) also serve on the JCA Board and will be instrumental in sharing their expertise to make sure we implement best practices at Johnston Prep.

Roles and duties

We appreciate the importance of our duty to make certain Johnston Prep is on track to achieve its goals, mission, and vision. We will partner with NHA to ensure the school has in place the resources and support necessary to build a community where students achieve at their highest potential. Our decisions will be made in the best interest of our student population and in compliance with the school's charter, state and federal requirements, and the financial stability of Johnston Prep. We have engaged independent legal counsel, as well as an independent auditor. These resources will provide us with guidance regarding legal decisions and the state of our school's finances. Intermittently, we may contract with a third-party for an evaluation of the performance of NHA.

While we will hold NHA accountable to deliver the programming we desire, Ms. Holmes' experience at JCA and the organization's longstanding success provide us with confidence in achieving our mission and goals. We will partner to meet the needs of families who entrust us with their students. Our Board will enact policies that provide necessary transparency into our governance, NHA, and Johnston Prep.

The Johnston Prep Board will undertake actions including (but not limited to): articulating, maintaining, and driving our mission throughout the school community; holding NHA accountable for the efficient and effective operation of the school and for the achievement of academic goals; reviewing and approving the school's annual budgets and ensuring that proper financial procedures are in place and effectively implemented; reviewing, approving, and monitoring progress toward academic, financial, and operational goals; reviewing and approving school policies; ensuring that sufficient enrichment programs are created to supplement the education program; appointing officers and committees as needed; adopting, amending, and repealing bylaws as needed; developing and maintaining effective relations with NCDPI and the Office of Charter Schools; and ensuring that meetings are conducted in accordance with open meetings laws and in compliance with North Carolina conflict of interest and public records laws. Our school leaders will share with us information necessary to understand every component of how our school is achieving.

Hiring lead administrators (Principals)

Under our partnership arrangement, teachers will be jointly employed by our Board and NHA and school leaders and other non-teaching staff will be employed directly by NHA. NHA has an experienced and expert



school leadership recruitment team that identifies and evaluates school leaders for their skills, experience, and personal attributes. Thus, while our principals will report as an employee directly to NHA, the principals will be responsible for regularly reporting about the school to the Board and the Board will hold our principals accountable, along with NHA, for the school's performance.

Q158. Describe the size, current and desired composition, powers, and duties of the governing board.

Johnston Prep's Board of Directors currently has five members. Our Board may attempt to revisit and restructure this composition, and may decide to grow by adding two additional individuals (seven total members).

Our Board will be one of governance. We will make certain our school is on a path to achieve the goals stated within Johnston Prep's charter contract. Efforts to do so will include reviewing data on an ongoing basis covering academics, operations, and finances. NHA will be held accountable to deliver us a successful school and we will not hesitate to direct change when appropriate. Our relationship with the organization includes delegating to it the day-to-day operations. NHA's track record has us confident it will offer the educational program desired and detailed within this application.

Q159. Describe the founding board's individual and collective qualifications for implementing the school design successfully, including capacity in such areas as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent/community engagement.



The founding Board of Johnston Prep was assembled by Brooke Holmes. Ms. Holmes, who serves as our Board President, also serves as President of Johnston Charter Academy's Board of Directors. JCA is another charter school in our county partnering with NHA. In her role as JCA's President, Ms. Holmes maintains expertise in charter school governance. She will assist our full Board in making decisions with the best interests of students at the center of our meetings. She has recruited our membership, assembling individuals with a passion for this area, and skills and experiences that include education, local and county government, community engagement, finance, and business. In these capacities, we have a strong understanding of the needs of families in Johnston County. The Johnston Prep Board will be responsible for ensuring our school thrives academically, operationally, and financially. We will partner with NHA to deliver in these areas, and will hold them accountable to do so.

We intend to establish an articulation agreement between JCA and Johnston Prep. This will allow rising middle school students enrolled with JCA to attend Johnston Prep for high school grades. This agreement will further our mentor/mentee relationship, offering us a common interest to hold discussions regarding best practices and making decisions in the best interest of families. In addition to our articulation agreement offering educational opportunities for families, we may hold shared Board training sessions to sharpen our governance skills.

Q160. Explain how this governance structure and composition will help ensure that

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



Our Board members are strongly involved in Johnston County and the success of our community members. We volunteer our time with local charter schools, in local and county government, and other community development endeavors. We are keenly aware of the needs and demands for schools in our area, and have the experience and backgrounds to establish a school to address them. We maintain backgrounds in education, business, finance, government, operations, community services, and as parents. These will serve us successfully as we review and consider vital topics regarding Johnston Prep's academic, operational, and fiscal outcomes. Our relationships and networks within this area will benefit the school. These connections will allow us to be even closer to families and community groups currently present across Johnston County.

Meeting educational and operational success: Our Board understands our focus is one of governance for Johnston Prep. We must perform academically, operationally, and fiscally. We will establish as a top priority the goal of meeting our mission, and will continue necessary steps and training to ensure we thrive in these areas. In order to do so, we have and will adopt necessary policies, implement our school's educational program, meet our goals, and ensure Johnston Prep operates in a way that fosters success. This Board clearly understands the imperative to complete ongoing training to meet our school's mission. Our Board will hold itself accountable to continuously grow in our skills to ensure Johnston Prep is successful.

Evaluation of the school and the school leaders (Principals): We will require our principals and NHA to provide the Board with regular reports on student performance, assessment data, operational data, and any parent survey data. A review of this data will be a standing agenda item for all Board meetings. We will use this information to analyze Johnston Prep's progress towards our performance goals and performance of the principals. Under the provisions of our services agreement with NHA, we maintain the authority to express reasonable dissatisfaction with the principals. Additionally, our contract with NHA allows us to terminate the entire partnership at any time if we decide that is in the best interest of the school. Should we opt to terminate the agreement with NHA (which no board has ever done in the 27-year history of the organization), we retain the right to lease the school building for the remainder of the current school year, as well as for one additional school year. Importantly, the per-pupil funding will continue to flow to us to fund school operations independently. This allows us to transition management to another company or to become more of an operational board and contract for the individual services we need.

Involvement of key stakeholders: Parents are among the most crucial stakeholders in contributing to the success of Johnston Prep. Our Board is a strong proponent of school choice, with our Board President serving as Board President of our sister school, Johnston Charter Academy. We will always invite the public to attend and take part in our meetings, and we will actively solicit feedback from organizations engaged within the community. We maintain experience and the ability to offer meaningful contributions to Johnston Prep. We will require current and future Board members to hold qualifications that include a passion for student success through high expectations, an enthusiasm for Johnston Prep and its mission, dedication to our community and



culture, and an openness to volunteer time and energy necessary to take on this important endeavor.

Q161. 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?

Brooke Holmes serves as Board President of Johnston Charter Academy, our sister school, and resides within Johnston County. She also serves on the Johnston County Planning Board. Most importantly, she is a parent. These roles allow her to deeply understand the needs of our area. Her experience in charter school governance and community service allows her insight in seeking out the best possible candidates to open a high-quality new school in Johnston County. She reached out to individuals who share her understanding, belief in school choice, and who have a passion for meeting the needs of families in our community.

We will seek to anticipate vacancies to the greatest extent possible, asking members to notify the Board President early in the year of their term expiration if they do not wish to renew their term. We will maintain a list of contacts and associates whom we want to ask to serve on the Board or who have expressed an interest in doing so, referring to this list whenever a vacancy may occur. Appointments to the Board to complete the terms of vacant seats will be made in accordance with our bylaws, and we will strive to ensure that an appropriate breadth of skills and experiences are represented by our membership, particularly in the areas of governance experience, education, and financial management.

Q162. Describe the group's ties to and/or knowledge of the target community.

Our Board maintains deep ties across the local community and greater Johnston County. Members devote their time to volunteer with local government and school district, serve on the Board of our sister charter school (JCA), engage residents through community events, and more. Ms. Holmes serves as President of Johnston Charter Academy and sits on the Johnston County Planning Board. Ms. Byrd also serves on the Johnston County Planning Board, and has worked with Johnston County Public Schools for more than 30 years. Mr. Thompson is the Mayor Pro-Tempore of the Town of Clayton and serves on the Town Council. Ms. Earley organizes events sponsored by the Garner Chamber of Commerce to engage our greater community. Mr. Parsons' work includes growing agricultural industry with local farms.

In each of our capacities, we experience the needs of our community from various perspectives. This includes receiving forecasts of school enrollment projections, proposed housing developments, business investments and job creation, and community services. These insights will help to ensure Johnston Prep has the appropriate programming and supports in place to meet the needs of families who enroll with us.



Q163. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.

Our Board intends to maintain a schedule with monthly meetings. We may decide to meet on a more frequent basis, especially during the planning and start-up phase of Johnston Prep.

Q164. 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.

Members of our Board will improve governing abilities through training and development opportunities. These opportunities will assist us in achieving our mission. We will provide training to all members to ensure effectiveness. We will utilize Board funds to take advantage of training opportunities, and this may include attendance at the National Charter Schools Conference, NHA's annual Board symposiums, and the annual conference and opportunities offered by the North Carolina Coalition of Charter Schools.

Further, our Board will have access to a detailed suite of online learning modules maintained by NHA. These training assets help Board members understand a wide range of topics, including: roles and responsibilities; procedures; authorizer roles and responsibilities; the services and lease agreements; bylaws; executive sessions; public comment at meetings; and academic, operational, and financial data. Additionally, we will seek support and advice on governance training from national and local sources, our own legal counsel, and our own professional resources.

Q165. 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.



Our Board will govern Johnston Prep with a commitment to strong ethical practices. NHA shares this belief, and exemplifies it across each of its partnerships. Our Board's bylaws require all members to inform our Board of any actual or apparent conflict of interest related to any transaction considered by our Board. Conflicts of interest include transactions in which a member of our Board has a material financial interest, or with which the member is presently serving as a director, trustee, officer, or general partner of another party. These transactions may only be approved by a vote of the majority of members who do not have a conflict of interest. We have also conducted background checks on all Board members.

Existing conflicts of interest: In the event our application is approved, we are aware of no known or existing relationships that could pose an actual or perceived conflict of interest.

Avoiding actual and perceived conflicts: As noted, our Board's bylaws require members to inform the Board of any/all direct or indirect conflicts of interest regarding any/all transactions that come before us. We will seek advice from our independent legal counsel to address any real or apparent conflicts of interest. We will request they provide support and insight as we review transactions for perceived conflicts of interest.

Q166. Explain the decision-making processes the board will use to develop school policies.

It is our Board's intention to assume the role of governance, maintaining the ultimate authority for Johnston Prep's policies with regard to academics and finances. It is crucial for our Board to consider vital questions, including:

- Are we in compliance with our school's charter?
- How well are our students learning and achieving?
- How well are we performing financially?
- Are parents involved in the school at an appropriate level?

These guiding questions will assist our Board to frame school policies. Our partnership with NHA will offer us access to successful school policies currently in place at operating schools in North Carolina. These policies are aligned to state- and charter-specific requirements. They have been implemented, amended, and revised by governing boards and their respective legal counsels. NHA's policies have previously met the requirements of North Carolina's Ready-to-Open process and allow us a guide and barometer as we design of our own. We will review, discuss, and modify as necessary once our charter is approved, and our policies will be shared at one of our Board's public meetings.

Our Board will adopt our policies in alignment with our mission and vision for Johnston Prep. We will oversee them for compliance with applicable laws. At a minimum, we will annually review our policies with our independent legal counsel, and will take action on any required changes.



Q167. 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.

Our school does not currently intend to create formal advisory bodies, councils, or associations that will assist our Board in governance of Johnston Prep. In the event a need arises, we will establish committees to work as a component of our Board across defined topic areas. These committees would offer reports to the full body during regular meetings.

Included as Appendix G is an organizational chart outlining the structure of Johnston Prep. This includes the relationship between our Board, NHA, our school's leadership team, teachers, and other staff. Our Board will oversee and hold accountable NHA. Further, we will collaborate to oversee the school's principals. The principals will oversee academic deans, each of whom will oversee a group of grade-level teachers. Johnston Prep's principals will also oversee the administrative functions of the school, headed by our registrar. Our Board and NHA will jointly employ teachers, as is permitted by law and previously recognized by OCS and the State Board of Education. The Board retains ultimate hiring and firing authority of teachers, as required by law.

In accordance with our desire to foster strong parental partnerships, we will work to assist in establishing a parent organization for Johnston Prep. Our desire is for this organization to complement the school's mission, and we will ensure they have the necessary policies, practices, and procedures to remain in compliance with applicable statutes and regulations (including fiscal management). The school's parent organization will regularly offer updates to our Board on their efforts. This will include updates on fundraising, fiscal management, leadership activities, and governance matters.

Q168. Discuss the school's grievance process for parents and staff members.



Parent grievances

Johnston Prep will maintain an open environment for our parents. We will make all reasonable attempts to appropriately address and respond to concerns shared with us by parents. Our school's teachers will be the initial points of contact for communicating with parents/guardians to address concerns. Teachers will answer inquiries promptly, respectfully, and aligned with established guidelines for handling parent grievances. Should parents/guardians be dissatisfied with the response from classroom teachers (or if teachers are not involved in the nature of the complaint), they may contact a member of the Johnston Prep leadership team (dean/principals) to schedule a meeting to discuss the matter.

In the rare instance that speaking directly with teachers or school leadership does not lead to resolution of a concern, parents/guardians may then bring the concern to NHA's parent relations department. This team is dedicated specifically to assisting families to work with school leaders to address concerns and resolve issues. Parents will have several ways to report a concern, including: calling the department using a toll-free number, which is provided in the parent and student handbook and made available from the school's main office; reporting concerns using the "Contact Us" page of the NHA website; or by emailing NHA at its general contact email address (also listed in the handbook and available in the school's main office).

If these efforts do not resolve the issue, concerns may be brought to our Board. Parents may also contact the Board directly if they have concerns relating to a board policy or decision, if there is a suspected violation of laws or the terms of the charter, or if parents have concerns about the school management or operations. Concerns brought to the Board may be presented verbally or in writing and will be addressed at or before the next public meeting.

Employee grievances

Johnston Prep will implement a process to assist staff in resolving concerns or grievances. Our school's deans will be teachers' initial line of outreach to address concerns (concerns about deans shall be addressed to the principals). Staff are also able to contact a team member at NHA's Service Center. Employees also may use an employee hotline that lets them provide feedback anonymously, and such concerns are immediately escalated to the NHA Service Center for review, investigation, and resolution. In the rare event that staff cannot resolve a concern by speaking directly with school leaders, by communicating with an NHA representative, or by communicating through the hotline, staff may bring an unresolved concern to our Board.

Johnston Prep's working environment allows school leadership to make decisions sensitive to the demands of students. We will structure staff, and also restructure, based on skill and performance to best meet student needs. Employees serve on an at-will basis, and teachers are to be employed jointly by our Board and NHA. It is our belief that school leaders should have the ability to identify/support and terminate ineffective staff, as



necessary. Policies and procedures will be defined and put in place to handle unacceptable performance by teachers or school leaders, and in the event that performance is unacceptable and depending on the particular circumstances, discipline may occur. Discipline may include a warning, creation of a performance coaching plan or performance improvement plan, suspension, or administrative leave. Employees will receive additional coaching when necessary because we want all employees to grow and succeed. If a teacher does not meet performance expectations or if there is a significant violation of policies or procedures, however, termination of employment may be recommended to the Board.

Q169. Attach Appendix G Organizational Chart

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

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

Applicant Evidence :


Appendix G - Organiz...

Uploaded on **4/27/2022**
by **Brooke Holmes**

Q170. Attach Appendix H Charter School Board Member Information Form and Resume

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

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

Resources


Charter School Board ...



Applicant Evidence :



Appendix H - Charter ...

Uploaded on **4/27/2022**
by **Brooke Holmes**

Q171. **Attach Appendix I**

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

for Each Board Member

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

Resources



Charter School Board ...

Applicant Evidence :



Appendix I - Board Me...

Uploaded on **4/27/2022**
by **Brooke Holmes**

Q172. **Attach Appendix J Proposed By-Laws of the Nonprofit Organization or Municipality**
The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law.

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



Applicant Evidence :



Appendix J - Proposed...

Uploaded on **4/27/2022**
by **Brooke Holmes**

Q173. Attach Appendix K Articles of Incorporation or Municipal Charter

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

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

Applicant Evidence :



Appendix K - Articles ...

Uploaded on **4/27/2022**
by **Brooke Holmes**

10.3. Staffing Plans, Hiring, and Management

Q174. Projected Staff Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models. Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings, and align with the proposed budget.

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

Resources



Staffing Chart Templa...



Applicant Evidence :



Johnston Preparatory ...

Uploaded on **4/27/2022**

by **Brooke Holmes**

Q175. Staffing Plans, Hiring, and Management Explain the board's strategy for recruiting and retaining high-performing teachers.



Our school will prioritize recruiting and retaining high-performing teaching staff to deliver sound instruction to the students who will enroll with Johnston Prep. Through our partnership with NHA, we will implement the organization's more than 25 years of experience and expertise with talent acquisition.

Recruiting

NHA has a longstanding record of success in recruiting and hiring strong talent. Johnston Prep will benefit from the extensive candidate network and capabilities of our partner. NHA currently works to staff 99 partner schools across nine different states. Its team of hiring professionals will work with our Board to leverage local knowledge and connections for an even greater level of support. NHA's recruiting strategies include the following:

- **Traditional:** NHA employs traditional and digital marketing strategies to search for and screen potential staff. This includes job and university career fairs, social media, advertising, and referrals. Our outreach will span local markets, online, and across the NHA network.
- **Campus relationships:** NHA has established relationships and partnerships with colleges and universities across North Carolina. These connections will help our school create pipelines for teacher candidates, allowing our school early opportunities to network with high-performing student teachers and graduates.
- **Career fairs and conferences:** Our partnership with NHA will include having recruiters present at career fairs and events locally, regionally, and nationally. This provides us with an additional opportunity to meet new graduates and teachers in transition who may be high-performing staff at Johnston Prep.
- **Referral networks:** Referrals are often the best way to hire known high-performing staff. We anticipate receiving referrals for new teachers from across the 15 NHA-partner schools in North Carolina, as well as from the other partner schools nationwide.

NHA's team dedicated to recruitment and hiring studies current trends regarding supply and demand for teaching staff. Further, it has invested time and resources to understand this in Johnston County in anticipation of understanding existing and potential hiring needs.

Retaining

NHA's organizational design has put in place the necessary systems and procedures to prepare, develop, motivate, engage, reward, and ultimately retain school staff. Our school will implement a "Total Rewards" compensation model to provide staff with both a desirable benefits package and chance for merit-based salary increases (for those who have a high impact on student learning/achievement). Included within our proposed budget is teacher pay above market for openings that can be hard to fill (ex: EC and EL teachers). Our health plan offerings are competitive, with low employee-cost options, retirement choices (including an employer-match), life insurance, tuition reimbursement, and employee acknowledgement and reward programs.



Q176. If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Provide specific evidence that demonstrates the capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. If no candidate has been identified, provide the job description or qualifications, and discuss the timeline, criteria, and recruiting/selection process for hiring the school leader.

Our founding principals have not yet been identified and determined to lead Johnston Prep. Our intention is to seek a candidate who embraces and believes in the mission and vision in place for our school. This will be the foundation upon which we partner with the school's principals to establish our desired climate and culture.

Johnston Prep's principals will hold a strong commitment to the achievement of our school's mission. This individual must hold the steadfast belief that all children can and will learn at a high level. Qualified applicants will have a record of achieving significant student performance growth. Strong leadership and management skills and the ability to provide instructional support to teachers is required. The principals must be committed to and capable of developing school culture, promoting student achievement, and implementing school operations. Among the numerous responsibilities are:

- Demonstrating and modeling all aspects of the school-wide framework;
- Evaluating the educational program for conformance to state, federal, Board, and NHA standards;
- Collaborating with our Board on hiring and evaluating teachers;
- Implementing tools for parent and community communication;
- Reporting school activities and academic achievement to our Board regularly;
- Establishing school procedures and systems; and (but not limited to),
- Monitoring the use of data in lesson planning and evaluating student academic growth.

Principal candidates will have a bachelor's degree (master's degree preferred) and three or more year's related experience and/or training or equivalent combination of education and experience. They will demonstrate exceptional language skills, mathematical skills, reasoning ability, and interpersonal skills and possess all administrative licensure as required by law.

Q177. Attach in Appendix O the School Leader's Resume If the school leader has been identified, include the school leader's one-page resume in Appendix O.

Applicant Comments :

We have not yet identified a school leader. However, we are uploading here Appendix O - Additional Appendices Provided by Applicant.



Applicant Evidence :



Appendix O - Addition...

Uploaded on **4/27/2022**

by **Brooke Holmes**

Q178. Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.

The services agreement in place with NHA clearly defines the relationship between school employees and NHA (Article VIII of the agreement, included as Appendix A4.1). Johnston Prep's teaching staff will be jointly employed by both our Board and NHA. School leadership (principals and deans) will be solely employed by NHA. Our Board's independent legal counsel as reviewed and offered feedback on this arrangement, and has determined it to be beneficial for our students. We will work closely with NHA to make sure our school has the best possible staff to achieve Johnston Prep's mission and vision.

Through our services agreement with NHA, our partner is responsible to attract, recruit, screen, and hire successful teaching candidate and recommend them to our principals and Board for review and ultimately employment. Our Board will maintain the authority to disagree with our principal, and we will allow NHA and the principals sufficient time and support to resolve any named issues. Our Board also retains the authority to direct NHA to terminate the principals if we do not realize results of these efforts.

NHA's comprehensive benefits package, competitive salary structure, and quality retirement plan will serve to attract excellent educators. Additionally, our school will benefit from NHA's substantial and professional teacher recruitment efforts and its 99-school network to find the right staff for our school. Our Board will plan to visit other NHA-partner schools in the area, and potentially spend time speaking with Board members of those schools.

Q179. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.



Our school plans to implement a background check policy for Johnston Prep. In partnership with NHA, our school will be an equal opportunity employer. We will leverage NHA's expertise in managing the licensure and compliance functions for our school.

As noted, our teachers will be jointly employed both by our Board and our partner, NHA. The hiring process to be utilized includes practices that require NHA and Johnston Prep's principals to recommend teaching candidates to the Board. Our Board and NHA will work in tandem to select personnel for the leadership of our school.

Dismissing personnel: Staff members at Johnston Prep will serve on an at-will basis. Our school's climate and culture will allow school leaders to make decisions in the best interest of our students. This includes identifying ineffective staff, offering additional structures and support, or termination of employment.

Should employee performance not be acceptable, and depending on circumstance of an incident(s), appropriate disciplinary measures may be taken. This can include: warnings, coaching/performance improvement plans, suspension, and administrative leave. If these interventions and supports do not yield increased employee performance, or if a substantial violation of policies/procedures takes place, termination is an option. Our Board will receive all recommendations for termination of a teacher and we will consider and act accordingly. We will provide details on corrective actions and termination processes within our employee handbook. This handbook will be given to all employees on or before the first day of employment.

Q180. Outline the school's proposed salary range and employment benefits for all levels of employment.



Our budget included with this proposal offers detail on proposed salary information for school staff members.

Guidelines will be implemented for teacher compensation to differentiate pay in accordance with market rates and performance. Initial salaries will align with the weighted averages of the school districts nearest Johnston Prep. This ensures that base compensation is competitive. Salaries will mirror the local market for the first three years of employment, with merit increases beginning in a teacher's fourth year with our school. Teachers who have attained masters' degrees' will be eligible for salary premiums. This compensation strategy is offered concurrently with generous benefits offerings, support and coaching for development, and a respectful and professional working environment. All of this will make Johnston Prep an attractive school for teachers and staff.

We have designed a pay strategy for teachers that is in line with our local area. The range for core content teachers is projected at \$47,000 to \$51,000 for our first year of operation, and we have used an average of \$49,800 to plan financially.

Our school will hold staff accountable for the success of students, using academic growth and proficiency. Our merit-based approach will be utilized to appropriately acknowledge teachers' success. NHA-partner schools employ a "Total Rewards" compensation structure, and we propose to do the same, benefitting from their tools to reward staff who have a tremendous impact on student learning and achievement. The Total Reward program includes: market increases for the first three years of teaching and merit-based salary increases moving forward; competitive and low-cost health insurance choices and plans; control of a 401(k) retirement plan (traditional and Roth) with an employer-match component; life insurance; tuition reimbursement; loan forgiveness; and, employee recognition and reward programs.

Q181. Provide the procedures for handling employee grievances and/or termination.



Johnston Prep will implement practices and procedures to appropriately respond to any potential employee grievances. As noted, our deans will act as the first point of communication for teachers. Concerns may then rise to our school's principals or NHA's Service Center. Should these options not resolve employee concerns, staff may then present their grievance to the Board.

Johnston Prep staff will serve our school on an at-will basis, and our teachers will be jointly employed by our Board and NHA. School leaders will create the staff structure in accordance with expertise, strengths, performance, and how to best meet the needs of students who enroll with us. Structures will be implemented for ineffective staff. This may include termination, as necessary.

In the event a staff member's performance is found to be unacceptable, and dependent upon the degree, circumstances, and nature of incident(s), appropriate disciplinary responses may be warranted. Examples include warnings, initiation of performance coaching/improvement plans, suspensions, or administrative leave. If expectations are not met upon the implementation of appropriate interventions, or if a significant violation of policies and procedures takes place, termination of the employee may be necessary. Our Board will be required to review all recommendations for termination and take action accordingly. Our school's employee handbook is distributed to employees before or on their first day of employment, and includes information on corrective-action and termination.

Q182. Identify any positions that will have dual responsibilities and the funding source for each position.

We do not anticipate any positions at Johnston Prep to require dual responsibilities within or outside of our school. Should the need arise for a role with such responsibilities (within our school), we will ensure the position is funded appropriately, accounting is accurate, and we meet all compliance requirements. An example may include a school social worker who is funded from our general budget who also meets the needs of EC children through EC funding.

Q183. Describe the plans to have qualified staffing adequate for the anticipated special needs population and means for providing qualified staffing for EL and gifted students.



Our school will recruit licensed EC teachers to offer high-quality instruction for exceptional children. We will hire additional staff members to offer support and we will also hire or contract for an occupational/physical therapist, speech therapist, social worker, and school psychologist. These team members will meet the needs of every student who chooses to enroll with Johnston Prep. We will make certain our school complies with credentialing requirements and each year will examine the need for any additional staff to offer services for EC, EL, and gifted students.

Included in our first year proposed budget is funding for full-time equivalent (FTE) staff to meet the needs of EC students. Once our school is fully enrolled, we anticipate having 8.0 FTE EC teachers, 8.9 FTE interventionists, teacher assistants, and instructional support staff, and 2.0 FTE social worker. We also anticipate beginning with 1.0 FTE EL teacher, but rising to one FTE. However, we will adjust as student needs require.

Q184. Provide a narrative detailing the roles and responsibilities, qualifications, and appropriate licenses that each position must have to be hired by the school's board of directors and effectively perform the job function(s).



Through our services agreement with NHA, our Board will jointly employ Johnston Prep's teachers. NHA will employ our school's administrative and non-teaching team members.

Principal

Johnston Prep's principals will be dedicated to achieving the school's mission and vision. Qualified candidates will have a documented record of achieving significant student growth. Additional requirements include strong leadership and management skills, as well as the ability to offer instructional support for teachers. Our principals must be committed to cultivating and fostering a school culture, promoting student achievement, and implementing our school's operations. Candidates for our principalships must have a bachelor's degree (master's degree preferred) and three or more years related experience and/or training or equivalent combination of education and experience. They must demonstrate exceptional language and math skills, reasoning ability, and interpersonal skills. Candidates must also possess all required administrative licensure.

Deans

Johnston Prep's deans will share administrative duties with our principals. These team members will be responsible for:

- Mastering/modeling all aspects of the classroom framework;
- Building relationships with/among teachers and investing in the success of all staff members;
- Coaching teachers on the path to instructional mastery;
- Holding teachers accountable to college readiness through development and training;
- Analyzing student/grade-level cohort data and using that to drive instruction, growth, and professional development; and,
- Ensuring Johnston Prep/NHA procedures are promoted, modeled, and reinforced.

Dean candidates must have a bachelor's degree and a minimum of three years of experience in teaching or administration or an equivalent combination of education and experience. They will possess administrative licensure as required by law and will maintain superior language and math skills, reasoning ability, and will demonstrate an effective collaborative approach to mentoring and developing direct reports.

Teachers

Teachers will possess the ability to:

- Communicate/work effectively with parents and families;
- Adjust teaching style and pace according to students' specific needs;
- Modify according to differences/changes in traits of students, programs, leadership, staff and our community;



- Implement varied teaching methodologies to meet students' personalized learning styles;
- Analyze tests/measurements of achievement; and (but not limited to),
- Work effectively as a member of our team.

Our teachers will be responsible to demonstrate abilities to implement the curriculum with responsibilities for:

- Coordinating with educational associates;
- Maintaining current achievement level data;
- Working with students below and above expected academic achievement;
- Recording accurate student records;
- Establishing classroom management;
- Ordering supplementary education materials;
- Seeking parent volunteers; and (but not limited to),
- Reporting all education-related activities to our principals.

Teachers must possess a bachelor's degree, meet state credentialing requirements, and have appropriate teaching licensure as required by law. EL and EC teachers and aides will also possess knowledge regarding education strategies and approaches particularly suited to the student populations they serve (and be appropriately certified).

10.4. Staff Evaluations and Professional Development

Q185. Identify the positions responsible for maintaining teacher license requirements and professional development.

NHA's credentialing team will house and manage teacher licensure/professional development compliance and appropriate reporting. NHA will present this information to our Board and other entities, as necessary.

Q186. Provide a detailed plan noting how the school will mentor, retain and evaluate staff in a format that matches the school's mission and educational program. The plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.



Our school will utilize NHA's partner school model. The organization maintains a robust and successful staff development system that recruits, readies, and retains high-quality prospective school team members.

Mentor

New teachers will be assigned a mentor teacher to address daily questions and concerns. Scheduled meetings will take place with mentors to offer ongoing support and insight in areas that may include instructional practice, classroom management, and curriculum. Our new teachers will receive classroom observation by their mentors on a periodic basis. Mentors will offer direct feedback upon completion of each classroom visit in order to improve instruction and management. We will require our new teachers to also take part in North Carolina's Beginning Teacher Support Program.

Retain

Numerous factors support retaining high-quality instructional school staff members. These factors include:

- An environment promoting scholarly learning and a culture of building-wide respect for all students and staff.
- Detailed professional development plans and individual commitment.
- Frequent excellent coaching on instructional practice.
- Intentional tracking of high-performing teachers to positions entailing more responsibility (ex: mentors, content leaders, deans, and outstanding deans trained to become principals).
- NHA's "Total Rewards" approach to compensations (including performance-based raises).

Evaluate

Johnston Prep will utilize both quantitative and qualitative measures in order to evaluate teacher performance (in compliance with applicable law and policies). Our school will implement a pay-for-performance compensation structure, using NHA's internal evaluation tool, and also student achievement, to measure performance.

The classroom framework described above will include the classroom framework, as well as:

- Professional accountabilities: Teacher embodies expectations of professional accountabilities through dependability, dedication, communication, and teamwork.
- Quality of student learning: Teacher achieves expected performance in academic proficiency and growth as measured by state tests. Makes satisfactory progress toward necessary growth expectations on formative assessments.

Johnston Prep deans will evaluate teachers on an annual basis using data from regular coaching sessions during the school year. A combination of regular observations, coaching, mid-year check-in, and year-end evaluations help structure professional development goals for each teacher and form the basis for teacher



evaluations.

Q187. Describe the core components of the professional development plan and how these components will support the effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

Johnston Prep will foster a high level of instruction via clear expectations, frequent observations and feedback, and an intentional focus to develop teaching practices. Our school will implement professional development across our community and culture, initiated with a rigorous orientation and training experience ahead of our first year. Ongoing development will be of great importance, and will be implemented as an intentional part of our school year calendar. This will include:

- Mentor teachers for new teaching staff.
- Regular coaching/feedback sessions.
- Formal training sessions.
- Weekly grade-level team meetings with deans to support a mutual approach to instruction.
- Creations of professional learning communities.
- Daily time for common grade-level planning.
- Grade-level and cross-grade-level team meetings scheduled for teachers to collaborate on increasing student learning and achievement.

Teachers at Johnston Prep will be able to access a wide variety of learning opportunities through our partnership with NHA. These opportunities include video libraries, conferences, virtual learning, web-based resources, and dedicated curriculum and instruction specialists.

Effective implementation: Johnston Prep's school leadership will lead efforts to determine professional development needs. These team members will partner with NHA to create a customized plan founded upon the identified needs. Our school leaders will annually complete a comprehensive assessment of the educational program and operations of Johnston Prep. Teachers will then develop a School Improvement Plan (SIP), analyzing student achievement, the school environment, the teacher and parent communities, and the administration. Our SIP will offer a strategic plan to fulfill needs, and both individualized and school-wide professional development efforts will be utilized to meet noted needs.

Q188. Provide a schedule and explanation of professional development that will take place prior to the school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.



Prior to school year

Each new teacher hired before the start of our school year will enroll in New Teacher Summit (NTS). This training is scheduled across multiple days and is structured to immerse teachers into our mission and vision. New teachers will also receive development around curricular and instructional needs. This is actively supplemented with continuous coaching and additional training over the course of the school year. NHA has created a collection of effective, industry-leading practices. These are utilized throughout NHA's partner schools to construct a mutual approach for generating outstanding academic results.

NTS will teach school staff why practices are effective for students and understand their impact in daily activities. This includes classroom management and instructional planning. Teachers will master these principles both as they happen in a classroom setting and as they exist throughout Johnston Prep. New team members will be empowered to apply these practices from the moment they enter our school.

A sample agenda during NTS includes the following:

- Day one: Classroom Culture; Purpose and Vision; and, Behave with Care.
- Day two: Classroom Culture continued.
- Day three: Curriculum and Curricular Tools; Grade-Level Best Practices.

Our school culture and climate will begin during NTS when our teachers and leaders engage in NTS. They will learn the practices necessary to connect with students, establish expected behaviors and routines, and manage classrooms. NTS concentrates on creating a positive and proactive culture and self-management of classrooms by training teachers how to master the following:

- Structure the classroom in a manner that promotes responsible student behavior.
- Engage students in cultivating school culture.
- Intentionally develop strong positive relationships with students.
- Clearly teach students how to act responsibly in all classroom situations.
- Invest additional time, attention, and energy to value responsible behavior than to respond to acts of misbehavior.
- Pre-plan responses to misbehavior to make certain they are brief, calm, and delivered in a consistent way.

Our new teachers and leaders will learn the tenets of effective instruction and the strategies utilized to enhance learning in each of the core content areas. All grade-level teachers will receive specific training covering the use of the pieces of curricular tools.

NTS participants will be able to interact with and receive instruction from other master teachers in their specific content area/grade level. These sessions focus on developing plans for classroom management, analyzing Johnston Prep's moral focus curriculum, reviewing high-quality instructional practices, and collaborating on



practical ideas for working with different student groups. EC and EL teachers are included in this, and they will be trained in related topics by master EC and EL teachers, as well as area experts from NHA.

Ongoing opportunities

Additional school-based staff training will take place in the days leading up to the first day of school. This training supplements what staff learns in NTS, and will communicate additional expectations, including non-instructional practices and procedures. This provides staff the chance to conduct grade-level planning with peers, deepened knowledge around core concepts related to common assessments, building relationships with students, classroom management, and school-wide behavior support systems.

One benefit of partnership with NHA is the extensive collection of virtual learning courses available to teachers. NHA maintains an extensive library of virtual learning courses that are made available to school staff. All virtual learning is classified by educational topics to provide school staff easy access to resources to immediately meet their specific area of need. These courses and others are available to all school leaders and can be accessed from any location, at any time.

Our professional development offerings will not be limited to the stated initiatives, as we will continuously increase offerings that provide our staff with the best training that results in high student achievement.

Q189. 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.



Our annual calendar, daily schedule, and organizational structure will contain professional development opportunities for our school staff. Our school leaders and teachers will also engage in ongoing opportunities throughout the summer, including extensive preparation ahead of Johnston Prep's initial year of operation.

As noted, our staff members will complete New Teacher Summit (NTS) and NHA's Leadership Summit. Taking place over the course of a week, these are collaborative and intensive trainings that bring together peers from across the country (NHA partners with 99 schools). Our school is planning for seven days during the school year for professional development, including time to focus on EC and ELL students. Our school day will include 45 daily minutes of planning time for each teacher.

No less than weekly, our school will hold grade-level team meetings. Planning periods of 30 minutes each week will be scheduled for individual teachers to hold one-on-one meetings with their assigned grade-level dean. This time allows for coaching, feedback, and development. Our school leaders will hold full staff meetings as appropriate, ensuring these meetings do not conflict with teaching and learning. Teaching staff schedules will be created that allow for cooperative and collaborative meetings with parents.

Johnston Prep's staffing structure is conducive with our school's daily calendar. It allows core-subject teachers both individual and common planning time, and is scheduled to take place while students are receiving instruction in "specials" or electives. These include art, physical education, music, library and technology, college credit opportunities, among other areas.

Professional learning communities will be created to support collaboration among peers and allow common grade-level planning to take place. In groups, teachers will analyze the current week's lesson plans and schedule lessons with common delivery and alignment to Johnston Prep's curriculum. Our intention is to build a calendar and staff structure that allows for regular grade and cross-grade level team meetings. This will allow teachers to share best practices for increasing student learning and achievement.

We will place an emphasis on offering extensive professional development and training opportunities focused on instruction and serving EC students. Staff will take part in regional EC training in concert with other NHA-partner schools. Trainings will cover topics that include the following:

- Individualized Education Plans (IEP) and their components.
- Comprehensive Exceptional Children Accountability System (CECAS) training.
- Effective instructional practices for students with disabilities, including its application to state standards.
- Roles and responsibilities for EC team members.
- Evaluation reports for students.
- Positive behavior supports and building relationships with students.
- Review of NHA's extensive special education manual.
- Mission, vision, and purpose of NHA's Division of Special Education.



Our staff will also take part in regional trainings offered by NCDPI.

NHA's special education team will provide our staff with extensive support to make sure best practices are in place for our students. They will cover and provide detailed handbooks and processes for EC programming. Handbooks will offer guidance on information confidentiality, accountability, discipline procedures, maintenance of effort, and additional topics.

10.5. Marketing, Recruitment, and Enrollment

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

Q190. 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)).



Johnston Prep does not intend to target a specific student population. Our intention is to be a high-quality choice for students from all backgrounds. We will implement marketing and outreach efforts in order to achieve full enrollment and promote extensive awareness of our school across the Johnston County community. We will ensure Johnston Prep is a strong and dynamic part of our area, market to all families, and maintain a goal of attracting a student population reflective of the demographics of the local school district.

Our Board's deep understanding and knowledge of our community, as well as NHA's expertise with outreach will establish a foundation of informing families about Johnston Prep. We will partner to understand the interest of potential families utilizing diverse focus groups in our community, polls or surveys of public opinion, and more. Our efforts will provide a greater depth of understanding in our community, understand educational needs not met by current choices, and gauge how attractive Johnston Prep is to area families.

Should our proposal for Johnston Prep be approved, our marketing efforts will intensify. We will hire a dedicated local admissions representative prior to our first day who has strong ties to and knowledge of the community. This representative will leverage our Board's knowledge and will begin a grassroots marketing effort under the guidance of an experienced admissions manager. This will involve cultivating relationships with community organizations, including with daycare providers, local chambers of commerce, community businesses, area churches, temples, and other houses of worship, HeadStart and other community education programs, and youth activity centers.

Traditional advertising outreach will also be utilized. This may include outdoor advertisements (municipal buses and stops, billboards, etc.), radio commercials, television announcements, local and community publication advertisements, and internet media ads. These undertakings will begin well in advance of our first day of school, and all efforts will be funded by NHA.

Monthly enrollment information meetings will be scheduled for families and held by representatives of our school. Meetings will be marketed through a variety of channels (digital marketing, direct mail, and grassroots efforts). Families will be informed of our mission, educational program, and vision, and will have opportunities to ask questions and become familiar with members of our team.

Should it prove necessary, multilingual representatives will be present at our meetings who speak the most prevalent home languages. We want to make certain we are able to converse with as many families as possible in their home language. Prior to meetings, we will share school and meeting details in these languages to area organizations that provide services to EL families.

We will schedule events specially planned for parents of students who have special needs. These families will have the chance to learn more about how Johnston Prep will successfully serve EC students. These meetings will be an open forum, providing families a chance to hear about what is most important to them when



choosing a school for their child.

Families who decide to enroll their student with us will be invited to additional parent information meetings to hear more details about our educational program, meet our school leaders and staff, learn more about the moral focus curriculum, and hear how they can take an active role in their student's education. There will be a social component during these meetings to encourage parents to collaborate with us in designing a strong school culture and community well before our first day.

Q191. Describe how parents and other members of the community will be informed about the school.



Parent communication prior to school opening

We know strong parental involvement in our school is often a product of strong school-to-home communication. Johnston Prep will have a commitment to creating and maintaining an environment of open conversation among parents, school leaders and teachers. This dynamic will begin upon approval of our charter proposal. We will inform families of our mission and contact them through a wide array of practical methods. This will inform families of our school, how enrollment takes place, and how to be active in Johnston Prep.

We will make families aware of the latest events of our school as we approach our first day. We will do so through methods to include a monthly newsletter, website, and Facebook page. Social media websites will be used to help form and maintain connections between school leaders and parents. While our school is being constructed, a temporary school office will be available on or very near the school site as a point of contact with staff for the school's prospective parents. This pre-opening rapport with prospective parents will peak with a family orientation held at the end of the summer to allow enrolled students and their families to meet the principals, the student's teacher and classmates, and other school staff.

Parent engagement

We will offer parents opportunities each year to complete a survey called "Voice of the Parent." Voice of the Parent is designed to learn and understand parents' expectations and student needs. Further, it allows Johnston Prep to meet those expectations and needs. The survey is designed to systematically drive action and accountability so that we remain parent-, student-, and community-focused. These surveys will be confidential, and the feedback received will be compiled into summary statistics for use at the school leadership and Board levels. Parents at JCA have consistently indicated levels of overall satisfaction around 90 percent, with nearly 90 percent regularly indicating they are likely to recommend the school to other families.

We will encourage parents to be present and active. To do so, we will include a dedicated parent room. This will offer parents a place to gather and cultivate relationships with one another, talk about matters of mutual interest, and assume ownership in Johnston Prep. Our parents will have access to Parent Portal, Johnston Prep's secure online student information platform. NHA's designed platform is accessible from computers with internet access or via a mobile application available for download. The Parent Portal will provide information related to assigned student homework, offer resources for homework assistance, present student scores on various assessments, provide growth information, and host newsletters and school calendars. The system is designed to synchronize with teachers' monitoring of student progress and to help remind teachers of previous and ongoing student needs.



We will engage parents in their students' learning. Ahead of each school year, we will inform families and students of grade-level performance expectations. Student progress against those goals will be communicated to parents regularly through direct teacher communication, progress reports, report cards, and parent-teacher conferences.

Parents also will be encouraged to help form clubs or groups to support extracurricular or school-time activities in the building. We will facilitate the formation of a parent organization at our school. Our Board will expect that the parent organization support our mission and student body in all it does and will report to the Board frequently on the organization's initiatives. We will ensure that our parent organization has the necessary policies and procedures in place to stay in compliance with law, including those necessary for sound financial management.

Q192. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.



Upon notification of an approval of our proposal, we will work with NHA to continue building relationships within the community and with parents. We will contact families – including at our sister school, JCA – to inform them about our school’s mission, our enrollment process, and how to participate in various aspects of Johnston Prep. This may include radio and television advertisements, billboards, bus advertisements, and other paid media options. Families will be mailed flyers, as well as invitations to take part in parent informational meetings. Additionally, we will send notices of opportunities to meet our principals and other school representatives.

Our school website, Facebook page, and a monthly school newsletter will inform interested families of the most current events at Johnston Prep ahead of our first day. Social media websites will be utilized to form and maintain relationships between school leaders and families. Even while our campus is being developed for occupancy, we will put in place a temporary school office. The principals and school staff will use this space to remain in contact with prospective parents and offer information for the community.

In the months leading up to our first day, staff and families will cultivate relationships that will strengthen and sustain our school community and culture. A successful pre-opening rapport will apex with a family orientation at the end of summer to offer enrolled students and families an opportunity to meet school leadership, teachers and classmates, and other school staff.

Strong community knowledge will be key to the early success of Johnston Prep. We will have on staff – at NHA’s expense – a dedicated local representative with a keen understanding of our area. This team member will leverage the Board’s knowledge and NHA’s experience with nearby sister school JCA to lead grassroots marketing. This individual will build community relationships, including outreach to area daycare suppliers; local chambers of commerce and other community businesses; area churches, temples, and other houses of worship; HeadStart and other community educational programs; and Boys/Girls Clubs, YMCAs, and other youth activity centers.

Our initial proposed enrollment goal is 996 students for our first school year. This quickly meets multiple needs: a growing demand for additional high-quality school seats and a strong interest from JCA families for high school grades utilizing the NHA model.

The Johnston Prep Board of Directors has strong relationships and ties to the community. We have already started outreach among our various networks, and will only elevate these efforts upon the approval of this proposal. We will prioritize word-of-mouth marketing, especially due to the trust we wish to build and maintain across the community. Our school will hire an admissions coordinator who understands our area to work with our Board and NHA on outreach efforts.

Our Board President, Brooke Holmes, has experience with NHA. Our new Board members have had the



opportunity to vet out the organization. We have found that their more than 25 years of experience has resulted in strong outcomes for students. This is especially true with schools similar in size to the one we propose. Their record of success is documented in research, including by Stanford University's Center for Research on Education Outcomes (in multiple studies) and the University of Michigan.

We are confident we will meet our initial enrollment goal, as well as our goals to fill the school upon adding grades. However, the arrangement of our services agreement guarantees Johnston Prep to be operationally and financially viable regardless of whether or not we meet the 996 enrollment mark. NHA is obligated to provide the entire educational program irrespective of student enrollment and we do not have to enroll the school to a certain level to guarantee this partnership.

A facet of NHA's longstanding experience with enrolling new schools across different communities has given the organization insight in historical trends. This helps to establish a forecast that allows the climate and culture to successfully accommodate growth. Based on the analysis of the area, we anticipate receiving over 1,900 applications for the 996 seats we initially propose to offer.

Additional metrics will be utilized to understand whether or not we are tracking towards our goal of 996 kindergarten through ninth grade students in our initial year. We will use social advertising on Facebook and Instagram, digital advertising on Google and Bing, and traditional media that may include radio, billboards, and television. We anticipate these metrics to result in receiving 570 leads and letters of intent ahead of opening enrollment for applications. This is 30 percent of our total forecasted applications.

Q193. Describe how students will be given an equal opportunity to attend the school. Specifically, describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at-risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.



Should it be necessary, our parent information meetings will include multilingual representatives who speak the most prevalent home languages to make sure we are able to converse with as many families as possible in their home language. Prior to these meetings, we will distribute school and meeting information in these prevalent home languages to area organizations that provide services to EL families.

Events will be scheduled specially designed for parents of students with special needs. This will offer a forum for families to receive additional information about Johnston Prep's services for EC students. Meetings will be an open conversation and will provide information about our school.

Parents with an interest in enrolling their students will be invited to special parent information meetings that provide additional details on curriculum, to meet the principals and teachers, gain insight about our moral focus program, and learn how to take an active role in their students' education. Meetings will include a social component for parents to join together in the development of a strong school community prior to its opening.

Q194. What established community organizations would you target for marketing and recruitment?

Should our proposal for Johnston Prep be approved, our marketing efforts will intensify. We will hire a dedicated local admissions representative prior to our first day who has strong ties to and knowledge of the community. This representative will leverage our Board's knowledge and will begin a grassroots marketing effort under the guidance of an experienced admissions manager. This will involve cultivating relationships with community organizations, including with daycare providers, local chambers of commerce, community businesses, area churches, temples, and other houses of worship, HeadStart and other community education programs, and youth activity centers.

10.6. Parent and Community Involvement

Q195. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.



Johnston Prep will implement the four pillars discussed throughout our proposal as the foundation of our school. One of these pillars, parental partnership, is the key to a high level of robust school-and-home communication. We commit to fostering and maintaining a school environment where open dialogue among parents and school leaders and teachers is encouraged. These partnerships will start as soon as possible, likely upon approval of our application. Relationships will be based upon our mission, and families will receive communication and updates on our school through various methods. This includes understanding how enrollment will proceed and how parents and guardians can become involved in the school.

Johnston Prep will maintain a monthly newsletter, school website, and social media to apprise interested families of our school's events ahead of our initial school year. We will use social media to build and maintain relationships between our school leadership and families. Our school will have a temporary office open either on or nearby our school campus as NHA constructs our school facilities. This will allow for an additional point of contact for families with staff. Efforts to build relationships prior to opening will culminate with a family orientation held at the end of summer. This will offer families a chance to meet school leadership, students' teachers and peers, and additional school staff.

Q196. 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.



Parents will have opportunities each school year (including our first year) to offer feedback through a survey called “Voice of the Parent.” The survey is designed to understand the expectations and desires of our families, as well as to make sure we meet those expectations and desires.

Our Board and NHA will use the survey to keep focus and priority on students, parents, and our community. Surveys are confidential and the responses are organized into summary statistics to be used at both the school leadership and Board levels.

Our intention is for parents and guardians to have a high degree of presence and involvement with Johnston Prep. We will foster this belief by including a dedicated parent room in our campus design. This will provide parents with a location to gather, cultivate relationships, discuss important topics and interests, and generally be involved in our school.

As noted, our school will utilize a Parent Portal. Parents and guardians will have the ability to access this student information system designed and developed by NHA via any computer with internet access or through a mobile application available to be downloaded. This secure portal offer information pertaining to schoolwork, resources for help with homework, updates on academic standing, growth information, newsletters and calendars, as well as a way to communicate with school staff. The Parent Portal is in sync with tools available to teachers that assist in the monitoring of student progress and as another support for staff to stay up-to-date on past, current, and future student needs.

Our parents and staff will continually be in contact with one another to discuss student learning. Ahead of each school year, families will be made aware of grade-level performance expectations. Progress compared to goals will be communicated on an ongoing basis between teachers and parents, as well as through progress reports, report cards, and parent-teacher conferences.

Q197.If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.

Our Board and school leadership will advocate for students to take part in extracurricular and school-time activities. We aim to provide a well-rounded high-quality educational experience. Doing so will involve students taking part in these activities. We will support parents interested in starting clubs or groups, and we anticipate facilitating the formation of a parent organization. In partnership, we believe this organization will supplement the mission we establish for Johnston Prep. Our Board will request updates from the parent organization to frequently understand current initiatives and programs. We will work to make certain the organization complies with all applicable requirements, including with regard to fiscal management.



10.7. Admissions Policy

Q198. Weighted Lottery Does your school plan to use a weighted lottery? The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited, lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:

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

Yes

No

Q202. 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.



Johnston Prep will remain in compliance with all applicable state and federal laws regarding admissions. Our school will not discriminate on the basis of intellectual or athletic abilities, measures of achievement or aptitude, disability, status as a handicapped person, homeless status, English proficiency, religion, creed, race, color, national origin, or any other basis that would be illegal for a public school.

Open Enrollment Period (OEP)

If our application is approved for a charter, we will establish an OEP for the first year of operation prior to June 30 and will publish a notice of open enrollment. Our OEP will be no less than 30 calendar days. During a public meeting, we will confirm the notice of the OEP and the application process, a process designed to ensure that people most likely to be interested in the school are informed. NHA will widely share the OEP notice on our Board's behalf.

Applications and lottery

We will begin accepting applications for the school year on the first day of the established OEP. If we receive more applications during this period than the offered seats of any grade level, a random selection process will be utilized. Should we receive fewer applications than offered seats in every grade level, all eligible applicants will be accepted.

Applications received after the OEP will not be eligible to participate in the random selection process. Should there be open seats, late applications will be added to the end of our accepted list in the order in which we received them. If no seats are available, late applications will be added to the end of the waiting list or, if a late application is entitled to preference, inserted in the waiting list immediately before all applicants on the waiting list with a lower enrollment-preference category.

A list with the name of each student who submitted an application during the OEP will be created with the student's name, birth date, grade level, street address, and names and grade levels of any siblings who are also applying for admission. From this list, an electronic card will be created for entry into the random selection process. If siblings apply for the same school year, one surname card will be entered into the random selection process to represent all of the siblings applying at the same time. If that surname card is selected, then all of the siblings shall be admitted, except that siblings who are not multiple birth siblings may be admitted only to the extent that space is available and does not exceed the grade-level capacity. If a card is drawn and there is no space available in the appropriate grade, applicants will be placed on the waiting list in the order in which they are drawn. After the random selection process is complete, late applications will be processed in accordance with the procedures above.

When a seat becomes available in a particular grade due to attrition, erosion, or other event, that available seat will be offered to the first student on the waiting list for that particular grade.



Reenrollment

Students enrolled in the school will be eligible to reenroll for successive years without entering the random selection process. All applicants on a waiting list must re-submit an application for the following school year to be eligible for enrollment.

Preferences

Once a student has attended the school, he or she will be given first preference to enroll for the subsequent school year. Children of members of our Board and children of the school's full-time employees also will be granted preference. After that, preference will be given to siblings of students reenrolling at the school.

Withdrawals/transfers

When a student withdraws, that creates an open seat to be filled by another student through the waiting list process outlined above. Students wishing to legally transfer into the school mid-year may submit a late application, which will be processed as outlined above.

10.8. Certify

Q203. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q204. Explanation (optional):

As noted, our application was prepared in partnership with NHA. As such, our Board understands much of the language regarding practices, procedures, and systems will be similar to applications of other schools that have chosen to engage NHA as their management partner.



11. Operations

11.1. Transportation Plan

Q205. Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. Include budgetary assumptions and the impact of transportation on the overall budget. The details of this plan should align with the mission, identified need for the charter school, targeted student population, and the budget proposal. If you plan to provide transportation, include the following:

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



Johnston Prep will ensure our school is accessible to all students and families. We will make certain transportation needs are not a barrier to attendance. Johnston Prep does not intend to provide bus transportation to the general student transportation, but will offer families resources and support to coordinate transportation needs. We will provide transportation, as required by IEPs, 504 Plans, status as a student experiencing homelessness, or other applicable law.

Field trips will be an enriching part of our programming at Johnston Prep. When opportunities are presented for students to supplement classroom lessons with field trips, we will contract for appropriate transportation to be provided.

With Johnston Prep not offering transportation to the general student population, we will support and coordinate the needs of families. Johnston Prep will not successfully serve students without the partnership and commitment of parents and guardians. Schools partnering with NHA across the country have experienced substantial benefit in partnering with parents to meet the transportation needs of students.

Johnston Prep's leaders, teachers, and staff will greet students and parents during morning drop-off and afternoon pick-up. Our routine offers students a positive transition between school and home that is safe, efficient, and welcoming. Our students will arrive on campus with a high level of focus on the day ahead with low levels of anxiety and distraction often attributed to school bus rides. Our staff will also benefit from this approach, having an additional opportunity to connect with parents and guardians. Parents and guardians will have the chance to be an integral part of the school day. This will only increase the sense of community across the Johnston Prep campus. This approach to transportation has successfully been implemented at NHA's other partner schools across the state. We also plan to have student drivers for our high school grades. We are designing our traffic flow to efficiently accommodate these drivers.

Johnston Prep will utilize software called Driveline to facilitate the afternoon student pick-up. Driveline allows students to remain in classrooms until a parent or guardian has arrived on campus. Classrooms are then given a non-disruptive notification when each student's parent or guardian is prepared for pick-up. This system is both efficient for traffic purposes and provides an added layer of safety.

Our Board acknowledges that this approach to transportation is potentially not viable for all families in our area. Ahead of the first day of school, we will host an orientation program where we will work with parents to address, coordinate, and support their needs to make sure transportation does not prevent any student from attending Johnston Prep. Our staff will also work to identify and plan the use of public transportation options that are available. If necessary, staff will arrange for transportation with private carriers. We also recognize, though, that our population may include students with transportation needs, including from outside the local area. Our included budget maintains funds to address those needs.



11.2. School Lunch Plan

Q206. Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal. If the school intends to participate in the National School Lunch Program, include the following components in the response:

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

We will implement a school meals program at Johnston Prep to ensure no student goes without a daily meal. The daily attendance process will allow teachers to ask each student if he/she needs a lunch or if one was brought from home. This information will be entered into the student information system. Should a student not qualify for free meals or have enough money in his/her lunch account to purchase a meal, the office will be notified in order to provide that student with a lunch. The school will maintain a discretionary account to be charged for this purpose, if necessary, to make certain each student has lunch every day.

On behalf of our school, NHA will contract with a food-service provider to operate our program, following U.S. Department of Agriculture (USDA) procurement requirements and complying with Federal Regulation 7 CFR 210.16 and other applicable law. A hot meal for lunch will be offered daily, and a cold breakfast will be offered if needed. Students will pay a set price for school meals unless they qualify for free or reduced-price meals under the National School Lunch Program. NHA has experience in handling all the required aspects of these programs, and the Board will hold NHA accountable to ensure the efficient management of our school's breakfast and lunch programs. As necessary, we will look to the North Carolina Department of School Nutrition Services for resources in overseeing the compliance of our food-service program.

All meals will meet the nutritional requirements set by the USDA in accordance with the National School Lunch Program. Our food-service provider will provide extensive support to the school with menu planning, nutritional analysis, food-handling safety, and sanitization.

We recognize the importance of providing healthy meals to our students, and our goal is to meet students' nutritional needs to ensure that they focus on the work of learning and not on their physical hunger.



11.3. Civil Liability and Insurance

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

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

Q207. Complete the attached table, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.

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

Resources

Insurance Coverage T...

Applicant Evidence :

JPA - Insurance Cover...

Uploaded on **4/27/2022**
by **Brooke Holmes**

Q208. Attach Appendix L: Insurance Quotes

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



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

Applicant Evidence :


Appendix L - Insuranc...

Uploaded on **4/27/2022**
by **Brooke Holmes**

11.4. Health and Safety Requirements

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

Q209. We, the Board members will develop a written safety plan and policies to be shared with staff, parents, and students and be available upon inspection from the Department of Public Instruction and local Health Departments. **The Board Chair must sign this question.**
Signature



11.5. Start-Up Plan

Q210. Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).



Once Johnston Prep receives approval of its charter, we will begin to hold public meetings to review, consider, and approve items needed for the immediate success of the school. We will take part in the state's Ready-to-Open process in accordance with requirements and meet all corresponding deadlines. We will receive support from NHA's process to open new partner schools. This includes timelines, tasks, and processes to make certain Johnston Prep is immediately on track to succeed academically, financially, and organizationally.

Facilities

We have established a detailed (tentative) plan for the permitting and construction of the Johnston Prep campus (details included in Question 220). We currently have under contract property that is suitable for our intended programming.

Marketing and enrollment

Our intention is to start making families aware of our school upon approval of its charter. Families at our sister school, JCA, have already expressed interest in a school such as the one we propose. Included in Question 198 is our marketing plan that offers details about how we will market, recruit, and enroll students.

Staffing

In partnership with NHA, our Board will identify Johnston Prep's school leadership by January 2024. Doing so will allow our school leaders to begin recruiting and hiring key staff members as early as possible.

Benefitting from Ms. Holmes' experience governing a North Carolina charter school, we will also leverage NHA's experience opening schools to have the sufficient systems, processes, and personnel in place to make certain Johnston Prep opens successfully. We will certainly provide additional details, as necessary.

Q211. Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.



Our Board understands that charter schools commonly face significant hurdles during their initial years. This may include finding a suitable facility, sufficient cash flow to provide the desired high-quality programming, and more. Johnston Prep will avoid many risks new charter schools encounter by partnering with NHA. We have worked with NHA to identify the proposed property for our school, NHA has agreed to purchase terms with the owner (and will close on its purchase this summer), and land entitlement work has been underway for more than a year.

Our comprehensive services agreement, coupled with the organization's long-term commitment to our school, will ensure we are positioned well to pursue our mission and vision. Through this agreement, NHA commits to the noted acquisition of our desired campus and constructing the facilities at no cost to taxpayers.

NHA provides our school with private capital to finance the facilities and offers this as a contribution, not a loan. They also provide a start-up contribution to the school. Our attached budget shows they will pledge a total of \$2.1M in the first few years. NHA is privately funded, and partner schools and boards have no obligation to raise philanthropic funding.

JohnstonPrep will open serving grades K-9. We propose these grades to quickly meet the capacity needs of overcrowding within our community, as well as respond to the demand by families at JCA to offer a high school continuation of the NHA model.

11.6. Facility

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

Q212. What is your plan to obtain a building? Identify specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation.



Originally proposing Johnston Prep for a 2022 opening, we worked in concert with NHA's real estate acquisition team to identify, acquire, and permit a campus suitable for our families. We have under contract (and NHA intends to close on its purchase this summer) an intended location – 7705 US 70 Business Highway, Clayton, NC 27520 – and are well through the land entitlement process. This places in a strong position to ensure our school opens on time.

Upon completion of land entitlement processes, we will construct a 21st Century-ready high school facility in time to open in August 2024. Beginning as early as possible will be imperative based on the current impacts of the hindered global supply chain. Although we will open with grades K-9, we will build both buildings will be completed to house our entire K-12 program from day one.

Our relationship with NHA includes language requiring an appropriately designed campus for our students and staff. Population and economic growth, coupled with school capacity issues and demand for a school like ours has spurred the need for Johnston Prep to open in our area. Johnston County is one of the fastest-growing counties in North Carolina, with population increasing by nearly 28 percent between 2010 and 2020 (and nearly 5 percent more between 2020 and 2021).

Our community is experiencing significant investment in industry, entrepreneurship, and infrastructure. This is a natural result of the tremendous number of families moving to Johnston County. These investments will undoubtedly cause the need for additional high-quality school seats to continue increasing beyond the current pace. The construction of Johnston Prep's campus, done at no cost to taxpayers, will be a welcome and vital addition to this area.

Facility acquisition

We understand the hurdles charter schools face in finding adequate facilities to meet the needs of their intended educational programming. As a result, we are at an advantage by having a campus already secured for Johnston Prep. Our Board is working with NHA and the necessary governing bodies to complete land use and entitlement processes for our property currently under contract. Further, we have identified an alternative site in the event unforeseen circumstances force us to move away from our primary location. Our secondary location is also suitable for the school we envision, and NHA has diligently worked to gain access to the site should it become necessary.

NHA knows clearly the need to expedite land use approval and construction processes in order to successfully open in the fall of 2024, especially as a result of the current state of the global supply chain. NHA pledges a multi-million-dollar up-front investment to cover land use approvals, construction, and construction-related costs. The school and our Board do not pay anything. The facilities, which will be financed privately, are built to adequately house the upper and lower grades accordingly, even though each will be launched with fewer



grades. Although this strategy may be more costly for NHA, it is valuable to us because it removes all potential disruptions as we deliver the academic program. We will not be distracted by ongoing construction or renovations as we add grade levels. Being able to occupy facilities specifically designed for our planned educational program is a huge benefit for our students and staff. We will avoid overcrowding or trying to fit our program into facilities designed for a different purpose. Our partnership with NHA will give us the exact campus we want and need for our program.

As a result of NHA's experience navigating the land and construction processes, we believe Johnston Prep's high school facility will be complete in time to open in August 2024 and meet the needs to accomplish our mission and vision. Included below is a tentative proposed timeline for construction. These dates are subject to change and may be amended, as possible and necessary.

Task	Finish Date
Primary and Alternative Sites Identified	May 2021
Primary Site Under Contract	June 2021
Select Architect and Construction Manager	July/August 2021
Building & Site Design	July/August 2021
Submit Design for City & State Approvals	July/August 2021
Land Purchase Agreement Executed	June 2021
Bid & Award Subcontracts	Spring 2023
Construction Start	Summer 2023



Site and Building Pad Prep	Fall 2023
Building Framing	January 2024
Building Rough-ins	March 2024
Building Enclosed	March 2024
Interior Finishes	May 2024
Final Building Inspections	June 2024
Certificate of Occupancy	June 2024
Load Building with Furniture & Equipment	July 2024
School Staff Move-in	July 2024
First Day of School	August 26, 2024

Securing certificate of occupancy

Our Board and NHA will work to make certain we remain in compliance with all applicable building codes as Johnston Prep's campus is developed. NHA has experience in Johnston County and understands its requirements. We will ensure that we secure an educational certificate of occupancy from the local jurisdiction before Johnston Prep's opening. Since 2013, NHA has successfully constructed and opened eight new partner schools in North Carolina. One school opened in an alternative location as construction was completed on its permanent facility. We understand the challenge of construction delays – JCA was delayed by one year – and are provided updates on due diligence and processes related to campus development to ensure we do not experience similar delays. Johnston Prep will have the necessary insurance coverage for its campus at or above the requirements of applicable law. Included as Appendix L is an insurance quote with coverage in all



required areas. Some of these coverages fall within property insurance and umbrella policy specifications (including boiler and machinery, real and personal property, fidelity bonds, etc.).

Q213. Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.



Members of our Board have been involved with and are aware of the process to acquire and secure a suitable property for the Johnston Prep campus. We have firsthand experience working with NHA on the new school facility development process, and will benefit from their expertise in partnering to open new schools across North Carolina and nationwide.

NHA will make a multi-million-dollar initial investment to complete site plan reviews, permits, construction, and related costs. Johnston Prep and our Board make no payments. Our facilities, financed privately, will be constructed to successfully house our desired academic and extracurricular programming. Although we will open with kindergarten through ninth grades, our facilities will be prepared to serve students in all grades (K-12) on day one. This strategy is likely more costly for NHA, but it is valuable to our success because it removes potential disruptions to our neighbors and our educational program. We will not have to experience renovations to grow our facilities in conjunction with enrollment increases.

Being able to occupy brand new facilities specifically designed for our planned educational program is a huge plus for our students and our faculty. We will be able to avoid overcrowding or trying to fit our program into buildings not designed to achieve our mission and vision. Our partnership with NHA will give us the exact campus we want and need for our program.

Our lower grades facility will encompass about 45,000 square feet, and the will include enough space for a play area, a play field, and adequate parking. This safe, clean, and learning-friendly school will be accessible to all students. The school building will include: classrooms (28), student support rooms (7), media center/library, gymnasium, parent room, art room, music room, administrative spaces, and front office. As noted, the building will have space for our entire elementary school programming when Johnston Prep opens, despite beginning with only grades K-6. This will allow our students and staff to leverage additional space in early years to build climate, culture, and implement key interventions and supports.

Johnston Prep's facility for upper grades will be approximately 65,000 square feet. This 21st Century-ready building will be accessible to all students and include sufficient space for our entire program from day one. The facility will include: classrooms (29), student support rooms (3), gymnasium, multi-purpose room with cafeteria/commons, parent room, art room, music room, science rooms (4) plus labs (2), administrative spaces, and a front office.

While our primary focus is on the academic success of our students, we understand the importance of extracurricular activities. Our campus will be designed and constructed with this in mind. We will plan for space to host athletic contests, school clubs and after-school programs, performances, and more. Accordingly, we will have sufficient parking to accommodate the school day and extracurricular offerings.

In the event we decide our partnership with NHA is not providing the desired outcomes for students, we will be



prepared to terminate our services agreement. We would then begin to search for alternative sites for our school. However, we would still have continued use of the current campus for the remainder of any school year, and NHA must continue to manage and maintain the facilities. Further, our lease agreement provides us the option to lease the facility for one subsequent school year at the current rate. We are then free to purchase the buildings, negotiate a new lease (for which our independent legal counsel would offer insight), or find a different location for Johnston Prep.

Q214. Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, workroom/copy room, supplies/storage, teacher workrooms, and other spaces.

As described, Johnston Prep's campus will be fully outfitted to successfully serve students. Our facilities will be ready to serve students in all grades, despite only opening with grades K-9. This design and planning strategy affords us with the benefit of avoiding distractions that occur when renovations take place as a school grows.

Johnston Prep's facilities will include art rooms, gymnasium, multi-purpose rooms with cafeteria/commons, science rooms and labs, main offices, administrative spaces for our principals and grade-level deans, work/copy rooms, and space for storage and supplies. Johnston Prep will also include dedicated space for parents, a key part of our campus.

Additionally, we will provide space for extracurricular activities that are vital to a well-rounded educational experience. This includes basketball and volleyball courts, a soccer field and practice field, playgrounds, play fields, space for athletic events, and more.

Q215. 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.

Our projected lease cost in year one with NHA is \$22.50/sq. ft. We are comfortable with these rates, as NHA is assuming all financial risk, buildings like ours are typically of single-use nature, and our lease is contingent upon our charter being renewed.

Q216. 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.



Our Board President, Brooke Holmes, partners with NHA as President of the JCA Board of Directors. Through her experience, she understands how NHA and its real estate and construction teams work to find, secure, and build suitable school campuses. Our Board knows of and has visited the intended location for Johnston Prep (7705 US 70 Business Highway, Clayton, NC 27520).

In the event we encounter unforeseen obstacles with our primary property, and those hurdles can not be solved within reasonable efforts and expenses, we have engaged an alternative property that can be transacted. Upon receiving approval of our charter for Johnston Prep, we are confident we will be able to quickly begin construction for an August 2024 opening.

The total space needed for Johnston Prep's upper grades building is approximately 12 acres, with a building square footage of approximately 65,000. Our lower grades building will require approximately six to eight acres, with a building square footage of approximately 45,000. We will include appropriate space for a play area, play field, and athletic fields, as well as sufficient space for parking.

The envisioned lower grades building will include: approximately 28 classrooms; seven student support rooms; an art room; a music room; a media center; a gymnasium; a parent room; a front office; administrative spaces for our principal and deans; a teacher workroom; and, a conference room. If constraints on space are needed for any reason, contingency options could include: combining the music and art rooms; consolidating administrative offices; modifying the play area, play field, or parking; and/or waiting and scaling up the number of classrooms and student support rooms.

The envisioned upper grades building will include: approximately 29 classrooms; 3 student support rooms; an art room; a music room; a gymnasium; multi-purpose room with cafeteria/commons; a parent room; a front office; administrative spaces for our principal and deans; a teacher workroom; and, a conference room. If constraints on space are needed for any reason, contingency options could include: combining the music and art rooms; consolidating administrative offices; modifying the athletic fields, or parking; and/or waiting and scaling up the number of classrooms and student support rooms only as the school grows from its starting configuration until offering all of K-12 in our fourth school year.

If we ever determine our relationship with NHA is not producing our intended outcomes for the families and students we serve, our services agreement allows us to terminate the partnership with or without cause. Upon doing so, we would begin a search for alternate school facility options. However, Johnston Prep will continue to have access to our school facilities. Under provisions in a separate lease agreement, our school is authorized to stay in the facilities for the remainder of any current school year, and NHA is obliged to continue to manage and maintain the facilities. Additionally, in our lease agreement, we will aim to have the option to lease the facilities for a subsequent school year. After that, we are free to purchase the buildings, negotiate a new lease agreement (for which we would solicit advice from our independent legal counsel), or find another



location for our school. In such an event, the original list of potential sites from our initial property search will serve as a ready-made starting point for locating alternate facilities.

Q217. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

Our partnership with NHA will afford Johnston Prep with a campus and school facilities to sufficiently house our entire academic and extracurricular program. Our Board is one of governance, and we will delegate to NHA the responsibility of securing property for Johnston Prep's campus. NHA will acquire the property, complete all necessary land entitlement processes, and manage construction.

NHA has a documented record of successfully acquiring land and constructing schools across North Carolina, and nationwide in 99 total schools. NHA is providing us with expert real estate assistance for this application. We have identified our intended location for our school at 7705 US 70 Business Highway, Clayton, NC 27520. NHA has agreed to terms for the purchase of this site (and will close on its purchase this summer), and is working on land entitlement processes in order to begin construction no later than 2023.

Part of the commitment NHA has made to our Board is to provide an initial multi-million-dollar investment so that we are ready to meet the needs of our community from day one. This includes a campus that allows us to best serve all student groups with our chosen educational program. NHA will manage the construction process and report to our Board regularly on progress toward an on-time school opening. NHA will build and equip the facility as they do with other partner schools, complying with all health, building code, and safety requirements, including all requirements of the Americans with Disabilities Act. Given NHA's experience with this process, we are confident that our school will be completed in sufficient time for an 2023-24 opening.

11.7. Certify

Q218. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No



Q219.Explanation (optional):

As noted, our application was prepared in partnership with NHA. As such, our Board understands much of the language regarding practices, procedures, and systems will be similar to applications of other schools that have chosen to engage NHA as their management partner.



12. Financial Plan

12.1. Charter School Budget

All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions by those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

Q220. If applicable, attach Appendix M: Revenue Assurances. Assurances are needed to confirm the commitment of any additional sources of revenue.

Our Board will receive necessary initial investments from our management partner, NHA. Our executed services agreement with the organization denotes the financial responsibilities of NHA to ensure our school opens with financial stability and sustains that level of success throughout its operation. Included as Appendix M is a letter of financial commitment from NHA.

Applicant Evidence :


Appendix M - Revenu...

Uploaded on **4/27/2022**
by **Brooke Holmes**

Q221. Attach Appendix N: Proposed Budget for Year 1 through Year 5 [Click here to access and download the Budget Template. \(https://www.dpi.nc.gov/charter-application-budget-template-2021-22xlsx/download?attachment\)](https://www.dpi.nc.gov/charter-application-budget-template-2021-22xlsx/download?attachment)

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



Applicant Evidence :



Appendix N - Propose...

Uploaded on **4/27/2022**
by **Brooke Holmes**



Appendix N - Propose...

Uploaded on **4/27/2022**
by **Brooke Holmes**

12.2. Budget Narrative

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

Q222. How was the student enrollment number projected?



Johnston Prep will open serving 996 students in grades kindergarten through nine. We intend to add one grade each year until we offer all of K-12 (1,566 students in total).

The substantial and continued population growth in our area has our Board confident that we will attract and enroll the specified student benchmarks. The demand from families at JCA for high school grades utilizing the NHA model only adds to the belief that our school will provide a high-quality school choice in Johnston County. Our campus will accommodate future population growth in our community and offer much needed school seats.

Johnston Prep will be housed in two facilities on a campus sufficient for successful learning and extracurricular activities. We believe this will meet the needs of area families and our initial student enrollment outreach efforts will span the area around our school site (located at 7705 US 70 Business Highway, Clayton, NC 27520). We will partner with JCA to inform the community about our new school.

We did not establish a “break-even” point between student enrollment and our budget. The requested size and phased growth for the school is accommodated both by our planned annual student enrollment and a commitment from NHA to support the establishment of our complete educational program. NHA has pledged to contribute (not loan) all necessary funds for expenses that exceed revenues in any given year, providing the school with the comfort we need on student enrollment projections. While we are confident that we will meet our enrollment estimates included here, and thus revenue projections, the pledge of support by NHA assures our Board that we will never be in a position that requires cuts to our planned educational program. Our partnership with NHA also helps to make certain we have the ability to cover all expenses to meet all short-term obligations – including payroll – even prior to receiving the state, local, and federal funds due to the school. This is a significant benefit in the early years of our school, easing and improving our financial planning process.



Q223. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.

As noted, Johnston County is one of the fastest growing counties in North Carolina. School capacities in our area have been unable to keep pace with the tremendous population growth, often causing the use of modular classrooms. Between 2010 to 2019, Johnston County saw a 28 percent population increase, and this is expected to continue. Additional school seats will be necessary to accommodate the current and continued growth.

The NHA model has proven to be effective and attractive to area families. Johnston Prep is being proposed as a result of demand for high school grades by families at our sister school, NHA-partner school Johnston Charter Academy. The school currently enrolls 735 students, with approximately 1,000 more on its wait list.

Q224. Provide the break-even point of student enrollment.

Johnston Prep will not establish a break-even point based upon enrollment. Our partnership with NHA obligates the organization to implement its complete educational program. This includes pledging funds necessary to cover any operating expenses that might exceed revenues, thereby ensuring we have sufficient cash flow. NHA is willing to make these investments because of its commitment to a “double bottom line,” a recognition that only sustained academic success can generate long-term financial sustainability. NHA embraces the primacy of academic success as both an operational reality and a core value. Our knowledge of the community and market research makes us confident we will attract enough students to meet projections on enrollment and revenue. Nonetheless, NHA’s pledged support ensures that the school will have the necessary resources to deliver our envisioned educational program.



Q225. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

Our Board's services agreement with NHA requires NHA to commit all necessary funds to meet expenditures exceeding revenues in our school's early years. This allows for plans and phased growth. We have included a budget that has been conservatively constructed. It includes an anticipated contribution from NHA of approximately \$1.35M in our first year (this is not a loan). An additional \$670,000 is included for year two. Being contributions, our Board is not obligated to repay any of these funds.

We will be able to provide our full facility plan in order to implement the entire academic program in our first year, despite beginning with fewer students. Beginning in our third year, we anticipate revenue covering our operating expenditures. Our services agreement gives us comfort in knowing NHA will ensure our needs will be met even if revenues decline or do not keep pace with expenses.

Q226. Does the budget rely on sources of funds other than state, county, and federal (e.g., loans, donations, etc.)? If so, please provide the source and amount. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices.

The included budget, especially for Johnston Prep's initial two years, includes contributions from NHA. These funds are not loans, and our Board is not expected or obligated to repay NHA's upfront investment. These funds are included in the line item "Other Funds." NHA's contributions are budgeted at approximately \$1.35M in our first year of operations, and \$670,000 in the second.

Q227. Provide the student to teacher ratio that the budget is built on.

Johnston Prep's projected student-to-teacher ratio will be approximately 20:1 in years one and two, and 21:1 beginning in year three. Our budget is not built upon a specific ratio. However, the main drivers for budget expenditures are the number and anticipated characteristics of students to be served, the number of classrooms in use, and overall operational costs of the school. As the school grows by adding grade levels and classrooms in our early years, so does projected staffing. The planned staffing pattern allows for a concentration of core subject teachers while offering co-curricular classes (music, art, physical education, etc.), and provides for staffing for EC and EL students. The staffing model and budget reflect this 20:1 and 21:1 pupil-to-instructional staff ratio in the school's charter term.



Q228. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully.

This initial Board of Directors for Johnston Prep was formed by Brooke Holmes. Ms. Holmes is our Board President and the Board President of JCA (another NHA-partner school in Johnston County). Ms. Holmes' experience in charter school governance and on our county's planning board provides her the insight of the traits necessary to successfully oversee Johnston Prep. She recruited our Board members to create a group that will ensure all families are afforded a high-quality educational choice. Our Board possesses experience in education, community engagement, local and county government, and a desire to improve our area as it continues to experience tremendous population growth.

As the Board of Johnston Prep, it is incumbent upon us to hold NHA accountable for the academic, organizational, and financial performance of our school.

Q229. Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.

Johnston Prep will aim to offer an educational choice for families that is high in quality and character. We will fulfill our mission by meeting this priority. We will do so for all families interested in enrolling with us, in partnership with NHA. A key component of our partnership with NHA is their support in achieving our mission and vision. This involves the implementation of its educational program. NHA commits the funds necessary to meet all operating expenses above received revenues. Johnston Prep will have a positive cash flow as a result of our partnership with NHA.

Staff will always be compensated and expenditures covered against unforeseen instances as a result of our partnership with NHA. This is the case even before Johnston Prep begins to receive per pupil funding. The included budget maintains a contribution from NHA for each of Johnston Prep's initial two years (a total contribution of approximately \$2M). The absence of this financial security often adversely impacts new charter schools. Although we will not know specifically the needs of our students until a charter is granted and enrollment is opened, our budget has been constructed to include the staff and support we believe to be necessary to successfully serve students with special needs.

Q230. If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance.



Through our services agreement with NHA, the organization will provide Johnston Prep with all needed staffing, school services, and back-office functions. This includes purchasing, accounting, business services, informational technology, data reporting, data warehousing, human resources, grants management, and payroll.

NHA utilizes a standardized human resource, purchasing, and payroll software system to internally manage all transactions related to the personnel, purchasing, and payroll functions. This administrative infrastructure supports full compliance with generally accepted accounting principles. NHA effectively manages compensation, payroll, and compliance for approximately 5,000 school-based employees in nine states and has the experience and efficiency to properly provide these services to our school. On behalf of our school, NHA will follow applicable state and federal law with respect to the selection of contractors and large purchases on behalf of the school, including competitive bidding or sole-source documentation as applicable.

Q231. 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.

As Johnston Prep's Board, we are contracting with NHA through a services agreement. This agreement requires NHA to offer our school all needed staffing, school services, and back-office functions. This includes accounting, business services, purchasing, and payroll. NHA utilizes a standardized payroll, purchasing, and human resources software system to internally manage each transaction related to personnel, payroll, and purchasing. This supports complete compliance with generally accepted accounting principles. NHA has a high level of success managing compensation, payroll, and compliance for approximately 5,000 school-based employees in nine states. It has the needed experience and efficiencies to sufficiently provide these services for Johnston Prep. On our behalf, NHA will adhere to all applicable state and federal statutes, rules, and regulations with regard to the selection of contractors and large purchases. This includes competitive bidding or sole-source documentation, as necessary.

Q232. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.



Johnston Prep will maintain a balanced budget for every year of its operations. The organization has a longstanding history of success with opening and operating schools. It has committed to the start-up of each partner school's educational program by investing additional contributions that supplement public revenues. NHA has never had a partner school closed as a result of financial issues of any kind. Additionally, no partner school has elected to terminate its partnership with the organization.

Our Board sees this as a display of NHA's strength to develop budgets and structures that offer the sufficient level of financial commitment to all partner schools' educational programs. The priorities and desires of Johnston Prep's academic program include a distributed leadership model that allows for a high level of coaching; expansive professional development; an entire K-12 curricular program to emphasize ELA, math, science, and social studies supplemented with art, music, physical education, and other special and elective areas; and our character-building moral focus program.

NHA maintains a "Total Rewards" compensation structure coupled with competitive benefit offerings. This will assist our school in recruiting, hiring, and retaining high-quality team members. Johnston Prep will have the necessary structures and supports to cultivate and foster a climate and culture that allows excellent teachers to grow in responsibility and leadership. We will commit to making certain Johnston Prep is available to every student and that transportation will not be a barrier to attendance for any student. We have budgeted \$10,000 to cover the cost of extraordinary transportation needs. This includes students who are experiencing homelessness and EC students who require transportation according to their IEPs.

Q233. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.



Our budget includes a set-aside amount of funds equal to two percent of per pupil revenue (capped at \$35,000 each year) for use at the school per our Board's discretion. Our Board may expend these funds for educational and extracurricular interests beyond the proposed model educational and operational programs. We may also save these funds to create a reserve for future use. Our partner, NHA, has committed to the delivery of our desired educational program in accordance with a Board-approved budget, even if our expenses exceed received revenues. This commitment is outlined in our services agreement with NHA, and it clearly clarifies that NHA will assume obligation for all expenses. The agreement assumes all of our school's financial risk.

Due to their obligation to cover all planned costs, we will not require a substantial fund balance. Our Board maintains experience with NHA in the partnership with sister school Johnston Charter Academy. This experience has allowed our full Board to confirm NHA's financial commitment to all of its partner schools. Through our services agreement and Board accountability, NHA will be required to operate the school in accordance with the budget approved by our Board.

Expenditures during the academic year are not to deviate materially from our approved budget. If needed, the Board will review and approve amended budgets based on student need, and this could require additional spending. Covering any additional spending is also an obligation of NHA. Should our Board ever decide that it is best for our school to terminate our agreement with NHA, we will be able to continue leasing the facility and will have per-pupil revenue to fund our operations while we make decisions on how to replace their services or operate the school on our own. And while there is no forecasted substantial surplus, there also will be no deficit because of NHA's funding commitment. In turn, our Board would not have any debt to cover should we ever terminate our partnership with NHA.

As noted elsewhere in this application, the experience of other NHA-partner schools in North Carolina shows each of these schools consistently ending each year with a small budget surplus. We recognize the guidance from NCDPI that schools show additional indicators of financial viability beyond the proposed services agreement with NHA. NHA-partner schools in North Carolina (as well as in the other eight states where NHA partners with local boards to operate schools) consistently receive unqualified audits, meet total margin ratios, and do not carry long-term debt. No school partnering with NHA has ever been closed for financial reasons, and NHA has never walked away from a partnership with a school, even when enrollment or funding at the school has decreased.

In accordance with our services agreement, our Board will retain a discretionary expenditure fund to be used for Board-driven school purposes and programs. We are contemplating using these funds to create a fund balance and may set aside up to half of these funds each year to build an ongoing fund balance. We will revisit our fund balance needs after each year of operations as part of our annual evaluation of the performance of NHA. If, as we believe will occur, we are satisfied with the performance of NHA and with the strength the Board has under our services agreement, we will be comfortable choosing to reinvest these funds in the



educational program at our school. Our budget with this application does not reflect this potential surplus, as we chose to project satisfaction with our programming.

Q234. Provide a description of proposed financing structure. Include financing of facilities, other asset financing, and leases.

Our included proposed budget includes the assumption that no funds from banks, other lending institutions, outside corporations, or other sources will be required. Johnston Prep intends to begin with grades K-9, and grow over the successive years to offer all of grades K-12. Our educational program will be established and implemented on our first day, and our full academic program will be in place for Johnston Prep's fourth school year, although we don't anticipate reaching full enrollment until our seventh year of operation. We understand the benefits of initially occupying facilities constructed to house a full K-12 configuration.

NHA has pledged contributions sufficient to meet Johnston Prep's operating expenses greater than revenues received in our early years. NHA provides as part of its partnership a school campus with facilities that meet the needs of our school's full capacity. Appendix M includes a letter of revenues assurances from NHA. This demonstrates its initial and ongoing investment in our school. Appendix A4.1 includes our executed services agreement with NHA, outlining the financing structure for Johnston Prep.

Q235. 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.

Our finalized services agreement with NHA (attached as Appendix A4.1) states that it will purchase and provide assets on behalf of Johnston Prep. We will not have assets from any additional sources.

12.3. Financial Compliance

Q236. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate record keeping?



Our Board will implement and follow a policy that outlines the fiscal management needed for the sufficient internal controls. We will ensure these are strictly followed by NHA and our schools. Some examples of the internal controls of Johnston Prep will include: continually reviewing payroll information/reconciliation with the employee master file; employing an established signatory authority for both bank accounts and monthly account reconciliation; mandatory review and approval of purchase order requests; monthly analysis of detailed financial statements against our annual budget; utilizing an integrated computerized accounting system for all general ledger, purchasing, fixed assets and grant accounting, payroll, personnel and cash receipt/disbursements activities, and provides for segregation of duties.

Q237. Provide any known or possible related party transactions (relationship, description of transaction, and estimated dollars involved).

Our Board is not aware of any possible known related-party transactions that could or will take place. We also do not foresee any potential related-party transactions. Our bylaws include language that mandates we avoid conflicts of interest. More specifically, our Board plans to implement a policy covering conflicts of interest.

Q238. Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number, and fax number. If a firm has yet to be identified, please list the firms the board has investigated.



Our Board invited Plante Moran to present their services during an organizational Board meeting in 2021. Our Board President, Ms. Holmes, has experience working with Plante Moran in her role as President of the Johnston Charter Academy Board of Directors. We are confident they will serve well the needs of Johnston Prep, and voted to contract with the firm as the independent auditor of our finances. The full list of firms we considered included:

Name: Plante Moran

Address: 634 Front Ave NW, Grand Rapids, MI 49504

Phone Number: 616-774-8221

Name: BDO USA, LLP

Address: 5430 Wade Park Blvd Suite 208, Raleigh, NC 27607

Phone Number: 919-754-9370

Name: Rives & Associates, LLP

Address: 4515 Falls of Neuse Road Suite 450, Raleigh, NC 27609

Phone Number: 919-832-6848

12.4. Certify

Q239. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No



Q240.Explanation (optional):

As noted, our application was prepared in partnership with NHA. As such, our Board understands much of the language regarding practices, procedures, and systems will be similar to applications of other schools that have chosen to engage NHA as their management partner.



13. Other Forms

Q241. Sign the attached Charter School Required Signature Certification document and upload it as a PDF or image file.

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

Resources



Charter School Required...

Applicant Evidence :



Appendix P - Required...

Uploaded on **4/27/2022**

by **Brooke Holmes**



14. Third-party Application Preparation

Q242. Was this application prepared with the assistance of a third-party person or group?

- Yes
 No

Q243. Give the name of the third-party person or group:

National Heritage Academies.

Q244. Fees provided to the third-party person or group:

N/A.



15. Application Fee

Pursuant to G.S. 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by **April 29, 2022, at 5:00 pm EDT** for Fast Track and Accelerated applications, and **April 29, 2022, at 5:00 pm EDT** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash is not accepted.

Q245. *Application Note: The applicant must mail the certified check along with the **Application Fee Payment Form** (see the resources for this question) before or on the due date of **April 29, 2022, at 5:00 pm EDT for Fast Track and Accelerated applicants, and April 29, 2022, at 5:00 pm EDT for traditional timeline applicants.** Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete. Payments should be made payable to the North Carolina Department of Public Instruction: North Carolina Department of Public Instruction Office of Charter Schools 6307 Mail Service Center Raleigh, NC 27699-6307

I understand

Resources



2022 Payment Form.p...

Applicant Evidence :



2022 Charter Applicat...

Uploaded on **4/27/2022**

by **Brooke Holmes**



2022 NC CHARTER APPLICATION
NC Public Charters





16. Signature page

Q246. Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.

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

Resources



Signature Page.docx

Applicant Evidence :



Appendix P - Require...

Uploaded on **4/27/2022**

by **Brooke Holmes**

Q247. Please digitally sign your application here
Signature



Final Status

Reject Approve

Approver Comments

<u>Area of Proposed Coverage</u>	<u>Proposed Amount of Coverage</u>
Comprehensive General Liability	\$1,000,000.00/occurrence
Officers and Directors/Errors and Omissions	\$1,000,000.00/occurrence
Property Insurance	\$25,000.00
Automobile Liability	\$1,000,000.00/occurrence
Crime Coverage - Minimum/Maximum Amount	\$250,000.00 \$250,000.00
Worker's Compensation	\$500,000.00
Umbrella (for excess over CGL, Auto, E&O, Employers' Liability, etc.)	\$4,000,000.00
Total Cost	



Cost (Quote)

\$2,000.00

\$2,700.00

\$400.00

\$200.00

\$5.00

\$500.00

\$2,500.00

\$8,305.00

Academic School Year	Grade Levels	Total Projected Student Enrollment
Year 1	K, 1, 2, 3, 4, 5, 6, 7, 8, 9	996
Year 2	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1,152
Year 3	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1,361
Year 4	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	1,456
Year 5	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	1,491
Year 6	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	1,511
Year 7	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	1,566

Position	Year 1	Year 2	Year 3
Principal(s)	2.0	2.0	2.0
Dean(s)	4.0	5.0	5.0
Office Staff (registrar, office administrator, admissions representative)	5.0	5.0	5.0
College and Career Readiness Coordinator	-	1.0	1.0
Athletic Director	0.2	0.2	0.4
Core Classroom Teachers	39.0	45.0	54.0
Specialized Classroom Teachers (special education, ELL, specials)	11.0	12.0	12.0
Student Support Positions (social workers)	1.0	1.0	1.5
Interventionists	4.5	2.8	2.0
Substitute Teachers	3.4	3.8	4.4
Teaching Aides or Assistants	3.5	4.4	5.3
School Operations Support Staff (recess aides, technology support)	2.0	2.0	2.0

Year 4	Year 5
2.0	2.0
6.0	6.0
5.0	5.0
1.0	1.0
0.4	0.4
59.0	60.0
13.0	13.0
2.0	2.0
1.3	0.8
4.8	4.8
5.3	6.1
2.0	2.0

Board Member Name

Brooke Holmes

Denise Benson Byrd

Myrtle T. Earley

Christopher A. Parsons

Jason Thompson

Board Title

President

Director

Secretary

Treasurer

Vice President

County of Residence

Johnston

Current Occupation

VP, Global Network Operations

Johnston

Retiree Administrator

Wake

Events Coordinator

Johnston

Senior Commercial Underwriter

Johnston

Medical Examiner and Town Councilm

Past or Present Professional Licenses Held

None

North Carolina Educator #667512

Principal (Grades K-12);

Elementary Education (Grades K-6);

Mentor; and

Academically Gifted (Grades K-12).

None

None

North Carolina Paramedic #032718

Any disciplinary action taken against any of these professional licenses?



Appendix P: Required Signed and Notarized Documents

Johnston Preparatory Academy



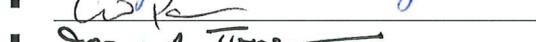
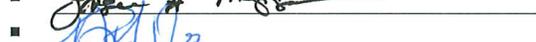
Charter School Required Signature Certification

Note: Outlined below is a list of areas that must be certified by the proposed Board of Directors. Any forms Not Applicable to the proposed charter school indicate below with N/A and provide a brief explanation for providing such response.

Serving on a public charter school board is a position of public trust and board members of a North Carolina public charter school; you are responsible for ensuring the quality of the school’s entire program, competent stewardship of public funds, the school’s fulfillment of its public obligations, all terms of its charter, and understanding/overseeing all third-party contracts with individuals or companies.

- ❖ The selected Board Attorney that he/she has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non-Profit Corporation.

- Name of the Selected Board Attorney: Donna Rascoe
- Date of Review: July 15, 2021
- Signature of Board Members Present (Add Signature Lines as Needed):

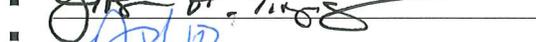
- ❖ The selected Board Auditor that he/she has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.

- Name of the Selected Board Auditor: Plante Moran
- Date of Review: July 15, 2021
- Signature of Board Members Present (Add Signature Lines as Needed):

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

- Name of the Contact for Selected EMO/CMO: National Heritage Academies
- Date of Review: July 15, 2021
- Signature of Board Members Present (Add Signature Lines as Needed):

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

- Name of the Contact: N/A
- Name of the Selected Financial Service Provider: *N/A – EMO will provide these services.*
- Date of Review:
- Signature of Board Members Present (Add Signature Lines as Needed):

Dana Dwan Boyd
 Myrtle Skully
 Ch. Pa
 JAS - A - T. G
 [Signature]

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

- Name of the Contact:
- Name of the Selected PowerSchool Service Provider: *N/A – EMO will provide these services.*
- Date of Review:
- Signature of Board Members Present (Add Signature Lines as Needed):

Dana Dwan Boyd
 Myrtle Skully
 Ch. Pa
 JAS - A - T. G
 [Signature]

Certification

I, *A. Brooke Holmes*, as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina State Board of Education as

Johnston Preparatory Academy Charter School is true and correct in every respect.

Signature *[Signature]*

Date: July 15, 2021



Signature Page

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

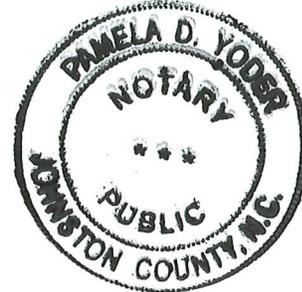
Print/Type Name: Brooke Holmes
Board Position: President
Signature: [Handwritten Signature]
Date: 7/15/2021

Sworn to and subscribed before me this 15th day of July, 2021.

Notary Public Pamela D. Yoder

Official Seal:

My commission expires: 1.20., 2025.



Anticipated Racial/Ethnic Demographics (%)	% of Economically Disadvantaged Students
White: 52.2% Hispanic: 25.7% African American: 15.8% Two or More Races: 5.1% Asian: 0.8% American Indian: 0.3% Pacific Islander: 0.1%	Johnston County Public Schools: 40.5% Johnston Charter Academy: 28.6%

% of Students with Disabilities	% of English Language Learners
Johnston County Public Schools: 16.5% Johnston Charter Academy: 10%	Johnston County Public Schools: 9.1% Johnston Charter Academy: 3.9%



Appendix O: Additional Appendices Provided by Applicant

Johnston Preparatory Academy



plante moran | Audit. Tax. Consulting.
Wealth Management.

Johnston Prep

Overview of the Audit Process - Presentation to Governance

July 15, 2021



Financial Oversight – Annual Audit

Who requires the audit?

- Chapter 115C, Article 14A, paragraph 218-30 requires an annual financial statement audit of the academy as adopted by the North Carolina State Board of Education

Overview of an Audit

- A financial audit is an objective examination and evaluation of an organization's financial statements to ensure the financial records are a fair and accurate representation of the transactions they represent
- Annual audit should be performed by a qualified CPA firm with expertise in charter schools
- Auditors are responsible for conducting their audits in accordance with auditing standards generally accepted in the US and the standards contained in the Government Auditing Standards issued by the Comptroller General of the US
- Plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement
- Audit involves performing procedures to obtain audit evidence about the amounts and disclosures. The procedures selected depend on auditor's judgment, including the assessment of the risk of material misstatement, whether due to fraud or error.
- Required to consider internal controls; we do not express an opinion on internal controls



Financial Oversight – Annual Audit

Process of an Audit

- Planning with the auditor
- Transaction/systems tests
- Single audit (if applicable)
- Substantive testing
- Financial report – Audited financial statements
- Auditor’s opinion – Reasonable, rather than absolute assurance, the financial statements are free of material misstatement. An auditor DOES NOT test 100% of an organization’s transactions
- Management letter

Evaluation of the audit results with the CPA firm

- Discussion of the overall audit process
- Executive session - Discussion without the presence of management

Management is responsible for preventing and detecting fraud

- Difficult because it is intentionally hidden
- May involve collusion by multiple individuals
- Management is responsible for establishing appropriate internal controls
- Auditors obtain reasonable assurance that the financial statements are not materially misstated due to fraud

2022 Facility Needs Request



Brooks Moore, P.E.
Chief of Facilities and Construction

**From a Recent Johnston County
Public Schools Presentation**

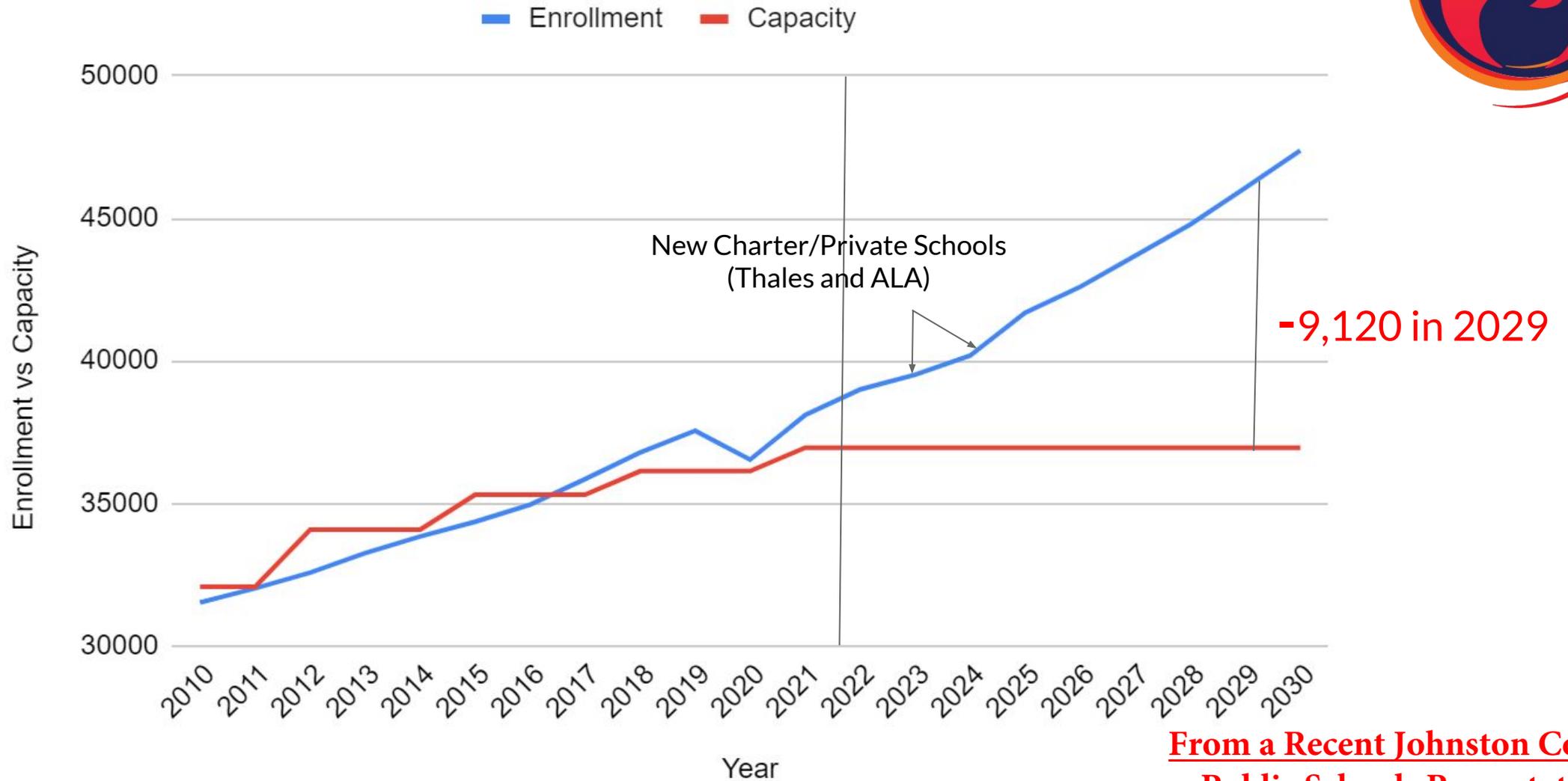
In Summary...



- Johnston County Public Schools needs \$720 million to adequately accommodate the growth of the county.
- Working with county officials....only a bond referendum or capital funds can accomplish this. A bond is a long-term, financed construction loan.
 - This Plan:
 - Adds capacity for 9,479 students in school buildings
 - Supports the recruitment/retention of classroom teachers
 - Eliminates the need for 168 mobiles
 - Reduces class sizes to an optimal learning environment
 - Improves campus safety for students and staff
 - Maximizes funding utilizing additions
- Critical time to accommodate growth!
 - Many schools no longer have space for mobile classrooms

**From a Recent Johnston County
Public Schools Presentation**

Enrollment vs. Capacity



**From a Recent Johnston County
Public Schools Presentation**

5-Year Growth Needs



- Four new Elementary Schools
- Four Elementary School expansions
- One new Middle School
- Two Middle School expansions
- One new High School
- One High School expansion

**From a Recent Johnston County
Public Schools Presentation**

Academic Performance of NHA-Partner Schools

National Heritage Academies (NHA)-partner school students receive the equivalent of three-and-a-half months of extra learning every year compared with their traditional public school peers. Students at NHA-partner schools experience about 80 days of additional learning in math and 63 days in reading for a composite score of 71 days of extra education, according to the report by Stanford's Center for Research on Education Outcomes, or CREDO. Overall, NHA was among the top 20 percent of schools surveyed, ranking in the 84th percentile and outperforming more than four-fifths of the other charter school systems studied (CREDO, 2017). <https://credo.stanford.edu/pdfs/CMO%20FINAL.pdf>

State	School	Address	City, State, Zip	Geographic District	Authorizer	Opening Year	Grades Served	NHA-Partner School 18-19 ELA Proficiency	Geographic District 18-19 ELA Proficiency	NHA-Partner School 18-19 Math Proficiency	Geographic District 18-19 Math Proficiency
MI	Excel Charter Academy	4201 Breton Ave SE	Grand Rapids, MI 49512-3857	Kentwood Public Schools	Grand Valley State University	1995	K - 8	67%	49%	59%	38%
MI	Vanderbilt Charter Academy	301 West 16th St	Holland, MI 49423-3329	Holland City School District	Grand Valley State University	1996	K - 8	55%	44%	52%	32%
MI	Vanguard Charter Academy	1620 - 52nd St SW	Wyoming, MI 49519-9629	Wyoming Public Schools	Grand Valley State University	1996	K - 8	62%	35%	62%	24%
MI	Vista Charter Academy	711 - 32nd St SE	Grand Rapids, MI 49548-2307	Godwin Heights Public Schools	Bay Mills Community College	1996	K - 8	40%	28%	31%	19%
MI	Cross Creek Charter Academy	7701 Kalamazoo Ave SE	Byron Center, MI 49315-9534	Caledonia Community Schools	Central Michigan University	1997	K - 8	76%	49%	68%	38%
MI	Eagle Crest Charter Academy	11950 Riley St	Holland, MI 49424-8553	West Ottawa Public School District	Central Michigan University	1997	K - 8	68%	56%	64%	42%
MI	Knapp Charter Academy	1759 Leffingwell Ave NE	Grand Rapids, MI 49525-4531	Forest Hills Public Schools	Grand Valley State University	1997	K - 8	41%	28%	35%	19%
MI	Walker Charter Academy	1801 Three Mile Rd NW	Walker, MI 49544-1445	Kenowa Hills Public Schools	Grand Valley State University	1997	K - 8	64%	50%	63%	33%
MI	Endeavor Charter Academy	380 N. Helmer Rd	Springfield, MI 49037-7776	Battle Creek Public Schools	Grand Valley State University	1998	K - 8	31%	17%	23%	9%
MI	Paragon Charter Academy	3750 McCain Rd	Jackson, MI 49201-7675	Jackson Public Schools	Grand Valley State University	1998	K - 8	51%	27%	39%	19%
MI	Paramount Charter Academy	3624 S. Westnedge Ave	Kalamazoo, MI 49008-2969	Kalamazoo Public School District	Bay Mills Community College	1998	K - 8	30%	38%	17%	31%
MI	Ridge Park Charter Academy	4120 Camelot Ridge Dr SE	Grand Rapids, MI 49546-2432	Forest Hills Public Schools	Lake Superior State University	1998	K - 8	44%	28%	38%	19%
MI	Timberland Charter Academy	2574 McLaughlin Ave	Muskegon, MI 49442-4439	Orchard View Schools	Grand Valley State University	1998	K - 8	23%	19%	17%	13%
MI	Burton Glen Charter Academy	4171 Atherton Rd	Burton, MI 48519-1435	Atherton Community Schools	Northern Michigan University	1999	K - 8	18%	10%	13%	5%
MI	Chandler Woods Charter Academy	6895 Samrick Ave Private	Belmont, MI 49306-8844	Comstock Park Public Schools	Grand Valley State University	1999	K - 8	72%	64%	75%	65%
NC	Forsyth Academy	5426 Shattalon Dr	Winston-Salem, NC 27106-1919	Forsyth County Schools	North Carolina State Board of Education	1999	K - 8	47%	55%	45%	54%
NC	Greensboro Academy	4049 Battleground Ave	Greensboro, NC 27410-8410	Guilford County Schools	North Carolina State Board of Education	1999	K - 8	86%	56%	92%	52%
MI	Linden Charter Academy	3244 N Linden Rd	Flint, MI 48504-1753	Westwood Heights Schools	Central Michigan University	1999	K - 8	35%	10%	17%	5%
MI	North Saginaw Charter Academy	2332 Trautner Dr	Saginaw, MI 48604-9593	Saginaw City School District	Central Michigan University	1999	K - 8	25%	30%	12%	23%
MI	South Arbor Charter Academy	8200 Carpenter Rd	Ypsilanti, MI 48197-9173	Milan Area Schools	Central Michigan University	1999	K - 8	75%	69%	71%	65%
MI	Walton Charter Academy	744 East Walton Blvd	Pontiac, MI 48340-1361	Pontiac City School District	Northern Michigan University	1999	K - 8	29%	15%	25%	10%
MI	Windemere Park Charter Academy	3100 W. Saginaw Street	Lansing, MI 48917-2307	Waverly Community Schools	Grand Valley State University	1999	K - 8	43%	21%	35%	13%
MI	Canton Charter Academy	49100 Ford Rd	Canton, MI 48187-5415	Plymouth-Canton Community Schools	Central Michigan University	2000	K - 8	69%	65%	69%	63%
MI	Metro Charter Academy	34800 Ecorse Rd	Romulus, MI 48174-1642	Romulus Community Schools	Grand Valley State University	2000	K - 8	43%	30%	37%	25%
NC	PreEminent Charter School	3815 Rock Quarry Rd	Raleigh, NC 27610-5123	Wake County Schools	North Carolina State Board of Education	2000	K - 8	50%	65%	50%	65%
NC	Research Triangle Charter Academy	2418 Ellis Rd	Durham, NC 27703-5543	Durham Public Schools	North Carolina State Board of Education	2000	K - 8	51%	48%	49%	47%
MI	Warrendale Charter Academy	19400 Sawyer Rd	Detroit, MI 48228-3330	Detroit Public Schools Community District	Grand Valley State University	2001	K - 8	31%	14%	23%	10%
MI	Detroit Merit Charter Academy	1091 Alter Rd	Detroit, MI 48215-2861	Detroit Public Schools Community District	Grand Valley State University	2002	K - 8	39%	14%	25%	10%
OH	North Dayton School of Discovery	3901 Turner Rd	Dayton, OH 45415-3654	Dayton City	Educational Service Center of Lake Erie West	2002	K - 8	33%	34%	29%	26%
NC	Queen's Grant Community School	6400 Matthews-Mint Hill Rd	Mint Hill, NC 28227-9323	Mecklenburg County	North Carolina State Board of Education	2002	K - 8	67%	54%	69%	64%
NY	Southside Academy Charter School	2200 Onondaga Creek Blvd	Syracuse, NY 13207-2361	Syracuse City School District	New York State Education Department	2002	K - 8	31%	18%	25%	15%
IN	Andrew J. Brown Academy	3600 N. German Church Rd	Indianapolis, IN 46235-8504	Indianapolis Public Schools	Indianapolis Mayor's Office	2003	K - 8	23%	22%	28%	21%
NY	Brooklyn Excelsior Charter School	856 Quincy St	Brooklyn, NY 11221-3612	NYC Geog. District 16	SUNY Charter Schools Institute	2003	K - 8	54%	35%	54%	32%
NY	Buffalo United Charter School	325 Manhattan Ave	Buffalo, NY 14214-1809	Buffalo City School District	SUNY Charter Schools Institute	2003	K - 8	24%	25%	26%	21%
MI	Hamtramck Academy	11420 Conant St	Hamtramck, MI 48212-3134	Hamtramck Public Schools	Bay Mills Community College	2003	K - 8	52%	22%	52%	20%
MI	Keystone Academy	47925 Bemis Rd	Belleville, MI 48111-9760	Van Buren Public Schools	Bay Mills Community College	2003	K - 8	57%	33%	52%	28%
OH	Pathway School of Discovery	173 Avondale Dr	Dayton, OH 45404-2123	Dayton City	Educational Service Center of Lake Erie West	2003	K - 8	50%	34%	38%	26%
OH	Alliance Academy of Cincinnati	1712 Duck Creek Rd	Cincinnati, OH 45207-1644	Cincinnati City	Educational Service Center of Lake Erie West	2004	K - 8	48%	52%	36%	46%
OH	Apex Academy	16005 Terrace Rd	East Cleveland, OH 44112-2001	East Cleveland City School District	Educational Service Center of Lake Erie West	2004	K - 8	53%	32%	56%	25%
MI	Detroit Enterprise Academy	11224 Kercheval St	Detroit, MI 48214-3323	Detroit Public Schools Community District	Grand Valley State University	2004	K - 8	36%	14%	23%	10%
MI	Detroit Premier Academy	7781 Asbury Park	Detroit, MI 48228-3685	Detroit Public Schools Community District	Grand Valley State University	2004	K - 8	30%	14%	18%	10%
OH	Emerson Academy of Dayton	501 Hickory St	Dayton, OH 45410-1232	Dayton City	Educational Service Center of Lake Erie West	2004	K - 8	46%	34%	38%	26%
MI	Fortis Academy	3875 Golfside Dr	Ypsilanti, MI 48197-3726	Ypsilanti Community Schools	Bay Mills Community College	2004	K - 8	47%	20%	33%	19%
MI	Great Oaks Academy	4257 Bart St	Warren, MI 48091-1977	Warren Consolidated Schools	Bay Mills Community College	2004	K - 8	38%	14%	32%	10%
MI	Laurus Academy	24590 Lahser Rd	Southfield, MI 48034-6040	Southfield Public School District	Bay Mills Community College	2004	K - 8	41%	35%	27%	20%
OH	Orion Academy	1798 Queen City Ave	Cincinnati, OH 45214-1427	Cincinnati City	Educational Service Center of Lake Erie West	2004	K - 8	28%	52%	21%	46%
OH	Pinnacle Academy	860 E. 222nd St	Cleveland, OH 44123-3317	Euclid City	Educational Service Center of Lake Erie West	2004	K - 8	42%	42%	46%	35%
MI	Prevail Academy	353 Cass Ave	Mount Clemens, MI 48043-2112	Mt. Clemens Community School District	Bay Mills Community College	2004	K - 8	40%	13%	32%	11%
MI	Triumph Academy	3000 Vivian Rd	Monroe, MI 48162-8600	Jefferson Schools	Bay Mills Community College	2004	K - 8	51%	33%	44%	20%
OH	Winterfield Venture Academy	305 Wenz Rd	Toledo, OH 43615-6244	Toledo City	Educational Service Center of Lake Erie West	2004	K - 8	53%	37%	44%	33%
OH	Bennett Venture Academy	5130 Bennett Rd	Toledo, OH 43612-3422	Toledo City	Buckeye Community Hope Foundation	2005	K - 8	42%	37%	43%	33%

Academic Performance of NHA-Partner Schools

National Heritage Academies (NHA)-partner school students receive the equivalent of three-and-a-half months of extra learning every year compared with their traditional public school peers. Students at NHA-partner schools experience about 80 days of additional learning in math and 63 days in reading for a composite score of 71 days of extra education, according to the report by Stanford's Center for Research on Education Outcomes, or CREDO. Overall, NHA was among the top 20 percent of schools surveyed, ranking in the 84th percentile and outperforming more than four-fifths of the other charter school systems studied (CREDO, 2017). <https://credo.stanford.edu/pdfs/CMO%20FINAL.pdf>

State	School	Address	City, State, Zip	Geographic District	Authorizer	Opening Year	Grades Served	NHA-Partner School 18-19 ELA Proficiency	Geographic District 18-19 ELA Proficiency	NHA-Partner School 18-19 Math Proficiency	Geographic District 18-19 Math Proficiency
OH	Stambaugh Charter Academy	2420 Donald Ave	Youngstown, OH 44509-1306	Youngstown City Schools	Buckeye Community Hope Foundation	2006	K - 8	53%	27%	67%	24%
MI	Taylor Exemplar Academy	26727 Goddard Rd	Taylor, MI 48180-3912	Taylor School District	Bay Mills Community College	2006	K - 8	41%	28%	36%	20%
MI	Flagship Academy	13661 Wisconsin St	Detroit, MI 48238-2356	Detroit Public Schools Community District	Central Michigan University	2007	K - 8	23%	14%	14%	10%
CO	Landmark Academy at Reunion	10566 Memphis St	Commerce City, CO 80022-6236	Brighton 27J	Brighton School District SD 27J	2007	K - 8	50%	38%	45%	28%
IN	Aspire Charter Academy	4900 W. 15th Ave	Gary, IN 46406-2308	Gary Community School Corp	Ball State University	2008	K - 8	35%	16%	25%	12%
MI	Grand River Preparatory High School	650 52nd St SE	Kentwood, MI 49548	Kelloggsville Public Schools	Grand Valley State University	2008	9-12	46%	24%	24%	13%
MI	Reach Charter Academy	25275 Chippendale St	Roseville, MI 48066-3960	Roseville Community Schools	Grand Valley State University	2008	K - 8	36%	18%	26%	12%
MI	Achieve Charter Academy	3250 Denton Rd	Canton, MI 48188-2110	Van Buren Public Schools	Grand Valley State University	2009	K - 8	75%	65%	73%	63%
NY	Brooklyn Scholars Charter School	2635 Linden Blvd	Brooklyn, NY 11208-4907	NYC Geog. District 19	New York City Department of Education	2009	K - 8	54%	31%	47%	28%
MI	Lansing Charter Academy	3300 Express Ct	Lansing, MI 48910-4370	Lansing Public School District	Bay Mills Community College	2009	K - 8	27%	21%	24%	13%
MI	Quest Charter Academy	24745 Van Born Rd	Taylor, MI 48180-1221	Taylor School District	Central Michigan University	2009	K - 8	46%	28%	38%	20%
GA	Atlanta Heights Charter School	3712 Martin Luther King Jr Dr SW	Atlanta, GA 30331-3674	Atlanta Public Schools	Georgia Charter Schools Commission	2010	K - 8	21%	37%	23%	36%
NY	Brooklyn Dreams Charter School	259 Parkville Avenue	Brooklyn, NY 11230-1310	NYC Geog. District 22	SUNY Charter Schools Institute	2010	K - 8	46%	50%	40%	49%
CO	Foundations Academy	340 S 45th Avenue	Brighton, CO 80601-4652	Brighton 27J	Brighton School District SD 27J	2010	K - 8	50%	38%	43%	28%
LA	Inspire Charter Academy	5454 North Foster Drive	East Baton Rouge, LA 70805	East Baton Rouge Parish	East Baton Rouge Parish School Board	2010	K-8	23%	40%	23%	31%
MI	Legacy Charter Academy	4900 E Hildale Street	Detroit, MI 48234-2225	Detroit Public Schools Community District	Grand Valley State University	2010	K - 8	29%	14%	32%	10%
MI	Wellspring Preparatory High School	1031 Page St NE	Grand Rapids, MI 49505	Grand Rapids Public Schools	Bay Mills Community College	2010	9-12	54%	54%	39%	23%
NY	Riverton Street Charter School	118-34 Riverton Street	St. Albans, NY 11412-4024	NYC Geog. District 29	New York City Department of Education	2010	K - 8	54%	41%	53%	34%
MI	Arbor Preparatory High School	6800 Hitchingham Road	Ypsilanti, MI 48197	Ypsilanti Community Schools	Bay Mills Community College	2011	9-12	45%	18%	26%	5%
MI	East Arbor Charter Academy	6885 Merritt Road	Ypsilanti, MI 48197-8958	Ypsilanti Community Schools	Grand Valley State University	2011	K - 8	41%	34%	30%	24%
WI	Milwaukee Scholars Charter School	7000 West Florist Ave	Milwaukee, WI 53218-1855	Milwaukee Public Schools	University of Wisconsin-Milwaukee	2011	Y4 - 8	10%	19%	16%	16%
MI	Regent Park Scholars Charter Academy	15865 East 7 Mile	Detroit, MI 48205-2545	Detroit Public Schools Community District	Lake Superior State University	2011	K - 8	18%	14%	16%	10%
MI	South Canton Scholars Charter Academy	3085 S. Canton Center Rd	Canton, MI 48188-2452	Wayne-Westland Community School District	Grand Valley State University	2011	K - 8	73%	65%	67%	63%
MI	Plymouth Scholars Charter Academy	48484 N Territorial Road	Plymouth, MI 48170-2850	Plymouth-Canton Community Schools	Bay Mills Community College	2012	K - 8	80%	65%	74%	63%
MI	River City Scholars Charter Academy	944 Evergreen Street SE	Grand Rapids, MI 49507-2051	Grand Rapids Public Schools	Bay Mills Community College	2012	K - 8	21%	28%	12%	19%
MI	South Pointe Scholars Charter Academy	10550 Geddes Road	Ypsilanti, MI 48198-9442	Ypsilanti Community Schools	Northern Michigan University	2012	K - 8	51%	20%	39%	19%
MI	Oakside Scholars Charter Academy	355 Summit Dr	Waterford, MI 48328	Pontiac City School District	Bay Mills Community College	2013	K - 8	21%	15%	20%	11%
MI	Taylor Preparatory High School	9540 Telegraph Road	Taylor, MI 48180	Taylor School District	Grand Valley State University	2013	9-12	49%	38%	30%	16%
NC	Summerfield Charter Academy	5303 US 220 N	Summerfield, NC 27358	Guilford County Schools	North Carolina State Board of Education	2013	K - 8	83%	56%	87%	52%
LA	Advantage Charter Academy	14740 Plank Road	Baker, LA 70714	City of Baker School District	Board of Elementary and Secondary Education	2014	K-8	24%	18%	18%	11%
MI	Grand River Academy	28111 Eight Mile Road	Livonia, MI 48152	Clarenceville School District	Grand Valley State University	2014	K - 8	42%	57%	28%	50%
MI	Canton Preparatory High School	46610 Cherry Hill Road	Canton, MI 48187	Plymouth-Canton Community Schools	Grand Valley State University	2014	9-12	61%	75%	46%	67%
NC	Wake Forest Charter Academy	1851 Friendship Chapel Road	Wake Forest, NC 27587	Wake County Schools	North Carolina State Board of Education	2014	K - 8	76%	65%	81%	65%
LA	Willow Charter Academy	1818 Northeast Evangeline Thruway	Lafayette, LA 70501	Lafayette Parish	Board of Elementary and Secondary Education	2014	K - 8	18%	47%	14%	41%
NC	Winterville Charter Academy	4160 Bayswater Rd	Winterville, NC 28590	Pitt County Schools	North Carolina State Board of Education	2015	K - 8	64%	55%	54%	58%
NC	Gate City Charter Academy	123 Flemingfield Rd	Greensboro, NC 27405	Guilford County Schools	North Carolina State Board of Education	2016	K - 8	42%	56%	44%	54%
NC	Matthews Charter Academy	2332 Mt. Harmony Church Rd	Matthews, NC 28105	Charlotte-Mecklenburg Schools	North Carolina State Board of Education	2016	K - 8	61%	54%	61%	64%
NC	Peak Charter Academy	1601 Orchard Villas Ave	Apex, NC 27502	Wake County Schools	North Carolina State Board of Education	2017	K - 8	84%	65%	80%	65%
NC	Johnston Charter Academy	40 Scholar Dr	Clayton, NC 27520	Johnston County School District	North Carolina State Board of Education	2018	K - 8	60%	51%	62%	53%
NC	Rolesville Charter Academy	908 Eagle Scholars Dr	Rolesville, NC 27521	Wake County Schools	North Carolina State Board of Education	2018	K - 8	65%	64%	65%	67%
MI	Pembroke Academy	19940 Mansfield St	Detroit, MI 48235	Detroit Public Schools Community District	Central Michigan University	2018	K - 8	37%	13%	22%	12%
MI	Westfield Charter Academy	K-6: 27201 W. Chicago 7-12: 23750 Elmira St	Redford, MI 48239	South Redford School District	Grand Valley State University	2019	K - 12	N/A	N/A	N/A	N/A
CO	Mountain View Academy	Meadowbrook Pkwy	Colorado Springs, CO 80923	School District 49	School District 49	2020	K - 7	N/A	N/A	N/A	N/A
MI	Center Line Preparatory Academy	8155 Ritter St	Center Line, MI 48015	Center Line Public Schools	Central Michigan University	2020	K - 12	N/A	N/A	N/A	N/A
MI	PrepNet Virtual Academy	N/A	Statewide	Statewide	Grand Valley State University	2020	K-12	N/A	N/A	N/A	N/A
NC	Summit Creek Academy	2126 Scott Rd	Browns Summit, NC 27214	Guilford County Schools	North Carolina State Board of Education	2021	K-5	N/A	N/A	N/A	N/A

Academic Performance of NHA-Partner Schools

National Heritage Academies (NHA)-partner school students receive the equivalent of three-and-a-half months of extra learning every year compared with their traditional public school peers. Students at NHA-partner schools experience about 80 days of additional learning in math and 63 days in reading for a composite score of 71 days of extra education, according to the report by Stanford's Center for Research on Education Outcomes, or CREDO. Overall, NHA was among the top 20 percent of schools surveyed, ranking in the 84th percentile and outperforming more than four-fifths of the other charter school systems studied (CREDO, 2017). <https://credo.stanford.edu/pdfs/CMO%20FINAL.pdf>

State	School	Address	City, State, Zip	Geographic District	Authorizer	Opening Year	Grades Served	NHA-Partner School 18-19 ELA Proficiency	Geographic District 18-19 ELA Proficiency	NHA-Partner School 18-19 Math Proficiency	Geographic District 18-19 Math Proficiency
NC	Phoenix Academy	K-2: 4020 Meeting Way 3-6: 4191 Mendenhall Oaks Parkway 7-10: 7847 Clinard Farms Road	High Point, NC 27265	Guilford County Schools	North Carolina State Board of Education	Opened: 1997 NHA Partnership Began in 2022	K-10	N/A	N/A	N/A	N/A

Since 1995, all NHA-partner schools have successfully applied for and been granted renewal of their charters on all but one occasion. Rochester Leadership Academy Charter School in Rochester, New York in 2005 due to not meeting its charter goals.

The local district for the schools below do not have proficiency counts available by grade, so the comparisons below are by grade-level.

State	School	Address	City, State, Zip	Geographic District	Authorizer	Opening Year	Grades Served	NHA-Partner School 18-19 ELA Proficiency	Geographic District 18-19 ELA Proficiency	NHA-Partner School 18-19 Math Proficiency	Geographic District 18-19 Math Proficiency
LA	Inspire Charter Academy (Grade 3)	5454 North Foster Drive	East Baton Rouge, LA 70805-3031	East Baton Rouge Parish	East Baton Rouge Parish School Board	2010	K - 8	21%	42%	33%	39%
	Inspire Charter Academy (Grade 4)							25%	40%	22%	33%
	Inspire Charter Academy (Grade 5)							14%	37%	10%	30%
	Inspire Charter Academy (Grade 6)							17%	35%	18%	27%
	Inspire Charter Academy (Grade 7)							13%	43%	16%	22%
LA	Inspire Charter Academy (Grade 8)	14740 Plank Road	Baker, LA 70714	City of Baker School District	Board of Elementary and Secondary Education	2014	K - 8	49%	42%	40%	33%
	Advantage Charter Academy (Grade 3)							36%	14%	27%	10%
	Advantage Charter Academy (Grade 4)							30%	11%	22%	14%
	Advantage Charter Academy (Grade 5)							16%	14%	15%	5%
	Advantage Charter Academy (Grade 6)							20%	21%	25%	13%
LA	Advantage Charter Academy (Grade 7)	1818 Northeast Evangeline Thruway	Lafayette, LA 70501	Lafayette Parish	Board of Elementary and Secondary Education	2014	K - 8	15%	25%	7%	8%
	Advantage Charter Academy (Grade 8)							29%	24%	11%	13%
	Willow Charter Academy (Grade 3)							28%	50%	21%	48%
	Willow Charter Academy (Grade 4)							10%	55%	25%	51%
	Willow Charter Academy (Grade 5)							15%	47%	11%	41%
	Willow Charter Academy (Grade 6)							11%	38%	6%	37%
Willow Charter Academy (Grade 7)	22%	47%	12%	37%							
Willow Charter Academy (Grade 8)	21%	43%	10%	33%							



Appendix N: Proposed School Budget for Year 1 Through Year 5

Johnston Preparatory Academy

Enrollment Projections Year 1 through Year 5

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects 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.

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

LEA #1: 510-Johnston	What percentage of students from the LEA selected above will qualify for EC funding? 12%
LEA #2:	What percentage of students from the LEA selected above will qualify for EC funding?
LEA #3:	What percentage of students from the LEA selected above will qualify for EC funding?

Grade	Year 1			Year 2			Year 3			Year 4			Year 5		
	LEA #1 510	LEA #2	LEA #3	LEA #1 510	LEA #2	LEA #3	LEA #1 510	LEA #2	LEA #3	LEA #1 510	LEA #2	LEA #3	LEA #1 510	LEA #2	LEA #3
Kindergarten	120			120			120			120			120		
Grade 1	112			112			112			112			112		
Grade 2	112			112			112			112			112		
Grade 3	84			112			112			112			112		
Grade 4	84			84			112			112			112		
Grade 5	84			84			112			112			112		
Grade 6	112			112			112			112			112		
Grade 7	84			112			112			112			112		
Grade 8	84			84			112			112			112		
Grade 9	120			120			150			150			150		
Grade 10				100			115			130			130		
Grade 11							80			100			115		
Grade 12										60			80		
LEA Totals:	996	0	0	1152	0	0	1361	0	0	1456	0	0	1491	0	0

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

Budget: Revenue Projections from each LEA Year 1

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

In year 1: Base state allotments are determined by the LEA in which the student resides.

In year 2 and Beyond: Base State allotments are determined by the LEA in which the school is located.

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

State EC Funds: Charter schools receive a per pupil share of state funds per student with disabilities (school-aged 5 through 21). Funds are limited to 12.75% of the local education agency’s average daily membership (ADM).

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1:		510-Johnston		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds	\$6,174.92	996	\$6,150,220.32	
Local Funds	\$2,028.69	996	\$2,020,575.24	
State EC Funds	\$4,429.10	120	\$529,366.03	
Federal EC Funds	\$1,514.35	120	\$180,995.11	
Total:			\$8,881,156.70	

LEA #2:				
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds		0		
Local Funds		0		
State EC Funds		0		
Federal EC Funds		0		
Total:			\$0.00	

LEA #3:				
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds				
Local Funds				
State EC Funds				
Federal EC Funds				
Total:			\$0.00	

Total Budget: Revenue Projections Year 1 through Year 5

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

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

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

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

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4	Year 5
State ADM Funds	\$ 6,150,220	\$ 7,113,508	\$ 8,404,066	\$ 8,990,684	\$ 9,206,806
Local Per Pupil Funds	\$ 2,020,575	\$ 2,337,051	\$ 2,761,047	\$ 2,953,773	\$ 3,024,777
State EC Funds	\$ 529,366	\$ 612,279	\$ 723,361	\$ 773,852	\$ 792,455
Federal EC Funds	-	\$ 180,995	\$ 247,324	\$ 264,587	\$ 270,948
Other Funds*	\$ 1,637,842	\$ 1,011,491	\$ 417,153	\$ 459,894	\$ 484,917
Working Capital*					
TOTAL REVENUE:	\$ 10,338,004	\$ 11,255,323	\$ 12,552,951	\$ 13,442,790	\$ 13,779,902

*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions by those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

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

Personnel Budget: Expenditure Projections

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary
Administrative & Support Personnel															
Lead Administrator	2.00	\$ 116,700	\$ 233,400	2.00	\$ 120,200	\$ 240,400	2.00	\$ 123,800	\$ 247,600	2.00	\$ 127,500	\$ 255,000	2.00	\$ 131,300	\$ 262,600
Assistant Administrator			\$ -			\$ -			\$ -			\$ -			\$ -
Finance Officer			\$ -			\$ -			\$ -			\$ -			\$ -
Clerical	2.00	\$ 37,000	\$ 74,000	2.00	\$ 38,100	\$ 76,200	2.00	\$ 39,200	\$ 78,400	2.00	\$ 40,400	\$ 80,800	2.00	\$ 41,600	\$ 83,200
Food Service Staff			\$ -			\$ -			\$ -			\$ -			\$ -
Custodians			\$ -			\$ -			\$ -			\$ -			\$ -
Transportation Staff			\$ -			\$ -			\$ -			\$ -			\$ -
Deans	4.00	\$ 63,200	\$ 252,800	5.00	\$ 65,100	\$ 325,500	5.00	\$ 67,100	\$ 335,500	6.00	\$ 69,100	\$ 414,600	6.00	\$ 71,200	\$ 427,200
Registrar	2.00	\$ 47,500	\$ 95,000	2.00	\$ 48,900	\$ 97,800	2.00	\$ 50,400	\$ 100,800	2.00	\$ 51,900	\$ 103,800	2.00	\$ 53,500	\$ 107,000
Admissions Representative	1.00	\$ 49,200	\$ 49,200	1.00	\$ 50,700	\$ 50,700	1.00	\$ 52,200	\$ 52,200	1.00	\$ 53,800	\$ 53,800	1.00	\$ 55,400	\$ 55,400
College and Career Readiness Coordinator	0.00	\$ 40,000	\$ -	1.00	\$ 41,200	\$ 41,200	1.00	\$ 42,400	\$ 42,400	1.00	\$ 43,700	\$ 43,700	1.00	\$ 45,000	\$ 45,000
Athletic Director	0.20	\$ 49,800	\$ 9,960	0.20	\$ 51,300	\$ 10,260	0.40	\$ 52,800	\$ 21,120	0.40	\$ 54,400	\$ 21,760	0.40	\$ 56,000	\$ 22,400
Total Admin and Support:	11.2		\$ 714,360	13.2		\$ 842,060	13.4		\$ 878,020	14.4		\$ 973,460	14.4		\$ 1,002,800
Instructional Personnel															
Core Content Teacher(s)	39.00	\$ 49,900	\$ 1,946,100	45.00	\$ 51,400	\$ 2,313,000	54.00	\$ 52,900	\$ 2,856,600	59.00	\$ 54,500	\$ 3,215,500	60.00	\$ 56,100	\$ 3,366,000
Electives/Specialty Teacher(s)	4.00	\$ 49,800	\$ 199,200	4.00	\$ 51,300	\$ 205,200	4.00	\$ 52,800	\$ 211,200	4.00	\$ 54,400	\$ 217,600	4.00	\$ 56,000	\$ 224,000
Exceptional Children Teacher(s)	6.00	\$ 49,800	\$ 298,800	7.00	\$ 51,300	\$ 359,100	7.00	\$ 52,800	\$ 369,600	8.00	\$ 54,400	\$ 435,200	8.00	\$ 56,000	\$ 448,000
Instructional Support	1.00	\$ 37,400	\$ 37,400	1.00	\$ 38,500	\$ 38,500	1.00	\$ 39,700	\$ 39,700	1.00	\$ 40,900	\$ 40,900	1.00	\$ 42,100	\$ 42,100
Teacher Assistants	3.50	\$ 22,800	\$ 79,800	4.38	\$ 23,500	\$ 102,813	5.25	\$ 24,200	\$ 127,050	5.25	\$ 24,900	\$ 130,725	6.13	\$ 25,600	\$ 156,800
English Language Learner Teacher	1.00	\$ 49,800	\$ 49,800	1.00	\$ 51,300	\$ 51,300	1.00	\$ 52,800	\$ 52,800	1.00	\$ 54,400	\$ 54,400	1.00	\$ 56,000	\$ 56,000
Interventionists	4.50	\$ 22,800	\$ 102,600	2.75	\$ 23,500	\$ 64,625	2.00	\$ 24,200	\$ 48,400	1.25	\$ 24,900	\$ 31,125	0.75	\$ 25,600	\$ 19,200
Substitute Teachers	3.40	\$ 23,900	\$ 81,260	3.80	\$ 24,600	\$ 93,480	4.40	\$ 25,300	\$ 111,320	4.80	\$ 26,100	\$ 125,280	4.80	\$ 26,900	\$ 129,120
Social Worker	1.00	\$ 54,700	\$ 54,700	1.00	\$ 56,300	\$ 56,300	1.50	\$ 58,000	\$ 87,000	2.00	\$ 59,700	\$ 119,400	2.00	\$ 61,500	\$ 123,000
Recess Aides	1.00	\$ 15,800	\$ 15,800	1.00	\$ 16,300	\$ 16,300	1.00	\$ 16,800	\$ 16,800	1.00	\$ 17,300	\$ 17,300	1.00	\$ 17,800	\$ 17,800
Total Instructional Personnel:	64.4		\$ 2,865,460	70.925		\$ 3,300,618	81.15		\$ 3,920,470	87.3		\$ 4,387,430	88.675		\$ 4,582,020
Total Admin, Support and Instructional Personnel:	75.6		\$ 3,579,820	84.125		\$ 4,142,678	94.55		\$ 4,798,490	101.7		\$ 5,360,890.00	103.075		\$ 5,584,820

Benefits	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total
Administrative & Support Benefits															
Health Insurance	11.20	\$ 10,600	\$ 118,720	13.20	\$ 10,800	\$ 142,560	13.40	\$ 11,025	\$ 147,735	14.40	\$ 11,250	\$ 162,000	14.40	\$ 11,475	\$ 165,240
Retirement Plan--NC State			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other	11.20	\$ 1,450	\$ 16,240	13.20	\$ 1,510	\$ 19,932	13.40	\$ 1,560	\$ 20,904	14.40	\$ 1,620	\$ 23,328	14.40	\$ 1,665	\$ 23,976
Life Insurance			\$ -			\$ -			\$ -			\$ -			\$ -
Disability			\$ -			\$ -			\$ -			\$ -			\$ -
Medicare	11.20	\$ 675	\$ 7,560	13.20	\$ 705	\$ 9,306	13.40	\$ 725	\$ 9,715	14.40	\$ 755	\$ 10,872	14.40	\$ 775	\$ 11,160
Social Security	11.20	\$ 2,885	\$ 32,312	13.20	\$ 3,005	\$ 39,666	13.40	\$ 3,105	\$ 41,607	14.40	\$ 3,230	\$ 46,512	14.40	\$ 3,315	\$ 47,736
Dental Insurance	11.20	\$ 800	\$ 8,960	13.20	\$ 825	\$ 10,890	13.40	\$ 850	\$ 11,390	14.40	\$ 875	\$ 12,600	14.40	\$ 900	\$ 12,960
Life and Disability Insurance	11.20	\$ 50	\$ 560	13.20	\$ 50	\$ 660	13.40	\$ 50	\$ 670	14.40	\$ 55	\$ 792	14.40	\$ 55	\$ 792
Workers' Compensation	11.20	\$ 145	\$ 1,624	13.20	\$ 150	\$ 1,980	13.40	\$ 155	\$ 2,077	14.40	\$ 160	\$ 2,304	14.40	\$ 165	\$ 2,376
FUTA & SUTA	11.20	\$ 260	\$ 2,912	13.20	\$ 270	\$ 3,564	13.40	\$ 280	\$ 3,752	14.40	\$ 290	\$ 4,176	14.40	\$ 300	\$ 4,320
Other	11.20	\$ 265	\$ 2,968	13.20	\$ 290	\$ 3,828	13.40	\$ 295	\$ 3,953	14.40	\$ 320	\$ 4,608	14.40	\$ 330	\$ 4,752
Total Admin and Support Benefits:			\$ 191,856			\$ 232,386			\$ 241,803			\$ 267,192			\$ 273,312
Instructional Personnel Benefits															
Health Insurance	61.00	\$ 10,600	\$ 646,600	67.13	\$ 10,800	\$ 724,950	76.75	\$ 11,025	\$ 846,169	82.50	\$ 11,250	\$ 928,125	83.88	\$ 11,475	\$ 962,466
Retirement Plan--NC State			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other	61.00	\$ 1,450	\$ 88,450	67.13	\$ 1,510	\$ 101,359	76.75	\$ 1,560	\$ 119,730	82.50	\$ 1,620	\$ 133,650	83.88	\$ 1,665	\$ 139,652
Social Security	64.40	\$ 2,885	\$ 185,794	70.93	\$ 3,005	\$ 213,130	81.15	\$ 3,105	\$ 251,971	87.30	\$ 3,230	\$ 281,979	88.68	\$ 3,315	\$ 293,958
Disability			\$ -			\$ -			\$ -			\$ -			\$ -
Medicare	64.40	\$ 675	\$ 43,470	70.93	\$ 705	\$ 50,002	81.15	\$ 725	\$ 58,834	87.30	\$ 755	\$ 65,912	88.68	\$ 775	\$ 68,723
Life Insurance			\$ -			\$ -			\$ -			\$ -			\$ -
Dental Insurance	61.00	\$ 800	\$ 48,800	67.13	\$ 825	\$ 55,378	76.75	\$ 850	\$ 65,238	82.50	\$ 875	\$ 72,188	83.88	\$ 900	\$ 75,488
Life and Disability Insurance	61.00	\$ 50	\$ 3,050	67.13	\$ 50	\$ 3,356	76.75	\$ 50	\$ 3,838	82.50	\$ 55	\$ 4,538	83.88	\$ 55	\$ 4,613
Workers' Compensation	61.00	\$ 145	\$ 8,845	67.13	\$ 150	\$ 10,069	76.75	\$ 155	\$ 11,896	82.50	\$ 160	\$ 13,200	83.88	\$ 165	\$ 13,839
FUTA & SUTA	64.40	\$ 260	\$ 16,744	70.93	\$ 270	\$ 19,150	81.15	\$ 280	\$ 22,722	87.30	\$ 290	\$ 25,317	88.68	\$ 300	\$ 26,603
Other	61.00	\$ 265	\$ 16,165	67.13	\$ 290	\$ 19,466	76.75	\$ 295	\$ 22,641	82.50	\$ 320	\$ 26,400	83.88	\$ 330	\$ 27,679
Total Instructional Personnel Benefits:			\$ 1,057,918			\$ 1,196,860			\$ 1,403,038			\$ 1,551,308			\$ 1,613,020
Total Personnel Benefits:			\$ 1,249,774			\$ 1,429,246			\$ 1,644,841			\$ 1,818,500			\$ 1,886,332
Total Admin & Support Personnel (Salary & Benefits):	11.2		\$ 906,216	13.2		\$ 1,074,446	13.4		\$ 1,119,823	14.4		\$ 1,240,652.00	14.4		\$ 1,276,112
Total Instructional Personnel (Salary & Benefits):	64.4		\$ 3,923,378	70.925		\$ 4,497,477	81.15		\$ 5,323,508	87.3		\$ 5,938,738	88.675		\$ 6,195,040
TOTAL PERSONNEL:	75.6		\$ 4,829,594	84.125		\$ 5,571,923	94.55		\$ 6,443,331	101.7		\$ 7,179,390	103.075		\$ 7,471,152

*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.

Appendix N - Proposed School Budget for Year 1 Through Year 5

Operations Budget: Expenditure Projections					
<i>The following list of expenditure items is presented as an example. Applicants should modify to meet their needs.</i>					
OPERATIONS BUDGET: Administrative and Support	Year 1	Year 2	Year 3	Year 4	Year 5
Office					
Office Supplies	\$ 44,900.00	\$ 25,900.00	\$ 30,200.00	\$ 32,600.00	\$ 33,000.00
Paper					
Computers & Software	\$ 700.00	\$ 700.00	\$ 700.00	\$ 700.00	\$ 700.00
Communications & Telephone	\$ 5,500.00	\$ 5,500.00	\$ 5,500.00	\$ 5,500.00	\$ 5,500.00
Copier leases					
Other	\$ 1,350.00	\$ 1,400.00	\$ 1,450.00	\$ 1,500.00	\$ 1,550.00
*** Insert rows and edit text as needed. ***	\$ 35,570.00	\$ 37,020.00	\$ 38,550.00	\$ 39,850.00	\$ 40,900.00
Management Company					
Contract Fees					
Other					
*** Insert rows and edit text as needed. ***					
Professional Contract					
Legal Counsel	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Student Accounting					
Financial	\$ 75,660.00	\$ 75,520.00	\$ 92,780.00	\$ 89,300.00	\$ 86,520.00
Other					
*** Insert rows and edit text as needed. ***					
Facilities					
Facility Lease/Mortgage	\$ 2,400,000.00	\$ 2,400,000.00	\$ 2,400,000.00	\$ 2,400,000.00	\$ 2,400,000.00
Maintenance	\$ 178,390.00	\$ 188,250.00	\$ 159,910.00	\$ 163,770.00	\$ 167,830.00
Custodial Supplies					
Custodial Contract	\$ 225,500.00	\$ 253,500.00	\$ 302,500.00	\$ 311,500.00	\$ 320,800.00
Insurance (pg19)	\$ 53,710.00	\$ 55,690.00	\$ 57,680.00	\$ 59,470.00	\$ 61,230.00
Other	\$ 19,950.00	\$ 4,100.00	\$ 4,250.00	\$ 4,400.00	\$ 4,550.00
Rent of Equipment	\$ 25,270.00	\$ 28,860.00	\$ 33,050.00	\$ 35,440.00	\$ 35,440.00
Utilities					
Electric	\$ 128,150.00	\$ 132,420.00	\$ 136,690.00	\$ 140,970.00	\$ 145,240.00
Gas	\$ 10,680.00	\$ 10,680.00	\$ 10,680.00	\$ 10,680.00	\$ 10,680.00
Water/Sewer	\$ 15,000.00	\$ 15,450.00	\$ 15,900.00	\$ 16,400.00	\$ 16,900.00
Trash	\$ 11,100.00	\$ 12,900.00	\$ 15,000.00	\$ 16,200.00	\$ 16,200.00
Other	\$ 8,000.00	\$ 8,250.00	\$ 8,500.00	\$ 8,750.00	\$ 9,000.00
*** Insert rows and edit text as needed. ***					
Transportation					
Buses					
Gas					
Oil/Tires & Maintenance					
Other	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
*** Insert rows and edit text as needed. ***					
Other					
Marketing	\$ 201,320.00	\$ 203,480.00	\$ 225,580.00	\$ 223,910.00	\$ 220,210.00
Child nutrition	\$ 305,760.00	\$ 356,970.00	\$ 425,750.00	\$ 463,860.00	\$ 485,150.00
Travel	\$ 25,680.00	\$ 27,680.00	\$ 30,470.00	\$ 32,430.00	\$ 33,500.00
Other	\$ 11,000.00	\$ 11,320.00	\$ 11,650.00	\$ 11,970.00	\$ 12,350.00
Administrative Support	\$ 96,690.00	\$ 96,030.00	\$ 118,580.00	\$ 111,960.00	\$ 109,300.00
Facilities Acquisition	\$ 24,700.00	\$ 27,800.00	\$ 6,240.00	\$ 5,940.00	\$ 5,710.00
Partner Relations	\$ 62,960.00	\$ 62,510.00	\$ 78,870.00	\$ 75,200.00	\$ 72,180.00
Board Expenditures	\$ 35,000.00	\$ 35,000.00	\$ 35,000.00	\$ 35,000.00	\$ 35,000.00
Athletic Activities	\$ 24,680.00	\$ 28,000.00	\$ 30,080.00	\$ 33,180.00	\$ 36,280.00
Total Administrative & Support Operations:	\$ 4,047,220.00	\$ 4,124,930.00	\$ 4,295,560.00	\$ 4,350,480.00	\$ 4,385,720.00

Appendix N - Proposed School Budget for Year 1 Through Year 5

OPERATIONS BUDGET: Instructional		Year 1	Year 2	Year 3	Year 4	Year 5
Classroom Technology						
Software	\$	10,800.00	11,120.00	11,450.00	11,800.00	12,160.00
Other	\$	-				
Technology Services	\$	224,500.00	244,000.00	270,130.00	282,000.00	284,660.00
Instructional Contract						
Staff Development	\$	138,240.00	128,100.00	132,550.00	134,960.00	134,980.00
Staff Recruitment and Retention	\$	83,540.00	96,480.00	134,470.00	144,030.00	139,300.00
Special Education Services	\$	288,710.00	367,320.00	424,350.00	437,360.00	450,420.00
Curriculum Development & Intervention Svcs	\$	68,110.00	86,690.00	125,250.00	141,450.00	138,380.00
Books and Supplies						
Instructional Materials	\$	226,150.00	179,410.00	206,410.00	219,670.00	217,370.00
Curriculum/Texts	\$	115,790.00	101,120.00	109,730.00	115,810.00	117,770.00
Copy Paper	\$	40,850.00	48,020.00	58,580.00	65,520.00	68,480.00
Testing Supplies	\$	48,350.00	49,470.00	58,410.00	56,860.00	55,590.00
Instructional Equipment	\$	210,770.00	240,370.00	274,900.00	294,640.00	294,640.00
Field Trips	\$	5,380.00	6,370.00	7,830.00	8,820.00	9,280.00
Total Instructional Operations:	\$	1,461,190.00	1,558,470.00	1,814,060.00	1,912,920.00	1,923,030.00
TOTAL OPERATIONS:	\$	5,508,410.00	5,683,400.00	6,109,620.00	6,263,400.00	6,308,750.00

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

Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 4,829,594.00	\$ 5,571,923.13	\$ 6,443,330.75	\$ 7,179,389.50	\$ 7,471,151.50
Total Operations	M	\$ 5,508,410.00	\$ 5,683,400.00	\$ 6,109,620.00	\$ 6,263,400.00	\$ 6,308,750.00
Total Expenditures	N = J + M	\$ 10,338,004.00	\$ 11,255,323.13	\$ 12,552,950.75	\$ 13,442,789.50	\$ 13,779,901.50
Total Revenue	Z	\$ 10,338,004.00	\$ 11,255,323.13	\$ 12,552,950.75	\$ 13,442,789.50	\$ 13,779,901.50
Surplus / (Deficit)	= Z - N	\$ -	\$ -	\$ -	\$ -	\$ -



Appendix M: Revenue Assurances and/or Working Capital Report

Johnston Preparatory Academy



April 22, 2022

Brooke Holmes
Lead Applicant
Johnston Prep

Via: Hand Delivery

Re: Letter of Financial Commitment

Dear Ms. Holmes,

National Heritage Academies (NHA) is proud and privileged to partner with you to provide a quality public charter school choice to families and students in Johnston County through the proposal for Johnston Prep. As you know, NHA currently partners with nearly 100 school boards across nine states to provide excellent K-12 public charter school choices to thousands of families and students. This includes 15 other schools within the state. Through this experience we know that a major success factor for any school, and especially any charter school, is appropriate fiduciary oversight and planning.

With this letter, I confirm that, should Johnston Prep receive a charter, NHA will make financial contributions as outlined in the draft Services Agreement between NHA and the Board, for as long as NHA is engaged as the school's management partner. As our draft Services Agreement states, neither the school nor any individual Board member shall be legally obligated to repay NHA for NHA contributions made to or on behalf of the school.

Our mutual commitment and partnership to creating an additional quality public charter school choice for children in Johnston County is of the utmost importance to NHA; we will continue to meet the essence and substance of the vision we've jointly laid out for students in the charter application. I'm hopeful that this letter and our draft Services Agreement will suffice for the needs of your charter proposal.

Sincerely,

Bob Owen
Chief Financial Officer, National Heritage Academies

Enrollment Projections Year 1 through Year 5

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects 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.

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

LEA #1: 510-Johnston	What percentage of students from the LEA selected above will qualify for EC funding?	12%
LEA #2:	What percentage of students from the LEA selected above will qualify for EC funding?	
LEA #3:	What percentage of students from the LEA selected above will qualify for EC funding?	

Grade	Year 1			Year 2			Year 3			Year 4			Year 5		
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3
	510			510			510			510			510		
Kindergarten	120			120			120			120			120		
Grade 1	112			112			112			112			112		
Grade 2	112			112			112			112			112		
Grade 3	84			112			112			112			112		
Grade 4	84			84			112			112			112		
Grade 5	84			84			112			112			112		
Grade 6	112			112			112			112			112		
Grade 7	84			112			112			112			112		
Grade 8	84			84			112			112			112		
Grade 9	120			120			150			150			150		
Grade 10				100			115			130			130		
Grade 11							80			100			115		
Grade 12										60			80		
LEA Totals:	996	0	0	1152	0	0	1361	0	0	1456	0	0	1491	0	0

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

Budget: Revenue Projections from each LEA Year 1

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

In year 1: Base state allotments are determined by the LEA in which the student resides.

In year 2 and Beyond: Base State allotments are determined by the LEA in which the school is located.

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

State EC Funds: Charter schools receive a per pupil share of state funds per student with disabilities (school-aged 5 through 21). Funds are limited to 12.75% of the local education agency’s average daily membership (ADM).

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1:		510-Johnston		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds	\$6,174.92	996	\$6,150,220.32	
Local Funds	\$2,028.69	996	\$2,020,575.24	
State EC Funds	\$4,429.10	120	\$529,366.03	
Federal EC Funds	\$1,514.35	120	\$180,995.11	
			Total:	\$8,881,156.70

LEA #2:				
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds		0		
Local Funds		0		
State EC Funds		0		
Federal EC Funds		0		
			Total:	\$0.00

LEA #3:				
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds				
Local Funds				
State EC Funds				
Federal EC Funds				
			Total:	\$0.00

Total Budget: Revenue Projections Year 1 through Year 5

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

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

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

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

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4	Year 5
State ADM Funds	\$ 6,150,220	\$ 7,113,508	\$ 8,404,066	\$ 8,990,684	\$ 9,206,806
Local Per Pupil Funds	\$ 2,020,575	\$ 2,337,051	\$ 2,761,047	\$ 2,953,773	\$ 3,024,777
State EC Funds	\$ 529,366	\$ 612,279	\$ 723,361	\$ 773,852	\$ 792,455
Federal EC Funds	-	\$ 180,995	\$ 247,324	\$ 264,587	\$ 270,948
Other Funds*	\$ 1,637,842	\$ 1,011,491	\$ 417,153	\$ 459,894	\$ 484,917
Working Capital*					
TOTAL REVENUE:	\$ 10,338,004	\$ 11,255,323	\$ 12,552,951	\$ 13,442,790	\$ 13,779,902

*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions by those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

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

Personnel Budget: Expenditure Projections

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary
Administrative & Support Personnel															
Lead Administrator	2.00	\$ 116,700	\$ 233,400	2.00	\$ 120,200	\$ 240,400	2.00	\$ 123,800	\$ 247,600	2.00	\$ 127,500	\$ 255,000	2.00	\$ 131,300	\$ 262,600
Assistant Administrator			\$ -			\$ -			\$ -			\$ -			\$ -
Finance Officer			\$ -			\$ -			\$ -			\$ -			\$ -
Clerical	2.00	\$ 37,000	\$ 74,000	2.00	\$ 38,100	\$ 76,200	2.00	\$ 39,200	\$ 78,400	2.00	\$ 40,400	\$ 80,800	2.00	\$ 41,600	\$ 83,200
Food Service Staff			\$ -			\$ -			\$ -			\$ -			\$ -
Custodians			\$ -			\$ -			\$ -			\$ -			\$ -
Transportation Staff			\$ -			\$ -			\$ -			\$ -			\$ -
Deans	4.00	\$ 63,200	\$ 252,800	5.00	\$ 65,100	\$ 325,500	5.00	\$ 67,100	\$ 335,500	6.00	\$ 69,100	\$ 414,600	6.00	\$ 71,200	\$ 427,200
Registrar	2.00	\$ 47,500	\$ 95,000	2.00	\$ 48,900	\$ 97,800	2.00	\$ 50,400	\$ 100,800	2.00	\$ 51,900	\$ 103,800	2.00	\$ 53,500	\$ 107,000
Admissions Representative	1.00	\$ 49,200	\$ 49,200	1.00	\$ 50,700	\$ 50,700	1.00	\$ 52,200	\$ 52,200	1.00	\$ 53,800	\$ 53,800	1.00	\$ 55,400	\$ 55,400
College and Career Readiness Coordinator	0.00	\$ 40,000	\$ -	1.00	\$ 41,200	\$ 41,200	1.00	\$ 42,400	\$ 42,400	1.00	\$ 43,700	\$ 43,700	1.00	\$ 45,000	\$ 45,000
Athletic Director	0.20	\$ 49,800	\$ 9,960	0.20	\$ 51,300	\$ 10,260	0.40	\$ 52,800	\$ 21,120	0.40	\$ 54,400	\$ 21,760	0.40	\$ 56,000	\$ 22,400
Total Admin and Support:	11.2		\$ 714,360	13.2		\$ 842,060	13.4		\$ 878,020	14.4		\$ 973,460	14.4		\$ 1,002,800
Instructional Personnel															
Core Content Teacher(s)	39.00	\$ 49,900	\$ 1,946,100	45.00	\$ 51,400	\$ 2,313,000	54.00	\$ 52,900	\$ 2,856,600	59.00	\$ 54,500	\$ 3,215,500	60.00	\$ 56,100	\$ 3,366,000
Electives/Specialty Teacher(s)	4.00	\$ 49,800	\$ 199,200	4.00	\$ 51,300	\$ 205,200	4.00	\$ 52,800	\$ 211,200	4.00	\$ 54,400	\$ 217,600	4.00	\$ 56,000	\$ 224,000
Exceptional Children Teacher(s)	6.00	\$ 49,800	\$ 298,800	7.00	\$ 51,300	\$ 359,100	7.00	\$ 52,800	\$ 369,600	8.00	\$ 54,400	\$ 435,200	8.00	\$ 56,000	\$ 448,000
Instructional Support	1.00	\$ 37,400	\$ 37,400	1.00	\$ 38,500	\$ 38,500	1.00	\$ 39,700	\$ 39,700	1.00	\$ 40,900	\$ 40,900	1.00	\$ 42,100	\$ 42,100
Teacher Assistants	3.50	\$ 22,800	\$ 79,800	4.38	\$ 23,500	\$ 102,813	5.25	\$ 24,200	\$ 127,050	5.25	\$ 24,900	\$ 130,725	6.13	\$ 25,600	\$ 156,800
English Language Learner Teacher	1.00	\$ 49,800	\$ 49,800	1.00	\$ 51,300	\$ 51,300	1.00	\$ 52,800	\$ 52,800	1.00	\$ 54,400	\$ 54,400	1.00	\$ 56,000	\$ 56,000
Interventionists	4.50	\$ 22,800	\$ 102,600	2.75	\$ 23,500	\$ 64,625	2.00	\$ 24,200	\$ 48,400	1.25	\$ 24,900	\$ 31,125	0.75	\$ 25,600	\$ 19,200
Substitute Teachers	3.40	\$ 23,900	\$ 81,260	3.80	\$ 24,600	\$ 93,480	4.40	\$ 25,300	\$ 111,320	4.80	\$ 26,100	\$ 125,280	4.80	\$ 26,900	\$ 129,120
Social Worker	1.00	\$ 54,700	\$ 54,700	1.00	\$ 56,300	\$ 56,300	1.50	\$ 58,000	\$ 87,000	2.00	\$ 59,700	\$ 119,400	2.00	\$ 61,500	\$ 123,000
Recess Aides	1.00	\$ 15,800	\$ 15,800	1.00	\$ 16,300	\$ 16,300	1.00	\$ 16,800	\$ 16,800	1.00	\$ 17,300	\$ 17,300	1.00	\$ 17,800	\$ 17,800
Total Instructional Personnel:	64.4		\$ 2,865,460	70.925		\$ 3,300,618	81.15		\$ 3,920,470	87.3		\$ 4,387,430	88.675		\$ 4,582,020
Total Admin, Support and Instructional Personnel:	75.6		\$ 3,579,820	84.125		\$ 4,142,678	94.55		\$ 4,798,490	101.7		\$ 5,360,890.00	103.075		\$ 5,584,820

Benefits	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total
Administrative & Support Benefits															
Health Insurance	11.20	\$ 10,600	\$ 118,720	13.20	\$ 10,800	\$ 142,560	13.40	\$ 11,025	\$ 147,735	14.40	\$ 11,250	\$ 162,000	14.40	\$ 11,475	\$ 165,240
Retirement Plan--NC State			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other	11.20	\$ 1,450	\$ 16,240	13.20	\$ 1,510	\$ 19,932	13.40	\$ 1,560	\$ 20,904	14.40	\$ 1,620	\$ 23,328	14.40	\$ 1,665	\$ 23,976
Life Insurance			\$ -			\$ -			\$ -			\$ -			\$ -
Disability			\$ -			\$ -			\$ -			\$ -			\$ -
Medicare	11.20	\$ 675	\$ 7,560	13.20	\$ 705	\$ 9,306	13.40	\$ 725	\$ 9,715	14.40	\$ 755	\$ 10,872	14.40	\$ 775	\$ 11,160
Social Security	11.20	\$ 2,885	\$ 32,312	13.20	\$ 3,005	\$ 39,666	13.40	\$ 3,105	\$ 41,607	14.40	\$ 3,230	\$ 46,512	14.40	\$ 3,315	\$ 47,736
Dental Insurance	11.20	\$ 800	\$ 8,960	13.20	\$ 825	\$ 10,890	13.40	\$ 850	\$ 11,390	14.40	\$ 875	\$ 12,600	14.40	\$ 900	\$ 12,960
Life and Disability Insurance	11.20	\$ 50	\$ 560	13.20	\$ 50	\$ 660	13.40	\$ 50	\$ 670	14.40	\$ 55	\$ 792	14.40	\$ 55	\$ 792
Workers' Compensation	11.20	\$ 145	\$ 1,624	13.20	\$ 150	\$ 1,980	13.40	\$ 155	\$ 2,077	14.40	\$ 160	\$ 2,304	14.40	\$ 165	\$ 2,376
FUTA & SUTA	11.20	\$ 260	\$ 2,912	13.20	\$ 270	\$ 3,564	13.40	\$ 280	\$ 3,752	14.40	\$ 290	\$ 4,176	14.40	\$ 300	\$ 4,320
Other	11.20	\$ 265	\$ 2,968	13.20	\$ 290	\$ 3,828	13.40	\$ 295	\$ 3,953	14.40	\$ 320	\$ 4,608	14.40	\$ 330	\$ 4,752
Total Admin and Support Benefits:			\$ 191,856			\$ 232,386			\$ 241,803			\$ 267,192			\$ 273,312
Instructional Personnel Benefits															
Health Insurance	61.00	\$ 10,600	\$ 646,600	67.13	\$ 10,800	\$ 724,950	76.75	\$ 11,025	\$ 846,169	82.50	\$ 11,250	\$ 928,125	83.88	\$ 11,475	\$ 962,466
Retirement Plan--NC State			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other	61.00	\$ 1,450	\$ 88,450	67.13	\$ 1,510	\$ 101,359	76.75	\$ 1,560	\$ 119,730	82.50	\$ 1,620	\$ 133,650	83.88	\$ 1,665	\$ 139,652
Social Security	64.40	\$ 2,885	\$ 185,794	70.93	\$ 3,005	\$ 213,130	81.15	\$ 3,105	\$ 251,971	87.30	\$ 3,230	\$ 281,979	88.68	\$ 3,315	\$ 293,958
Disability			\$ -			\$ -			\$ -			\$ -			\$ -
Medicare	64.40	\$ 675	\$ 43,470	70.93	\$ 705	\$ 50,002	81.15	\$ 725	\$ 58,834	87.30	\$ 755	\$ 65,912	88.68	\$ 775	\$ 68,723
Life Insurance			\$ -			\$ -			\$ -			\$ -			\$ -
Dental Insurance	61.00	\$ 800	\$ 48,800	67.13	\$ 825	\$ 55,378	76.75	\$ 850	\$ 65,238	82.50	\$ 875	\$ 72,188	83.88	\$ 900	\$ 75,488
Life and Disability Insurance	61.00	\$ 50	\$ 3,050	67.13	\$ 50	\$ 3,356	76.75	\$ 50	\$ 3,838	82.50	\$ 55	\$ 4,538	83.88	\$ 55	\$ 4,613
Workers' Compensation	61.00	\$ 145	\$ 8,845	67.13	\$ 150	\$ 10,069	76.75	\$ 155	\$ 11,896	82.50	\$ 160	\$ 13,200	83.88	\$ 165	\$ 13,839
FUTA & SUTA	64.40	\$ 260	\$ 16,744	70.93	\$ 270	\$ 19,150	81.15	\$ 280	\$ 22,722	87.30	\$ 290	\$ 25,317	88.68	\$ 300	\$ 26,603
Other	61.00	\$ 265	\$ 16,165	67.13	\$ 290	\$ 19,466	76.75	\$ 295	\$ 22,641	82.50	\$ 320	\$ 26,400	83.88	\$ 330	\$ 27,679
Total Instructional Personnel Benefits:			\$ 1,057,918			\$ 1,196,860			\$ 1,403,038			\$ 1,551,308			\$ 1,613,020
Total Personnel Benefits:			\$ 1,249,774			\$ 1,429,246			\$ 1,644,841			\$ 1,818,500			\$ 1,886,332
Total Admin & Support Personnel (Salary & Benefits):	11.2		\$ 906,216	13.2		\$ 1,074,446	13.4		\$ 1,119,823	14.4		\$ 1,240,652.00	14.4		\$ 1,276,112
Total Instructional Personnel (Salary & Benefits):	64.4		\$ 3,923,378	70.925		\$ 4,497,477	81.15		\$ 5,323,508	87.3		\$ 5,938,738	88.675		\$ 6,195,040
TOTAL PERSONNEL:	75.6		\$ 4,829,594	84.125		\$ 5,571,923	94.55		\$ 6,443,331	101.7		\$ 7,179,390	103.075		\$ 7,471,152

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

Operations Budget: Expenditure Projections

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

OPERATIONS BUDGET: Administrative and Support	Year 1	Year 2	Year 3	Year 4	Year 5
Office					
Office Supplies	\$ 44,900.00	\$ 25,900.00	\$ 30,200.00	\$ 32,600.00	\$ 33,000.00
Paper					
Computers & Software	\$ 700.00	\$ 700.00	\$ 700.00	\$ 700.00	\$ 700.00
Communications & Telephone	\$ 5,500.00	\$ 5,500.00	\$ 5,500.00	\$ 5,500.00	\$ 5,500.00
Copier leases					
Other	\$ 1,350.00	\$ 1,400.00	\$ 1,450.00	\$ 1,500.00	\$ 1,550.00
*** Insert rows and edit text as needed. ***	\$ 35,570.00	\$ 37,020.00	\$ 38,550.00	\$ 39,850.00	\$ 40,900.00
Management Company					
Contract Fees					
Other					
*** Insert rows and edit text as needed. ***					
Professional Contract					
Legal Counsel	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Student Accounting					
Financial	\$ 75,660.00	\$ 75,520.00	\$ 92,780.00	\$ 89,300.00	\$ 86,520.00
Other					
*** Insert rows and edit text as needed. ***					
Facilities					
Facility Lease/Mortgage	\$ 2,400,000.00	\$ 2,400,000.00	\$ 2,400,000.00	\$ 2,400,000.00	\$ 2,400,000.00
Maintenance	\$ 178,390.00	\$ 188,250.00	\$ 159,910.00	\$ 163,770.00	\$ 167,830.00
Custodial Supplies					
Custodial Contract	\$ 225,500.00	\$ 253,500.00	\$ 302,500.00	\$ 311,500.00	\$ 320,800.00
Insurance (pg19)	\$ 53,710.00	\$ 55,690.00	\$ 57,680.00	\$ 59,470.00	\$ 61,230.00
Other	\$ 19,950.00	\$ 4,100.00	\$ 4,250.00	\$ 4,400.00	\$ 4,550.00
Rent of Equipment	\$ 25,270.00	\$ 28,860.00	\$ 33,050.00	\$ 35,440.00	\$ 35,440.00
Utilities					
Electric	\$ 128,150.00	\$ 132,420.00	\$ 136,690.00	\$ 140,970.00	\$ 145,240.00
Gas	\$ 10,680.00	\$ 10,680.00	\$ 10,680.00	\$ 10,680.00	\$ 10,680.00
Water/Sewer	\$ 15,000.00	\$ 15,450.00	\$ 15,900.00	\$ 16,400.00	\$ 16,900.00
Trash	\$ 11,100.00	\$ 12,900.00	\$ 15,000.00	\$ 16,200.00	\$ 16,200.00
Other	\$ 8,000.00	\$ 8,250.00	\$ 8,500.00	\$ 8,750.00	\$ 9,000.00
*** Insert rows and edit text as needed. ***					
Transportation					
Buses					
Gas					
Oil/Tires & Maintenance					
Other	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
*** Insert rows and edit text as needed. ***					
Other					
Marketing	\$ 201,320.00	\$ 203,480.00	\$ 225,580.00	\$ 223,910.00	\$ 220,210.00
Child nutrition	\$ 305,760.00	\$ 356,970.00	\$ 425,750.00	\$ 463,860.00	\$ 485,150.00
Travel	\$ 25,680.00	\$ 27,680.00	\$ 30,470.00	\$ 32,430.00	\$ 33,500.00
Other	\$ 11,000.00	\$ 11,320.00	\$ 11,650.00	\$ 11,970.00	\$ 12,350.00
Administrative Support	\$ 96,690.00	\$ 96,030.00	\$ 118,580.00	\$ 111,960.00	\$ 109,300.00
Facilities Acquisition	\$ 24,700.00	\$ 27,800.00	\$ 6,240.00	\$ 5,940.00	\$ 5,710.00
Partner Relations	\$ 62,960.00	\$ 62,510.00	\$ 78,870.00	\$ 75,200.00	\$ 72,180.00
Board Expenditures	\$ 35,000.00	\$ 35,000.00	\$ 35,000.00	\$ 35,000.00	\$ 35,000.00
Athletic Activities	\$ 24,680.00	\$ 28,000.00	\$ 30,080.00	\$ 33,180.00	\$ 36,280.00
Total Administrative & Support Operations:	\$ 4,047,220.00	\$ 4,124,930.00	\$ 4,295,560.00	\$ 4,350,480.00	\$ 4,385,720.00

OPERATIONS BUDGET: Instructional		Year 1	Year 2	Year 3	Year 4	Year 5
Classroom Technology						
Software	\$	10,800.00	\$ 11,120.00	\$ 11,450.00	\$ 11,800.00	\$ 12,160.00
Other	\$	-				
Technology Services	\$	224,500.00	\$ 244,000.00	\$ 270,130.00	\$ 282,000.00	\$ 284,660.00
Instructional Contract						
Staff Development	\$	138,240.00	\$ 128,100.00	\$ 132,550.00	\$ 134,960.00	\$ 134,980.00
Staff Recruitment and Retention	\$	83,540.00	\$ 96,480.00	\$ 134,470.00	\$ 144,030.00	\$ 139,300.00
Special Education Services	\$	288,710.00	\$ 367,320.00	\$ 424,350.00	\$ 437,360.00	\$ 450,420.00
Curriculum Development & Intervention Svcs	\$	68,110.00	\$ 86,690.00	\$ 125,250.00	\$ 141,450.00	\$ 138,380.00
Books and Supplies						
Instructional Materials	\$	226,150.00	\$ 179,410.00	\$ 206,410.00	\$ 219,670.00	\$ 217,370.00
Curriculum/Texts	\$	115,790.00	\$ 101,120.00	\$ 109,730.00	\$ 115,810.00	\$ 117,770.00
Copy Paper	\$	40,850.00	\$ 48,020.00	\$ 58,580.00	\$ 65,520.00	\$ 68,480.00
Testing Supplies	\$	48,350.00	\$ 49,470.00	\$ 58,410.00	\$ 56,860.00	\$ 55,590.00
Instructional Equipment	\$	210,770.00	\$ 240,370.00	\$ 274,900.00	\$ 294,640.00	\$ 294,640.00
Field Trips	\$	5,380.00	\$ 6,370.00	\$ 7,830.00	\$ 8,820.00	\$ 9,280.00
Total Instructional Operations:	\$	1,461,190.00	\$ 1,558,470.00	\$ 1,814,060.00	\$ 1,912,920.00	\$ 1,923,030.00
TOTAL OPERATIONS:	\$	5,508,410.00	\$ 5,683,400.00	\$ 6,109,620.00	\$ 6,263,400.00	\$ 6,308,750.00

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

Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 4,829,594.00	\$ 5,571,923.13	\$ 6,443,330.75	\$ 7,179,389.50	\$ 7,471,151.50
Total Operations	M	\$ 5,508,410.00	\$ 5,683,400.00	\$ 6,109,620.00	\$ 6,263,400.00	\$ 6,308,750.00
Total Expenditures	N = J + M	\$ 10,338,004.00	\$ 11,255,323.13	\$ 12,552,950.75	\$ 13,442,789.50	\$ 13,779,901.50
Total Revenue	Z	\$ 10,338,004.00	\$ 11,255,323.13	\$ 12,552,950.75	\$ 13,442,789.50	\$ 13,779,901.50
Surplus / (Deficit)	= Z - N	\$ -	\$ -	\$ -	\$ -	\$ -



Appendix L: Insurance Quotes

Johnston Preparatory Academy



Arthur J. Gallagher & Co.
BUSINESS WITHOUT BARRIERS™

February 22, 2022

Johnston Prep
Johnston County, NC

We have prepared an estimate cost of the insurance portfolio for Johnston Prep. The premiums listed below are just an estimate and are not bindable; the insurance carriers would require a full underwriting submission to calculate the accurate premiums. I feel confident that the summary below fulfills the requirements of the bid documents.

Type of Coverage	Coverage Amount	Estimated Premiums
Comprehensive General Liability (including personal/bodily injury) {based on 1,000 students}	\$1,000,000 per occurrence; \$2,000,000 aggregate	\$2,000
Errors & Omissions - Directors, Officers, School Leaders {based on 1,000 student}	\$1,000,000 per occurrence; \$3,000,000 aggregate	\$2,700
Property (content coverage) Special Form, Replacement Cost	\$25,000	\$400
Motor Vehicle Liability (hired, not owned)	\$1,000,000	\$200
Crime	\$500,000	\$5
Workers Compensation	Statutory coverage per the laws of North Carolina	\$500
Umbrella (for excess over CGL, Auto, E&O, Employers' Liability, etc.)	\$4,000,000	\$2,500

North Carolina School Board of Education is to be included as Additional Insured.

After you have reviewed this letter should you have any questions or comments, please do not hesitate to give me a call. My direct Number is 727-796-6164 and my email address is Dawn_Agovino@ajg.com.

Sincerely,

Dawn Agovino

Dawn Agovino, CRM, CIC
Area Assistant Vice President



Appendix K: Articles of Incorporation/Municipal Charter

Johnston Preparatory Academy

SOSID: 2232176
Date Filed: 7/13/2021 3:10:00 PM
Elaine F. Marshall
North Carolina Secretary of State
C2021 194 00979

**ARTICLES OF INCORPORATION
OF
JOHNSTON PREPARATORY ACADEMY**

The undersigned, being of the age of eighteen years or older, does make and acknowledge these Articles of Incorporation for the purpose of forming a corporation under and by virtue of the North Carolina Nonprofit Corporation Act, as provided in Chapter 55A of the General Statutes of North Carolina.

ARTICLE I

The name of the corporation is Johnston Preparatory Academy (the “**Corporation**”).

ARTICLE II

The Corporation is a “charitable or religious corporation” as defined in N.C. Gen. Stat. § 55A-1-40(4).

ARTICLE III

The street address and county of the Corporation’s registered office is 103 Willowcroft Court, Garner, Johnston County, North Carolina 27529. The name of the Corporation’s registered agent at that address is Brooke Holmes.

ARTICLE IV

The street address and county of the Corporation’s principal office is 103 Willowcroft Court, Garner, North Carolina 27529. *Johnston County*

ARTICLE V

The name of the incorporator is Brooke Holmes and her address is 103 Willowcroft Court, Garner, North Carolina 27529.

ARTICLE VI

The Corporation shall have no members.

ARTICLE VII

The purposes for which the Corporation is organized are:

- a. To operate a public charter school in the State of North Carolina pursuant to N.C. Gen. Stat. § 115C-218 *et seq.*;
- b. To operate exclusively for charitable, educational, religious, and scientific purposes within the meaning of Sections 501(c)(3) and 170(c)(2) of the Internal Revenue

Code of 1986 or the corresponding provisions of any future United States Internal Revenue laws (the “Code”); and

c. To engage in any lawful activity for which corporations may be organized under Chapter 55A of the General Statutes of North Carolina, provided the Corporation shall not carry on any activities not permitted to be carried on by an organization exempt from Federal income tax under Section 501(c)(3) of the Code or the corresponding provision of any future United States Internal Revenue Code.

ARTICLE VIII

The Board of Directors of the Corporation shall consist of those persons as may be elected to the Board of Directors from time to time in accordance with the provisions of the bylaws of the Corporation. Subject to those provisions, the Board of Directors alone shall have the authority to adopt and amend the bylaws, approve budgets, and govern and conduct the affairs of the Corporation.

ARTICLE IX

If the Corporation is granted a charter to operate a public charter school by the State Board of Education and the Corporation is subsequently dissolved or the charter is terminated or not renewed, then all net assets of the Corporation purchased for the school shall be deemed the property of and distributed to the local school administrative unit in which the charter school is located in accordance with N.C. Gen. Stat. § 115C-218.100(b) or the corresponding provision of any future North Carolina charter school law. To the extent the Corporation possesses assets other than those subject to distribution pursuant to N.C. Gen. Stat. § 115C-218.100(b), upon termination, dissolution, or winding up of the affairs of the Corporation, the Directors shall, after paying or making provision for payment of all liabilities of the Corporation, distribute all such remaining assets among one or more organizations which are organized and operated for exempt purposes and qualified as exempt organizations under Section 501(c)(3) of the Code and to which contributions are deductible under Section 170(c)(2) of the Code, or to federal, state, and local governments to be used exclusively for public purposes.

ARTICLE X

No part of the net earnings of the Corporation shall be distributable to or inure to the benefit of its officers or directors or any private person, except that the Corporation shall be authorized to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of its exempt purposes. No substantial part of the activities of the Corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation (except to the extent permitted by Section 501(h) of the Code), and the Corporation shall not participate in or intervene in any political campaign on behalf of any candidate for public office, including the publication or distribution of statements. Notwithstanding any other provision hereof, the Corporation shall not carry on any other activities not permitted to be carried on by: (i) a corporation exempt from federal income tax under Section 501(c)(3) of the Code; or (ii) a corporation to which contributions are deductible under Section 170(c)(2) of the Code.

ARTICLE XI

To the maximum extent permitted by applicable law, no person who is serving or who has served as a Director of the Corporation shall be personally liable for any action for monetary damages for breach of his or her duty as a Director, whether such action is brought by or in the right of the Corporation or otherwise. Neither the amendment or repeal of this paragraph, nor the adoption of any provision of these Articles of Incorporation inconsistent with this paragraph, shall eliminate or reduce the protection afforded by this paragraph to a Director of the Corporation with respect to any matter which occurred, or any cause of action, suit, or claim which, but for this paragraph would have accrued or risen, prior to such amendment, repeal, or adoption.

These Articles of Incorporation are hereby signed by the incorporator on the 9th day of July, 2021.



Brooke Holmes, Incorporator



Appendix J: Proposed By-Laws of the School's Board of Directors

Johnston Preparatory Academy

**BYLAWS
OF
JOHNSTON PREPARATORY ACADEMY**

ARTICLE 1 — NAME

The name of the corporation shall be Johnston Preparatory Academy. (the “**Corporation**”).

ARTICLE 2 — PURPOSES

The purposes for which the Corporation is organized are:

(A) To operate a public charter school in the State of North Carolina pursuant to N.C. Gen. Stat. § 115C-218 *et seq.*;

(B) To provide a K-12 education that places each student on the path to academic proficiency and college readiness; and

(C) To operate exclusively for religious, charitable, scientific, literary, or educational purposes within the meaning of Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 or the corresponding provisions of any future U.S. Internal Revenue laws (the “**Code**”), provided the Corporation shall not carry on any activities not permitted to be carried on by an organization exempt from Federal income tax under Section 501(c)(3) of the Code.

ARTICLE 3 — OFFICES

1. Principal Office. The principal office of the Corporation shall be located at 103 Willowcroft Court, Garner, North Carolina 27529.

2. Registered Office. The registered office of the Corporation may be the same as the principal office of the Corporation; provided, however, the Corporation’s registered office shall be located in the State of North Carolina, and shall be the business office of the registered agent.

3. Other Offices. The Corporation may have offices at such other places within the State of North Carolina as the Corporation’s Board of Directors (the “**Board**”) may determine from time to time.

ARTICLE 4 — BOARD OF DIRECTORS

1. General Powers. The business, property, and affairs of the Corporation shall be managed under the direction of the Board in accordance with the provisions of the Corporation’s Articles of Incorporation (the “**Articles**”), these Bylaws (the “**Bylaws**”), and applicable law.

2. Number and Election. The number of Directors on the Board (the “**Directors**”) shall not be less than five (5) or more than nine (9). At any annual meeting, the Directors may fix the number of Directors to be elected at the meeting by resolution. In the absence of such a resolution, the number of Directors elected at the meeting, plus the number of Directors continuing in office, shall constitute the number of Directors of the Corporation until the next annual meeting, unless the number is changed by action of the Board. Directors shall be elected at any annual or special meeting of the Board by a vote of a majority of the Directors then in office. The election of Directors shall be a part of the order of business of each annual meeting of the Board.

3. Terms. The initial Directors shall be divided into two (2) classes, as nearly equal in number as possible, to serve in the first instance for terms of one (1) and two (2) years, respectively, and until their successors shall be elected and shall qualify. Thereafter, the successors in each class of Directors shall be elected to serve for terms of four (4) years and until their successors shall be elected and shall qualify. In the event of any increase or decrease in the number of Directors, the additional or eliminated directorships shall be classified such that all classes of Directors remain or become equal in number, or as nearly equal in number as possible. In the event of the death, resignation, retirement, removal, or disqualification of a Director during the elected term of office, the Director’s successor shall be elected to serve only until the expiration of the term of the predecessor. Directors may be reelected with no limit on the number of terms.

4. Qualifications. A Director shall be willing and able to make decisions as a member of the Board in the best interests of the Corporation and shall submit on an annual basis a conflict of interest disclosure as prescribed by the Board. A Director shall also be at least 21 years of age, be a resident of the State of North Carolina, and hold at least a high school diploma or its equivalent.

5. Excluded Persons. The following persons shall not be eligible to serve on the Board: (i) employees of the charter school operated by the Board; or (ii) any director, officer, or employee of a service provider or management company who contracts with the Corporation.

6. Removal. A Director may be removed by the Board with or without cause by a resolution duly adopted by a majority of the Directors then in office.

7. Resignation. A Director may resign at any time by providing written notice to the President of the Corporation, or if the President is resigning or the Presidency is vacant, then to the next highest-ranking officer of the Corporation (an “**Officer**”). The resignation shall be effective when communicated, unless the notice specifies a later effective date or subsequent event upon which it will become effective.

8. Vacancies. A vacancy on the Board shall be filled as provided in Section 2 of this Article.

9. Compensation. All Directors shall serve as volunteers without compensation. By resolution of the Board, Directors may be reimbursed for their reasonable expenses incident to their duties in accordance with applicable law.

ARTICLE 5 — MEETINGS OF DIRECTORS

1. Annual Meeting. The annual meeting of the Board shall be held in the month of May of each year for the purpose of electing Directors and Officers and transacting such other business as may be properly brought before the Board. If the annual meeting is not held as designated by these Bylaws, a substitute annual meeting may be called by or at the request of any two Directors and such meeting shall be designated and treated for all purposes as the annual meeting.

2. Regular Meeting. The Board shall set a schedule of the time and place for the holding of regular meetings, which shall occur at least once each month.

3. Special Meeting. Special meetings of the Board may be called by or at the request of any two Directors.

4. Open Meetings. All meetings of the Board shall comply with Article 33C of Chapter 143 of the North Carolina General Statutes. Consistent with that Article, the Board shall, among other things: (i) cause a current copy of the schedule of its regular meetings to be kept on file with the Secretary of the Corporation and (ii) give public notice of regular, special, and emergency meetings pursuant to N.C. Gen. Stat. § 143-318.12.

5. Place of Meetings. Meetings of the Board may be held at the principal office of the Corporation or at such other place as shall be designated in the notice of the meeting or agreed upon at or before the meeting by a majority of the Directors then in office. However, unless conducted electronically, all meetings of the Board shall take place within the State of North Carolina and within close proximity to the charter school operated by the Board, such that parents, students, and interested parties may attend.

6. Manner of Acting. The act of the majority of the Directors then in office at a properly noticed and conducted meeting shall be the act of the Board, except as otherwise provided by law.

7. Meeting by Conference Telephone. Any one or more Directors may participate in a meeting of the Board by conference telephone or other electronic means which allows all Directors to simultaneously hear one another during the meeting, and such participation shall be deemed presence in person at such meeting. If the Board holds a meeting by conference telephone or other electronic means, it shall provide a location and means whereby members of the public may listen to the meeting, and notice of the meeting shall be provided as required by N.C. Gen. Stat. § 143-318.13.

ARTICLE 6 — COMMITTEES

1. Committee Authority. The Board may designate one or more committees by resolution. Each committee shall consist of three (3) or more Directors elected by the Board and shall have such powers as may be delegated by the Board, except that no committee may: (i) authorize distributions to or for the benefit of Directors or Officers; (ii) approve dissolution, merger or the sale, pledge or transfer of all or substantially all of the Corporation's assets; (iii) elect, appoint or remove Directors, or fill vacancies on the Board or on any of its committees, (iv) elect Officers, (v) adopt, amend, or repeal the Articles or Bylaws, or (vi) take any action the Board cannot lawfully delegate under the Articles, Bylaws, or applicable law.

2. Committee Conduct. Each committee shall fix its own rules governing the conduct of its activities and shall make such reports to the Board of its activities as the Board may request. The provisions in Article 5 applicable to meetings of the Board shall apply to meetings of committees.

ARTICLE 7 — OFFICERS OF THE CORPORATION

1. Number and Titles. The Officers of the Corporation shall be a President, Vice President, Secretary, and Treasurer. Except as otherwise provided in these Bylaws, the Officers shall have the authority and perform the duties as from time to time may be prescribed by the Board. Any two or more offices may be held by the same individual, but no Officer may act in more than one capacity where action of two or more Officers is required.

2. Election and Term of Office. The Officers shall be elected by the Board at the annual meeting. If the election of Officers is not held at the annual meeting, the election shall be held as soon thereafter as may be convenient. Each Officer shall hold office until the next annual meeting and until a successor is elected and qualifies.

3. Removal. Any Officer elected or appointed by the Board may be removed at any time by the Board with or without cause.

4. Resignation. An Officer may resign at any time by providing written notice to the President of the Corporation, or if the President is resigning or the Presidency is vacant, then to the Officer holding the next highest office. The resignation shall be effective when communicated, unless the notice specifies a later effective date or subsequent event upon which it will become effective.

5. Vacancies. A vacancy in any office shall be filled by the Board for the unexpired portion of the term.

6. President. The President shall be a member of the Board and shall preside at all meetings of the Board. The President shall sign, with any other proper Officer, instruments which may be lawfully executed on behalf of the Corporation, except where required or

permitted by law to be otherwise signed and executed, and except where the signing and execution shall be delegated by the Board to some other Officer. The President shall, in general, perform all duties incident to the office of President as may be prescribed by the Board from time to time.

7. Vice President. The Vice President shall be a member of the Board and shall exercise the powers of the President during that Officer's absence or inability to act. Any action taken by a Vice President in the performance of the duties of the President shall be presumptive evidence of the absence or inability to act of the President at the time the action was taken. The Vice President shall have such powers and perform such other duties as from time to time may be assigned to the Vice President by the President or by the Board.

8. Secretary. The Secretary shall be a member of the Board and shall be responsible for keeping the minutes of the Board meetings and seeing that all notices are duly given in accordance with the provisions of these Bylaws or as required by law. The Secretary shall have general charge of the corporate books and records. The Secretary shall sign such instruments as may require the signature of the Secretary and in general shall perform all duties incident to the office of Secretary and other duties as from time to time may be assigned to the Secretary by the President or the Board.

9. Treasurer. The Treasurer shall be a member of the Board and shall: (i) have charge and custody of and be responsible for all funds and securities of the Corporation; (ii) keep accurate books and records of receipts and disbursements; (iii) deposit all moneys and securities received by the Corporation in such banks, trust companies, or other depositories as shall be selected by the Board; and (iv) see that all required corporate filings are made. The Treasurer shall, in general, perform all duties incident to the office of Treasurer and such other duties as from time to time may be assigned to the Treasurer by the President or by the Board.

10. Compensation. All Officers shall serve as volunteers without compensation. By resolution of the Board, Officers may be reimbursed for their reasonable expenses incident to their duties in accordance with applicable law.

ARTICLE 8 — CONTRACTS, LOANS, CHECKS AND DEPOSITS; SPECIAL CORPORATE ACTS; GENERAL PROVISIONS

1. Contracts. The Board may authorize any one or more Officers to enter into any contract or other instrument on behalf of the Corporation. Such authority may be general or confined to specific instances. When the Board authorizes the execution of a contract or of any other instrument in the name of and on behalf of the Corporation, without specifying the executing Officers, the President or Vice President, and the Secretary or Treasurer may execute the same.

2. Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board.

3. Checks, Drafts, and Orders for Payment. All checks, drafts, or other orders for the payment of money, notes, or other evidences of indebtedness issued in the name of the Corporation shall be signed by such Officer or Officers as shall from time to time be determined by resolution of the Board.

4. Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board may select.

5. Conflict of Interest. A Director shall inform the Board of any direct or indirect conflict of interest which the Director has with regard to any transaction contemplated by the Board (a “**Conflict of Interest**”). A Conflict of Interest shall exist in Board actions including, but not be limited to, actions concerning a transaction in which the Director: (i) has a material financial interest; or (ii) is presently serving as a director, trustee, officer, or general partner of another party. Pursuant to N.C. Gen. Stat. § 55A-8-31, the Director with a Conflict of Interest may participate in the discussion, but may not vote on the transaction. The transaction is authorized, approved, or ratified by the vote of a majority of the Directors then in office who have no Conflict of Interest, which must be more than one Director.

6. Contracts between the Corporation and Related Persons. The Corporation may not enter into a contract with a related person to the extent such contract and any transfers in connection therewith might cause or imply private benefit under the relevant sections of the Code or applicable provisions of state ethical requirements for local government officials.

ARTICLE 9 — INDEMNIFICATION

It shall be the policy of the Corporation to indemnify to the maximum extent permitted by Chapter 55A of the North Carolina General Statutes each person who is or was a Director, Officer, or member of a committee of the Board and each person who serves or has served at the request of the Board as a trustee, Director, Officer, partner, or employee of another corporation, partnership, joint venture, trust, or other enterprise. The Corporation may purchase and maintain insurance on behalf of any such person against any liability asserted against and incurred by such person in any such capacity or arising out of his or her status as such, whether or not the Corporation would have power to indemnify such person against such liability under the preceding sentence. The Corporation may, to the extent authorized from time to time by the Board, grant rights to indemnification to any employee of the Corporation. Notwithstanding any provision of this Article to the contrary, the Corporation shall not indemnify any person described in this Article if such indemnification would jeopardize the Corporation’s tax-exempt status under Section 501(c)(3) of the Code. The Corporation may advance expenses in connection with any proceeding to such person in accordance with applicable law. The use of

funds of the Corporation for indemnification or for purchase and maintenance of insurance for the benefit of the persons designated in this Article shall be deemed a proper expense of the Corporation.

ARTICLE 10 — FISCAL YEAR

The fiscal year of the Corporation shall begin on the first day of July in each year and end on the following June 30; provided that the first fiscal year shall begin on the date of incorporation.

ARTICLE 11 — DISPOSITION OF ASSETS

If the Corporation is granted a charter to operate a public charter school by the State Board of Education and the Corporation is subsequently dissolved or the charter is terminated or not renewed, then all net assets of the Corporation purchased for the school shall be deemed the property of and distributed to the local school administrative unit in which the school is located in accordance with N.C. Gen. Stat. § 115C-218.100 or the corresponding provision of any future North Carolina charter school law. To the extent the Corporation possesses assets other than those subject to distribution pursuant to N.C. Gen. Stat. § 115C-218.100, upon termination, dissolution, or winding up of the affairs of the Corporation, the Directors shall, after paying or making provision for payment of all liabilities of the Corporation, distribute all such remaining assets among one or more organizations, which are organized and operated for exempt purposes and qualified as exempt organizations under Section 501(c)(3) of the Code and to which contributions are deductible under Section 170(c)(2) of the Code, or to federal, state, and local governments to be used exclusively for public purposes.

ARTICLE 12 — NON-DISCRIMINATION

The public charter school operated by the Corporation shall permit students of any race, gender, religion, color, ethnicity, socio-economic status, and national origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the charter school.

ARTICLE 13 — AMENDMENTS

These Bylaws may be amended or repealed and new Bylaws may be adopted by the affirmative vote of a majority of the Directors then in office at any regular or special meeting of the Board, provided that notice of the meeting shall have been given which states that the purpose or one of the purposes of the meeting is to consider a proposed amendment to the Bylaws and includes a copy or summary of the proposed amendment or states the general nature of the amendment.

SECRETARY'S CERTIFICATE

This document is to certify that the foregoing Bylaws of Johnston ^{Prep} ~~Charter~~ Academy were duly adopted by resolution of the Board, effective as of the 15th day of July, 2021.

IN WITNESS WHEREOF, the undersigned, being the duly elected and acting Secretary of the Corporation, has signed this Secretary's Certificate this the 15th day of July, 2021.

Myrtle T. Early
Secretary, Johnston Preparatory Academy

Myrtle Early
Signature



Appendix H: Charter School Board Member Response and Resume

Johnston Preparatory Academy

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Johnston Prep
2. Full name: Brooke Holmes

Home Address: 103 Willowcroft Court, Garner, NC 27529

Business Name and Address: Virtu Financial, One Liberty Plaza 165 Broadway, New York, NY 10006

Telephone No.: 919.395.9458

E-mail address: Bholmes1313@gmail.com

3. Brief educational and employment history.
I have a Bachelor of Science from East Carolina University. I also received my Project Management Professional Certification from Villanova University. I have over twenty years of experience in network management, acquisitions, and managing operations.
4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?
I sit on the Johnston County Planning Board, and am also Board President of Johnston Charter Academy (JCA). In both capacities, I understand both the immediate need for additional high-quality seats and the demand for a new charter high school. I assembled the

Board of Directors for Johnston Prep. In addition to my role of Board President at JCA, I am also a parent at the school.

6. What is your understanding of the appropriate role of a public charter school board member?
As a Board member at Johnston Charter Academy, my duties have been to oversee the operations of the school, make final approval of hires, and ensure the overall success of the school. I expect this Board to operate similarly.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
As previously mentioned, I have been a member of the Johnston Charter Academy Board of Directors since 2017. I served as Treasurer from May 2017 to May 2019. I currently serve as the Board President.
8. Describe the specific knowledge and experience that you would bring to the board.
I will bring my knowledge and experience from not only serving on the Johnston Charter Academy Board but also my experience of working with our management partner, National Heritage Academies.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Johnston Prep will be a K-12 school focusing on preparing students for college or life beyond high school.
2. What is your understanding of the school's proposed educational program?
NHA will implement their moral focus curriculum currently in place at JCA. Their educational program is continuously assessed and adjusted to meet the needs of all students.
3. What do you believe to be the characteristics of a successful school?
A successful school meets the needs of all students who wish to enroll and prepares students for life beyond academics. I feel as if NHA does a great job with this by implementing their moral focus curriculum.
4. How will you know that the school is succeeding (or not) in its mission?
We will know if our school is succeeding in its mission if we are preparing students for college and their life beyond their academics.

Governance

1. Describe the role that the board will play in the school's operation.
Our Board will oversee the school to ensure its success and financial security. It is the job of our school leaders and NHA to manage day-to-day operations.

2. How will you know if the school is successful at the end of the first year of operation?
At the end of our first year, we expect to see a smooth transition of students from our sister school, JCA, and be preparing to open our K-8 program.

3. How will you know at the end of five years of the schools is successful?
At the end of five years, we will know if Johnston Prep is successful if it is meeting its charter goals, performing at or above the proficiency level as the surrounding schools, and has a waiting list.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Our school will depend on our school leadership and NHA to assist our Board in ensuring success. Having leaders and a management company we can depend on is crucial as the Board will not manage day-to-day operations of the school.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
If this situation were to arise, I would take appropriate steps as the President of this Board to follow the guidelines as outlined in our bylaws. I would take swift action to address any issue that may arise.

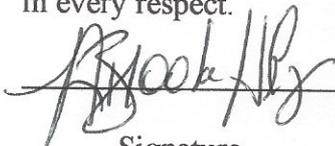
*Please include the following with your Information Form

- a one page resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

Certification

I, A. Brooke Holmes, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Johnston Prep Charter School is true and correct in every respect.



Signature
Date

7/20/21

103 Willowcroft Court
Garner, NC 27529**BROOKE HOLMES**mobile: 919.395.9458
Bholmes1313@gmail.com**NETWORK MANAGEMENT ♦ ACQUISITIONS ♦ OPERATIONS MANAGEMENT**

Twenty one years of experience managing operations, networks and acquisitions to profitable conclusions.

SYNOPSIS OF PROFESSIONAL CAREER

Virtu Financial/ formerly Teza Technologies, Chicago, IL VP, Global Network Operations	9/2014 – Present
Durham Tower Development, LLC, Durham, NC VP, Operations	2/2014 – 9/2014
Communication Infrastructure Corp., Santa Barbara, CA Division Director, Site Development	4/2011 – 2/2014
Excel Property Management, Inc., Raleigh, NC Director, Asset Management	4/2008 – 4/2011
Wireless Capital Partners, LLC, Los Angeles, CA Director, Asset Acquisitions	9/2006 – 4/2008
SpectraSite Communications, Inc./American Tower, Inc., Cary, NC Regional Project Manager (11/01 – 8/06) Acquisitions Process Manager (11/00 – 11/01) Acquisitions Audit Manager (6/00 – 11/00)	6/2000 – 8/2006

EDUCATION / SPECIALTIESEAST CAROLINA UNIVERSITY, Greenville, NC – **Bachelor of Science** **Majors: Communications, English**VILLANOVA UNIVERSITY, Villanova, PA – **Project Management Professional Certification****Specialties:** Experience with point-to-point microwave (licensed/un-licensed), millimeter wave (licensed/un-licensed), 300+ cellular tower builds, DAS networks, CDMA, GSM, TDMA, e911 networks, PCN coordination, frequency licensing, GPS, land leasing/purchasing, easements, government agencies/regulations**ADDITIONAL ACTIVITIES/CIVIC DUTIES**

Johnston County Planning, Board of Directors	2/2020 – Present
Johnston Charter Academy, Board of Directors President, 5/2019 – Present Treasurer, 5/2017 – 5/2019	5/2017 – Present
World Federation of Exchanges, HFT Equal & Fair Trading, Board of Directors	8/2018 – Present
Chadbourne Homeowners Association, Board of Directors – Vice President	2/2015 – Present
Chicago Mercantile Exchange, Connectivity Fair Trade, Board of Directors	1/2015 – 8/2018
Women in Wireless, Board of Directors	6/2001 – 8/2007

As VP, Global Network Operations (2014–Present), developed and manage internal operations responsible for global low latency wireless networks. Manage projects from inception to completion, including defining optimization goals through network integration. Manage site development from site candidate selection to construction and installation of RF equipment. Negotiate and manage real estate transactions with landlords and government agencies, as well as zoning conditions of approval for construction with local jurisdictions. Negotiate financial and business terms of ground and tenant lease agreements with landlords. Select and secure site candidate locations for revolutionary global log periodic antenna networks.

As VP, Operations (2014–2014), developed and managed internal site development division responsible for site acquisition and development processes. Managed site development from site candidate selection to construction of tenant equipment. Negotiated and managed real estate transactions with landlords and government agencies, as well as zoning conditions of approval for construction with local jurisdictions. Negotiated financial and business terms of ground and tenant lease agreements with landlords. Managed microwave network optimizations and lease negotiations/renewals for high frequency trading firms.

As Site Development Division Director (2011–2014), developed and managed an internal site development division responsible for managing project leasing and site acquisition processes. Managed site candidate selection and site acquisition processes for 24 U.S., 4 European and 1 Canadian low latency microwave networks for top tier trading firms. Negotiated financial and business terms of lease agreements and lease assignments for trading firm networks.

As Asset Management Director (2008–2011), managed operations, acquisitions and personnel for a specified asset portfolio. This includes, but is not limited to hiring and training a staff of 46 employees, budget preparation, invoice approval, financial statement review, bids and contract negotiation, inspections, and reviews. Managed rooftop asset portfolio for communications industry clients.

As Acquisitions Director (2006–2008), developed and managed a regional-based acquisition pipeline for the Southeast. Managed conversion of new business opportunities to final acquisition transactions. Maintained project productivity by managing revenue recognition and transaction closure. Project Managed development transactions from inception through construction.

As Regional Project Manager (2001–2006), managed leasing and real estate processes for a portfolio of 5100 assets. Managed projects from inception to completion. Negotiated and managed real estate transactions with landlords and government agencies, and zoning conditions of approval for construction with local jurisdictions. Negotiated financial and business terms of lease agreements with account holders. Developed and managed capital improvements for assets.

As Acquisitions Project Manager (2000–2001), managed a staff of 29 employees and all personnel aspects (staff recruitment for job placement, termination, annual reviews, setting of career goals, and promoting diversity in the workplace). Reviewed production and operating reports and directed the resolution of operational problems to ensure minimum costs and prevent operational delays. Managed third party vendors through bid preparation and selection processes.

As Acquisitions Audit Manager (2000–2000), managed a staff of 7 employees and real estate acquisition audits from inception through transaction closure. Managed legal audits for corporate tower portfolio acquisitions to ensure proper compliance with federal FCC, FAA, and SEC regulations. Performed audits for legal documentation during portfolio acquisitions.

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Johnston Prep

2. Full name: Denise Benson Byrd

Home Address: 3621 Stephenson Road, Angier, NC 27501

Business Name and Address: Johnston County Public Schools, 2320 US-70 BUS, Smithfield, NC 27577

Telephone No.: 919-524-8858

E-mail address: db.byrd@outlook.com

3. Brief educational and employment history.

I have a Bachelor of Arts from University of North Carolina at Chapel Hill, a Master of Education from Campbell University, and a Master of School Administration from North Carolina State University. I have worked for Johnston County Public Schools for thirty-one years as a teacher, school administrator, and an executive director.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:

Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I was recruited by Brooke Holmes to serve on the Board of Johnston Prep. My extensive background in our county's school system will position our Board well to successfully open a high-quality school for families in the community.

6. What is your understanding of the appropriate role of a public charter school board member?
As Board members, we must govern Johnston Prep to ensure a quality education is available for all families in an environment that fosters innovation.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have not previously served on a charter school board. In my experience as a teacher, principal, and administrator I have been able to engage my passion for helping students throughout my professional career. I believe my experience public education will assist with providing thoughtful input on curriculum and shaping policies.
8. Describe the specific knowledge and experience that you would bring to the board.
During my career with our county's school system, I bring my experience supporting and advising administrators in a large and high performing school district. I have direct experience with working with students, staff, and stakeholders.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Johnston Prep's mission will guide the Board's decision making to ensure our school is preparing students for college and beyond. Our school will not only focus on rigorous curriculum but also shaping the hearts of our students.
2. What is your understanding of the school's proposed educational program?
Our Board is ultimately responsible for the academic success for Johnston Prep. Taking this seriously, our Board has partnered with National Heritage Academies (NHA) to implement their educational program. Their success is evident in North Carolina and across the country, utilizing a model centered on four pillars and that emphasizes moral focus.
3. What do you believe to be the characteristics of a successful school?
I believe characteristics of a successful school would include a rigorous curriculum, competent teachers, accountability, and a safe school culture. As a former teacher and principal, I understand the importance of having effective teachers in each classroom and how it correlates to student success.
4. How will you know that the school is succeeding (or not) in its mission?
Our school will be succeeding in its mission when we have a full enrollment and re-enrollment at our school. We can also measure success by tracking academic growth of our students and proficiency. As a school administrator, I continuously reviewed data and developed strategies to improve student growth.

Governance

1. Describe the role that the board will play in the school's operation.
We will be a governing Board. In doing so, we will jointly employ teachers at our school, and hold NHA accountable to deliver a program that contributes to achieving our mission. We will regularly review data on academics, operations, and finances and direct changes and improvements, as necessary.
2. How will you know if the school is successful at the end of the first year of operation?
At the end of the first year of operation, I expect the school to be making progress toward achieving our mission and growing a school culture and climate that encourages student growth.
3. How will you know at the end of five years of the schools is successful?
At the end of five years, I expect Johnston Prep to be fully enrolled and meeting or exceeding our student proficiency goals. We expect to be fiscally sound and earning high levels of parent satisfaction.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
We will place a priority on items that may include parental involvement, academics, moral focus, safety, and a focus on governance and financial responsibilities.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
If this situation were to happen, I would take the appropriate steps to report the issue in accordance with our bylaws and conflict of interest protocols.

*Please include the following with your Information Form

- a one page resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

Certification

I, Denise Benson Byrd, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Johnston Preparatory Academy Charter School is true and correct in every respect.

Denise Benson Byrd _____ 7-15-2021

Signature
Date

Denise Benson Byrd

3621 Stephenson Road, Angier, North Carolina * db.byrd@outlook.com * 919-524-8858

Professional Summary

As a professional educator, I have dedicated a career of thirty one years to the children, staff, and stakeholders of Johnston County Public Schools. As a teacher, I strived for excellence in the classroom and the school while becoming a National Board Certified Teacher. As a school administrator, I built relationships with all stakeholders while reviewing data and developing goals and strategies collaboratively with all constituent groups to achieve those goals and to improve student achievement. As an Executive Director in a large and high performing school district, I supported and advised administrators as we focused on relationships, relevance, and innovation as a school district.

Work History

Retiree Administrator (assists schools and Human Resources as needed), 2018 to Present

Johnston County Public Schools – Smithfield, North Carolina

Executive Director of Certified Personnel, 07/2017 to 07/2018

Johnston County Public Schools – Smithfield, North Carolina

Human Resources Director, 02/2015 to 06/2017

Johnston County Public Schools – Smithfield, North Carolina

Elementary School Principal, 07/2010 to 01/2015

Polenta Elementary, 07/2013 to 01/2015 – Garner, North Carolina

Selma Elementary, 07/2010 to 06/2013 – Selma, North Carolina

Johnston County Public Schools – Smithfield, North Carolina

Elementary and Middle School Assistant Principal, 08/2007 to 06/2010

Meadow School, (K-8) – Benson, North Carolina

Johnston County Public Schools – Smithfield, North Carolina

Elementary Teacher, 08/1987 to 07/2007

Johnston County Public Schools – Smithfield, North Carolina

Education

Master of School Administration 2008

North Carolina State University

Master of Education 1990

Campbell University

Bachelor of Arts 1986

University of North Carolina at Chapel Hill

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Johnston Prep

2. Full name: Myrtle T. Earley

Home Address: 1013 Turner Farms Road, Garner, NC 27529

Business Name and Address: Garner Area Chamber of Commerce, 401 Circle Drive. Garner, NC 27529

Telephone No.: 919.349.8461

E-mail address: Earleys4@hotmail.com

3. Brief educational and employment history.

I have a B.A. in Home Economics with a Food Service Management Concentration from Meredith College. My background includes food service management, business management, and marketing. I am the events coordinator for the Garner Chamber of Commerce organizing events such as an annual golf tournament, Women In Business conference, SUMMIT Awards, and various raffles and auctions. Throughout my career, I have worked in food marketing.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

Brooke Holmes recruited me to serve on the Board of Directors. While working at the Garner Chamber of Commerce, I have seen the explosion in growth to our area. As a result of this growth, an additional school is needed in our area.

6. What is your understanding of the appropriate role of a public charter school board member?
A member of a public charter school board must focus on achieving the school's mission. This involves providing a high level of accountability and governance with regard to the school's academics, operations, and finances.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I believe in providing opportunities for families within our community, and have done so in my roles with Sports Ministry.
8. Describe the specific knowledge and experience that you would bring to the board.
In my role with the Garner Chamber of Commerce, I am deeply involved within the community. Relationships I have built with individuals in our area allow me to gain an understanding of the needs of families. As board members, it is incumbent upon us to respond to what families are looking for in a public school choice.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Johnston Prep will focus on data driven instruction and student-centered teaching. We will put an emphasis on moral focus.
2. What is your understanding of the school's proposed educational program?
Johnston Prep's educational program will aim to prepare students for both college and career. Our academics will be aligned to state standards and include a moral focus component.
3. What do you believe to be the characteristics of a successful school?
A successful school must meet the needs of families. In order to do so, a school must perform well academically, be appropriate stewards of public finances, and operate with efficiency.
4. How will you know that the school is succeeding (or not) in its mission?
We will use various measures to track our progress against Johnston Prep's mission. However, we will know our school is successful if parents choose, and continue to choose to enroll their students at Johnston Prep. Students will grow and perform well academically, and we will remain in compliance with all state laws regarding operations and school finance.

Governance

1. Describe the role that the board will play in the school’s operation.
The Johnston Prep Board will be a governing board. We are ultimately responsible for the academics, finances, and operations of our school, and we will enact policies to ensure we are successful in each area. We will work with our management partner to deliver the best possible school for families.
2. How will you know if the school is successful at the end of the first year of operation?
Sound academic and financial performance will be evidence of our initial success.
3. How will you know at the end of five years of the schools is successful?
Continued enrollment and re-enrollment from families, sustained academic growth and performance, and sound financial performance will be signs of success.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Our Board must govern the school to encourage parent and community involvement, prioritize academics and character development, and make financial and operational decisions in the best interest of students.
5. How would you handle a situation in which you believe one or more members of the school’s board were acting unethically or not in the best interests of the school?
I would act in accordance with our bylaws to raise the issue with our Board, and ultimately, support the removal of said member, if necessary.

*Please include the following with your Information Form

- a **one page** resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

Certification

I, Myrtle T. Earley, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Johnston Prep Charter School is true and correct in every respect.

Signature
Date

Myrtle Earley
July 15, 2021

Myrtle T. Earley
1013 Turner Farms Road
Garner, NC 27529
919.779.5280
Earleys4@hotmail.com

EDUCATION

B.A. Home Economics – May 1983, Meredith College
Food Service Management Concentration

**COURSES
OF INTERST**

Home Economics: Food Service Management
Business: Personnel Management, Marketing, Management
Other: Public Speaking

**WORK
EXPERIENCE**

Events Coordinator Garner Chamber of Commerce, Garner, North Carolina 2021 -
Plan and organize events sponsored by the Chamber of Commerce. Events include an
Annual Golf Tournament, Women In Business conference, SUMMIT Awards, the Annual
Reverse Raffle, Silent Auction, and Live Auction and Connect Conference.

Lead Server Unforgettable Foods Affairs, Garner North Carolina 2017-2021
Served food for catered events. Supervised other servers at large catering event.

Marketing Specialist NCDA & CS, Raleigh, North Carolina 1989-2016
Promotes the use of North Carolina agricultural products in the specialty foods industry.
Responsible for organizing special events throughout the state. Responsible for planning
and organizing the Flavors of Carolina food shows. Make key contacts with industry
buyers and maintains a professional rapport. Performed Cooking Demonstrations on
local television stations.

Food Service Marketing Specialist NCDA & CS, Raleigh, North Carolina 1985 - 1989
Promoted the use of North Carolina agricultural products to the food service industry.
Organized statewide promotions for chain restaurants, independent restaurants and
food service distributors. Responsible for organizing NC pavilion at many food service
shows. Responsible for making key contacts with industry buyers.

Territory Manager Homemakers Schools, Inc. Madison Wisconsin 1983 - 1985
Responsible for scheduling cooking schools in a nine-state territory. Contacted local
media in scheduled locations. Conducted forty - 2 ½ hour cooking schools
annually in cooperation with national food sponsors. Attendance for shows average
1000 people for the 2 ½ hours show.

ATTRIBUTES

Excellent Oral Communicator
Excellent Computer Skills
Ability to Multitask
Public Speaker
Efficient Writer
Team Player

ACTIVITIES

Chair of Sports Ministry
Former Fundraising Chair
Active Member Mt. Zion United Methodist Church
Former Sunday School Teacher for College Students
Former Executive Director for Miss Garner Scholarship Pageant Association

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Johnston Prep

2. Full name: Christopher A. Parsons

Home Address: 133 Breckenridge Drive, Garner, NC 27529

Business Name and Address: First Citizens Bank, 239 Fayetteville Street, Raleigh, NC 27601

Telephone No.: 910-322-0085

E-mail address: christopherallenparsons@gmail.com

3. Brief educational and employment history.

I have an extensive background in business and finance. I graduated from Campbell University with a Bachelor of Business Administration in Trust Management and a Master of Business Administration with a Focus in Finance.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:

Yes

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I was recruited by Brooke Holmes to serve on the board of Johnston Prep. As a parent, I am deeply invested in the educational opportunities in our area. The growing population in our area has created a need for additional school seats and I hope to help bring a new high-quality option for families in Johnston Prep.

6. What is your understanding of the appropriate role of a public charter school board member?
Members of the Johnston Prep Board must work together with our management partner to offer a high-quality education for Johnston County families. We will do so by ensuring our school is sound financially, academically, and operationally.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
While I have not served on another charter school board, my background in finance will offer our board expertise when crafting, reviewing, and approving Johnston Prep's budget. My skills will assist our Board to make financial decisions that are in the best interest of families who send their students to our school.
8. Describe the specific knowledge and experience that you would bring to the board.
As noted, my extensive financial background will add value to the Johnston Prep Board as we govern the school to achieve sound finances, academics, and operations. I have worked across various functions of the sector for approximately 13 years.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Johnston Prep ensures preparedness for college, career, and life utilizing a robust K-12 educational experience built upon a foundation of rigorous curriculum, data driven instruction, student-centered teaching, and moral focus. My conversations with Ms. Holmes have illustrated how our school will successfully place our mission at the center of student success.
2. What is your understanding of the school's proposed educational program?
Our school will use the educational program in place at numerous other schools in North Carolina partnering with NHA. I've studied the organization's track record and have seen its success with students from all backgrounds. Our school's programming will have a moral focus component that aims to grow students beyond just academic outcomes.
3. What do you believe to be the characteristics of a successful school?
A safe environment that allows our students, parents, and staff to create and sustain a positive climate and culture. A successful school provides a well-rounded education and is fiscally and operationally stable.
4. How will you know that the school is succeeding (or not) in its mission?
Feedback from parents and staff will be indicative of our success. Dedicated analysis of school academics, finances, and operations will show our Board if we are on a path towards achieving Johnston Prep's mission.

Governance

1. Describe the role that the board will play in the school’s operation.
Our Board will maintain appropriate oversight of the school to make sure it meets the needs of families. We will hold our management company accountable to deliver a successful comprehensive program.
2. How will you know if the school is successful at the end of the first year of operation?
A commitment to data will show us if we are well positioned academically, financially, and operationally. We will also examine initial feedback from parents and staff.
3. How will you know at the end of five years of the schools is successful?
We will analyze outcomes in each of the major areas of our school and compare them with the goals we set for Johnston Prep. We will be successful if families are satisfied with our program, if staff members choose to stay with us, and if students are achieving academically.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
We must listen to our school community, educate students according to their needs, and instill character into the educational program.
5. How would you handle a situation in which you believe one or more members of the school’s board were acting unethically or not in the best interests of the school?
I would raise the matter to the attention of our board president in order to make sure we react appropriately. I believe we should discuss the matter with the board, and if necessary, our legal counsel, and take action accordingly. Our Board intends to enact a conflict of interest policy.

*Please include the following with your Information Form

- a **one page** resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

Certification

I, Christopher Passis, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Johnston Prep Charter School is true and correct in every respect.

Signature



Date

7.15.2021

Christopher A. Parsons

133 Breckenridge Drive
 Garner, NC 27529
 910-322-0085
 christopherallenparsons@gmail.com

Education

Campbell University, Buies Creek, NC
 Date of Graduation: May 2007
 Master of Business Administration with a Focus in Finance
 Bachelor of Business Administration in Trust Management
 o Minor in Financial Planning

Work Experience**Senior Commercial Underwriter, VP; First Citizens Bank, Raleigh, NC**

January 2020 - Present

- Underwriting - Underwrites new and renewal commercial credits according to applicable regulations, procedures, and guidelines. Reviews financial statements, communicates with customers or prospects, and performs analysis to recommend borrower risk ratings and appropriate loan structuring. Ensures all involved parties are updated on underwriting progress and outcome. May provide guidance to less experienced underwriters through knowledge of underwriting procedures and information needs. Analyze and assess the client's credit and operational risk using multiple sources of information.
- Analysis - Sources, compiles, and interprets financial data to support structuring and approval of loans. Reviews industry information and comparisons, key risks and mitigants, and collateral to form a general business overview of the borrower. Utilizes results of analysis to underwrite commercial loans. Recommend the structure of credit products based on bank policies through thorough analysis.
- Risk Management - Identifies risks through reviews, analysis, and research of new and existing commercial credit requests and relationships. Works closely with Bank associates and partners to resolve risk issues, communicating review schedule and potential changes in the commercial portfolio. Assists in coordinating review and renewal schedules for existing credits, facilitating ongoing risk identification and management.

Senior Financial Analyst II, VP, Rural; Rabo AgriFinance., Garner, NC

July 2013 - January 2020

- Responsible for complete underwriting of complex new requests and servicing actions, such as renewals, Annual Reviews, partial releases, and covenant monitoring for relationship exposure up to and exceeding \$30M with global agricultural lender.
- Analyze and assess the client's credit and operational risk using multiple sources of information.
- Accompany Relationship Manager on customer farm visits/evaluations.
- Recommend the structure of credit products based on bank policies through thorough analysis.
- Discuss and propose solutions on how to serve clients optimally.
- Support Relationship Managers in growing their portfolios and mentor new hires.
- Worked on global credit approval desk at home bank in Utrecht, Netherlands for 5 weeks in May 2018

Credit Analyst II, AVP, Piedmont Triad Business Banking; Wells Fargo Bank, N.A., Greensboro, NC

June 2012 - July 2013

- Work directly with Account Relationship Managers for analyzing credit information for companies and industries.
- Analyze loan requests including analyzing borrower information and financial statements, collateral and tax returns to determine ability to pay.
- Conduct forecast analysis, preparing credit reports for review.
- Provide support to calling officers or account representatives and coordinating activity in support of credit approval process.
- Meet directly with borrowers and potential customers in support of Account Relationship Managers.

Trust Administrator II, Managed IRA Department; Wells Fargo Bank, N.A., Winston Salem, NC

December 2008 - June 2012

- Work as a direct contact with clients to administer Individual Retirement Accounts (IRAs) within Trust and Wealth Management Relationships. Maintain existing relationships and assist in opening and closing of IRAs.
- Works along side Regional Relationship Managers and Investments partners to ensure needs and goals are met.
- Ensure that IRAs are properly administered by adhering to the rules and regulations set by the IRS.
- Lead annual Specialty Asset Valuation project for all IRAs.
- Attend ongoing continuing education requirements for certification.

Credit Analyst; Cape Fear Farm Credit, ACA, Fayetteville, NC

June 2007 - December 2008 (Full-time Employee); April - June 2007 (Intern)

- Prepared complete loan packages independently for multi-million dollar loans and complex credits; completed all documents, including projections, prepared analyses and made the appropriate recommendations.
- Assisted with presentation and analysis of participation offerings.
- Provided assistance to Capital Markets Division and Chief Lending Officer; assisted in monitoring and servicing of Capital Markets credits.
- Assisted with the analysis of loans in the Special Asset Management department when needed.
- Assisted Chief Relationship Manager in reviewing loan packages submitted to the Credit Desk for approval.

Charter School Board Member Information Form

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Background

1. Name of charter school on whose Board of Directors you intend to serve: Johnston Prep

2. Full name: Jason Thompson

Home Address: 215 W. Blanche St., Clayton, NC 27520

Business Name and Address: North Carolina Office of the Chief Medical Examiner,
4312 District Dr, Raleigh, NC 27607

Telephone No.: 910-320-5090

E-mail address: jthompson@townofclaytonnc.org

3. Brief educational and employment history.

I am a paramedic, serving in Emergency Services for nearly 29 years, over 20 of those in Clayton and many of those as Chief of Clayton EMS. I attended NC State University, I am a graduate of the paramedic program at Johnston Community College and completed the EMS Management Institute at UNC-Charlotte. Until recently, I served as the Director and Chief Operating Officer of Samaritan Ambulance Service. I currently serve as Johnston County Medical Examiner, and I am an elected member of the Clayton Town Council (Mayor Pro-Tempore).

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes:

I was the former chairperson for the Triangle J Area Agency on Aging and I am currently the Vice President of the Johnston County Rescue Association.

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?
I was recruited by Brooke Holmes to serve on the board of Johnston Prep. As our area experiences significant growth, new school opportunities need to be a top priority.
6. What is your understanding of the appropriate role of a public charter school board member?
The role of a charter school board member is to ensure priorities of the community and families are heard and growth is managed aggressively.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
While I haven't served as a member of a charter school board, I have experience serving on other governing boards including as a councilman for the Town of Clayton, the Triangle J Area Agency on Aging, the Clayton Fire Department Advisory Board, and the Johnston County Rescue Association.
8. Describe the specific knowledge and experience that you would bring to the board.
I will bring my experience of governing from my time serving on other local boards and on our town council. In these roles, I gained a clear understanding of the needs in our area.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Johnston Prep will prepare students for continuing their education or life beyond school. We will put a focus on data driven results and moral focus.
2. What is your understanding of the school's proposed educational program?
We will utilize National Heritage Academies' (NHA) successful educational program that focuses on the four pillars of student responsibility, academic excellence, parent partnerships, and moral focus.
3. What do you believe to be the characteristics of a successful school?
A successful school provides education choice to our growing community.
4. How will you know that the school is succeeding (or not) in its mission?
Johnston Prep will be succeeding in its mission when we see students graduate from our school and are prepared for college and/or life beyond their education.

Governance

1. Describe the role that the board will play in the school’s operation.
As a member of other boards, I understand the importance of governing and not micromanaging the school. Our role as board members is to oversee the school and ensure taxpayer money is spent wisely.
2. How will you know if the school is successful at the end of the first year of operation?
After our first year of operation, earning high levels of parent satisfaction would indicate success.
3. How will you know at the end of five years of the schools is successful?
At the end of five years, success at our school would include having a fully enrolled school with a waiting list, being a desirable school in the Clayton area, and sustaining fiscal soundness.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The Board will need to work together with the other leaders at the school to be successful. We must ensure we are considering feedback from teachers, parents, and the community.
5. How would you handle a situation in which you believe one or more members of the school’s board were acting unethically or not in the best interests of the school?
As a public servant, I understand the importance of acting ethically. If a situation were to arise like described above, I would document the issues and report them to the necessary parties to be investigated further.

*Please include the following with your Information Form

- a one page resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

Certification

I, Jason Thompson, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Johnston Preparatory Academy Charter School is true and correct in every respect.



7-15-2021

Signature

Date

JASON THOMPSON

jthompson@townofclaytonnc.org · 919.320.5090

EXPERIENCE

DECEMBER 2011 TO PRESENT

TOWN COUNCILMAN, TOWN OF CLAYTON

Elected member of the Clayton Town Council. Currently serving as Mayor Pro-Tempore.

- Delegate, Triangle J Council of Governments
- Former Chairperson, Triangle J Area Agency on Aging
- Clayton Fire Department Advisory Board

OCTOBER 2016 TO PRESENT

MEDICAL EXAMINER, NORTH CAROLINA OFFICE OF THE CHIEF MEDICAL EXAMINER

Medicolegal Death Investigator assigned to multiple counties within North Carolina charged with investigating and certifying unnatural deaths and certain types of natural deaths.

AUGUST 1992 TO JULY 2021

EMERGENCY MEDICAL SERVICES

Served various Emergency Medical Service organizations in the triangle region of North Carolina.

- Paramedic, 1999 to present
- EMT-Intermediate, 1997 to 1999
- EMT Defibrillation, 1996 to 1997
- Emergency Medical Technician, 1995-1996
- Cadet, 1992 to 1995
- Vice President, Johnston County Rescue Association, 2008 to present
- Clayton Area EMS, August 1992 to 2012 (Retired)
- Paramedic, Four Oaks Rescue, September 1996 to July 2012 (Retired)
- Johnston County Government, 1994 to 2012, Telecommunicator, Paramedic, Supervisor, Training Officer, Instructor
- Private Sector EMS Management, 2012 to 2021, Served as Manager and Chief Operating Officer of Johnston Ambulance Service and Samaritan Ambulance Service.

EDUCATION

2005

UNC CHARLOTTE, EMS MANAGEMENT INSTITUTE

2005 Graduate of EMS Management Institute at UNC Charlotte

1999

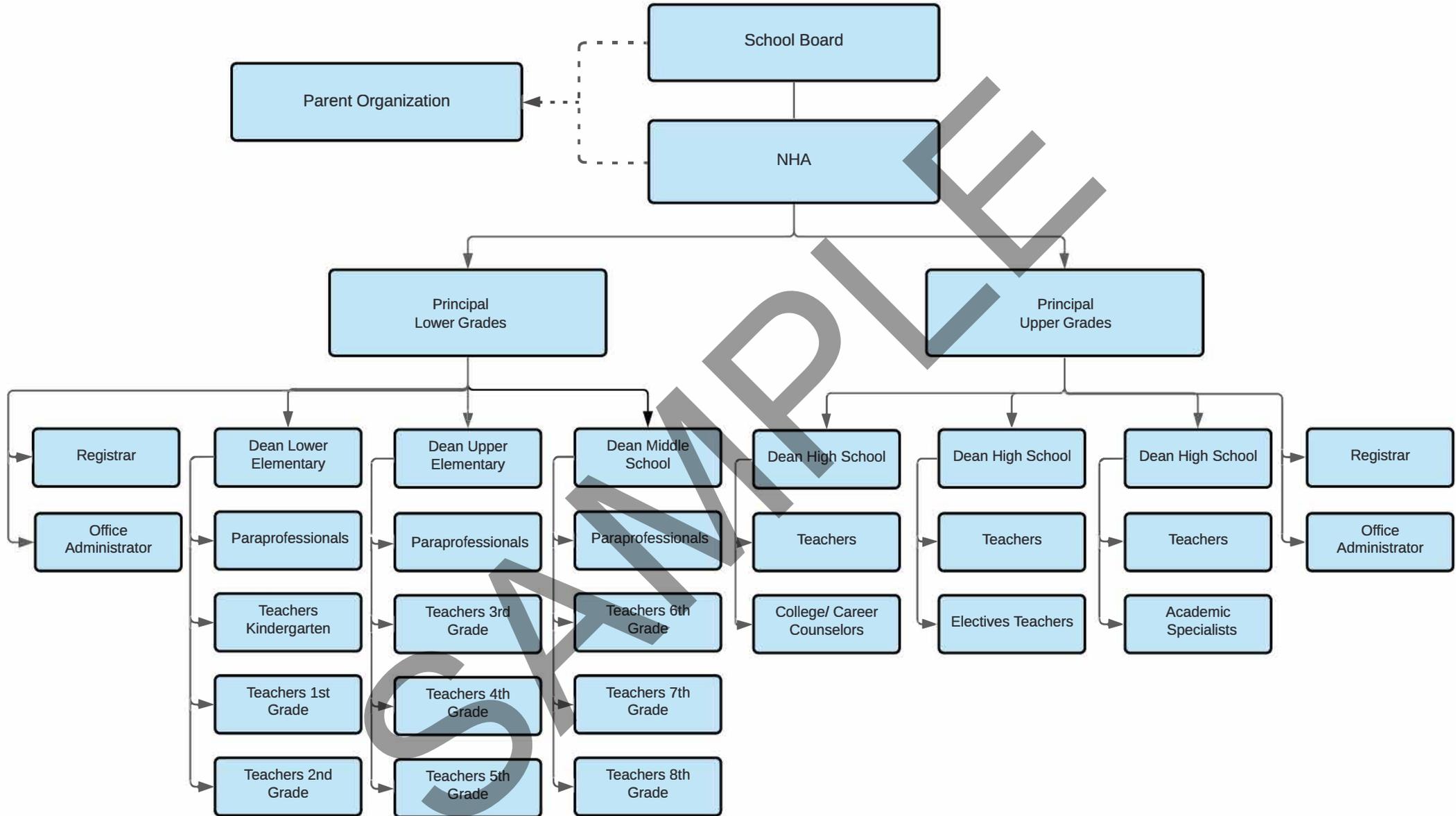
EMT-PARAMEDIC, JOHNSTON COMMUNITY COLLEGE



Appendix G: Organizational Chart

Johnston Preparatory Academy

Organizational Chart





Appendix D: Yearly Academic Calendar

Johnston Preparatory Academy

Johnston Preparatory Academy

SAMPLE 2024-25 School Year SAMPLE

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

Mid-Late July: Principals Meeting, Leadership Summit, New Teacher Orientation - Grand Rapids, MI

12-14th, 16th Staff PD; 15th Regional PD
 19 Staff PD/Open House; 20th-23rd Staff PD
 26th First Day of School

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

2nd Labor Day
 27th Staff PD

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

18th Fall Break
 28th Regional PD

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

8th Tri 1 Ends; PT Conferences
 11th Veteran's Day
 27th-29th Thanksgiving Break

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

2nd School Resumes
 23rd-Jan 3rd Winter Break

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

1st New Year's Day
 6th School Resumes
 20th MLK Day

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

14th Half Day
 17th Staff PD

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

7th Tri 2 Ends
 21th PT Conferences
 18th-19th Principals Meeting; 21st Half Day

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

1st School Resumes
 14th-18th Spring Break
 21st School Resumes
 28th Regional PD

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

16th Staff PD
 26th Memorial Day

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

12th Last Day School, Tri 3 Ends
 13th & 16th Staff PD

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

4th Independence Day

	Students Do Not Report/ Staff Report All Day
	Students Report Half Day / Staff Report All Day
	Students/ Staff Do Not Report

Last Update: 3/3/2022
 180 School Days
 1,110 School Hours
 TBD (half)



Appendix E: Daily and Weekly Schedule for Each Grade Band the School Will Ultimately Serve

Johnston Preparatory Academy

K-8 Specials, Lunch, Recess, and Intervention

Start - End	SPECIALS	RECESS	LUNCH	ELA INT	MATH INT	
8:00 AM - 8:05 AM						
8:05 AM - 8:10 AM						
8:10 AM - 8:15 AM				Morning Prep	Morning Prep	
8:15 AM - 8:20 AM						
8:20 AM - 8:25 AM						
8:25 AM - 8:30 AM	5th Specials 8:25-9:05					
8:30 AM - 8:35 AM						
8:35 AM - 8:40 AM						
8:40 AM - 8:45 AM						
8:45 AM - 8:50 AM						
8:50 AM - 8:55 AM					4th ELA INT 8:40-9:10	6th Math INT 8:30-9:00
8:55 AM - 9:00 AM						
9:00 AM - 9:05 AM						
9:05 AM - 9:10 AM	3rd Specials 9:10-9:50					
9:10 AM - 9:15 AM						
9:15 AM - 9:20 AM						
9:20 AM - 9:25 AM						
9:25 AM - 9:30 AM						
9:30 AM - 9:35 AM			4th RECESS (30 min)		5th ELA INT 9:15-9:45	2nd MATH INT 9:20-9:50
9:35 AM - 9:40 AM						
9:40 AM - 9:45 AM						
9:45 AM - 9:50 AM						
9:50 AM - 9:55 AM						
9:55 AM - 10:00 AM	4th Specials 9:55 - 10:35					
10:00 AM - 10:05 AM						
10:05 AM - 10:10 AM			K RECESS (30 min)		1st ELA INT 9:50-10:20	8th MATH INT 9:55- 10:25
10:10 AM - 10:15 AM						
10:15 AM - 10:20 AM						
10:20 AM - 10:25 AM						
10:25 AM - 10:30 AM						
10:30 AM - 10:35 AM						
10:35 AM - 10:40 AM						
10:40 AM - 10:45 AM	1st Specials 10:40- 11:20					
10:45 AM - 10:50 AM						
10:50 AM - 10:55 AM			2nd RECESS (30 min)			
10:55 AM - 11:00 AM						
11:00 AM - 11:05 AM						
11:05 AM - 11:10 AM						
11:10 AM - 11:15 AM						
11:15 AM - 11:20 AM					7th MATH INT 10:50 - 11:20	
11:20 AM - 11:25 AM						
11:25 AM - 11:30 AM						
11:30 AM - 11:35 AM	K Specials 11:35- 12:15					
11:35 AM - 11:40 AM			6th RECESS (30 min)			
11:40 AM - 11:45 AM						
11:45 AM - 11:50 AM						
11:50 AM - 11:55 AM						
11:55 AM - 12:00 PM						
12:00 PM - 12:05 PM						
12:05 PM - 12:10 PM						
12:10 PM - 12:15 PM						
12:15 PM - 12:20 PM						
12:20 PM - 12:25 PM						
12:25 PM - 12:30 PM						
12:30 PM - 12:35 PM						
12:35 PM - 12:40 PM						
12:40 PM - 12:45 PM						
12:45 PM - 12:50 PM						
12:50 PM - 12:55 PM						
12:55 PM - 1:00 PM						
1:00 PM - 1:05 PM	7th/8th Specialist Electives 1:00 - 1:40					
1:05 PM - 1:10 PM						
1:10 PM - 1:15 PM						
1:15 PM - 1:20 PM						
1:20 PM - 1:25 PM						
1:25 PM - 1:30 PM						
1:30 PM - 1:35 PM						
1:35 PM - 1:40 PM						
1:40 PM - 1:45 PM						
1:45 PM - 1:50 PM	6th Specialist Electives 1:45-2:25					
1:50 PM - 1:55 PM						
1:55 PM - 2:00 PM						
2:00 PM - 2:05 PM						
2:05 PM - 2:10 PM						
2:10 PM - 2:15 PM						
2:15 PM - 2:20 PM						
2:20 PM - 2:25 PM						
2:25 PM - 2:30 PM						
2:30 PM - 2:35 PM	2nd Specials 2:30-3:10					
2:35 PM - 2:40 PM						
2:40 PM - 2:45 PM						
2:45 PM - 2:50 PM						
2:50 PM - 2:55 PM						
2:55 PM - 3:00 PM						
3:00 PM - 3:05 PM						
3:05 PM - 3:10 PM						
3:10 PM - 3:15 PM						
3:15 PM - 3:20 PM						
3:20 PM - 3:25 PM						
3:25 PM - 3:30 PM						

9-12 Schedule

	Sample 9th Grade	Sample 10th Grade	Sample 11th Grade	Sample 12th Grade
7:30 AM	Outer Doors Open	Outer Doors Open	Outer Doors Open	Outer Doors Open
7:35 AM	Breakfast in Commons	Breakfast in Commons	Breakfast in Commons	Breakfast in Commons
7:40 AM				
7:45 AM				
7:50 AM	A Period	Geometry	Civics/Economics	AP Psychology
7:55 AM				
8:00 AM				
8:05 AM				
8:10 AM				
8:15 AM				
8:20 AM				
8:25 AM				
8:30 AM	<i>Transition</i>	<i>Transition</i>	<i>Transition</i>	<i>Transition</i>
8:35 AM				
8:40 AM				
8:45 AM				
8:50 AM				
8:55 AM				
9:00 AM				
9:05 AM				
9:10 AM	B Period	PE/Health	Human Anatomy & Physiology	Human Anatomy & Physiology
9:15 AM				
9:20 AM				
9:25 AM				
9:30 AM				
9:35 AM				
9:40 AM				
9:45 AM				
9:50 AM	<i>Transition</i>	<i>Transition</i>	<i>Transition</i>	<i>Transition</i>
9:55 AM				
10:00 AM				
10:05 AM				
10:10 AM				
10:15 AM				
10:20 AM				
10:25 AM				
10:30 AM	C Period	Spanish 1	Spanish 2	U.S. History
10:35 AM				
10:40 AM				
10:45 AM				
10:50 AM				
10:55 AM				
11:00 AM				
11:05 AM				
11:10 AM	College Advisory	College Advisory 9	College Advisory 10	Lunch
11:15 AM				
11:20 AM				
11:25 AM				
11:30 AM				
11:35 AM				
11:40 AM				
11:45 AM				
11:50 AM	<i>Transition</i>	<i>Transition</i>	<i>Transition</i>	<i>Transition</i>
11:55 AM				
12:00 PM				
12:05 PM				
12:10 PM				
12:15 PM				
12:20 PM				
12:25 PM				
12:30 PM	D Period	World History	Foundational Art	Foundational Art
12:35 PM				
12:40 PM				
12:45 PM				
12:50 PM				
12:55 PM				
1:00 PM				
1:05 PM				
1:10 PM	E Period	English I	English II	English III
1:15 PM				
1:20 PM				
1:25 PM				
1:30 PM				
1:35 PM				
1:40 PM				
1:45 PM				
1:50 PM	<i>Transition</i>	<i>Transition</i>	<i>Transition</i>	<i>Transition</i>
1:55 PM				
2:00 PM				
2:05 PM				
2:10 PM				
2:15 PM				
2:20 PM				
2:25 PM				
2:30 PM	F Period	Biology	Geometry	Algebra 2
2:35 PM				
2:40 PM				
2:45 PM				
2:50 PM				
2:55 PM				
3:00 PM				
3:05 PM				
3:10 PM	<i>Transition</i>	<i>Transition</i>	<i>Transition</i>	<i>Transition</i>
3:15 PM				
3:20 PM				
3:25 PM				
3:30 PM				
3:35 PM				
3:40 PM				
3:45 PM				
3:50 PM	M: Clubs T,R: Tutoring	M: Clubs T,R: Tutoring	M: Clubs T,R: Tutoring	M: Clubs T,R: Tutoring
3:55 PM				
4:00 PM				
4:05 PM				
4:10 PM				
4:15 PM				
4:20 PM				
4:25 PM				
4:30 PM	Athletics (Practice/Game)	Athletics (Practice/Game)	Athletics (Practice/Game)	Athletics (Practice/Game)
4:35 PM				
4:40 PM				
4:45 PM				
4:50 PM				
4:55 PM				
5:00 PM				



9-12 Bell Schedule

PeriodSchedule Info				
*Name	*Sequence	Exception/Special Day	Instructional Minutes	School Day
M-F: ABCAdvDEF	1	<input type="checkbox"/>	395	420

Period Info							
	*Name	*Sequence	Start Time	End Time	Lunch Time	Non-Instructional	Responsive
X	A	1	07:50 AM	08:45 AM	0	<input type="checkbox"/>	<input type="checkbox"/>
X	B	2	08:50 AM	09:45 AM	0	<input type="checkbox"/>	<input type="checkbox"/>
X	C	3	09:50 AM	10:45 AM	0	<input type="checkbox"/>	<input type="checkbox"/>
X	Adv	4	10:50 AM	11:50 AM	25	<input type="checkbox"/>	<input type="checkbox"/>
X	D	5	11:55 AM	12:50 PM	0	<input type="checkbox"/>	<input type="checkbox"/>
X	E	6	12:55 PM	01:50 PM	0	<input type="checkbox"/>	<input type="checkbox"/>
X	F	7	01:55 PM	02:50 PM	0	<input type="checkbox"/>	<input type="checkbox"/>
<input type="button" value="Add Period"/>							

SAMPLE



Appendix C: 9-12 Core Content Electives

Johnston Preparatory Academy

Johnston Prep Core Academic Program and Electives (Draft)

Subject Area	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Science	Biology Honors Biology	Chemistry AP Biology AP Physics 1*	Human Anatomy AP Biology AP Chemistry* AP Physics 1* AP Environmental*	Human Anatomy AP Biology AP Chemistry* AP Physics 1* AP Environmental*
Math	Algebra 1 Geometry Algebra 2	Geometry Algebra 2 Pre-Calculus	Algebra 2 Pre-Calculus AP Calculus AB	Pre-Calculus AP Calculus AB AP Statistics* Personal Finance*
World Language	Spanish 1 Spanish 2 French 1 Latin 1*	Spanish 2 Spanish 3 French 2 Latin 2*	Spanish 3 AP Spanish Language* French 3 Latin 3*	AP Spanish Language* AP Spanish Literature* AP French* AP Latin*
English	English I	English II	English III AP Language	English IV AP Literature
History/Social Studies	Founding Principles of the US/North Carolina World History AP World History	Economics/Personal Finance Government AP Government	US History AP US History	World Geography AP European History*
Visual Arts	Foundational Art	2D/3D Art Digital Media	2D/3D Art Digital Media AP Studio Art*	2D/3D Art Digital Media AP Studio Art*
Performing Arts	Band Choir Orchestra*	Band Choir Orchestra*	Band Choir Orchestra* AP Music Theory*	Band Choir Orchestra* AP Music Theory*
Physical Education/ Health	PE/Health	PE/Health Advanced PE	PE/Health Advanced PE*	PE/Health Advanced PE*
Other Electives*	Advisory	Advisory	Advisory AP Psychology* AP Macro/AP Micro Econ*	Advisory AP Psychology* AP Macro/AP Micro Econ* Publications*
Community Service	60 hours of Community Service			
Monday Electives*	Varies each term, driven by student interest and faculty sponsor <i>E.g. Book club, Science Olympiad, yearbook, Zumba, movie club</i>			
Athletics*	Soccer, Volleyball, Basketball, Cross Country, Track			

*Actual programs offered will be determined by student interest and faculty availability.



Appendix B: Curriculum Outline for Each Grade Band the School Will Ultimately Serve

Johnston Preparatory Academy

Synopsis of Planned Curriculum (K-8)

Johnston Prep will utilize the K-8 curriculum designed for NHA-partner schools which has been carefully aligned with the state standards. The school's core content areas of English language arts (ELA), mathematics, science, and social studies, summarized very briefly below, will be supplemented by co-curricular areas that help shape students as well-rounded individuals, including art, music, physical education, and library and educational technology. Moral focus, too, will be an integrated component of the curriculum.

ELA: In grades K-2, the curriculum will emphasize the foundations of reading. This includes the ability to decode automatically, read with fluency, and gain the capacity to comprehend increasingly complex texts across a range of types and disciplines. Student literacy will be promoted through rich, domain-specific content in a variety of fiction and nonfiction texts, including a true balance of informational and literary genres. In grades 3-5, reading instruction will focus on complex, grade-appropriate texts to prepare students for the complexity of materials they must study to become college- and career-ready. Reading instruction will feature a balance of informational and literary work. In grades 6-8, ELA, social studies, and science teachers will offer literary experiences in their content areas, using materials chosen specifically for their literacy value. The middle school curriculum will include a blend of classic literature and literary nonfiction, including substantial exposure to historical and scientific documents.

Math: The math curriculum underscores the importance of number sense and operations, measurement, computation using formal algorithms, geometry, data analysis and probability, and problem-solving and inquiry. It follows the state standards for math. In grades K-2, number sense and computational fluency will be the main focus of students' learning. In grades 3-5, learning will shift from computation to fractional awareness. The ability to compose and decompose numbers will be built upon to deepen understanding of fractions, percentages, decimals, and computation. Algebraic skills will also be developed. In grades 6-8, the focus will be on the study of algebra and functions.

Science: In grades K-2, the content of the science curriculum focuses on scientific inquiry and engineering designs primarily through the study of events and phenomena in nature. In grades 3-5, the science curriculum directs students to begin exploring the science and engineering practices, crosscutting concepts, and engineering design solutions by making connections between events. In grades 6-8, the curriculum includes further exploration of the relationships between science and engineering practices and crosscutting concepts while also connecting knowledge of scientific concepts to real world examples and solidifying congruence between students' understanding of phenomena to that of the scientific community.

Social Studies: The social studies curriculum emphasizes how geography and economics interact in a global society and follows the state standards for social studies. In grades K-2, the curriculum will focus on students' ability to describe basic historical events, people, and conflicts. They will begin to understand their own culture by studying examples of their community and school, and places around the world. Students will become familiar with basic geographical representations, economic concepts and resources, and functions of government. In grades 3-5, the curriculum will help students describe historical events in more detail. They will also be able to communicate how these events impacted other historical occurrences. In grades 6-8, students will practice connecting events in U.S. and world history with current events and learn about relationships among geography, history, economics, and culture.

Synopsis of Planned Curriculum (9-12)

Johnston Prep will use the high school curriculum designed for NHA-partner high schools which has been carefully aligned with the North Carolina learning standards. The curriculum has been developed with strong consideration of the ACT/SAT College Readiness Guidelines, Next Generation Science Standards, and preparation of students for Advanced Placement courses. The school's core content areas of English language arts (ELA), mathematics, science, and social studies, summarized briefly below, will be supplemented by co-curricular areas that help shape students as well-rounded individuals, including art, music, physical education, and other electives. Character development, too, will be integrated component of the curriculum.

ELA: In grades 9-10, the curriculum will emphasize four main components: Conventions, Rhetorical Analysis, Literary Analysis, and Writing for Topic Development and Organization. In grades 11-12, the curriculum will be centered on further development of Conventions, Rhetorical Analysis, Literary Analysis, and Writing for Topic Development & Organization, with the addition of Text Synthesis and Writing for Style. A blend of classic literature and non-fiction (literary and informational), including historical and scientific documents, will be featured. Discussion and collaboration also will be a focus, as students apply reading skills to develop habits for providing text-based evidence in both conversation and writing.

Math: The high school math courses will focus on preparing students for college success. Therefore, courses are designed around meeting the six skills needed to be successful in AP Calculus: reasoning, connecting concepts, implementing processes, connecting representations, building literacy, and communicating. These skills are deeply embedded in the concepts of Number and Quantity, Algebra, Functions, Geometry, Statistics and Probability. Students will progressively build on these skills and learn these concepts as they move along in their high school journey across Math I, Math II, and Math III. To prepare students for both college and the work force there will also be a heavy emphasis on the use of technology in all math courses.

Science: Introductory science courses, Biology and Chemistry, will focus on a blend of core content with skills based objectives. Biology students work to develop the scientific learning skills of developing and using models to explain the relationship between structure, function and the emergent properties of biological systems, designing and conducting experiments to analyze and interpret data, critical reading and analysis of informative texts and data, and synthesis of multiple sources of information and data. In chemistry, the development of these skills will expand to include constructing models to explain changes in matter and energy and designing and conducting experiments to collect and interpret data. Reading and interpreting patterns of the periodic table, and solving chemical problems with proportional reasoning are added.

Social Studies: Social studies courses will include content standards that range from historical, geographical, civic, cultural and economic perspectives; inquiry; public discourse and decision-making; and citizen involvement. Instructors will build literacy skills by introducing students to a wide variety of informational texts and constructing learning activities that require students to develop critical reading strategies, analyze primary source documents, and write expository and persuasive essays that argue positions by supporting sound reasoning with textual evidence.

World Language: World Language courses will empower students to communicate in another language and gain insight into themselves and others. They acquire knowledge of the structure and function of the world language and respective speaking societies. Student studies will provide them with access to additional knowledge and skills necessary to function in a global community and workplace.

The following pages offer a sample course scope and sequence for ELA in grades 1, 4, and 7; math in grades kindergarten, 3, and 8; and, our character development (moral focus) resources in grades 1, 4, and 7. Additionally, we have included our planned high school Math I standards.

Sample Scope & Sequence

Johnston Preparatory Academy K-8

FIRST GRADE ELA SAMPLE SCOPE AND SEQUENCE

QUARTER 1				
	Reading	Writing	Speaking and Listening	Language
Year Long Curriculum Plan by Quarter	<p>Key Ideas and Details RI.1.1 and RL.1.1 Ask and answer questions about key details.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or</p> <p>Craft and Structure RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>Print Concepts RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p>Text Types and Purposes W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>Comprehension and Collaboration SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>Vocabulary Acquisition and Use L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p> <p>Conventions of Standard English L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>f. Use frequently occurring adjectives.</p> <p>h. Use determiners (e.g., articles, demonstratives).</p>

FIRST GRADE ELA SAMPLE SCOPE AND SEQUENCE

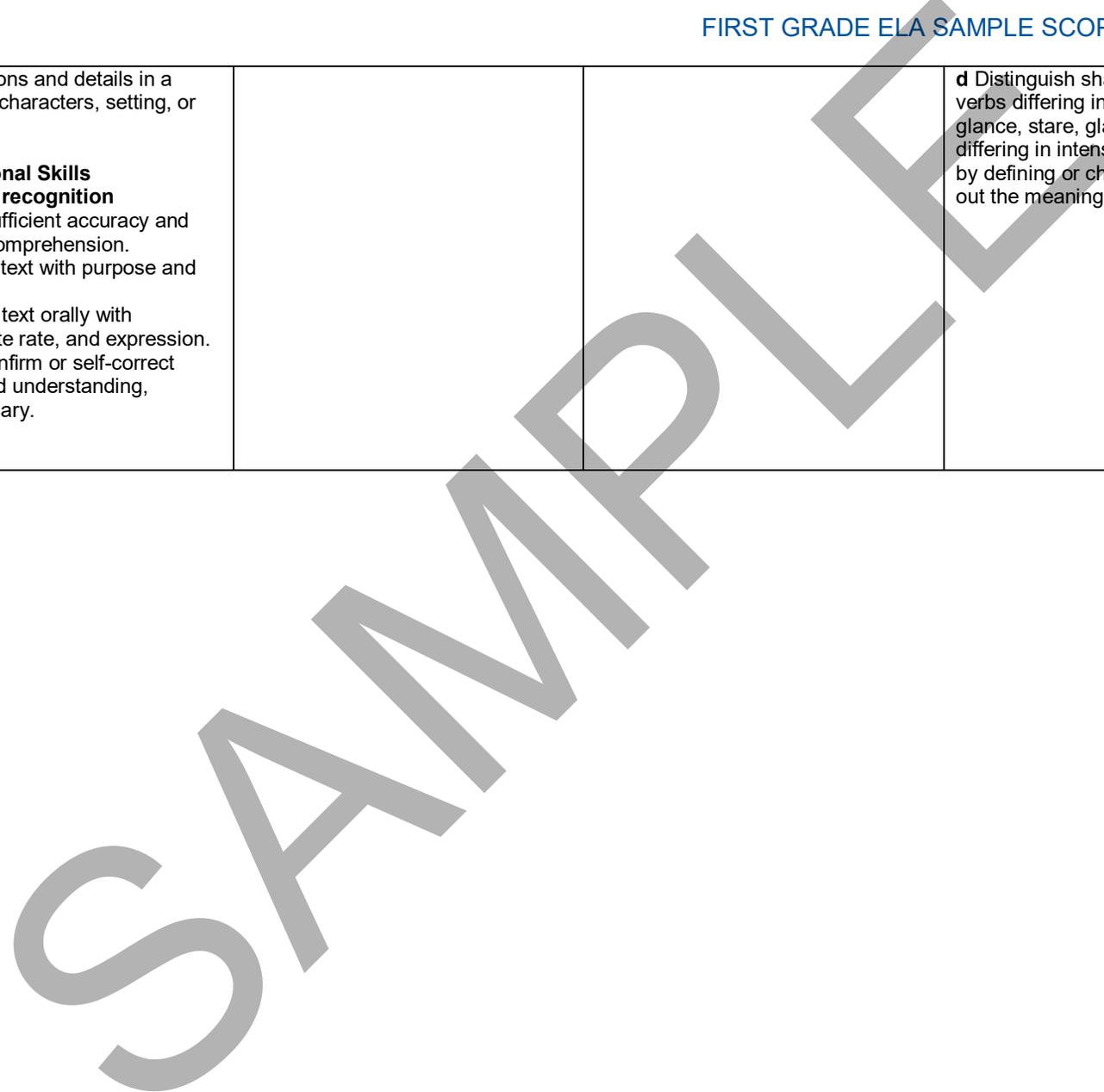
<p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>Phonological Awareness RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending).</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled.</p>			<p>i. Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a Capitalize dates and names of people.</p> <p>b Use end punctuation for sentences.</p> <p>c Use commas in dates and to separate single words in a series.</p> <p>d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>Vocabulary Acquisition and Use L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c Identify frequently occurring root words (e.g., look) and their inflectional forms.</p>
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FIRST GRADE ELA SAMPLE SCOPE AND SEQUENCE

QUARTER 2				
	Reading	Writing	Speaking and Listening	Language
Year Long Curriculum Plan by Quarter	<p>Key Ideas and Details RI.1.1 and RL.1.1 Ask and answer questions about key details.</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>Craft and Structure RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>Integration of Knowledge and Ideas RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p>	<p>Text Types and Purposes W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>Production and Distribution of Writing W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>Comprehension and Collaboration SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c Ask questions to clear up any confusion about the topics and texts under discussion</p>	<p>Vocabulary Acquisition and Use L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a Capitalize dates and names of people.</p> <p>b Use end punctuation for sentences.</p> <p>c Use commas in dates and to separate single words in a series.</p> <p>d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>

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<p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>Reading Foundational Skills Phonics and Word recognition RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>			<p>d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings .</p>
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FIRST GRADE ELA SAMPLE SCOPE AND SEQUENCE

QUARTER 3				
	Reading	Writing	Speaking and Listening	Language
Year Long Curriculum Plan by Quarter	<p>Key Ideas and Details RI.1.1 and RL.1.1 Ask and answer questions about key details.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or main idea.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>Craft and Structure RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RL.1.6 Identify who is telling the story at various points in a text.</p> <p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>Integration of Knowledge and Ideas RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>Text Types and Purposes W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>Production and Distribution of Writing W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>Comprehension and Collaboration SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>Conventions of Standard English L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a Print all upper- and lowercase letters.</p> <p>b Use common, proper, and possessive nouns.</p> <p>c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>e Use verbs to convey a sense of past,</p> <p>Vocabulary Acquisition and Use L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>

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<p>Reading Foundational Skills Fluency RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>			<p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>
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FIRST GRADE ELA SAMPLE SCOPE AND SEQUENCE

QUARTER 4				
	Reading	Writing	Speaking and Listening	Language
Year Long Curriculum Plan by Quarter	<p>Key Ideas and Details RI.1.1 and RL.1.1 Ask and answer questions about key details.</p>	<p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>	<p>Presentation of Knowledge and Ideas SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings</p>	<p>Conventions of Standard English L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
	<p>Craft and Structure RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)</p>	<p>a. Print all upper- and lowercase letters.</p>
	<p>Integration of Knowledge and Ideas RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p>			<p>b. Use common, proper, and possessive nouns.</p>
	<p>RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>			<p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p>
	<p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>			<p>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p>
	<p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>			<p>e Use verbs to convey a sense of past.</p>
	<p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p>			<p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).</p>
	<p>a. Read grade-level text with purpose and understanding.</p>			
	<p>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</p>			
	<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>			

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Objectives Assessed Throughout the Year

RI.1.1 and RL.1.1 Ask and answer questions about key details.

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Print all upper- and lowercase letters.

b. Use common, proper, and possessive nouns.

c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

f. Use frequently occurring adjectives.

h. Use determiners (e.g., articles, demonstratives).

i. Use frequently occurring prepositions (e.g., during, beyond, toward).

j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

GRADE FOUR ELA SAMPLE SCOPE AND SEQUENCE

QUARTER 1				
	Reading	Writing	Speaking and Listening	Language
Year Long Curriculum Plan by Quarter	<p>Key Ideas and Details RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text</p> <p>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>Craft and Structure RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. Integration of Knowledge and Ideas</p>	<p>Text Types and Purposes W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. <p>Production and Distribution of Writing W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>Comprehension and Collaboration SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Conventions of Standard English L.4.1 Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>L.4.1 Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>L.4.2 Use correct capitalization.</p> <p>Knowledge of Language L.4.3 Choose words and phrases to convey ideas precisely.</p> <p>Vocabulary Acquisition and Use L.4.4 Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.5 Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p>

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		<p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p> <p>W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in one sitting.</p> <p>Research to Build and Present Knowledge</p> <p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>		
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GRADE FOUR ELA SAMPLE SCOPE AND SEQUENCE

QUARTER 2				
	Reading	Writing	Speaking and Listening	Language
Year Long Curriculum Plan by Quarter	<p>Key Ideas and Details RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>Craft and Structure RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>Integration of Knowledge and Ideas RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>Text Types and Purposes W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. <p>Production and Distribution of Writing W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>Comprehension and Collaboration SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>Conventions of Standard English L.4.1 Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>L.4.1 Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>L.4.2 Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>Knowledge of Language L.4.3 Choose punctuation for effect.</p> <p>Vocabulary Acquisition and Use L.4.4 Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>L.4.5 Recognize and explain the meaning of common idioms, adages, and proverbs.</p>

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		<p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p> <p>W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in one sitting.</p> <p>Research to Build and Present Knowledge</p> <p>W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>		
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GRADE FOUR ELA SAMPLE SCOPE AND SEQUENCE

QUARTER 3				
	Reading	Writing	Speaking and Listening	Language
Year Long Curriculum Plan by Quarter	<p>Key Ideas and Details RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text</p> <p>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>Craft and Structure RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>Integration of Knowledge and Ideas RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Text Types and Purposes W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. <p>Production and Distribution of Writing W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>Presentation of Knowledge and Ideas SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>Conventions of Standard English L.4.1 Form and use prepositional phrases.</p> <p>L.4.1 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L.4.1 Correctly use frequently confused words (e.g., to, too, two; there, their).</p> <p>L.4.2 Use a comma before a coordinating conjunction in a compound sentence.</p> <p>Knowledge of Language L.4.3 Choose punctuation for effect.</p> <p>Vocabulary Acquisition and Use L.4.4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>L.4.5 Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>

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		<p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p> <p>W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in one sitting.</p> <p>Research to Build and Present Knowledge</p> <p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). 		
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GRADE FOUR ELA SAMPLE SCOPE AND SEQUENCE

QUARTER 4						
Reading		Writing		Speaking and Listening	Language	
Year Long Curriculum Plan by Quarter	Key Ideas and Details RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.		Text Types and Purposes W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.		Presentation of Knowledge and Ideas SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	
	Craft and Structure RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.		W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.		Conventions of Standard English L.4.1. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. L.4.1 Form and use prepositional phrases. L.4.1 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. L.4.2 Use correct capitalization. L.4.2 Spell grade-appropriate words correctly, consulting references as needed.	
					Knowledge of Language L.4.4 Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	
					Vocabulary Acquisition and Use L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are based on a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).	

GRADE FOUR ELA SAMPLE SCOPE AND SEQUENCE

<p>Integration of Knowledge and Ideas RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p>Production and Distribution of Writing W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p> <p>W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in one sitting.</p> <p>Research to Build and Present Knowledge W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>		
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GRADE FOUR ELA SAMPLE SCOPE AND SEQUENCE

Objectives Assessed Throughout the Year

- RL.4.10** By the end of the year, read and comprehend literature, including stories dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI.4.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RF.4.3** Know and apply grade-level phonics and word analysis skills in decoding words.
- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.4.4** Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
 - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- W.4.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

GRADE SEVEN ELA SCOPE AND SEQUENCE

QUARTER 1				
Reading		Writing	Speaking and Listening	Language
Unit 1				
Year Long Curriculum Plan by Quarter	<p>Key Ideas and Details</p> <p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>Craft and Structure</p> <p>RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>	<p>Research to Build and Present Knowledge</p> <p>W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 7 Reading standards to literature (e.g., "Determine a theme or central idea of a text and analyze its development over the course of the text").</p>	<p>Comprehension and Collaboration</p> <p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>Conventions of Standard English</p> <p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Spell correctly.</p> <p>Vocabulary Acquisition and Use</p> <p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p>

GRADE SEVEN ELA SCOPE AND SEQUENCE

Unit 2			
<p>Key Ideas and Details RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>Craft and Structure RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>Research to Build and Present Knowledge W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>Comprehension and Collaboration SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p>Conventions of Standard English L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Spell correctly. Vocabulary Acquisition and Use L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p>

GRADE SEVEN ELA SCOPE AND SEQUENCE

QUARTER 2					
Reading		Writing		Speaking and Listening	Language
Unit 3					
Year Long Curriculum Plan by Quarter	Key Ideas and Details RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		Text Types and Purposes W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		Conventions of Standard English L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Spell correctly. Vocabulary Acquisition and Use L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
	Craft and Structure RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.		a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.		
	RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.		b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.		
	Integration of Knowledge and Ideas RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).		c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.		
			d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.		
			e. Provide a conclusion that follows from and reflects on the narrated experiences or events.		

GRADE SEVEN ELA SCOPE AND SEQUENCE

				<p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none">a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
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GRADE SEVEN ELA SCOPE AND SEQUENCE

Unit 4			
<p>Key Ideas and Details RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Craft and Structure RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>Integration of Knowledge and Ideas RI.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>	<p>W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p>Comprehension and Collaboration SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>Conventions of Standard English L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Spell correctly.</p> <p>Vocabulary Acquisition and Use L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p>

GRADE SEVEN ELA SCOPE AND SEQUENCE

				b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
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GRADE SEVEN ELA SCOPE AND SEQUENCE

QUARTER 3						
Reading		Writing		Speaking and Listening	Language	
Unit 5						
Year Long Curriculum Plan by Quarter	<p>Key Ideas and Details</p> <p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>Craft and Structure</p> <p>RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>		<p>Research to Build and Present Knowledge</p> <p>W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 7 Reading standards to literature (e.g., “Analyze how particular elements of a story or drama interact”).</p>		<p>Comprehension and Collaboration</p> <p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	
					<p>Conventions of Standard English</p> <p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</p> <p>b. Spell correctly</p> <p>Vocabulary Acquisition and Use</p> <p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>	

GRADE SEVEN ELA SCOPE AND SEQUENCE

Unit 6			
<p>Key Ideas and Details RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Craft and Structure RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>Integration of Knowledge and Ideas RI.7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>	<p>Text Types and Purposes W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>Presentation of Knowledge and Ideas SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Conventions of Standard English L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</p> <p>b. Spell correctly</p> <p>Vocabulary Acquisition and Use L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>

GRADE SEVEN ELA SCOPE AND SEQUENCE

		<p>Production and Distribution of Writing</p> <p>W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>		
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GRADE SEVEN ELA SCOPE AND SEQUENCE

QUARTER 4					
Reading		Writing		Speaking and Listening	Language
Unit 7					
Year Long Curriculum Plan by Quarter	<p>Key Ideas and Details RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Text Types and Purposes W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>		<p>Comprehension and Collaboration SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>Conventions of Standard English L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</p> <p>b. Spell correctly</p>
	<p>Craft and Structure RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>				<p>Knowledge of Language L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>
	<p>Integration of Knowledge and Ideas RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>				<p>Vocabulary Acquisition and Use L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
	<p>RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>Research to Build and Present Knowledge W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>			<p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p>

GRADE SEVEN ELA SCOPE AND SEQUENCE

	<p>W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>		<p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p>
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GRADE SEVEN ELA SCOPE AND SEQUENCE

Unit 8		
<p>Key Ideas and Details</p> <p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.\</p> <p>Craft and Structure</p> <p>RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>Research to Build and Present Knowledge</p> <p>W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 7 Reading standards to literature (e.g., “Determine a theme or central idea of a text and analyze its development over the course of the text “or Analyze how an author develops and contrasts the points of view of different characters or narrators in a text”).</p>	<p>Conventions of Standard English</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</p> <p>b. Spell correctly</p> <p>Knowledge of Language</p> <p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p> <p>Vocabulary Acquisition and Use</p> <p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p>

GRADE SEVEN ELA SCOPE AND SEQUENCE

			b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
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Objectives Assessed Throughout the Year

<p>Range of Reading and Text Complexity</p> <p>RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Production and Distribution of Writing</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>Range of Writing</p> <p>W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Vocabulary Acquisition and Use</p> <p>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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MORAL FOCUS RESOURCES

Grade One Book List

Wisdom: Conscience

- *Manana, Iguana* by Ann Whitford Paul
- *Julius, The Baby of the World* by Kevin Henkes
- *Jamaica's Find* by Juanita Havill

Respect: Courtesy

- *Are you Quite Polite* by Alan Katz
- *Library Lion* by Michelle Knudsen
- *Stellaluna* by Janell Cannon
- *Shark in the Dark* by Peter Bentley

Gratitude: Thankfulness

- *Dear Juno* by Soyung Pak
- *A Splendid Friend Indeed* by Suzanne Bloom

Self-control: Patience

- *Katie Loves the Kittens* by John Himmelman
- *Llama Llama mad at Mama* by Anna Dewdney
- *Stop, Drop, and Chill* by Derrick D. Barnes
- *Today I Feel Silly & Other Moods that Make My Day* by Jamie Lee Curtis

Perseverance: Determination

- *The Biggest Pumpkin Ever* by Steven Kroll
- *The Little Red Hen* by Lucinda McQueen
- *Whistle for Willie* by Ezra Jack Keats

Courage: Confidence

- *Scaredy Squirrel* by Melanie Watt
- *A Bad Case of the Stripes* by David Shannon
- *There's Something in my Attic* by Mercer Mayer
- *The Carrot Seed* by Ruth Krauss

Encouragement: Friendliness

- *Fox Makes Friends* by Adam Relf
- *Miss Spider's Tea Party* by David Kirk
- *Fluffy and Baron* by Laura Rankin
- *Fox and His Friends* by Edward Marshall

Compassion: Kindness

- *Chicken of the Family* by Mary Amato
- *Mine! Mine! Mine!* By Shelly Becker
- *Have you Filled a Bucket Today?* By Carol McCloud
- *The Lunch Box Surprise* by Grace Maccarone

Integrity: Honesty

- *Carlos and the Squash Plant* by Jan Romero Stevens
- *My Big Lie* by Bill Cosby
- *The Berenstain Bears and the Truth* by Stan and Jan Berenstain

Additional Teacher Resources (K-5)

- *Teaching Character . . . It's Elementary* by Sadie Allran Broome, Nancy W. Henley
- *Building Moral Intelligence* by Michele Borba
- *Parents Do Make a Difference* by Michele Borba
- *Character Matters* by Thomas Lickona
- *What do you Stand For? A Guide to Building Character for Kids* by Barbara A. Lewis
- *What Kids Need to Succeed* by Peter L. Benson

MORAL FOCUS RESOURCES

Grade Four Book List

Wisdom: Good Judgment

- *The Biggest Bear* by Lynd Ward
- *Sorry!* by Trudy Ludwig
- *A Dog Called Kitty* by Bill Wallace

Respect: Fairness

- *Wings* by Christopher Myers
- *Teammates* by Peter Goldenbock

Gratitude: Contentment

- *The Seven Chinese Brothers* by Margaret Mahy
- *Drita My Homegirl* by Jenny Lombard

Self-control: Delay of Gratification

- *Any Small Goodness* by Tony Johnson
- *Chair for My Mother* by Vera B. Williams
- *Long Winter* by Laura Ingalls Wilder

Perseverance: Endurance

- *Chicken Sunday* by Patricia Polacco
- *Wilma Unlimited* by Kathleen Jrull
- *Muggie Maggie* by Beverly Cleary

Courage: Resilience

- *Perloo the Bold* by AVI
- *Sadako and the Thousand Paper Cranes* by Eleanor Coerr
- *The Castle in the Attic* by Elizabeth Winthrop

Encouragement: Thoughtfulness

- *Stone Fox* by John Reynolds Gardiner
- *Granny Torelli makes Soup* by Sharon Creech

Compassion: Caring

- *Judy Moody Saves the World* by Megan McDonald
- *The Family Under the Bridge* by Natalie Carlson
- *The Can Man* by Laura E. Williams

Integrity: Responsibility

- *Class President* by Johanna Hurwitz
- *Justin and the Best Biscuits in the World* by Mildred Pitts Walter
- *The Indian in the Cupboard* by Lynne Ried Banks

Additional Teacher Resources (K-5)

- *Teaching Character . . . It's Elementary* by Sadie Allran Broome, Nancy W. Henley
- *Building Moral Intelligence* by Michele Borba
- *Parents Do Make a Difference* by Michele Borba
- *Character Matters* by Thomas Lickona
- *What do you Stand For? A Guide to Building Character for Kids* by Barbara A. Lewis
- *What Kids Need to Succeed* by Peter L. Benson

MORAL FOCUS RESOURCES

Grade Seven Book List

Wisdom: Discernment

- *The Trouble with Tuck* by Theodore Taylor
- *The Giver* by Lois Lowry
- *The Little Prince* by Antoine de Saint-Exupery

Respect: Tolerance

- *The Pushcart War* by Jean Merrill
- *Pacific Crossing* by Gary Soto
- *Dear Mrs. Parks: a Dialogue with Today's Youth* by Rosa Parks

Gratitude: Appreciation

- *Bluish* by Virginia Hamilton

Self-control: Self-discipline

- *Homecoming* by Cynthia Voigt
- *Joey Pigza Swallowed the Key* by Jack Gantos
- *Hatchet* by Gary Paulsen
- *Make Lemonade* by Virginia Euwer Wolff

Perseverance: Flexibility

- *Out of the Dust* by Karen Hesse
- *Timothy of the Cay* by Theodore Taylor
- *Esperanza Rising* by Pam Munoz Ryan

Courage: Assertiveness

- *I am a Star: Child of the Holocaust* by Inge Auerbacher
- *My Side of the Mountain* by Jean Craighead George
- *Roll of Thunder, Hear my Cry* by Mildred Taylor

Encouragement: Generosity

- *The Great Gilly Hopkins* by Katherine Paterson
- *When Zachary Beaver Came to Town* by Kimberly Willis Holt
- *Cats in Krasinski Square* by Karen Hesse

Compassion: Empathy

- *Crash* by Jerry Spinelli
- *Belle Prater's Boy* by Ruth White
- *Absolutely Normal Chaos* by Sharon Creech

Integrity: Accountability

- *Miracle's Boys* by Jacqueline Woodson
- *Rescue Josh McGuire* by Ben Mikaelson
- *The Witch of Blackbird Pond* by Elizabeth George Speare

Additional Teacher Resources

- *Building Moral Intelligence* by Michele Borba
- *Parents Do Make a Difference* by Michele Borba
- *Character Matters* by Thomas Lickona
- *What do you Stand For? A Guide to Building Character for Kids* by Barbara A. Lewis
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KINDERGARTEN MATH STORIES



VOLUME 1

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Introduction

Math stories are daily practices that allow students time to **solve problems in a way that makes sense to them, before a direct teacher model**. Students are expected and encouraged to solve problems using strategies that make sense to them. They are provided time to construct understanding through solving problems, collaborating with peers, and sharing solution strategies with the rest of the class.

The key idea in math stories is that students are provided an opportunity to solve a story problem **before** the teacher has modeled specific strategies to solve a problem. An essential idea for executing math stories is that as long as students can *count* and can *make sense* of a problem, they are able to solve any problem, often through using direct modeling and counting strategies, even before they begin to learn formal algorithmic procedures.

Essential Idea

As long as students can COUNT and MAKE SENSE of a problem, they can solve any problem that is presented to them by visualizing the problem and directly modeling with concrete objects or pictures. These strategies eventually evolve into counting strategies and number fact strategies, which leads to math fact fluency.



Math stories are designed to help students **make sense** of various types of addition and subtraction situation. When students visualize what happens in the story, they begin to associate images of joining and putting groups together with addition, and images of taking or giving away and separating with subtraction.

The structure of math stories builds the expectation that solving a problem takes time. It is necessary to think through the problem, figure out what is known, and determine what question is asked before you start to act on the numbers. The **process** of problem solving is just as important as arriving to a correct answer.

Standards for Mathematical Practice

Along with focusing on critical standards in addition and subtraction, math stories allow students to experience all of the eight math practice standards. Most notably, the math story structure gives students regular opportunities to work with the following:

- Math Practice Standard 1: Make sense of problems and persevere in solving them.
- Math Practice Standard 3: Construct viable arguments and critique the reasoning of others.
- Math Practice Standard 4: Model with mathematics.
- Math Practice Standard 5: Use appropriate tools strategically.

Teachers should work to establish a classroom culture that promotes students' ability to engage in these and all the math practice standards. This requires creating a culture where **mistakes** are expected and valued as learning opportunities. Because students are not shown **how** to solve number stories, students will regularly

encounter productive struggle, and will practice making sense of problems and will persevere in solving them each day.

Students are encouraged and expected to share their thinking and listen to the ideas of others, to pose and answer questions, and to explore and become familiar with mathematical tools. These tools are intentionally selected to highlight the mathematical concepts to be pursued in the lesson.

Introducing Math Stories

In order to solve story problems, student must be able to visualize the situation and understand what is being asked. Therefore, the math stories structure asks students to picture the story in their mind, to retell it in their own words, and to model it. The focus is that students make sense of the problem, therefore teachers should avoid labeling problems as addition or subtraction for students. A critical skill of sense making is determining what operation is needed. Additionally, many problems can be solved in a variety of ways. We want to provide opportunities for students to choose a solution strategy that makes sense to them, based on their understanding of the situation. Some students may decide to directly model the story with concrete objects, such as counters or cubes. Others may choose to start by drawing a picture that represents the story. Both strategies are appropriate, and students should be given the opportunity to use the strategy that comes naturally.

Supporting Students During Problem Solving

Students should be encouraged to show their work with objects, pictures, numbers, words, and, if they are ready, equations.

Objects: Manipulatives often come with a misconception that they should only be used by struggling or below grade-level students. When encountering new types of problems or working with larger numbers than they are used to, the majority of students naturally need to use objects to help them directly model and made sense of situations, even students who may have exhibited what appears to be “mastery” with a problem type they have been working with for a while. Manipulatives should be, at least, stored and made available in a way that they can easily be accessed by students if needed.

Pictures: Many students will initially draw each of the actual objects described in the math story. One goal for these students is to help them attach numbers to their work. You might ask how many objects are in each group, and then help the student label the groups with a number. Another goal is to move these students to use more efficient methods of recording. For example, students will need to understand what is important to show in math versus art class. For some students, this may mean drawing pictures with less detail. For other students, this may mean drawing a counter, cube, or tally to represent the objects in the story. Either way, students should use a representation that makes sense to them.

Numbers and Equations: It can be tricky to figure out how these students are solving the problem and to assess what they understand. Ask questions such as, “I see these three numbers here. Can you tell me what they mean?”

Words: If students write “I just knew” or “I counted”, then encourage them to explain *how* they counted. You might ask questions such as, “Where did you start counting? What numbers did you say when you counted? Where did you stop? How did you know when to stop?” After asking these questions, model how they might record their answer on paper.

It can be challenging for students to record the actual strategy they used to solve the problem. For example, a student may use the count on strategy to solve, but his/her written work suggests counting all. Ask students to explain their strategy, and help them think about how they might show that.

Recording Student Strategies

How the teacher records will give students models for how they can record their work. Whenever possible, base your recording on the way the student recorded.

Tammy found 4 pencils.
James found 2 pencils.
How many pencils did they find?

Corey's strategy

Tammy's pencils: 1, 2, 3, 4
James' pencils: 5, 6

Danae's strategy

1, 2, 3, 4 (Tammy's pencils)
5, 6 (James' pencils)

Isaiab's strategy

James' pencils: □, □
Tammy's pencils: 3, 4, 5, 6
2

Jasmine's strategy

Tammy's pencils: □, □, □, □
James' pencils: 5, 6
4

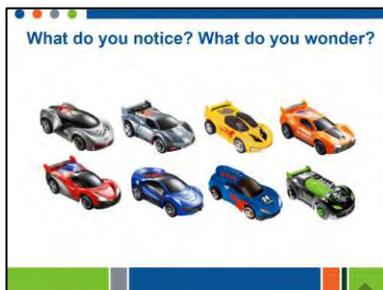
MATH STORY STRUCTURE OVERVIEW

Engage

 3-4 minutes

1

Show the Engage image from PowerPoint [see myNHA Curriculum app]. This will allow students to begin thinking about the context of the math story.



Look at this picture. I want you to take 15 seconds to think about what you notice and what you wonder.

2

Use a **Think-Pair-Share** structure (see *Best Practices*) to have students share:



Share with your partner what you notice and wonder about the picture.

3

Use an attention signal to bring students back to the whole group. Have 4-5 students share out for each. Accept any and all responses, as this will validate student thinking.

4

Record the students' notices and wonderings on the board or chart paper.

Note: It is not required to record notices/wonderings every day, however it should be done often at the beginning of the year and at least 2-3 times per week throughout the remainder of the year.



Best Practices

- It is suggested that students be seated in a carpet area for this part of the math story. This will create an engaging and comfortable setting for students to discuss ideas and set the stage for the problem they will later solve.
- Preplan a structure for the **Think-Pair-Share** and be very explicit with the directions.
Example: (After giving think time...)



Turn to your partner to share what you noticed. The partner who [has the most letters in their name] will go first. You will have [20 seconds] to share, I will tell you when to switch. Go!

Problem

🕒 10-12 minutes

1 Visualize

Visualizing helps students to make sense of the problem they are about to work with. In the Engage, students viewed a picture that is connected to the math story for the day. Now you will ask students to visualize the context of the math story.

I'm going to tell you a story. I want you to close your eyes and try to see it in your mind as I tell it. Example: Leah has 4 toy cars. James gave her 5 toy cars.

Note: For this first read, tell the math story without the question while students visualize. The story also appears on the slide following the Engage image.

2 Retell

Having students think about the story they just heard and retell it to a partner will, again, allow students to make sense of what is happening in the story. This will later help students when it comes time to solve the actual problem.

Use a **Think-Pair-Share** structure (see *Best Practices in Engage*) to have students retell the story:

Think: Open your eyes and think about what you heard in the story. What did you hear first? What did you hear next? Give students some short think time.

Pair: Turn to your partner. Give students guidance on who will share first.

Share: You and your partner will have [30 seconds] to share what you heard in the story. Go!

Use an attention signal to bring students back whole group. Ask 3-4 students to tell what they remember about the story. Even if one student tells the entire story correctly, ask a few more students to share out as well. The focus is on what students visualized in the story, not necessarily on retelling it exactly as it was told. If necessary, guide students' retelling by asking **What did you hear first? What did you hear next?**

If students are seated at the floor still, this would be a good time to send them back to their seats.

3 Pose the Problem

Reread the math story one more time, this time asking the question at the end. The question can also be brought up on the math story slide at this point.

Now I'm going to tell you the story again, but this time I have a question I want you to think about. Example: Leah has 4 toy cars. James gave her 5 toy cars. How many toy cars does Leah have now?

4 Make Sense

Pose a **Think-Pair-Share** question (*see example below*) to allow students to estimate and/or explore reasonable solutions before beginning to solve the problem.

 **Example: Do you think there will there be more than 5 cars or less than 5 cars? How do you know? Turn and talk with a partner about what you think and why.**

Note: This is **not** the point to discuss with students what operation should be used to solve or what an equation for this problem would be.

5 Solve

Students are now given time to model the problem using manipulatives and/or pictures. They should also document their work and strategy on the student recording page.*

The teacher should **not** model how to solve the problem or tell students what equation to use. Students should focus on the context of the story to choose a strategy to solve that makes sense to them.

 **Now I want you to think about our story use manipulatives or pictures to model the problem and show your solution strategy. If you use manipulatives, draw a picture of what you did with your manipulatives.**

Students can begin by working on their own to solve the problem, but should be given the option to work collaboratively. All students should be given the opportunity to share their strategy or clarify their thinking with a peer before the whole group discussion.

***Note:** When looking at the pacing calendars for each unit, math stories that are highlighted green will not have a student recording page available. This is designed purposefully, as students are encountering a new problem or working within a larger total on a familiar problem type.

6 Circulate and Ask Questions

Circulate, listen, and observe student thinking. While it may feel natural to focus on whether students are getting the problem correct or not, the focus should be shifted more toward looking for and seeking to understand students' strategies. Support students' attempts at the problem, even if the strategy is inefficient, to validate and build from their thinking. Ask probing questions (*see examples below*) to clarify student thinking, determine solving strategies, and keep students connected to the **context** of the math story.

 **Examples: What do we know in the problem? How could you use the manipulatives to show [detail from math story]? How did you count these? What part of the story does this show?**

Remember this is not the time to FIX the mathematician, but to DEVELOP them.

While circulating, listen to students talk about their strategy to determine who will share during the discussion and in what sequence.

7

Choose

Identify 2-4 students who you will have share in the discussion based on the strategies you have *anticipated* and pre-planned to highlight. While *monitoring* student work, *select* the students to share. Decide the *sequence* in which students will share based on the progression of strategies so that you can make appropriate *connections*.

Leah has 4 toy cars. James gave her 5 toy cars. How many toy cars does Leah have now?

Strategy 1: $\begin{array}{cccc} 0000 & 00000 \\ 1234 & 56789 \end{array}$

Strategy 2: $\begin{array}{cccc} \boxed{0000} & 00000 \\ 4 & 56789 \end{array}$

Strategy 3: 4+4 is 8, so 1 more makes 9



Best Practices

- In order to make the math story more engaging, it is suggested to embellish the story with student names, teacher names, and other relatable details. Make the story connect to you or your students.

Original Math Story	Embellished Math Story
Leah has 4 toy cars. James gave her 5 toy cars. How many toy cars does Leah have now?	I noticed while we were having indoor recess today that you were all playing with different things. I saw Leah and James playing with cars. Leah had 4 cars when she started playing. Then James decided he wanted to play with something else, so he gave his 5 cars to Leah. How many cars did Leah have then?

- While observing students and determining who will share during the discussion, put a numbered sticky note on students' desk in the order that they will share.

Discussion

5-7 minutes

1

Students Share Strategies

Ask the 2-4 pre-determined students to share their strategies for solving the problem using the pre-planned sequence. Students should have their student recording page and/or manipulatives projected under the document camera as they talk through their strategies.

2

Teacher Records Student Strategies & Poses Questions

As students share their thinking, the teacher should record their strategies on chart paper or the whiteboard to capture the students' thought processes and have to refer back to during discussion. Pose questions to clarify each student's strategy and connect the work back to the problem.



Examples: What part of the math story does this part of your picture represent? How did count your connecting cubes (e.g., counting all, counting on, etc.)?

3

Students Discuss, Analyze and Compare Strategies

Pose a **Think-Pair-Share** to allow students to discuss, analyze and/or compare strategies to make connections (see examples below).

The following options can help facilitate a meaningful student discussion:

- Give students a focus as classmates are sharing to find one thing that is **similar** and/or one thing that is **different** about the strategy compared to their strategy.
- Have students show a thumb up if they used the same or similar strategy.
- Have students retell the strategy shared in their own words:
 - **Turn to your partner and explain the strategy _____ used to solve.**
- Encourage students to ask the student who is sharing a clarifying or probing question about his/her strategy.

4

Teacher Connects Strategies to Equations

This is the point in the math story where it is most appropriate to discuss equations if students have not used them to represent their thinking **on their own**. Discussing an equation now, rather than earlier in the math story process, ensures that the equation will match the student work versus students trying to match their work to an equation.



Example: Let's think about this strategy and the picture, how could we show what [student] did with numbers also.

Initially, the teacher should model writing the equation, connecting each part to the picture and story. As students begin representing their thinking with numbers, the teacher should question students about the connection of each part of the equation to the story.

**Best Practices**

- Prior to the whole group discussion, consider having students share strategies with a partner.
- It is suggested that students be seated in a carpet area for this part of the math story. This will create an engaging and comfortable setting for students to discuss ideas. It will also limit the distraction of manipulatives and other materials as strategies are being shared.

Key Points

 2-3 minutes

1

This is where the teacher will make an explicit and pre-planned connection from the student strategies to the big mathematical idea for the day/week/unit. The teacher should always try to build off student thinking and connect to mathematical ideas at the conclusion of the math story. The ultimate goal is to begin building procedural fluency from conceptual understanding.

This is the point in the lesson where the teacher is creating or finalizing an anchor chart that was started in the discussion. This anchor chart highlights key strategies that can be used in later math stories.

Specific examples and suggestions for Key Points will be provided for individual math stories throughout the year and will change as the focus on different problem types and strategies change.

 Example: *I noticed there were two strategies that used counting (see Strategies 1 and 2 in step 7 of Problem), let's look a little closer at those two strategies.*

Remember in the first strategy, [student] counted like this: 1, 2, 3, 4, 5, 6, 7, 8, 9.

In the second strategy, [student] counted like this: 4, 5, 6, 7, 8, 9.

Teacher may then use a **Think-Pair-Share** to have students discuss how the strategies are similar and different.

We found out that both strategies helped us figure out that Leah had 9 cars.

In the first strategy, we counted all of Leah's cars and the cars James gave her.

In the second strategy though, we remembered that Leah had 4, so we didn't have to count them again. Instead we just counted on from 4 and that took less time to count!

2

Wrap-up the math story by articulating what students did today and how it connects to big mathematical ideas and the 'I can' statement.

 Example: *"Boys and girls, today you solved an equal groups problem by modeling the problem and then using skip counting or repeated addition to get the total."*

Practice Problem

An additional problem is available, but not required to be used, for each math story. This problem follows the same problem type and works with similar numbers. The practice problem can be used to encourage students to try a different strategy. This could also be used as an exit ticket/formative assessment.

Kindergarten Scope & Sequence

***Note:** Numeracy Assessment windows are approximate. Exact dates will vary by school.

	Week	Math Story Focus	Math Expressions
	1	Exploring Manipulatives	Unit 1: Lessons 1-3
	2		Unit 1: Lessons 4-7, 9
	3	K.CC.3, K.CC.4, K.CC.4a, K.CC.4b Grab and Count	Unit 1: Lessons 8 & 10
	4		Unit 1: Lesson 11-13
	5		Unit 1: Lessons 14-17
	6		Unit 1: Lesson 17-18
	Unit 1 Assessment		
Numeracy Assessment Fall Window*	7	K.CC.3, K.CC.4, K.CC.4a, K.CC.4b, K.CC.5 The Counting Jar	Unit 2: Lessons 1-4
	8		Unit 2: Lessons 5-9
	9		Unit 2: Lessons 9-12
	10		Unit 2: Lessons 13-15
	11		Unit 2: Lessons 15-18
	12		Unit 2: Lessons 19-20
Unit 2 Assessment			

	Week	Math Story Focus	Math Expressions
	13	K.OA.1, K.OA.2 Add To [Result Unknown] – Within 10	Unit 3: Lessons 1-3
	14		Unit 3: Lesson 5-8
	15	K.OA.1, K.OA.2 Take From [Result Unknown] – Within 10	Unit 3: Lesson 9-11
	16		Unit 3: Lesson 12-14
	17	K.OA.1, K.OA.2 Mixed Review: Add To/Take From [Result Unknown] – Within 10	Unit 3: Lessons 15-18
	18		Unit 3: Lesson 18-20
	19		Unit 3: Lesson 21
	Unit 3 Assessment		
	20	K.OA.1, K.OA.2 Put Together [Result Unknown] – Within 10	Unit 4: Lessons 1-4
	21		Unit 4: Lessons 5-8
Numeracy Assessment Winter Window*	22	K.OA.1, K.OA.2, K.OA.3 Put Together/Take Apart [Both Addends Unknown – Within 10	Unit 4: Lessons 9-11
	23		Unit 4: Lessons 11-13
	24	K.OA.1, K.OA.2 Mixed Review: Add To/Take From, Put Together [Result Unknown] – Within 10	Unit 4: Lessons 14-18
	25		Unit 4: Lessons 19-21
	26		Unit 4: Lessons 21-22
Unit 4 Assessment			

	Week	Math Story Focus	Math Expressions	
	27	K.OA.1, K.OA.2, K.OA.4 Add To [Change Unknown] – Within 10	Unit 5: Lessons 1-3	
	28		Unit 5: Lesson 4-6	
	29	K.OA.1, K.OA.2 Add To/Put Together [Result Unknown] – Within 20	Unit 5: Lessons 7-9	
	30		Unit 5: Lessons 10-13	
	31	K.OA.1, K.OA.2 Take From [Result Unknown] – Within 20	Unit 5: Lessons 14-17	
	32		Unit 5: Lessons 17-20	
	Numeracy Assessment Winter Window*	33	K.OA.1, K.OA.2 Mixed Review: Add To/Put Together, Take From [Result Unknown] – Within 20	Unit 5: Lessons 20-22
		34		Unit 5: Lesson 23
Unit 5 Assessment				

THIRD GRADE MATH STORIES



READY VOLUME 1

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3rd Grade Math Block Breakdown

The NHA 90 minute math block is composed of three distinct components in 3rd grade as shown in the visual below. NHA's math block structure ensure that all students are engaged in the math classroom and have access to the mathematics being taught.

Pacing and guidance for each component of the math block is provided in this book.

Snap Facts Routine

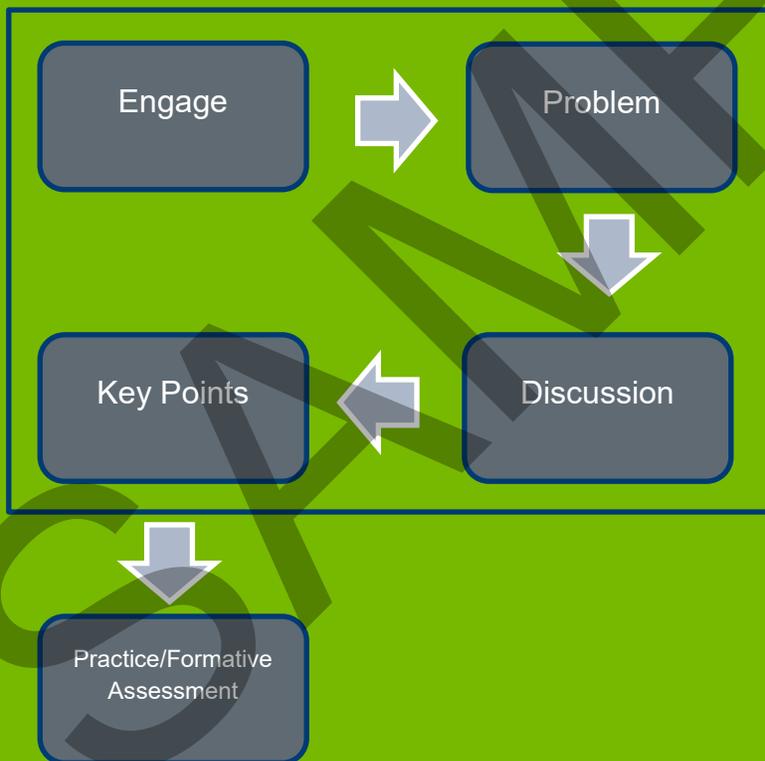
Daily Multiplication Fluency Routine

 **5 minutes**

Math Story

*Grade Level Math Story that is Accessible to ALL Students
The teacher facilitates the math story using the structure shown below.*

 **30 Minutes**



Classroom Based Instruction

*Whole Group or Small Group Instruction
Resource: Curricular Tool or Intervention Tool*

 **55 Minutes**

3rd GRADE SCOPE & SEQUENCE		
PRIORITY STANDARDS ARE INDICATED WITH BLUE FONT		
Week	Math Story Focus	READY Lessons
1	Unit 1 Understanding Multiplication 3.OA.1, 3.OA.3	None: Classroom Culture and Procedures
2	Understanding Multiplication 3.OA.1, 3.OA.3	None: Classroom Culture and Procedures
3	Understanding Multiplication 3.OA.1, 3.OA.3	Lesson 20: Tell and Write Time 3.MD.1
4	The Relationship Between Multiplication & Division 3.OA.2	Lesson 21: Solve Problems About Time 3.MD.1
5	The Relationship Between Multiplication & Division 3.OA.2, 3.OA.3	Lesson 22: Liquid Volume Lesson 23: Mass 3.MD.2
6	The Relationship Between Multiplication & Division 3.OA.1, 3.OA.2, 3.OA.3	Lesson 24: Solve Problems Using Scaled Graphs Lesson 25: Draw Scaled Graphs 3.MD.3
7	The Relationship Between Multiplication & Division 3.OA.8	Lesson 26: Measure Length and Plot Data on Line Plots 3.MD.4
8	The Relationship Between Multiplication & Division 3.OA.8	Interim Review
Interim 1 Testing Window		
1	Unit 3 Using Known Facts-Two Part Problems 3.OA.3, 3.OA.5, 3.OA.7	Lesson 1: Understand the Meaning of Multiplication 3.OA.1
2	Using Known Facts-Two Part Problems 3.OA.3, 3.OA.5, 3.OA.7	Lesson 4: Understand the Meaning of Division 3.OA.2
3	Unit 4 Grid Array to Area Model & Break Apart Strategy 3.OA.2, 3.OA.3, 3.OA.5, 3.OA.7, 3.OA.8	Lesson 5: Understand how Multiplication and Division are Connected 3.OA.6

4	Unit 5	Grid Array to Area Model & Break Apart Strategy 3.OA.2, 3.OA.3, 3.OA.5, 3.OA.7, 3.OA.8	Lesson 7: Understand Patterns 3.OA.9
5		Multiplication and Division 3.OA.4, 3.OA.6	Lesson 8: Use Place Value to Round Numbers 3.NBT.1
6		Introduction to Fractions 3.NF.1, 3.NF.2, 3.NF.3a, 3.NF.3b, 3.NF.3c	Lesson 9: Use Place Value to Add and Subtract 3.NBT.2
7		Introduction to Fractions 3.NF.1, 3.NF.2, 3.NF.3a, 3.NF.3b, 3.NF.3c	Lesson 11: Solve One-Step Problems Using Multiplication and Division 3.OA.3
8	Introduction to Fractions 3.NF.1, 3.NF.2, 3.NF.3a, 3.NF.3b, 3.NF.3c	Interim Review	
Interim 2 Testing Window			
1	Unit 6	Area & Multiplication 3.MD.6, 3.MD.7a, 3.MD.7b, 3.MD.7c, 3.MD.7d	Lesson 14: Understand What a Fraction Is 3.NF.1
2		Area & Multiplication 3.MD.6, 3.MD.7a, 3.MD.7b, 3.MD.7c, 3.MD.7d	Lesson 15: Understand Fractions on a Number Line 3.NF.2
3		Area & Multiplication 3.MD.6, 3.MD.7a, 3.MD.7b, 3.MD.7c, 3.MD.7d	Lesson 16: Understand Equivalent Fractions Lesson 17: Find Equivalent Fractions 3.NF.3
4		Area & Multiplication 3.MD.6, 3.MD.7a, 3.MD.7b, 3.MD.7c, 3.MD.7d	Lesson 18: Understand Comparing Fractions Lesson 19: Use symbols to Compare Fractions 3.NF.3
5	Unit 7	Multiplying by Multiples of 10 & Multi-Step Problems 3.OA.3, 3.NBT.3, 3.OA.8	Lesson 27: Understand Area Lesson 28: Multiply to Find Area 3.MD.5, 3.MD.6, 3.MD.7
6		Multiplying by Multiples of 10 & Multi-Step Problems 3.OA.3, 3.NBT.3, 3.OA.8	Lesson 29: Add Areas Lesson 30: Connect Area and Perimeter 3.MD.7, 3.MD.8
7	Unit 8	Mixed Review [Multiplication, Division, Multi-Step, Fractions]	Lesson 31: Understand Properties of Shapes 3.G.1
8		Mixed Review [Multiplication, Division, Multi-Step, Fractions]	Lesson 32: Classify Quadrilaterals 3.G.1
9		Mixed Review [Multiplication, Division, Multi-Step, Fractions]	Lesson 33: Divide Shapes into Parts with Equal Areas 3.G.2
State Testing Window			

RATIONALE FOR READY UNIT SEQUENCING

In third grade we have changed the order of the READY units for two main reasons.

First, we want to teach towards the standard, not the tool. When you look at the READY scope and sequence, we encourage you focus on the standards students are to master during this time not necessarily the specific READY lessons. In the 2018-219 Scope and Sequence, we have moved Unit 1 so that it is taught *after* Interim 1. This way students will have the appropriate amount of time to develop and make sense of multiplication concepts through Math Stories FIRST, before they get to those lessons/concepts in READY. For this reason, students will start the year in Unit 5 which focus on Time, Measurement and Graphs.

Second, we have designed the scope and sequence, so priority concepts are developed in Math Stories before they are explicitly taught in READY. In the first 8 weeks of school, Math Stories are focused on building deep foundational knowledge of multiplication and division. Students will have this understanding BEFORE encountering multiplication and division READY lessons in the second 8 weeks of school. The scope and sequence follows this same pattern for fractions as well. When you reach concepts/units in READY that you have already explored in Math Stories, you may find that you do not need all parts of every READY lesson. The READY lessons should be used to solidify understanding, introduce algorithms, and ensure all your students have mastered the objective, which could be done in small group and/or whole group format.

MATH STORY OVERVIEW

Engage

 4 Minutes

- 1 Show the Engage image from PowerPoint [see myNHA, Curriculum Tab]. This will allow students to begin thinking about the context of the Math Story.



- 2 Pose questions to students using a Think-Pair-Share structure:



What do you notice about the picture?
What do you wonder about the picture?

- 3 Have several students share out whole group. Accept any and all responses, even non-mathematical notices and wonderings. This will validate student thinking.

- 4 Record the students' notices and wonderings on the board or anchor chart at least 2-3 times a week.

Notice	Wonder
group of girls	Is there a football game?
cheerleaders	Are they on a dance team?
dance team	Are they cheerleaders?
on a football field	How old are they?
more than 10 girls	



Best Practices

- *We suggest bringing students to a carpet area for this portion of the Math Story. This will create an engaging and comfortable setting as you set the stage for the problem that the students will later solve.*

Problem



12 Minutes

1 Visualize

Visualizing a story helps students to make sense of the problem. Students just viewed a picture that is connected to the Math Story for the day. Now you will ask students to visualize the context of the Math Story.



“I’m going to tell you a story, and I want you to try to see it in your mind as I tell it.”

You will first read the Math Story without the question while students visualize.

2 Retell

Having students think about the story they just heard and retelling it to a partner will, again, allow students to make sense of what actions are occurring in the story. This will later help students when it comes time to solve the actual problem.

Have students retell the story using a Think-Pair-Share structure:



Think- Have students think about what they heard in the story.

Say: ***What did you hear first? What did you hear next?***

Pair- Say: ***Turn to your partner***

Share- Have students share with their partner.

[ex: Partner A share what you heard first, Partner B share what you heard next.]

Bring class back together whole group and ask several students to tell what they remember about the story. Even if one student tells the story correctly, ask a few more students to share out as well. The focus is on **visualizing** what is happening in the story, not on retelling it exactly as it was told. If necessary, guide students’ retelling by asking ***What did you hear first? What did you hear next?***

3 Pose the Problem

Now it is time to pose the **whole** problem for students to solve. Reread the Math Story one more time, this time asking the question at the end.

4

Make Sense

Pose a *Think-Pair-Share* question (see example below) to allow students to estimate and/or explore reasonable solutions before beginning to solve the problem.



Example: *Do you think there will be more than 8 eyes or less than 8 eyes? How do you know? Turn and tell your partner if you think there will be more or less than 8 eyes.*

5

Solve

Have students return to their seats to model the problem using manipulatives or pictures and document the strategy they use on their student recording sheet. The teacher should **NOT** model **how** to solve the problem or what equation to use. Students should focus on the context of the story to choose a strategy to solve that makes sense to them.



Say: *Now that you have a visual image of what is happening in today's story, I want you to:*

1. *Think about the strategy you want to use.*
2. *Head back to your seat and use cubes or pictures to model the problem and show your solution strategy.*
3. *Work with your partner and share your solution strategy before the discussion.*

Students can begin by working on their own to solve the problem but should be given the option to work collaboratively. All students should be given the opportunity to share their strategy or clarify their thinking with a peer before the whole group discussion.

6

Circulate and Ask Questions

Circulate, listen, and observe student thinking. Support their attempt at the problem, even if it is inefficient, to validate and build from their thinking. Then ask probing questions and keep students connected to the **context** of the Math Story.



1. *What do we know in the problem?*
2. *How could you use these cubes to show the [eyes on one person]? On two people? How can that help you?*
3. *Is there a faster way you could count the number of [eyes] in your picture?*
4. *Is there another way you could find the total number of [eyes] in the picture?*

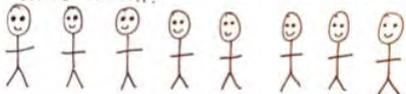
Remember this is not the time to FIX the mathematician, but to DEVELOP them.

As you are circulating and listening to the students talk about their strategy, be thinking about who you will choose to share their strategy during the discussion. What part of their strategy do you want to highlight? Will they share first, second, or last?

7 Choose

Identify 2-4 students who you will have share in the discussion based on the strategies you have pre-planned to highlight. Decide in what order they will share based on the progression of strategies.

There are 8 people on the dance team. Each person has 2 eyes. How many eyes are there in all?



① 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16

② 2, 4, 6, 8, 10, 12, 14, 16

③ $2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 = 16$

Best Practices

- When you ask students to visualize, have students close their eyes as you tell the story.
- In order to make the Math Story more engaging, we suggest embellishing the story with student names, teacher names, and other relatable details. Make the story connect to you or your students.

Original Story	Embellished Story
In a garden there are 6 rows of tulips. There are 8 tulips in each row. How many tulips are there in all?	Boys and girls, you know how I love gardening! This past Spring I planted lots of different flowers in my flower garden. One of my favorite types of flowers is a tulip. In my garden I planted 6 rows of tulips. There were 8 tulips in each row. How many tulips were there in all?

Discussion



6 Minutes

- 1 Ask the 2-4 pre-determined students to share their strategy for solving the problem. As students share their thinking, the teacher should record their strategies on chart paper to capture the students' thinking process.

Options to facilitate student discussion:

- Teacher asks the student sharing, **WHY** they chose the strategy they did.
- Teachers asks the other students to find one thing that is **similar** and one thing that is **different** about the strategy compared to their strategy.
- Another student can ask the student who is sharing, a clarifying or probing question about their strategy.
- Other students retell the strategy in their own words.
- Show a thumbs up if you used the same or similar strategy.
- Turn to your partner and explain the strategy that ____ used to solve.
- Who can tell in their own words how ____ solved this problem?

Key Points



3 Minutes

- 1 This is where the teacher will make an explicit and pre-planned connection from the student strategies to the big mathematical idea for the day/week/unit. Specific examples and suggestions for Key Points will be provided for individual Math Stories throughout the year and will change as the focus on different mathematics strategies change.



Example: ***“I noticed you all shared strategies that involved 8 people with two eyes each. It really helped us to use our cubes or draw pictures to then count the total number of eyes. Let’s take a look at strategy 3. Turn and talk to your partner, where do you see the ‘8 people’ and where do you see the ‘2 eyes’ represented?”***

We are going to continue exploring how to model equal groups problems on paper, solve using different strategies AND represent with words and an equation for the rest of this week. To close out our Math Story today, you are going to solve one more problem on your own.”

- 2 Wrap-up the Math Story by articulating what students did today and how it connects to big mathematical ideas and the I Can statement.



Example: ***“Boys and girls, today you solved an equal groups problem by modeling the problem and then using skip counting or repeated addition to get the total.”***

Practice Problem

 5 Minutes

- 1** Students will now solve one practice problem **ON THEIR OWN**, similar to the one that was just done in the Math Story.

Give students the same expectations to solve this problem:

1. **Think about the strategy you want to use.**
2. **Use manipulatives, pictures, or numbers to model the problem and show your solution strategy.**
3. **Work independently.**

Best Practices

- *There are different ways that this Practice Problem can be used to inform the teacher of student progress:*
 - *Collect it and scan through to identify students who are struggling with finding a solution strategy.*
 - *Circulate as students are working on the problem to observe solution strategies being used, then go over together whole class.*
 - *Collect and each day identify a different group of students whose you will check and record progress.*

8 th Grade: Common Assessment Blueprints					
Chapter	Common Core	Number of Questions			
		I1	I2	I3	I4
1: Equations	8.EE.7a, 8.EE.7b	18			
2: Transformations	8.G.1a, 8.G.1b, 8.G.1c, 8.G.2, 8.G.3, 8.G.4	12	2		2
Interim 1 Free Response Question: 8.G.1, 8.G.2, 8.G.3, 8.G.4					
3: Angles and Triangles	8.G.5		6		
4: Graphing and Writing Linear Equations	8.EE.5, 8.EE.6, 8.F.4		14	2	2
5: Systems of Linear Equations	8.EE.7a, 8.EE.7b, 8.EE.8a, 8.EE.8b, 8.EE.8c		10	2	2
Interim 2 Free Response Question: 8.EE.5, 8.EE.6, 8.EE.7, 8.EE.8					
6: Functions	8.F.1, 8.F.2, 8.F.3, 8.F.4, 8.F.5			12	2
7: Real Numbers and the Pythagorean Theorem	8.NS.1, 8.NS.2, 8.EE.2, 8.G.6, 8.G.7, 8.G.8			12	2
8: Volume and Similar Solids	8.G.9			4	
Interim 3 Free Response Question: 8.F.1, 8.F.2, 8.F.3, 8.F.4, 8.F.5					
9: Data Analysis and Displays	8.SP.1, 8.SP.2, 8.SP.3, 8.SP.4				10
10: Exponents and Scientific Notation	8.EE.1, 8.EE.3, 8.EE.4				12
Interim 4 Free Response Question: 8.SP.1, 8.SP.2, 8.SP.3, 8.SP.4					
Total		30	32	32	32

Bold standard indicates that the, “teaching is complete, standard can be assessed” according to Big Ideas Math. For the non-bold standards, please limit the questions you develop to the degree in which the standard has been taught within that chapter.

Free Response Questions: Questions should include, but are not limited to, the standards listed.

Algebra: Common Assessment Blueprints					
Chapter	Common Core	Number of Questions			
		I1	I2	I3	I4
1: Solving Linear Equations	N.Q.1 , N.Q.2 , A.CED.1 , A.CED.4 , A.REI.1 , A.REI.3	11			
2: Graphing and Writing Linear Equations	N.Q.1 , A.CED.2 , A.CED.3 , A.REI.10 , 8.F.3 , 8.F.4 , F.IF.4 , F.IF.6 , F.IF.7a , F.BF.1a , F.LE.5	9 1			
3: Solving Linear Inequalities	N.Q.2 , A.CED.1 , A.CED.3 , A.REI.3 , A.REI.12	8 1			
Interim 1 Free Response Question: A.CED.2 , A.CED.3 , A.REI.12					
4: Solving Systems of Linear Equations	N.Q.2 , A.CED.3 , 8.EE.8a , 8.EE.8b , 8.EE.8c , A.REI.5 , A.REI.6 , A.REI.11 , A.REI.12		2 1 4	1	
5: Linear Functions	8.F.1 , 8.F.2 , 8.F.3 , 8.F.4 , 8.F.5 , F.IF.1 , F.IF.2 , F.IF.3 , F.IF.5 , F.IF.7b , F.IF.9 , F.BF.1a , F.BF.2 , F.BF.3 , F.LE.1b , F.LE.2		7 3	1	1
6: Exponential Equations and Functions	N.RN.1 , N.RN.2 , N.RN.3 , N.Q.1 , N.Q.3 , A.SSE.1a , A.SSE.1b* , A.SSE.3c , A.CED.1 , A.CED.2 , A.REI.3 , A.REI.10 , A.REI.11 , 8.F.2 , F.IF.3 , F.IF.7e , F.IF.8b , F.IF.9 , F.BF.1a , F.BF.1b , F.BF.2 , F.BF.3 , F.LE.1a , F.LE.1c , F.LE.2 , F.LE.5		5 7 1	2 1	1 1
Interim 2 Free Response Question: A.REI.3 , F.IF.2					
7: Polynomial Equations and Factoring	A.SSE.1a , A.SSE.2 , A.SSE.3a , A.APR.1* , A.REI.4b			7 2	2
8: Graphing Quadratic Functions	A.CED.2 , A.REI.10 , 8.F.5 , F.IF.4 , F.IF.6 , F.IF.7a , F.BF.3 , F.LE.3			4 1 3	1
9: Solving Quadratic Functions	A.SSE.3b , A.CED.1 , A.REI.4a , A.REI.4b , A.REI.7 , A.REI.11 , F.IF.8a			4 3 1	1
Interim 3 Free Response Question: A.SSE.1a , A.SSE.3a , A.APR.1 , F.IF.7a , F.IF.8a					
10: Square Root Functions and Geometry	N.RN.2 , N.Q.3 , A.CED.2 , A.REI.10 , F.IF.4 , F.IF.7b , 8.G.6 , 8.G.7 , 8.G.8				6 1 1
11: Rational Equations and Functions	A.SSE.2 , A.CED.1 , A.CED.2 , A.REI.10 , F.BF.4a				4 2
12: Data Analysis and Displays	N.Q.3 , 8.SP.1 , 8.SP.2 , 8.SP.3 , 8.SP.4 , S.ID.1 , S.ID.2 , S.ID.3 , S.ID.5 , S.ID.6a , S.ID.6b , S.ID.6c , S.ID.7 , S.ID.8 , S.ID.9				4 3 2
Interim 4 Free Response Question: F.IF.4 , S.ID.7 , S.ID.8 , S.ID.9					

Algebra I Standards

Standard (3.0)	Standard Scaffolding	Big Ideas Algebra I
8.EE.C.8 -- 8.EE.C.8a -- 8.EE.C.8b -- 8.EE.C.8c	Recognize and recall specific terminology such as: System of Linear Equations; Intersection. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Explain how a line represents the infinite number of solutions to a linear equation with two variables; use algebraic reasoning (simple substitution) and the properties of real numbers to simplify linear equations.	Chapter 4, Lesson 1, Lesson 2, Lesson 3, Lesson 4
8.F.A.1	Recognize and recall specific terminology such as: Function, Input, Output. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Find the output of a function when specific inputs are provided.	Chapter 5, Lesson 1, Lesson 2
8.F.A.2	Recognize and recall specific terminology such as: Linear Function, Rate of Change. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Determine the properties of a function written in algebraic form, in table format and represented on a graph (e.g., rate of change, meaning of y-intercept, linear, non-linear).	Chapter 5, Lesson 4, Chapter 6, Lesson 5
8.F.A.3	Recognize and recall specific terminology such as: Linear Function. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Explain that linear functions form a straight line and nonlinear functions do not form a straight line.	Chapter 2, Lesson 5, Chapter 5, Lesson 3, Lesson 5
8.F.B.4	Recognize and recall specific terminology such as: Linear Function, Rate of Change. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Define the y-intercept in relation to the situation.	Chapter 2, Lesson 7, Chapter 5, Lesson 3
8.F.B.5	Recognize and recall specific terminology such as: Increasing, Decreasing, Linear, Nonlinear. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Match the graph of function to a given situation.	Chapter 5, Lesson 5, Chapter 8, Lesson 1, Lesson 3
8.G.B.6	Recognize and recall specific terminology such as: Pythagorean Theorem, Leg, Hypotenuse, Converse. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Use visual models to demonstrate the relationship of the three side lengths of any right triangle.	Chapter 10, Lesson 3, Lesson 4
8.G.B.7	Recognize and recall specific terminology such as: Pythagorean Theorem, Leg, Hypotenuse. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Draw a diagram to set up the equation to solve for the unknown side length of a right triangle.	Chapter 10, Lesson 3, Lesson 4
8.G.B.8	Recognize and recall specific terminology such as: Pythagorean Theorem, Leg, Hypotenuse. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Connect any two points on a coordinate grid to a third point so that the three points form a right triangle.	Chapter 10, Lesson 4
8.SP.A.1	Recognize and recall specific terminology such as: Scatter Plot, Bivariate, Clustering, Outliers, Positive and Negative Association, Linear and Nonlinear Association, Trend Line, Line of Best Fit. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Plot ordered pairs on a coordinate grid representing the relationship between two data sets.	Chapter 12, Lesson 5
8.SP.A.2	Recognize and recall specific terminology such as: Scatter Plot, Linear and Nonlinear Association, Trend Line, Line of Best Fit. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line.	Chapter 12, Lesson 5
8.SP.A.3	Recognize and recall specific terminology such as: Bivariate, Linear and Nonlinear Association, Trend Line, Line of Best, Slope, Y-Intercept. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Intercept the y-intercept of the equation in the context of the collected data; interpret the slope of the equation in the context of the collected data.	Chapter 12, Lesson 5
8.SP.A.4	Recognize and recall specific terminology such as: Bivariate, Categorical Data, Two-Way Table, Frequency, Relative Frequency. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Create a two-way table to record the frequencies of bivariate categorical values.	Chapter 12, Lesson 7

Standard (3.0)	Standard Scaffolding	Big Ideas Algebra I
HSN-RN.A.1	Recognize and recall specific terminology such as: Exponent, Rational, Expression, Integer. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Identify a method for finding the square roots of numbers; apply the properties of exponents to simplify algebraic expressions with rational exponents.	Chapter 6, Lesson 3
HSN-RN.A.2	Recognize and recall specific terminology such as: Exponent, Rational, Expression, Integer, Extraneous Solution. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Apply the properties of exponents to simplify algebraic expressions with rational exponents; apply the properties of exponents to simplify algebraic expressions with integer exponents; Apply the properties of exponents to simplify algebraic expressions with rational exponents.	Chapter 6, Lesson 2, Lesson 3, Chapter 10, Lesson 2
HSN-RN.B.3	Recognize and recall specific terminology such as: Real Number, Rational Number, Irrational Number. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Know how to find the square root of a perfect square; use the order of operations to evaluate expressions; classify real numbers as rational or irrational according to their definitions.	Chapter 6, Lesson 1
HSN-Q.A.1	Recognize and recall specific terminology such as: Scale, Origin. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Label units through multiple steps of a problem; choose appropriate units for real world problems involving formulas; choose an appropriate scale and origin for graphs and data displays.	Found throughout.
HSN-Q.A.2	Recognize and recall specific terminology such as: Descriptive Model. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Identify or choose the appropriate unit of measure for each variable or quantity.	Found throughout.
HSN-Q.A.3	Recognize and recall specific terminology such as: Accuracy. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Report calculated quantities using the same level of accuracy as used in the problem statement.	Found throughout.
HSA-SSE.A.1 -- HSA-SSE.A.1a -- HSA-SSE.A.1b	Recognize and recall specific terminology such as: Expression, Term, Factor, Coefficient, Equivalent. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Know how to identify the terms and like terms in an algebraic expression; group the parts of an expression differently in order to better interpret their meaning.	Chapter 6, Lesson 5, Lesson 6, Chapter 7, Lesson 1
HSA-SSE.A.2	Recognize and recall specific terminology such as: Equivalent, Polynomials. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Look for and identify clues in the structure of expressions (e.g., like terms, common factors, difference of squares, perfect squares) in order to rewrite it another way; explain why equivalent expressions are equivalent.	Chapter 7, Lesson 9, Chapter 11, Lesson 3, Lesson 4, Lesson 5, Lesson 6
HSA-SSE.B.3 -- HSA-SSE.B.3a -- HSA-SSE.B.3b -- HSA-SSE.B.3c	Recognize and recall specific terminology such as: Quadratic Expression, Complete The Square, Exponential Function, Function. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Predict whether a quadratic will have minimum or maximum based on the value of a; identify and factor perfect-square trinomials; define an exponential function, $f(x) = abx$.	Chapter 7, Lesson 6, Lesson 7, Lesson 8, Lesson 9, Chapter 9, Lesson 3
HSA-APR.A.1	Recognize and recall specific terminology such as: Polynomial, Integers, Closure Property, Foil Method. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Identify the like terms in an algebraic expression; use models to add, subtract and multiply polynomials (like terms).	Chapter 7, Lesson 2, Lesson 3, Lesson 4
HSA-CED.A.1	Recognize and recall specific terminology such as: Linear, Quadratic, Rational, Exponential. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Identify the variables and quantities represented in a real-world problem; determine the best model for the real-world problem (linear equation, linear inequality, quadratic equation, quadratic inequality, rational equation, exponential equation).	Chapter 1, Lesson 1, Lesson 2, Lesson 3, Chapter 3, Lesson 1, Lesson 2, Lesson 3, Lesson 4, Chapter 11, Lesson 7
HSA-CED.A.2	Recognize and recall specific terminology such as: Linear, Quadratic, Coordinate Axes. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Identify the variables and quantities represented in a real-world problem; determine the best model for the real-world problem (linear equation, linear inequality, quadratic equation, quadratic inequality, rational equation, exponential equation); set up coordinate axes using an appropriate scale and label the axes.	Chapter 2, Lesson 1, Lesson 3, Lesson 4, Lesson 5, Lesson 6, Lesson 7

Standard (3.0)	Standard Scaffolding	Big Ideas Algebra I
HSA-CED.A.3	Recognize and recall specific terminology such as: Linear, Quadratic, Coordinate Axes, Constraints, Solutions. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Identify the variables and quantities represented in a real-world problem; determine the best model for the real-world problem (linear equation, linear inequality, quadratic equation, quadratic inequality, rational equation, exponential equation); identify the system of equations and/or inequalities that best models the problem.	Chapter 2, Lesson 5, Chapter 3, Lesson 1, Lesson 2, Lesson 3, Lesson 4, Chapter 4, Lesson 1, Lesson 2, Lesson 3, Lesson 4, Lesson 5
HSA-CED.A.4	Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Know the common formulas for area, perimeter, and volume.	Chapter 1, Lesson 4
HSA-REI.A.1	Recognize and recall specific terminology such as: Solutions. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Apply order of operations and inverse operations to solve equations.	Chapter 1, Lesson 1, Lesson 2, Lesson 3
HSA-REI.B.3 -- HSA-REI.B.3a -- HSA-REI.B.3b	Recognize and recall specific terminology such as: Linear Equation, Linear Inequality, Coefficient. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Solve simple linear equations and inequalities for one variable.	Chapter 1, Lesson 1, Lesson 2, Lesson 3, Chapter 3, Lesson 2, Lesson 3, Lesson 4, Chapter 6, Lesson 4
HSA-REI.B.4 -- HSA-REI.B.4a -- HSA-REI.B.4b -- HSA-REI.B.4c	Recognize and recall specific terminology such as: Quadratic Equation, Quadratic Formula, Radicand, Perfect Square Trinomial, Imaginary Number, Factoring Completely. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Identify a quadratic equation, $ax^2 + bx + c$; Identify a perfect-square trinomial by first noticing if a and c are perfect squares and if $b=2ac$; Explain that complex solutions result when the radicand is negative in the quadratic formula ($b^2 - 4ac < 0$).	Chapter 7, Lesson 5, Lesson 6, Lesson 7, Lesson 8, Lesson 9, Chapter 9, Lesson 1, Lesson 2, Lesson 3, Lesson 4
HSA-REI.C.5	Recognize and recall specific terminology such as: System of Equations, Equivalent Equations, Elimination Method. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Recall the equivalent equations result when an equation is multiplied by the same number on both sides of the equal sign.	Chapter 4, Lesson 3
HSA-REI.C.6	Recognize and recall specific terminology such as: System of Equations, Elimination Method, Substitution Method, Intersection. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Explain why some linear systems have no solutions and identify linear systems that have no solution; explain why some linear systems have infinitely many solutions and identify linear systems that have infinitely many solutions.	Chapter 4, Lesson 1, Lesson 2, Lesson 3, Lesson 4
HSA-REI.D.7	Recognize and recall specific terminology such as: System of Equations, Substitution Method, Intersection, Linear Equation, Quadratic Equation. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Distinguish between equations that are linear and those that are quadratic.	Chapter 9, Lesson 5
HSA-REI.D.10	Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Verify that any point on a graph will result in a true equation when their coordinates are substituted into the equation.	Chapter 2, Lesson 1, Lesson 3, Lesson 4, Lesson 6, Chapter 11, Lesson 1, Lesson 2
HSA-REI.D.11	Recognize and recall specific terminology such as: Polynomial Function, Rational Function, Absolute Value Function, Exponential Function, Logarithmic Function. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Explain that a point of intersection on the graph of a system of equations, $y=f(x)$ and $y=g(x)$, represents a solution to both equations.	Chapter 6, Lesson 4, Chapter 9, Lesson 1
HSA-REI.D.12	Recognize and recall specific terminology such as: Half-Plane, Boundary. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Explain that the solution set for a system of linear inequalities is the intersection of the shaded regions (half-planes) of both inequalities; check points in the intersection of the half-planes to verify that they represent a solution to the system.	Chapter 3, Lesson 5, Chapter 4, Lesson 5
HSF-IF.A.1	Recognize and recall specific terminology such as: Domain, Range, Function, Input, Output, Element, Function Notation. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Define a function as a relation in which each input (domain) has exactly output (range); Explain that when x is an element of the input of a function, $f(x)$ represents the corresponding output of the function; Explain that function notation is not limited to $f(x)$; other letters (e.g., $g(x)$ and $p(x)$) can also be used so we can tell different function apart.	Chapter 5, Lesson 1, Lesson 2, Lesson 4

Standard (3.0)	Standard Scaffolding	Big Ideas Algebra I
HSF-IF.A.2	Recognize and recall specific terminology such as: Domain, Function, Input, Output, Function Notation. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Use order of operations to evaluate a function for a given domain (input) value; Convert a table, graph, set of ordered pairs, or description into function notation by identifying the rule used to turn inputs into outputs and writing the rule.	Chapter 5, Lesson 4
HSF-IF.A.3	Recognize and recall specific terminology such as: Domain, Range, Function, Sequence, Explicit Formula, Recursive Formula. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Convert a list of number (a sequence) into a function by making the whole numbers (0,1,2,etc.) the inputs and the elements of the sequence the outputs.	Chapter 5, Lesson 6, Chapter 6, Lesson 7
HSF-IF.B.4	Recognize and recall specific terminology such as: Interval, Maximum, Minimum, End Behavior, Periodicity. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Locate the information that explains what each quantity represents; identify the y-intercept; locate the information that explain what each quantity represents.	Chapter 2, Lesson 2, Lesson 3, Lesson 4, Lesson 6, Lesson 7, Chapter 8, Lesson 2, Lesson 4, Lesson 5, Chapter 10, Lesson 1
HSF-IF.B.5	Recognize and recall specific terminology such as: Function, Domain. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Explain how the domain of the function is represented in its graph.	Chapter 5, Lesson 1, Lesson 2
HSF-IF.B.6	Recognize and recall specific terminology such as: Interval, Function, Rate of Change. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Explain the connection between average rate of change and the slope formula: $\Delta y / \Delta x$.	Chapter 2, Lesson 2, Lesson 6, Chapter 8, Lesson 5
HSF-IF.C.7 -- HSF-IF.C.7a -- HSF-IF.C.7b -- HSF-IF.C.7e	Recognize and recall specific terminology such as: End Behavior, Logarithmic Function. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Identify the x-intercept(s), y-intercept, increasing intervals, decreasing intervals, the maximums, and minimums of a function by looking at its graph; Identify that the parent function for lines is the line $f(x) = x$; Identify the slope-intercept form of a linear function as $F(x) = mx + b$; Explain that the parent function for quadratic functions is the parabola $f(x)=x^2$; Find the y-intercept of a quadratic by substituting 0 for x and evaluating; Explain that the parent function for square root functions is the function $f(x) = \text{square root of } x$; Define piecewise functions as functions that have different rules for evaluation depending on the value of the input; Explain that the parent function for exponentials is $f(x)=bx$ where b is a positive number.	Chapter 5, Lesson 4, Chapter 6, Lesson 4, Lesson 5, Lesson 6, Chapter 8, Lesson 4, Lesson 5, Chapter 10, Lesson 1
HSF-IF.C.8 -- HSF-IF.C.8a -- HSF-IF.C.8b	Recognize and recall specific terminology such as: Exponential Growth and Decay, Algebraically, Graphically, Numerically. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Explain that standard form for a quadratic function is $f(x)=ax^2 +bx + c$; Explain that factored form is $f(x)=a(x-x_1)(x-x_2)$ where x_1 and x_2 are x-intercepts of the function; Distinguish between exponential functions that model exponential growth and exponential decay.	Chapter 9, Lesson 3
HSF-IF.C.9	Perform basic processes and recognize and recall the accuracy of basic solutions and information such as:	Chapter 5, Lesson 4, Chapter 6, Lesson 5
HSF-BF.A.1 -- HSF-BF.A.1a -- HSF-BF.A.1b	Recognize and recall specific terminology such as: Parent Function, Composition of Functions, Transformation. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Define explicit and recursive expressions of a function; identify the quantities being compared in real-world problems.	Chapter 5, Lesson 3
HSF-BF.A.2	Recognize and recall specific terminology such as: Arithmetic Sequence, Geometric Sequence, Recursive Formula, Explicit Formula. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Explain that recursive formula tells me how a sequence starts and tells me how to use the previous value(s) to generate the next element of the sequence; Explain that an explicit formula allows me to find any element of a sequence without knowing the element before it. (e.g., if I want to know the 11th number on the list, I plug the number 11 into the explicit formula); Define an arithmetic sequence as a sequence of numbers that is formed so that the difference between consecutive terms is always the same known as a common difference; Define a geometric sequence as a sequence of numbers that is formed so that the ratio of consecutive terms is always the same known as a common ratio.	Chapter 5, Lesson 6, Chapter 6, Lesson 7

Standard (3.0)	Standard Scaffolding	Big Ideas Algebra I
HSF-BF.B.3	Recognize and recall specific terminology such as: Function, Even and Odd Formulas, Inverse. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Describe the transformation that changed a graph of $f(x)$ into a different graph when given pictures of the pre-image and image.	Chapter 5, Lesson 4, Chapter 6, Lesson 4, Chapter 8, Lesson 1, Lesson 3, Lesson 4
HSF-BF.B.4 -- HSF-BF.B.4a	Recognize and recall specific terminology such as: Function, Inverse. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Define the inverse of a function; Explain that after solving $f(x)=c$ for x , c can be considered the input and x can be considered the output. .	Chapter 11, Lesson 2
HSF-LE.A.1 -- HSF-LE.A.1a -- HSF-LE.A.1b -- HSF-LE.A.1c	Recognize and recall specific terminology such as: Linear Function, Exponential Function, Rate of Change, Slope, Common Ratio. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Define linear function ($y=mx + b$) and exponential function ($y=abx$); Determine if a function has a constant rate of change or a constant multiplier over equal intervals.	Chapter 5, Lesson 5, Chapter 6, Lesson 4
HSF-LE.A.2	Recognize and recall specific terminology such as: Arithmetic Sequence, Geometric Sequence Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Construct linear functions given a graph, description of a relationship, or two-input-output pairs.	Chapter 5, Lesson 3, Lesson 6, Chapter 6, Lesson 4, Lesson 7
HSF-LE.A.3	Recognize and recall specific terminology such as: Polynomial Function Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Observe that exponentially increasing functions eventually exceed linear functions.	Chapter 8, Lesson 5
HSF-LE.B.5	Recognize and recall specific terminology such as: Linear Function, Exponential Function Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Interpret the parameters in a linear function in terms of context.	Chapter 2, Lesson 3, Chapter 6, Lesson 4
HSS-ID.A.1	Recognize and recall specific terminology such as: Dot Plot, Histogram, Box Plot Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Represent data with dot plots.	Chapter 12, Lesson 1, Lesson 3, Lesson 4, Lesson 8
HSS-ID.A.2	Recognize and recall specific terminology such as: Interquartile Range, Standard Deviation Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Use statistics to compare center and spread of two data sets.	Chapter 12, Lesson 1, Lesson 2, Lesson 3, Lesson 4
HSS-ID.A.3	Recognize and recall specific terminology such as: Outliers Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Interpret differences in shape, center, or spread in the context of data sets.	Chapter 12, Lesson 1, Lesson 2, Lesson 3, Lesson 4
HSS-ID.B.5	Recognize and recall specific terminology such as: Two-Way Tables Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Summarize categorical data for two categories in two-way frequency tables.	Chapter 12, Lesson 7
HSS-ID.B.6 -- HSS-ID.B.6a -- HSS-ID.B.6b -- HSS-ID.B.6c	Recognize and recall specific terminology such as: Scatter Plot, Linear Association Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Represent data on two quantitative variables on a scatter plot.	Chapter 12, Lesson 5, Lesson 6
HSS-ID.C.7	Recognize and recall specific terminology such as: Slope, Intercept Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Interpret slope or intercept in a linear model.	Chapter 12, Lesson 5
HSS-ID.C.8	Recognize and recall specific terminology such as: Correlation Coefficient Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: compute the correlation coefficient of a linear fit using technology.	Chapter 12, Lesson 6
HSS-ID.C.9	Recognize and recall specific terminology such as: Correlation, Causation. Perform basic processes and recognize and recall the accuracy of basic solutions and information such as: Recognize that correlation does not imply causation is not illustrated on a scatter plot. Describe correlation or causation.	Chapter 12, Lesson 6

Sample ELA Lesson Plans

Time Stamps		Day 1 – Skill Lesson/Main Selection
Unit/Week	Unit 1 – Week 1– “Sam, Come Back!”	
Standard	RL.1.3	
Skill Focus	Draw conclusions about character traits	
I Can Statement	I can draw conclusions about the traits of characters in a story.	
Before Reading		
	Phonics & Fluency Quick Drill	
1 minute	Introduce Text	Say: Today, we’re going to read a realistic fiction story called, “Sam, Come Back!” written by Susan Stevens Crummel and illustrated by Janet Stevens. This story is a realistic fiction story. It is a pretend story, but the things that happen could happen in real life.
7 minutes	Skill Focus Introduction & Check for Understanding	<p>[Build an anchor chart]</p> <p>Say: (What) As we read this story today, we’re going to draw conclusions about character traits. Character traits are what a character is like.</p> <p>Say: (How) To draw conclusions about a character’s traits we:</p> <ol style="list-style-type: none"> 1. Look for clues in the pictures and the text about what the character is saying and doing. 2. Ask ourselves, “What does that tell us about what they are like?” <p>Say: (Why) Good readers draw conclusions about character traits to help them learn more about the characters.</p> <p>Check for understanding:</p> <ul style="list-style-type: none"> • What skill are we focusing on? (<i>Character traits</i>) • How do you draw conclusions about character traits? (<i>Look for clues in the pictures and text about what the character is saying and doing. Then ask yourself, “What does this tell us about what they are like?”</i>) • Why do good readers draw conclusions about character traits? (<i>Good readers draw conclusions about character traits to help them learn more about the characters.</i>)
3 minutes	Teacher Modeling & Check for Understanding - General example - Previous text	<p>Say: There are different kinds of character traits. Some examples are (build a character trait wall and post the traits as you introduce them all week):</p> <ul style="list-style-type: none"> • Caring: Someone who does nice things for other people is caring. • Smart: Someone who knows a lot of information is smart. • Brave: Someone who does not get scared, is brave. • Mischievous: Someone who gets into lots of trouble <p><i>**See character trait cards attached to the lesson plan</i></p> <p>Teacher Model:</p> <p>Say: The main selection read last week was called, “Farmer’s Market.” (<i>Student edition page 148</i>) The main characters in the story were Pam and Dad. On page 154 of the story Dad got a big bag and zipped all of the things they bought. Thinking about how dad is acting I can draw the conclusion that Pam’s dad is helpful.</p>

		<p>Check for Understanding:</p> <ul style="list-style-type: none"> • What skill did I just use as a good reader? (<i>You drew a conclusion about a character's traits.</i>) • How do you draw conclusions about character traits? (<i>Look for clues in the pictures and text about what the character is saying and doing. Then ask yourself, "What does this tell us about what they are like?"</i>) • Why do good readers draw conclusions about character traits? (<i>Good readers draw conclusions about character traits to help them learn more about the characters.</i>)
5 minutes	Explicit Selection Vocabulary Instruction (when appropriate)	<p>Words to teach: <u>Sam</u>: the name of the cat in the story <u>Jack</u>: the name of the boy in the story</p> <p>Say: In our story today, we have some words that you may never have heard before. Let's learn them together to help us understand the story.</p> <p>The first word is Jack. Say it. (Students chorally say the word). Jack is the name of the boy in the story.</p> <p>The next word is Sam. Say it. (Students chorally say the word). Sam is the name of the cat in the story.</p> <p>Sam and Jack are playing together with a ball of yarn. Have the students turn to a partner and use Sam and Jack in a sentence.</p>
During Reading		
5 minutes	Think Aloud & Check for Understanding	<p>Say: Now we are going to read, "Sam, Come Back!" I'm going to be looking for readers who follow along and track as I read. Remember as we read we are thinking about the traits of the characters in the story.</p> <p>[Stop at page 22] Say: Remember, Sam is the name of the cat in the story.</p> <p>Say: I want to stop here and spend some time thinking about character traits. On page 22 I see that Sam the cat is sitting on the woman's lap and they both are smiling. I can draw the conclusion that Sam the cat is friendly because he is sitting on the woman's lap happily.</p> <p>Check for Understanding:</p> <ul style="list-style-type: none"> • What skill did I just use as a good reader? (<i>You drew a conclusion about a character's traits.</i>) • How do you draw conclusions about character traits? (<i>Look for clues in the pictures and text about what the character is saying and doing. Then ask yourself, "What does this tell us about what they are like?"</i>) • Why do good readers draw conclusions about character traits? (<i>Good readers draw conclusions about character traits to help them learn more about the characters.</i>)
10 minutes	Guided Skill-Aligned Comprehension Questions	<p>[Stop reading after page 25] How would you describe Sam now? (<i>Sample response: I would describe Sam as fast. He is able to run away from the boy and the dog and not be caught.</i>)</p>

		<p>Scaffolded Questions:</p> <ul style="list-style-type: none"> • Why is Sam running away? (<i>Sam is running away because he took the woman's yarn.</i>) • Do you have a pet at home? How would you describe them? [TPS-- 10 sec each] <p>Closing the Loop</p> <ul style="list-style-type: none"> • Character traits describe what a character is like. <ul style="list-style-type: none"> ○ Have students repeat that statement <p>[Stop reading after page 28] Say: How does the woman describe Sam on page 28? (<i>The woman calls Sam bad.</i>)</p> <p>Scaffolded Questions:</p> <ul style="list-style-type: none"> • Why did the woman call Sam a bad cat? (<i>Sam took her yarn and ran away and hid.</i>) • How would you feel if your cat hid from you? [TPS-- 10 sec each] <p>Closing the Loop</p> <ul style="list-style-type: none"> • Character traits describe what a character is like. <ul style="list-style-type: none"> ○ Have students repeat that statement <p>[Stop reading after the word Jack on page 29] Say: Remember, Jack is the name of the boy in the story.</p> <p>[Finish reading the text]</p>
2 minutes	Spiral Review Questions	<p>Setting [Stop after page 23] [Setting] What is the setting of the story? (<i>The setting is inside a house.</i>)</p> <p>[Stop after page 24] [Setting] How has the setting changed in the story? (<i>The setting in the beginning of the story was inside a house. Now the setting is outside.</i>)</p>
After Reading		
6 minutes	Independent Practice	<p>Say: Now you are going to practice drawing conclusions about character traits on your own. (provide pencil and paper) You will write your constructed response on this piece of paper. [provide response time and circulate to provide feedback]</p> <ul style="list-style-type: none"> • Look back at the pictures in the story "Sam Come Back." How would you describe the dog based on these pictures? (<i>The dog in the story is very helpful. He helps look for Sam when he ran away and doesn't stop looking until he comes back.</i>)

1 minute	Closing	<p>Say: You did a fantastic job practicing our skill for the day! We will continue working on this tomorrow with a new story and new characters.</p> <p>Check for understanding:</p> <ul style="list-style-type: none">• What skill did we focus on today? (<i>Character traits</i>)• How do you draw conclusions about character traits? (<i>Look for clues in the pictures and text about what the character is saying and doing. Then ask yourself, "What does this tell us about what they are like?"</i>)• Why do good readers draw conclusions about character traits? (<i>Good readers draw conclusions about character traits to help them learn more about the characters.</i>)
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1-2 Constructed Response Writing

Name: _____

Date: _____

Directions: Use text evidence to answer the questions below.**Prompt:** Look back at the pictures in the story "Sam Come Back." How would you describe the dog based on these pictures?**Restate & Answer**

Restate and answer the question in one sentence

Cite

Give an example from the text

Sentence starters:

- Page ___ says, "___."
- The author wrote, "___."
- An example in the text is, "___."

Explain

Explain how your example supports your answer

Sentence starters:

- This means ___.
- This shows that ___.

Time Stamps		Day 2 – On Level Reader
Unit/Week	Unit 1 – Week 1– Day 2	
Standard	RL.1.3	
Skill Focus	Draw conclusions about character traits	
I Can Statement	I can draw conclusions about the traits of characters in a story.	
Before Reading		
	Phonics & Fluency Quick Drill	
1 minute	Introduce Text	<p>Say: Today, we’re going to read a new story called, “Mack and Zack” by Ann Rossi and illustrated by Chi Chung. This story is a realistic fiction story. It is a pretend story, but the things that happen could happen in real life.</p> <p>Read the title with me. (students chorally read title)</p>
4 minutes	Skill Focus Check for Understanding	<p>Say: As we read, we are going to practice the same skills from yesterday.</p> <p>Revisit previous day’s skills [revisit anchor chart]:</p> <ul style="list-style-type: none"> • What skill did we focus on yesterday? (<i>Character traits</i>) • How do you draw conclusions about character traits? (<i>Look for clues in the pictures and text about what the character is saying and doing. Then ask yourself, “What does this tell us about what they are like?”</i>) • Why do good readers draw conclusions about character traits? (<i>Good readers draw conclusions about character traits to help them learn more about the characters.</i>)
During Reading		
	First Read	<p>Say: First, we will read the text silky-smooth by keeping a steady pace and briefly pausing at commas and punctuation. Be sure to pay attention to what is happening in the story as well.</p> <p>Say: I will start reading while you follow along. When I say, ‘together,’ we will chorally read as one super-strong voice.</p> <p>Teacher reads pages 1-2. Students join chorally for pages 3-4. Teacher reads pages 5-6. Students join chorally for pages 7-8.</p>
5 minutes	Think Aloud and Check for Understanding	<p>Say: Now we have read the whole story I want to spend some time thinking about the character traits I noticed while reading.</p> <p>Say: Turn back to page 3. Looking at the illustration I can see the boy and the cat are in the living room. I know that I can draw conclusions about a character’s traits because of what they are doing and saying in the story. In this picture Mack and Zack are hugging each other. Based on this I can draw the conclusion that Mack and Zack are friendly.</p> <p>Check for understanding after think aloud:</p> <ul style="list-style-type: none"> • What skill did I just use as a good reader? (<i>You drew a conclusion about a character’s traits.</i>) • How do you draw conclusions about character traits? (<i>Look for clues in the pictures and text about what the character is saying and doing. Then ask yourself, “What does this tell us about what they are like?”</i>)

		Why do good readers draw conclusions about character traits? (<i>Good readers draw conclusions about character traits to help them learn more about the characters.</i>)
13 minutes	Guided Skill-Aligned Comprehension Questions	<p>Say: Now, you are going to independently read the story again.</p> <p>(students sticky note stopping locations on pages 3, 5, and 6)</p> <p>[Stop reading after page 5] How would you describe Mack based on his actions on pages 4 and 5? (<i>I would describe Mack as hungry and tired.</i>)</p> <p>Scaffolded Questions:</p> <ul style="list-style-type: none"> • Where does Mack sleep? (<i>Mack sleeps on a mat.</i>) • Where do you think Zack is while Mack is napping? [TPS-- 10 sec each] <p>Closing the Loop</p> <ul style="list-style-type: none"> • Mack is hungry and tired. <ul style="list-style-type: none"> ○ Have students repeat that statement <p>[Stop reading after page 6] How do you think Mack and Zack feel about each other? How do you know? (<i>I think that Mack and Zack like each other. I know this because they spend time together and Zack wants Mack to come to him. The illustration shows Mack and Zack smiling at each other.</i>)</p> <p>Scaffolded Questions:</p> <ul style="list-style-type: none"> • What are the characters doing on page 6? (<i>Zack is sitting in the chair looking at Mack. Mack is coming over to Zack.</i>) • Do you have a pet? How do you feel about them? [TPS-- 10 sec each] <p>Closing the Loop</p> <ul style="list-style-type: none"> • Mack and Zack care for each other. <ul style="list-style-type: none"> ○ Have students repeat that statement <p>[Finish reading the text]</p>
5 minutes	Spiral Review Questions	<p>Setting [Stop after page 3]</p> <ul style="list-style-type: none"> • [Setting] What is the setting in this story? How do you know? (<i>The setting is in a living room inside a house. I know this because I see a couch and coffee table.</i>)
After Reading		
10 minutes	Independent Practice	<p>Say: Now you are going to practice drawing conclusions about character traits on your own. (provide pencil and paper) You will write your constructed response on this piece of paper. [provide response time and circulate to provide feedback]</p> <p>What are two words you would use to describe Mack based on what you read in "Zack and Mack?" Why would you describe him this way? (<i>Answers will vary.</i>)</p>

		<i>Response could include: Mack is friendly because he likes to be held by Zack. He is also a good listener because he always comes when Zack calls him.)</i>
2 minutes	Closing	<p>Say: Wow! You did awesome practicing our skill again! We will continue working on this tomorrow with a new text.</p> <p>Check for understanding:</p> <ul style="list-style-type: none"> • What skill did we focus on today? (<i>Character traits</i>) • How do you draw conclusions about character traits? (<i>Look for clues in the pictures and text about what the character is saying and doing. Then ask yourself, "What does this tell us about what they are like?"</i>) • Why do good readers draw conclusions about character traits? (<i>Good readers draw conclusions about character traits to help them learn more about the characters.</i>)

1-2 Constructed Response Writing

Name: _____

Date: _____

Directions: Use text evidence to answer the questions below.**Prompt:** What are two words you would use to describe Mack based on what you read in "Zack and Mack?" Why would you describe him this way?**Restate & Answer**

Restate and answer the question in one sentence

Cite

Give an example from the text

Sentence starters:

- Page ___ says, "___."
- The author wrote, "___."
- An example in the text is, "___."

Explain

Explain how your example supports your answer

Sentence starters:

- This means ___.
- This shows that ___.

Time Stamps		Day 3 – Below Level Reader	
Unit/Week		Unit 1 – Week 1– Day 3	
Standard		RL.1.3	
Skill Focus		Draw conclusions about character traits	
I Can Statement		I can draw conclusions about the traits of characters in a story.	
Before Reading			
	Phonics & Fluency Quick Drill		
1 minute	Introduce Text	<p>Say: I'm excited that today we are going to be reading a new story today! This story is called "Sam" by Alan Levine and illustrated by Phyllis Pollema-Cahill. This story is a realistic fiction story. It is a pretend story, but the things that happen could happen in real life.</p> <p>Read the title with me. (students chorally read title)</p>	
4 minutes	Skill Focus Check for Understanding	<p>Say: As we read, we are going to practice the same skill from yesterday.</p> <p>Revisit previous day's skills [revisit anchor chart]:</p> <ul style="list-style-type: none"> • What skill did we focus on yesterday? (<i>We drew conclusions about a character's traits.</i>) • How do you draw conclusions about character traits? (<i>Look for clues in the pictures and text about what the character is saying and doing. Then ask yourself, "What does this tell us about what they are like?"</i>) • Why do good readers draw conclusions about character traits? (<i>Good readers draw conclusions about character traits to help them learn more about the characters.</i>) 	
During Reading			
7 minutes	First Read	<p>Say: First, we will read the text silky-smooth by keeping a steady pace and briefly pausing at commas and punctuation. Be sure to pay attention to what is happening in the story as well.</p> <p>Say: I will start reading while you follow along. When I say, 'together,' we will chorally read as one super-strong voice.</p> <p>Teacher reads pages 3-6. Students join chorally for pages 3-4. Teacher reads pages 5-6. Students join chorally for pages 7-8.</p>	
3 minutes	Think Aloud and Check for Understanding	<p>Say: After reading the entire text I want to think about the characters and how I would describe them based on what they do and say. Let's turn back to page 4. On this page Sam came to Jack. Based on this page I can draw the conclusion that Sam is a friendly duck because he came to the boy and wasn't afraid like most ducks would be.</p> <p>Check for understanding after think aloud:</p> <ul style="list-style-type: none"> • What skill did I just use as a good reader? (<i>You drew a conclusion about a character's traits.</i>) • How do you draw conclusions about character traits? (<i>Look for clues in the pictures and text about what the character is saying and doing. Then ask yourself, "What does this tell us about what they are like?"</i>) • Why do good readers draw conclusions about character traits? (<i>Good readers draw conclusions about character traits to help them learn more about the characters.</i>) 	

10 minutes	Second Read Guided Skill-Aligned Comprehension Questions	<p>Say: Now, you are going to independently read the story again. As you read think about how you would describe the characters in the story.</p> <p>(students sticky note stopping locations on pages 5 and 6 prior to reading)</p> <p>[Stop reading after page 5] Say: How would you describe Sam based on his actions on page 5? (Sample response: <i>Sam is a curious because he walks in to the bathroom from outside.</i>)</p> <p><u>Scaffolded Questions:</u></p> <ul style="list-style-type: none"> • What are the characters doing on page 4? (<i>Sam and Jack are outside. Jack is coming to Sam.</i>) • Do you think Sam understands Jack when he tells him to come? [TPS – 10 sec each] <p>Closing the Loop</p> <ul style="list-style-type: none"> • Sam is a curious duck. <ul style="list-style-type: none"> ○ Have students repeat that statement <p>[Finish reading after page 6] How would you describe Sam based on his actions on page 6? (Sample response: <i>Sam is a brave because he swims in the bath tub.</i>)</p> <p><u>Scaffolded Questions:</u></p> <ul style="list-style-type: none"> • What is in the tub with Sam? (<i>There is a toy boat and a rubber duck in the tub with Sam.</i>) • Would you like a duck for a pet? [TPS- 10 sec each] <p>Closing the Loop</p> <ul style="list-style-type: none"> • Sam is a brave duck. Have students repeat that statement <p>[Finish reading the text]</p>
3 minutes	Spiral Review Questions	<p>Setting [Stop after page 5]</p> <ul style="list-style-type: none"> • [Setting] What are the settings of the story on pages 4 and 5? (<i>The setting on page 4 is outside. The setting on page 5 is inside of a bathroom.</i>)
After Reading		
10 minutes	Independent Practice	<p>Say: Now you are going to practice drawing conclusions about character traits on your own. (provide pencil and paper) You will write your constructed response on this piece of paper. [provide response time and circulate to provide feedback]</p> <p>Look back at the pictures in the story “Sam.” How would you describe Jack based on his actions? <i>Answers will vary. Sample response: Sam is helpful. He helps Sam to the tub and gives him a bath. He also helps Sam get a snack</i></p>
2 minutes	Closing	<p>Say: Wow! You did awesome practicing our skill again! We will continue working on this tomorrow with a new story and new characters.</p>

		<p>Check for understanding:</p> <ul style="list-style-type: none">• What skill did we focus on today? (<i>We drew a conclusion about a character's traits.</i>)• How do you draw conclusions about character traits? (<i>Look for clues in the pictures and text about what the character is saying and doing. Then ask yourself, "What does this tell us about what they are like?"</i>)• Why do good readers draw conclusions about character traits? (<i>Good readers draw conclusions about character traits to help them learn more about the characters.</i>)
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1-2 Constructed Response Writing

Name: _____

Date: _____

Directions: Use text evidence to answer the questions below.**Prompt:** Look back at the pictures in the story "Sam." How would you describe Jack based on his actions?**Restate & Answer**

Restate and answer the question in one sentence

Cite

Give an example from the text

Sentence starters:

- Page ___ says, "___."
- The author wrote, "___."
- An example in the text is, "___."

Explain

Explain how your example supports your answer

Sentence starters:

- This means ___.
- This shows that ___.

Time Stamps		Day 4– Sleuth
Unit/Week	Unit 1 – Week 1– Day 4	
Standard	RL.1.3	
Skill Focus	Draw conclusions about character traits	
I Can Statement	I can draw conclusions about the traits of characters in a story.	
Before Reading		
	Phonics & Fluency Quick Drill	
1 minute	Introduce Text	<p>Say: Today, we're going to read a realistic fiction story titled, "Are You My Kitten?"</p> <p>Read the title with me. (students chorally read title)</p>
4 minutes	Skill Focus Check for Understanding	<p>Say: As we read, we are going to practice the same skill(s) from yesterday.</p> <p>Revisit previous day's skills [revisit anchor chart]:</p> <ul style="list-style-type: none"> • What skill did we focus on yesterday? (<i>Character traits</i>) • How do you draw conclusions about character traits? (<i>Look for clues in the pictures and text about what the character is saying and doing. Then ask yourself, "What does this tell us about what they are like?"</i>) • Why do good readers draw conclusions about character traits? (<i>Good readers draw conclusions about character traits to help them learn more about the characters.</i>)
During Reading		
4 minutes	First Read	<p>Say: First, I will read the text while you follow along.</p> <p>Teacher reads the text.</p>
4 minutes	Second Read	<p>Say: Next, read it again independently. As you read think about how you would describe the characters.</p>
15 minutes	Skill Aligned Question and Discussion	<p>Say: Who are the characters in this story? (<i>Kelly and three kittens.</i>)</p> <p>Scaffolded Questions:</p> <ul style="list-style-type: none"> • Why is Kelly with three kittens? (<i>She is trying to decide which kitten should be her pet.</i>) • Would you like to have a pet kitten? [TPS – 10 sec each] <p>Closing the Loop</p> <ul style="list-style-type: none"> • Kelly and three kittens are the characters in this story. <ul style="list-style-type: none"> ○ Have students repeat that statement <p>Say: How would you describe Kelly based on her actions in the story? (<i>Sample response: Kelly is very careful. She took her time to figure out which kitten would be best for her.</i>)</p> <p>Scaffolded Questions:</p> <ul style="list-style-type: none"> • Why did Kelly pick the third kitten? (<i>The kitten touched her hand with its paw.</i>)

		<ul style="list-style-type: none"> • What does Kelly want to do with her kitten at home? (<i>Kelly wants to feed her kitten and get him water. She wants to give him a place to sleep and play with him.</i>) <p>Closing the Loop</p> <ul style="list-style-type: none"> • Kelly is a careful person. <ul style="list-style-type: none"> ○ Have students repeat that statement
After Reading		
10 minutes	Independent Practice or additional Sleuth	<p>Say: Now you are going to practice drawing conclusions about character traits on your own. (provide pencil and paper) You will write your constructed response on this piece of paper. [provide response time and circulate to provide feedback</p> <ul style="list-style-type: none"> • How would you describe the kitten that Kelly chose to be her pet in the story? (<i>Sample response: The kitten that Kelly chose is a nice kitten. It is nice because it touched her hand with a soft paw.</i>)
2 minutes	Closing	<p>Say: You just practiced your skill with a difficult text. You did a lot of deep thinking! Kiss your brains!</p> <p>Check for understanding:</p> <ul style="list-style-type: none"> • What skill did we focus on today? (<i>We drew a conclusion about a character's traits.</i>) • How do you draw conclusions about character traits? (<i>Look for clues in the pictures and text about what the character is saying and doing. Then ask yourself, "What does this tell us about what they are like?"</i>) • Why do good readers draw conclusions about character traits? (<i>Good readers draw conclusions about character traits to help them learn more about the characters.</i>)

1-2 Constructed Response Writing

Name: _____

Date: _____

Directions: Use text evidence to answer the questions below.**Prompt:** How would you describe the kitten that Kelly chose to be her pet in the story?**Restate & Answer**

Restate and answer the question in one sentence

Cite

Give an example from the text

Sentence starters:

- Page ___ says, "___."
- The author wrote, "___."
- An example in the text is, "___."

Explain

Explain how your example supports your answer

Sentence starters:

- This means ___.
- This shows that ___.

caring



concerned for others

competitive



having a strong
desire to win

lonely



always feeling alone
and without friends

loving



showing warm
affection

brave



not afraid of anything

mean



not nice to others

courteous



considering other's feelings before doing or saying something

nervous



uneasy or scared

funny



being good at making others laugh

responsible



being dependable by doing the right things

grateful



appreciating the wonderful things in life

timid



shy

creative



uses imagination to
create new and unique
ideas

impatient



doesn't stay calm when
things don't go his/her way

bossy



likes to tell others what
to do

jealous



wants what others have

lazy



doesn't want to put energy into anything

thoughtful



showing consideration for others

mischievous



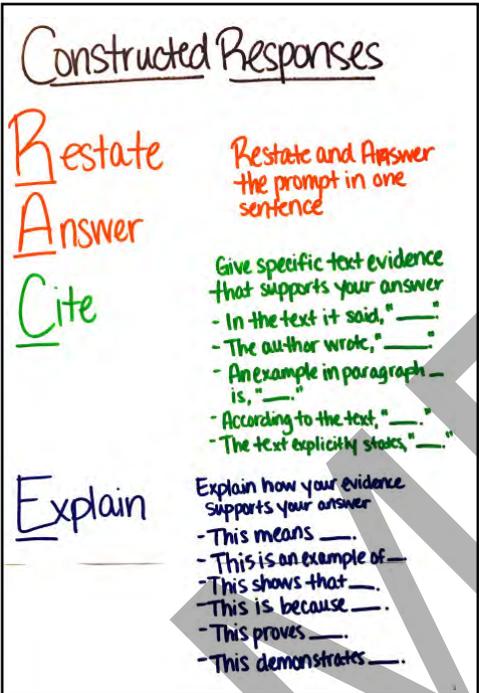
causes a lot of trouble

honest



always tells the truth

Constructed Responses are written responses to Reading Literature & Reading Informational text. Students will read text and respond to a prompt. Constructed responses are valuable and should be a regular practice because they support student comprehension and critical thinking about text.

Pacing Guide	Best Practice	
Between weeks 1-2 of school	<p>Build an anchor chart with your class that reflects the process they will take to complete a constructed response. Daily constructed responses will aid in their ability to successfully complete them.</p>  <p>Constructed Responses</p> <p>Restate Restate and Answer the prompt in one sentence</p> <p>Answer</p> <p>Cite Give specific text evidence that supports your answer</p> <ul style="list-style-type: none"> - In the text it said, "___" - The author wrote, "___" - An example in paragraph ___ is, "___" - According to the text, "___" - The text explicitly states, "___" <p>Explain Explain how your evidence supports your answer</p> <ul style="list-style-type: none"> - This means ___ - This is an example of ___ - This shows that ___ - This is because ___ - This proves ___ - This demonstrates ___ 	<p>Tips:</p> <ul style="list-style-type: none"> • Make the anchor chart with the class • Complete one letter of RACE on anchor chart each day **Only add/practice RA until students are ready to begin CE • Add sentence starters to the anchor chart
Between weeks 2-4	<p>Model Teacher models writing constructed responses using the RACE method with each day's prompt. The model assists students in understanding the expectations for CR writing.</p>	<p>Tips:</p> <ul style="list-style-type: none"> • Teacher thinks aloud while modeling • Teacher writes response using RACE anchor chart & CR handout • Students copy response on CR handout • Students score one CR based on 2-point rubric ** Start with RA until students are ready to add CE
Between weeks 4-7	<p>Shared Writing Teacher facilitates a shared write of constructed responses using the RACE method with each day's prompt. Shared writing allows the teacher to guide student writing to meet expectations.</p>	<p>Tips:</p> <ul style="list-style-type: none"> • Teacher guides students through RACE method • Teacher references RACE anchor chart for sentence starters • Teacher writes response on CR template for students to copy (everyone has same response) • Students score one CR based on 2-point rubric ** Start with RA until students are ready to add CE
Between weeks 7-10	<p>Independent Writing Students independently write constructed responses.</p>	<p>Tips:</p> <ul style="list-style-type: none"> • Teacher reads CR prompt to class • Teacher reminds students of expectations • Students write on CR handout • Students write using RACE method • Students score one CR based on 2-point rubric • Teacher circulates to provide feedback ** Start with RA until students are ready to add CE

Scoring:

Constructed Response Rubric	
Score	Response Features
2 Points	<ul style="list-style-type: none"> • Accurate inferences and/or claims which include evidence or details from the text where required by the prompt • Relevant facts, concrete details, and/or other information from the text to develop a response according to the requirements of the prompt • Sufficient number of facts, concrete details, and/or other information from the text as required by the prompt • Grammatical errors do not impact readability
1 Point	<ul style="list-style-type: none"> • The response includes accurate inferences and/or claims but is not clearly text-based where required by the prompt. • Includes limited relevant facts, concrete details, and/or other information from the text to develop a response according to the requirements of the prompt • Grammatical errors may impact readability at times
0 Point	<ul style="list-style-type: none"> • A response that does not address any of the requirements of the prompt or is incomplete or totally inaccurate • A response that is completely unintelligible or indecipherable

Time Stamps		Day 1 – Skill Lesson/Main Selection, Part 1
Unit/Week	Unit 1 – Week 2 – Day 1 – “Lewis and Clark and Me”	
Standard	RI.4.1	
Skill Focus	Author’s Purpose	
I Can Statement	I can determine author’s purpose by identifying the information in the text and making inferences about it to find out the reasons it was written.	
Before Reading		
1 minute	Introduce Text	<p>Say: Today, we’re going to read a historical fiction text titled, “Lewis and Clark and Me” by Laurie Myers. Historical fiction includes some real people and real events, but the information is told in a story format.</p> <p>Read the title with me. (Students chorally read title.)</p>
7 minutes	Skill Focus Introduction & Check for Understanding	<p>[Build an anchor chart]</p> <p>Say: (What) This week we are going to determine the author’s purpose for writing a text. The author’s purpose is the reason or reasons an author has for writing.</p> <p>Say: (How) To determine author’s purpose we:</p> <ul style="list-style-type: none"> • Identify what kind of information like facts, steps, feelings, and sensory details is shared in the text. • Determine if that information is meant to: <ul style="list-style-type: none"> ○ Persuade ○ Inform ○ Explain ○ Entertain ○ Express ideas or feelings <p>Say: (Why) Determining author’s purpose helps you know why the text was written.</p> <p>Check for understanding:</p> <ul style="list-style-type: none"> • What skill are we focusing on? (<i>author’s purpose</i>) • What is author’s purpose? (<i>the reason(s) why an author wrote a text</i>) • How do we determine author’s purpose? (<i>Identify the information in the text that is being shared by the author. Decide if that information is meant to persuade, information, entertain, or express feelings or ideas.</i>) • Why do good readers determine the author’s purpose? (<i>Good readers determine author’s purpose to know why the text was written.</i>)
5 minutes	Teacher Modeling & Check for Understanding - General example - Previous text	<p>Say: There are different reasons why authors write. Those reasons are to:</p> <ul style="list-style-type: none"> • Persuade: The author tries to convince the reader of something. • Inform: The author gives information about a topic. • Explain: The author gives directions or steps to follow. • Entertain: The author writes something for the reader to enjoy. • Express ideas or feelings: The author describes feelings and emotions to tell about a topic. <p>Say: Sometimes an author has more than one purpose when they write. They might want to entertain you AND persuade you.</p>

		<p>Teacher Model:</p> <p>Say: Last week we read, <i>Because of Winn-Dixie</i>. As I read, I thought about what the author’s purpose might be.</p> <p>Say: First, I thought about what kind of information was in that story. At the beginning there’s that funny part about how Miss Franny Block thinks Winn-Dixie is a bear. There was another funny part when Miss Franny told the story about asking her father for a small library.</p> <p>Say: Both of those parts in the story are fiction. They’re also funny. There are no facts in that part of the story, just details that made us laugh.</p> <p>Say: Because <i>Winn Dixie</i> has details that made us laugh, I can tell that the author’s purpose is to entertain.</p> <p>Check for Understanding:</p> <ul style="list-style-type: none"> • What skill did I just use as a good reader? (<i>You determined the author’s purpose.</i>) • How did I do that? (<i>You thought about the text and figured out what kind of information it gave. That let you know the purpose of Winn-Dixie was to entertain.</i>)
3 minutes	Explicit Selection Vocabulary Instruction (when appropriate)	<p>Words to teach:</p> <ul style="list-style-type: none"> • <u>docks</u>: platforms built on the shore or out from the shore; wharves; piers • <u>wharf</u>: platform built on the shore or out from the shore; docks; piers • <u>yearned</u>: felt a longing or desire • <u>bargain</u>: a good value for the money • <u>mutual</u>: experienced by two or more people <p>Say: In our story today, there are some words that you might not have heard before. The story is historical and about exploration, so there are some words that are specific to that time and topic that you don’t know.</p> <p>The first word is docks. Say it. (Students chorally say the word). A dock is a platform built on the shore or out from the shore. What is a dock? Turn to a partner and use <i>dock</i> in a sentence.</p> <p>Repeat this structure for the other words.</p>
During Reading		
5 minutes	Think Aloud & Check for Understanding	<p>Say: Now we are going to start, “Lewis and Clark and Me”. (stop after page 56). I’m going to be looking for readers who follow along with their tracking finger as I read. Remember to pay attention to what information the author shares to help you decide what the purpose is.</p> <p>[Stop reading after the entry on the top of page 54]</p> <p>Say: The author is sharing historical facts. When an author shares factual and historical information, I know the purpose is to inform. The author’s purpose is to inform.</p>

		<p>[Continue reading until the end of page 54]</p> <p>Say: Another piece of information that I've figured out from what the author has shared is that the narrator of this story is a dog. That makes the story funny and interesting. The author's purpose must also be to entertain.</p> <p>Check for Understanding:</p> <ul style="list-style-type: none"> ● What skill did I just use as a good reader? (<i>You determined author's purpose.</i>) ● How did I do that? (<i>You identified the information that the author shared in the text and made inferences about it. You determined that the information was meant to inform and entertain.</i>) ● What clues did I use to determine author's purpose? (<i>The information shared at the beginning gives the reader new information. The fact that the narrator is a dog is entertaining.</i>) ● Why did I determine that there was more than one author's purpose? (<i>Because sometimes authors have more than one reason for writing a text.</i>) <p>Closing the Loop</p> <ul style="list-style-type: none"> ● The author's purpose of <i>Lewis and Clark and Me</i> is to inform and entertain. <ul style="list-style-type: none"> ○ Have students repeat that statement
10 minutes	Guided Skill-Aligned Comprehension Questions	<p>[Stop reading after page 55]</p> <p>Say: What is the author's purpose in this part of the text? (<i>First, we identify the kind of information that is being shared. We learned that Newfoundland dogs have webbed toes and a double coat. These are factual details that give readers information about a specific kind of dog. That helps us determine that the author's purpose is to inform. We can also identify that the dog continues to narrate. This makes the story interesting for readers. That helps us determine that the author's purpose is also to entertain.</i>)</p> <p>Scaffolded Questions:</p> <ul style="list-style-type: none"> ● What new information was shared? (<i>Facts about Newfoundlands</i>) ● When facts are shared, what purpose does the author have? (<i>to inform me</i>) ● What makes this text enjoyable? (<i>The dog is telling the story</i>) ● When an author makes the text enjoyable, what purpose does he/she have? (<i>To entertain</i>) ● When an author shares facts in an enjoyable way, what two purposes does the author have for writing the text? (<i>To inform and entertain</i>) <p>Closing the Loop</p> <ul style="list-style-type: none"> ● The author's purpose of <i>Lewis and Clark and Me</i> is to inform and entertain. <ul style="list-style-type: none"> ○ Have students repeat that statement <p>[Stop reading after page 56]</p> <p>Say: How does this part of the story help verify the author's purpose? (<i>The information shared is a story of the dog showing off his ability to retrieve. He talks</i></p>

		<p><i>about being feeling proud. These parts of the story are enjoyable. That helps us determine that the author's purpose is to entertain. At the end of the selection, there's a diary entry from Lewis explaining that he decided to buy the dog. That is factual information from a historical document. The purpose of factual information is to inform.)</i></p> <p>Scaffolded Questions:</p> <ul style="list-style-type: none"> • What new information was shared? <i>(A real diary entry from Lewis saying he bought the dog.)</i> • When facts are shared, what purpose does the author have? <i>(to inform me)</i> • What makes this text enjoyable? <i>(The dog is proud of himself for retrieving.)</i> • When an author makes the text enjoyable, what purpose does he/she have? <i>(To entertain)</i> • When an author shares facts in an enjoyable way, what two purposes does the author have for writing the text? <i>(To inform and entertain)</i> <p>Closing the Loop</p> <ul style="list-style-type: none"> • The author's purpose of <i>Lewis and Clark and Me</i> is to inform and entertain. <ul style="list-style-type: none"> ○ Have students repeat that statement
2 minutes	Spiral Review Questions	<p>Character/Setting & Sequence of Events</p> <p>[Stop after page 54]</p> <ul style="list-style-type: none"> • [summary] Summarize the events of the story so far. <i>(The dog, Seaman, is with his owner at the docks. The owner is trying to sell the dog. A man named Lewis is interested in Seaman and talks to his owner. Lewis also introduces himself to Seaman.)</i> <p>[Stop after page 55]</p> <ul style="list-style-type: none"> • [Summary] Summarize the reasons why Seaman is the perfect dog to accompany Lewis on his trip. <i>(Seaman is a Newfoundland. His toes are webbed, making him a great swimmer able to rescue drowning men. He also has a waterproof, double coat to keep him warm in the water. A dog that is good in the water is perfect for an explorer.)</i>
After Reading		
6 minutes	Independent Practice	<p>Say: Now you are going to practice determining author's purpose. (provide CR template) You will write your constructed response on this piece of paper. As you respond, remember, think about the information that is shared and what it's meant to do for the reader. [provide response time and circulate to provide feedback]</p> <p>What is the author's purpose in this text? What information have you used to help you determine the author's purpose of the text so far? <i>(First, we identified the information that was shared. This story has real entries from Lewis's diary. Those give historical facts. We also learned facts about Newfoundland dogs. When factual information is shared, it means the author wants to teach the reader new things. This means the author's purpose is to inform. Lewis and Clark and Me also has information that we enjoyed. The narrator is a dog. The dog tells stories about trying to impress Lewis. The author made us enjoy the story with this information. That means the author's purpose was also to entertain.)</i></p>

1 minute	Closing	<p>Say: You did a fantastic job practicing our skill for the day! We will continue working on this tomorrow with a new story and new characters.</p> <p>Check for understanding:</p> <ul style="list-style-type: none">• What skill did we focus on today? (<i>author's purpose</i>)• What is author's purpose? (<i>the reason the author wrote the text</i>)• How do we determine author's purpose? (<i>Identify the information in the text that is being shared by the author. Decide if that information is meant to persuade, information, entertain, or express feelings or ideas.</i>)• Why do good readers determine the author's purpose? (<i>Good readers determine author's purpose to know why the text was written.</i>)
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3-5 Constructed Response Writing

Name: _____

Date: _____

Directions: Using the space provided, answer the following question. Support your answer with evidence from the text.

Day 1 Prompt: What is the author's purpose in this text? What information have you used to help you determine the author's purpose of the text so far?

Restate & Answer

Restate the prompt and answer the prompt in one sentence

Cite

Give specific text evidence that supports your answer

Sentence starters:

- In the text it said, "____."
- The author wrote, "____."
- An example in paragraph ____ is, "____."
- According to the text, "____."
- The text explicitly states, "____."
- In paragraph ____, the author states, "____."

Explain

Explain how your evidence supports your answer

Sentence starters:

- This means ____.
- This is an example of ____.
- This shows that ____.
- This is because ____.
- This proves ____.
- This demonstrates ____.

Time Stamps		Day 2 – Main Selection, Part 2
Unit/Week	Unit 1 – Week 2 – Day 2 – “Lewis and Clark and Me”	
Standard	RI.4.1	
Skill Focus	Author’s Purpose	
I Can Statement	I can determine author’s purpose by analyzing the information in the text to find out the reasons it was written.	
Before Reading		
1 minute	Introduce Text	<p>Say: Today, we’re going to continue reading from “Lewis and Clark and Me”. Let’s start by reviewing what we read yesterday.</p> <ul style="list-style-type: none"> • Turn and tell your partner the main events from the first part of story. [TPS – 10 sec each]
4 minutes	Skill Focus Check for Understanding	<p>Say: As we read, we are going to practice the same skill from yesterday.</p> <p>Revisit previous day’s skills [revisit anchor chart and reasons for writing]:</p> <ul style="list-style-type: none"> • What skill did we focus on yesterday? (<i>author’s purpose</i>) • What is author’s purpose? (<i>the reason the author wrote the text</i>) • How do we determine author’s purpose? (<i>Identify the information in the text that is being shared by the author. Decide if that information is meant to persuade, information, entertain, or express feelings or ideas.</i>) • Why do good readers determine the author’s purpose? (<i>Good readers determine author’s purpose to know why the text was written.</i>)
During Reading		
5 minutes	Think Aloud and Check for Understanding	<p>Say: Now we are going to read the second half of, “Lewis and Clark and Me” (start on page 57 and finish the story). I’m going to be looking for readers who follow along with their tracking finger as I read. Remember to pay attention to the information that is shared and how it helps reveal the author’s purpose.</p> <p>[Stop reading after page 57]</p> <p>Say: At this point, I’ve gotten some new information. The author shared that the boat is heading down the Ohio River. This is a real place, so this must be factual information. I know that when an author shares facts that the purpose is to inform. I also noticed that the author was sharing more personal information about the dog’s thoughts and feelings. The dog is excited about being on the water. These details are enjoyable. When I enjoy what I’m reading, I know the author’s purpose is to entertain.</p> <p>Check for Understanding:</p> <ul style="list-style-type: none"> • What skill did I just use as a good reader? (<i>You determined author’s purpose.</i>) • How did I do that? (<i>You identified the information that the author shared in the text and made inferences about it. You determined that the information was meant to inform and entertain.</i>) • What clues did I use to determine author’s purpose? (<i>The information shared about the Ohio River informs the reader using new information. The fact that the narrator is a dog is entertaining.</i>) • Why did I determine that there was more than one author’s purpose? (<i>Because sometimes authors have more than one reason for writing a text.</i>) <p>Closing the Loop</p> <ul style="list-style-type: none"> • The author’s purpose of “Lewis and Clark and Me” is to inform and entertain. <ul style="list-style-type: none"> ○ Have students repeat that statement.

13 minutes	Guided Skill- Aligned Comprehension Questions	<p>[Stop reading after page 59]</p> <p>Say: What author’s purpose can be determined from pages 58-59? (<i>The information shared in the text describes the river as being shallow with not a very strong current. Also, we learn that the crew had to dig channels when the river was low or hire oxen to pull the boat. We also learn the information that it is unusual for squirrels to swim. All of this information is factual and helps us learn something new. When the author gives new information, the purpose is to inform. Some other information that is shared is that the dog is surprised by something. He really wants to go after the squirrels and does his best to get Lewis’s attention. This behavior is enjoyable. It’s also suspenseful. You wonder if the dog will get the squirrels. When the author includes information that is enjoyable and suspenseful, the purpose is to entertain.</i>)</p> <p>Scaffolded Questions:</p> <ul style="list-style-type: none"> ● What new information was shared? (<i>Facts about how the boat travelled in low water and about squirrels.</i>) ● When facts are shared, what purpose does the author have? (<i>to inform me</i>) ● What makes this text enjoyable? (<i>The dog is telling the story and he really wants to go after the squirrels.</i>) ● When an author makes the text enjoyable or suspenseful, what purpose does he/she have? (<i>To entertain</i>) ● When an author shares facts in an enjoyable or suspenseful way, what two purposes does the author have for writing the text? (<i>To inform and entertain</i>) <p>Closing the Loop:</p> <ul style="list-style-type: none"> ● The author’s purpose of “Lewis and Clark and Me” s to inform and entertain. <ul style="list-style-type: none"> ○ Have students repeat that statement. <p>[Stop reading after page 60]</p> <p>Say: What author’s purpose can be determined from page 60? (<i>The information shared in the text describes the dog jumping from the boat to get the squirrel. It also explains how the squirrel tried to get away. This scene was full of action. When an author includes action it makes the story enjoyable. The purpose of an enjoyable story is to entertain. The dog also shares that his webbed feet made swimming easy for him. This is a fact we learned earlier. Detailed facts help us learn something new. When an author shares facts, the purpose is to inform.</i>)</p> <p>Scaffolded Questions:</p> <ul style="list-style-type: none"> ● What new information was shared? (<i>Facts about how the dog’s webbed feet make him a good swimmer.</i>) ● When facts are shared, what purpose does the author have? (<i>to inform me</i>) ● What makes this text enjoyable? (<i>The action scene between the dog and the squirrel.</i>) ● When an author makes the text enjoyable, what purpose does he/she have? (<i>To entertain</i>) ● When an author shares facts in an enjoyable way, what two purposes does the author have for writing the text? (<i>To inform and entertain</i>) <p>Closing the Loop:</p> <ul style="list-style-type: none"> ● The author’s purpose of “Lewis and Clark and Me” is to inform and entertain. <ul style="list-style-type: none"> ○ Have students repeat that statement. <p>[Finish reading the text]</p>
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		<p>Say: What is the author's purpose of the entire selection? <i>(To inform and entertain)</i></p> <p>Closing the Loop:</p> <ul style="list-style-type: none"> The author's purpose of "Lewis and Clark and Me" is to inform and entertain. <ul style="list-style-type: none"> Have students repeat that statement.
5 minutes	Spiral Review Questions	<p>Sequence of Events</p> <p>[Stop reading after page 57]</p> <ul style="list-style-type: none"> [Summary] What happened in the story before this scene on the river? <i>(Lewis meets the dog, Seaman, and buys him from a man on a dock. Seaman is going to travel with Lewis as he explores.)</i> <p>[Stop reading at end of text]</p> <ul style="list-style-type: none"> [Summary] Summarize this section of the text. <i>(The dog is with the crew on a boat in the Ohio River. He suddenly spots hundreds of squirrels swimming across the river. Lewis commands the dog to get the squirrels and bring them back for the crew to eat. The dog is happy to follow the commands.)</i>
After Reading		
10 minutes	Independent Practice	<p>Say: Now you are going to practice determining author's purpose. (provide CR template) You will write your constructed response on this piece of paper. As you respond, remember, we determine author's purpose by looking at the evidence and deciding why the author would have included it. [provide response time and circulate to provide feedback]</p> <p>What author's purpose is supported by page 61? Use text evidence to support your answer. <i>(The information on page 61 shares how the rowers cheer on the dog as he collects squirrels. The dog is happy to do the work and is happy about the reaction he gets from Lewis. This information is shared to make readers feel good and enjoy the story. When an author shares information to make a story enjoyable, the purpose is to entertain. At the bottom of the page is an actual diary entry from Lewis's journal. The information he shares is factual about seeing the squirrels and commanding the dog to get them and bring them back to the boat. This tells us that this event really happened. That means the information in the text is about real historical events. When the author shares historical facts and details, the author's purpose is to inform.)</i></p>
2 minutes	Closing	<p>Say: You did a fantastic job practicing our skill for the day! We will continue working on this tomorrow with a new story.</p> <p>Check for understanding:</p> <ul style="list-style-type: none"> What skill did we focus on today? <i>(author's purpose)</i> What is author's purpose? <i>(the reason the author wrote the text)</i> How do we determine author's purpose? <i>(Identify the information in the text that is being shared by the author. Decide if that information is meant to persuade, information, entertain, or express feelings or ideas.)</i> Why do good readers determine the author's purpose? <i>(Good readers determine author's purpose to know why the text was written.)</i>

3-5 Constructed Response Writing

Name: _____

Date: _____

Directions: Using the space provided, answer the following question. Support your answer with evidence from the text.

Day 2 Prompt: What author's purpose is supported by page 61? Use text evidence to support your answer.

Restate & Answer

Restate the prompt and answer the prompt in one sentence

Cite

Give specific text evidence that supports your answer

Sentence starters:

- In the text it said, "____."
- The author wrote, "____."
- An example in paragraph ____ is, "____."
- According to the text, "____."
- The text explicitly states, "____."
- In paragraph ____, the author states, "____."

Explain

Explain how your evidence supports your answer

Sentence starters:

- This means ____.
- This is an example of ____.
- This shows that ____.
- This is because ____.
- This proves ____.
- This demonstrates ____.

Time Stamps		Day 3 – Below Level Reader
Unit/Week		Unit 1 – Week 2 – Day 3 – “The Long Journey West”
Standard		RI.4.1
Skill Focus		Author’s Purpose and Questioning
I Can Statement		I can determine author’s purpose by analyzing the information in the text to find out the reasons it was written.
Before Reading		
1 minute	Introduce Text	<p>Say: Today, we’re going to read a new expository text about Lewis and Clark called “The Long Journey West” by Joseph Blaire. Expository texts are about real people, places, and events.</p> <p>Read the title with me. (students chorally read title)</p>
4 minutes	Skill Focus Check for Understanding	<p>Say: As we read, we are going to practice the same skill(s) from yesterday.</p> <p>Revisit previous day’s skills [revisit anchor chart]:</p> <ul style="list-style-type: none"> • What skill did we focus on yesterday? (<i>author’s purpose</i>) • What is author’s purpose? (<i>the reason the author wrote the text</i>) • How do we determine author’s purpose? (<i>Identify the information in the text that is being shared by the author. Decide if that information is meant to persuade, information, entertain, or express feelings or ideas.</i>) • Why do good readers determine the author’s purpose? (<i>Good readers determine author’s purpose to know why the text was written.</i>)
During Reading		
7 minutes	First Read	<p>Say: First, we will read the text silky-smooth by keeping a steady pace and briefly pausing at commas and end marks. Be sure to pay attention to the information that is shared and how it helps us determine author’s purpose.</p> <p>Say: I will start reading, while you follow along. When I say, ‘together,’ we will chorally read as one super-strong voice.</p> <p>Teacher reads pages 3-6. Students join chorally for pages 7-9. Teacher reads 10-13. Students join chorally for 14-15.</p>
3 minutes	Think Aloud and Check for Understanding	<p>Say: Flip back to page 3. On this page, I’ll start by looking at the information the author shares. That will help me figure out the author’s purpose. There’s a date and the name of the president. We learn that this text is about a time when the US was smaller than it is now and that land west of the Mississippi River was owned by Spain and then France. President Jefferson wanted to buy the land for the United States. This is all factual information. When an author includes factual information, the author’s purpose is to inform.</p> <p>Check for understanding after think aloud:</p> <ul style="list-style-type: none"> • What skill did I just use as a good reader? (<i>You determined author’s purpose.</i>) • How did I do that? (<i>You identified the information that the author shared in the text and made inferences about it. You determined that the information was meant to inform.</i>) • What clues did I use to determine author’s purpose? (<i>The information shared about the President, about the size of the US, and about the date.</i>) <p>Closing the Loop</p> <ul style="list-style-type: none"> • I know that the author’s purpose of “The Long Journey West” is to inform. <ul style="list-style-type: none"> ○ Have students repeat that statement.

10 minutes	Second Read Guided Skill- Aligned Comprehension Questions	<p>Say: Now, you are going to independently read the story again.</p> <p>(students sticky note stopping locations [pages 9 and 13] prior to reading)</p> <p>[Stop reading after page 9]</p> <p>Say: What author’s purpose can be determined on page 9? <i>(Information is shared about how Lewis and Clark were able to talk with Native Americans. We learned that Sacagawea helped them communicate, find food, and navigate. This information is made of facts and details. When an author shares facts and details the purpose is to inform.)</i></p> <p>Scaffolded Questions:</p> <ul style="list-style-type: none"> • What new information was shared? <i>(Facts about how Lewis and Clark communicated and how Sacagawea helped them.)</i> • When facts are shared, what purpose does the author have? <i>(to inform me)</i> <p>Closing the Loop</p> <ul style="list-style-type: none"> • I know that the author’s purpose of “The Long Journey West” is to inform. <ul style="list-style-type: none"> ○ Have students repeat that statement. <p>[Stop reading after page 13]</p> <p>Say: What author’s purpose can be determined on page 13? <i>(The information on this page shares details about Fort Clatsop. It tells what Lewis and Clark did at the fort. It gives the date that the explorers began the trip home. These are facts. When an author shares facts, the purpose is to inform. The page also starts with a specific sensory detail. This could be to make the text enjoyable or keep the reader’s attention. When an author includes information to help the reader enjoy the text, the purpose is to entertain.)</i></p> <p>Scaffolded Questions:</p> <ul style="list-style-type: none"> • What new information was shared? <i>(facts about the Fort, details about the activities at the Fort, the date the explorers left the Fort.)</i> • When facts are shared, what purpose does the author have? <i>(to inform me)</i> • What makes this text enjoyable? <i>(The sensory details)</i> • When an author makes the text enjoyable, what purpose does he/she have? <i>(To entertain)</i> • When an author shares facts in an enjoyable way, what two purposes does the author have for writing the text? <i>(To inform and entertain)</i> <p>Closing the Loop</p> <ul style="list-style-type: none"> • I know that the author’s purpose of “The Long Journey West” is to inform and entertain. <ul style="list-style-type: none"> ○ Have students repeat that statement. <p>[Finish reading the text]</p> <p>Say: What is the author’s purpose for this whole text? <i>(The author shares information about the exploration of Lewis and Clark. When an author shares information, the purpose is to inform. The author also includes some sensory details. When an author adds details to make the story enjoyable, the purpose is to entertain. At the end, the author talks about America is great because of Lewis and Clark. This is an opinion. When an author shares an opinion of the topic, the purpose is to persuade.)</i></p> <p>Scaffolded Questions:</p> <ul style="list-style-type: none"> • When facts are shared, what purpose does the author have? <i>(to inform me)</i>
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		<ul style="list-style-type: none"> When an opinion is shared, what purpose does the author have? (<i>to persuade</i>) When enjoyable details are used, what purpose does the author have? (<i>to entertain</i>) <p>Closing the Loop</p> <ul style="list-style-type: none"> The author's purpose for the text is to inform, entertain, and persuade. <ul style="list-style-type: none"> Have students repeat that statement.
3 minutes	Spiral Review Questions	<p>Sequence of Events</p> <p>[Ask before reading the selection]</p> <ul style="list-style-type: none"> [summary] What did you know about Lewis and Clark before reading this text? (<i>They were explorers. They brought a dog with them. They sailed along the Ohio River.</i>) <p>[Ask after reading the selection]</p> <ul style="list-style-type: none"> [summary] What do you know about Lewis and Clark after reading this text? (<i>They were explorers hired by the President to explore the western part of the country and write about the rivers, mountains, and Native Americans. They worked with 45 other people and made maps, notes, and drawings. They had help communicating with the Native Americans along the way. The journey was difficult but they did finally reach the Pacific Ocean.</i>)
After Reading		
10 minutes	Independent Practice	<p>Say: Now you are going to practice determining author's purpose. (provide CR template) You will write your constructed response on this piece of paper. As you respond, remember, think about the information that's included and ask yourself why the author would tell you that. [provide response time and circulate to provide feedback]</p> <p>What author's purpose can be determined on page 15 of the text? Support your answer with text evidence. (<i>The information shared is letting the reader know that President Jefferson achieved his goal. That's a fact. Facts means the author's purpose is to explain. The author also shares that the United States is better today because of people like Lewis and Clark. That's an opinion. When an author shares an opinion, the purpose of the text is to persuade.</i>)</p>
2 minutes	Closing	<p>Say: Wow! You did awesome practicing our skill again! We will continue working on this tomorrow with a new text.</p> <p>Check for understanding:</p> <ul style="list-style-type: none"> What skill did we focus on today? (<i>author's purpose</i>) What is author's purpose? (<i>the reason the author wrote the text</i>) How do we determine author's purpose? (<i>Identify the information in the text that is being shared by the author. Decide if that information is meant to persuade, information, entertain, or express feelings or ideas.</i>) Why do good readers determine the author's purpose? (<i>Good readers determine author's purpose to know why the text was written.</i>)

3-5 Constructed Response Writing

Name: _____

Date: _____

Directions: Using the space provided, answer the following question. Support your answer with evidence from the text.

Day 3 Prompt: What author's purpose can be determined on page 15 of the text? Support your answer with text evidence.

<p style="text-align: center;">Restate & Answer</p> <p style="text-align: center;"><i>Restate the prompt and answer the prompt in one sentence</i></p>	
<p style="text-align: center;">Cite</p> <p style="text-align: center;"><i>Give specific text evidence that supports your answer</i></p> <p>Sentence starters:</p> <ul style="list-style-type: none"> • In the text it said, "____." • The author wrote, "____." • An example in paragraph ____ is, "____." • According to the text, "____." • The text explicitly states, "____." • In paragraph ____, the author states, "____." 	
<p style="text-align: center;">Explain</p> <p style="text-align: center;"><i>Explain how your evidence supports your answer</i></p> <p>Sentence starters:</p> <ul style="list-style-type: none"> • This means ____. • This is an example of ____. • This shows that ____. • This is because ____. • This proves ____. • This demonstrates ____. 	

Time Stamps		Day 4– Sleuth
Unit/Week		Unit 1 – Week 2 – Day 4 – “Alano Español: A Dying Breed”
Standard		RI.4.1
Skill Focus		Author’s Purpose
I Can Statement		I can determine author’s purpose by analyzing the information in the text to find out the reasons it was written.
Before Reading		
1 minute	Introduce Text	<p>Say: Today, we’re going to read a short text from our Sleuth book titled “Alano Español: A Dying Breed”. Some weeks we will read a new story from this book. This book is going to help us becoming text detectives as we learn to dig deeper!</p> <p>Read the title with me. (students chorally read title)</p>
4 minutes	Skill Focus Check for Understanding	<p>[Refer to anchor chart]</p> <p>Say: As we read, we are going to practice the same skill from yesterday.</p> <p>Revisit previous day’s skills [revisit anchor chart]:</p> <ul style="list-style-type: none"> • What skill did we focus on yesterday? (<i>author’s purpose</i>) • What is author’s purpose? (<i>the reason the author wrote the text</i>) • How do we determine author’s purpose? (<i>Identify the information in the text that is being shared by the author. Decide if that information is meant to persuade, information, entertain, or express feelings or ideas.</i>) • Why do good readers determine the author’s purpose? (<i>Good readers determine author’s purpose to know why the text was written.</i>)
During Reading		
10 minutes	First Read	<p>Say: Now we are going to read a short text titled, “Alano Español: A Dying Breed”. I’m going to be looking for readers who follow along with their tracking finger as I read. Remember to pay attention to the order in which events happen in the story.</p> <p>Teacher reads sleuth selection out loud.</p>
10 minutes	Second Read Guided Skill- Aligned Comprehension Questions	<p>Say: Now, let’s read it again together chorally. (read Sleuth)</p> <p>Say: Next, read it again with a partner. You will take turns reading each paragraph. Be sure to follow along as your partner reads because when he/she finishes his/her paragraph, you will have to retell it back in your own words. (read Sleuth)</p> <p>Say: What is the author’s purpose in the first paragraph? (<i>The author shares information about the history of the Alans in Europe and Spain. This information is factual. When an author shares factual details, the purpose is to inform.</i>)</p> <p>Scaffolded Questions:</p> <ul style="list-style-type: none"> • What new information was shared? (<i>Facts about the history of the Alan people.</i>) • When facts are shared, what purpose does the author have? (<i>to inform me</i>) <p>Closing the Loop</p> <ul style="list-style-type: none"> • The author’s purpose in the first paragraph is to inform. <ul style="list-style-type: none"> ○ Have students repeat that statement

		<p>Say: What is the author’s purpose in the second paragraph? <i>(The author shares information about the dog breed. The description includes factual details. When factual details are shared, the author’s purpose is to inform.)</i></p> <p>Scaffolded Questions:</p> <ul style="list-style-type: none"> • What new information was shared? <i>(The meaning of the name Alano Español, what the dogs look like, and how they act.)</i> • When facts are shared, what purpose does the author have? <i>(to inform me)</i> <p>Closing the Loop</p> <ul style="list-style-type: none"> • The author’s purpose in the second paragraph is to inform. <ul style="list-style-type: none"> ○ Have students repeat that statement <p>Say: What is the author’s purpose for this whole text? <i>(The author shares information about the dog breed and history. The description includes factual details. When factual details are shared, the author’s purpose is to inform. The author also includes only positive information about the dog and suggests that breeders have brought it to the United States. When an author shares only one side of the topic, the purpose is to persuade.)</i></p> <p>Scaffolded Questions:</p> <ul style="list-style-type: none"> • What new information was shared? <i>(The history of the breed, the meaning of the name Alano Español, what the dogs look like, how they act, how they’ve started to disappear, how breeders are trying to save them.)</i> • When facts are shared, what purpose does the author have? <i>(to inform me)</i> • When only positive information is shared (or just one side of a topic) what purpose does the author have? <i>(to persuade)</i> <p>Closing the Loop</p> <ul style="list-style-type: none"> • The author’s purpose for the text is to inform and persuade. <ul style="list-style-type: none"> ○ Have students repeat that statement.
After Reading		
10 minutes	Independent Practice	<p>Say: Now you are going to practice determining author’s purpose. (provide CR template) You will write your constructed response on this piece of paper. As you respond, remember, think about the information that’s included and ask yourself why the author would tell you that. [provide response time and circulate to provide feedback]</p> <p>What information is shared to help you determine the author’s purpose in this text? What is the author’s purpose for writing this text? <i>(The author shares a lot of information about the dogs and their traits. This information is factual. When factual details are shared, the author’s purpose is to inform. The information shared about the dog breed is positive. It tells about the good traits of the dog. A reader who is looking for a rare dog might be convinced to get this kind of a dog. When the information in a text can convince the reader of something, the author’s purpose is to persuade.)</i></p>

2 minutes	Closing	<p>Say: Well done! You've worked so hard to practice our skill for the week. Give yourself a pat on the back!</p> <p>Check for understanding:</p> <ul style="list-style-type: none">• What skill did we focus on today? (<i>author's purpose</i>)• What is author's purpose? (<i>the reason the author wrote the text</i>)• How do we determine author's purpose? (<i>Identify the information in the text that is being shared by the author. Decide if that information is meant to persuade, information, entertain, or express feelings or ideas.</i>)• Why do good readers determine the author's purpose? (<i>Good readers determine author's purpose to know why the text was written.</i>)
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3-5 Constructed Response Writing

Name: _____

Date: _____

Directions: Using the space provided, answer the following question. Support your answer with evidence from the text.

Day 4 Prompt: What information is shared to help you determine the author's purpose in this text? What is the author's purpose for writing this text?

Restate & Answer

Restate the prompt and answer the prompt in one sentence

Cite

Give specific text evidence that supports your answer

Sentence starters:

- In the text it said, "____."
- The author wrote, "____."
- An example in paragraph ____ is, "____."
- According to the text, "____."
- The text explicitly states, "____."
- In paragraph ____, the author states, "____."

Explain

Explain how your evidence supports your answer

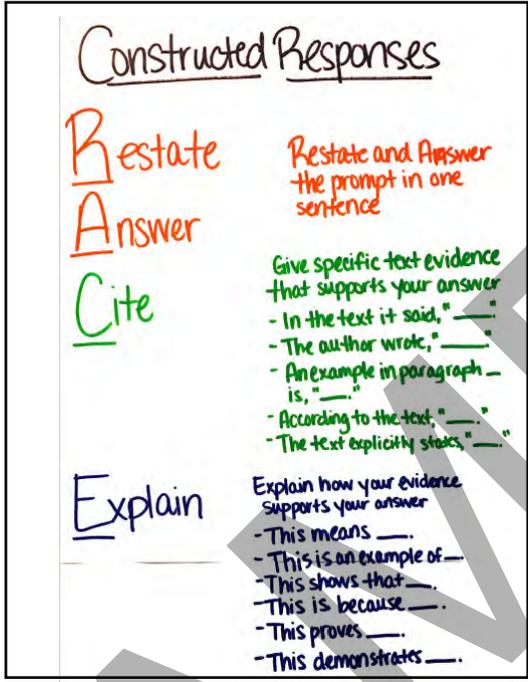
Sentence starters:

- This means ____.
- This is an example of ____.
- This shows that ____.
- This is because ____.
- This proves ____.
- This demonstrates ____.

Best Practices for 3-5 Constructed Response Writing

Teaching, facilitating, & practicing

Constructed Responses are written responses to Reading Literature & Reading Informational text. Students will read text and respond to a prompt. Constructed responses are valuable and should be a regular practice because they support student comprehension and critical thinking about text.

Pacing Guide	Best Practice	
Between weeks 1-2 of school	<p>Build an anchor chart with your class that reflects the process they will take to complete a constructed response. The anchor chart teaches the process and will aid in the successful completion of daily constructed responses.</p> <p>SAMPLE:</p>  <p>The anchor chart is titled "Constructed Responses" and lists four steps: Restate, Answer, Cite, and Explain. Each step has associated prompts and examples.</p> <ul style="list-style-type: none"> Restate: Restate and Answer the prompt in one sentence. Answer: Give specific text evidence that supports your answer. <ul style="list-style-type: none"> - In the text it said, "..." - The author wrote, "..." - An example in paragraph is, "..." - According to the text, "..." - The text explicitly states, "..." Cite: (No specific prompts listed for this step in the image) Explain: Explain how your evidence supports your answer. <ul style="list-style-type: none"> - This means ... - This is an example of ... - This shows that ... - This is because ... - This proves ... - This demonstrates ... 	<p>Tips:</p> <ul style="list-style-type: none"> • Make the anchor chart with the class • Complete one letter of RACE on anchor chart each day • Add sentence starters to the anchor chart
Between weeks 2-4	<p>Model Teacher models writing constructed responses using the RACE method with each day's prompt. The modeling assists students in understanding the process & expectations for successful CR completion.</p>	<p>Tips:</p> <ul style="list-style-type: none"> • Teacher thinks aloud while modeling • Teacher writes response using RACE anchor chart & CR handout • Students copy response on CR handout • Students score one CR based on 2-point rubric
Between weeks 4-7	<p>Shared Writing Teacher facilitates a shared write of constructed responses using the RACE method with each day's prompt. Shared writing allows the teacher to guide student in successfully meeting expectations.</p>	<p>Tips:</p> <ul style="list-style-type: none"> • Teacher guides students through RACE method • Teacher references RACE anchor chart for sentence starters • Teacher writes response on CR template for students to copy (everyone has same response) • Students score one CR based on 2-point rubric
Between weeks 7-10+	<p>Independent Writing Students independently write constructed responses.</p>	<p>Tips:</p> <ul style="list-style-type: none"> • Teacher reads CR prompt to class • Teacher reminds students of expectations • Students write on CR handout • Students write using RACE method • Students score one CR based on 2-point rubric • Teacher circulates to provide feedback

Scoring:

Constructed Response Rubric	
Score	Response Features
2 Points	<ul style="list-style-type: none"> • Valid inferences and/or claims from the text where required by the prompt • Evidence of analysis of the text where required by the prompt • Reasoning and analysis of evidence chosen to support the prompt • Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt • Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt • Grammatical errors do not impact readability
1 Point	<ul style="list-style-type: none"> • A mostly literal recounting of events or details from the text as required by the prompt • Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt • Grammatical errors begin to impact readability or written in bullets
0 Point	<ul style="list-style-type: none"> • A response that does not address any of the requirements of the prompt or is totally inaccurate • A response that is not written in English • A response that is unintelligible or indecipherable

Time Stamps		Day 1 – Skill Lesson
Unit/Selection	Unit 3- “The Two Brothers”	
Standard	RL.7.2 RL.7.3	
Skill Focus	Analyze Influence of Setting on Theme	
I Can Statement	I can analyze the influence that the setting of a narrative has on the theme of the narrative.	
Before Reading		
5 min.	Skill Focus Introduction & Check for Understanding	<p>[Build an anchor chart while students fill our personal poster]</p> <p>Say: (What) We will analyze the influence that the setting of a narrative has on the theme of the narrative. The theme is the message the author wants the reader to understand about life. The setting is where and when the story takes place.</p> <p>Say: (How) To analyze the influence that the setting has on the theme we:</p> <ol style="list-style-type: none"> 1. Look for details about the time and place of the narrative 2. Look for clues about the way the setting affects the thoughts and actions of the characters 3. Ask, “What message about life does the author want us to understand?” and “How did the setting influence that message?” <p>Say: (Why) Good readers analyze how the setting influences the theme in order to better understand the author’s message about life.</p> <p>Check for Understanding:</p> <ul style="list-style-type: none"> • What skill are we working on this week? (<i>analyzing the influence that the setting of a narrative has on the theme of the narrative</i>) • What is theme? (<i>the message the author wants the reader to understand about life</i>) • What is setting? (<i>where and when the story takes place</i>) • How will we analyze the influence that the setting has on the theme? (<i>First, look for details about the time and place of the narrative. Next, look for clues about the way the setting affects the thoughts and actions of the characters. Then ask, “What message about life does the author want us to understand?” and “How did the setting influence that message?”</i>) • Why do we do this as good readers? (<i>Good readers analyze how the setting influences the theme in order to better understand the author’s message about life.</i>)
5 min.	Skill Focus Terminology	<p>[add to anchor chart] Say: Everyone likes a story with a good plot, but there is more to a story than what happens to the characters. Often there is a deeper meaning, or theme. A theme is a message about life or human nature that a writer wants you to understand. A story usually has at least one theme. However, a story may have more than one theme. Some popular themes, such</p>

		<p>as those about loyalty and friendship, appear in many different stories. They are called recurring themes.</p> <p>Say: It's easy to confuse a story's theme with its topic. Here's a way to tell the difference: A topic can be summed up in a word or two, such as "taking risks." A theme, however, is a writer's message about a topic. It usually takes at least one complete sentence to express a theme—for example, "Life's biggest rewards come from taking risks." Stories can mean different things to different people. Two people reading a story might describe its theme differently or find different themes.</p> <p>Say: Point out that literature often deals with complex topics such as love and death. Topics like these can support many themes. Two authors might write about the same topic but express completely different ideas about it.</p> <p>Say: Sometimes the theme of a story is stated directly by the narrator or a character. Most often, though, a theme is implied—hinted at but not stated directly. In such a case, you need to infer the theme by finding clues in the text.</p> <p>Say: This week, we will focus on one clue. We will analyze the setting to determine the theme.</p>
9 min.	Teacher Modeling, Think Aloud, & Check for Understanding	<p>Say: Watch and listen as I read some text and show you how to find the theme. [Direct students to Holt p. 317.] This excerpt is from a fable called "The Lion and the Mouse."</p> <p>[after reading lines 1-14] Say: In order to find the theme of this excerpt, I first need to look for details about the time and place of the narrative. There are no concrete details about the place and time of this narrative, but I can infer that the place is maybe in Africa or in grasslands where a lion might live. Because there is a trap, I know the setting is a place where lions are hunted. There are also no concrete clues about time, but I can infer that the story takes place in the present or past.</p> <p>Say: Next, I need to look for clues about the way the setting affects the thoughts and actions of the characters. At the beginning of the fable, the lion is not in danger. He feels safe and in control, so he lets the mouse go when he could have easily eaten him. At the end of the fable, the setting is not safe for the lion. He is stuck in a trap and not in control at all. He is angry and roaring because he is not in control and cannot escape. The roars draw the attention of the mouse who helps the lion escape.</p> <p>Say: Then, I need to ask, "What message about life does the author want us to understand?" I believe the author is telling us that people should treat others in the same way that they want to be treated. Also, people never really know in advance who may prove to be a great friend.</p> <p>Say: Finally, I need to ask: "How did the setting influence that message?" The setting in the fable determined the level of power and thus the character's actions. At the beginning, in a safe setting, the lion had all the power over the</p>

		<p>little mouse because of his size. At the end, in an unsafe setting, the lion had no power despite his large size. The mouse had the ability to help because he was small and could chew through the ropes.</p> <p>Check for Understanding:</p> <ul style="list-style-type: none"> • What skills did I just use as a good reader? (<i>You analyzed setting to determine the theme.</i>) • How did I do that? (<i>You looked for details about the time and place of the narrative. Then you looked for clues about the way the setting affects the thoughts and actions of the characters. Finally, you asked, “What message about life does the author want us to understand?” and “How did the setting influence that message?”</i>)
1 min.	Introduce Text	<p>[Direct students to Holt p. 319]</p> <p>Say: Next, let’s read a short story called “The Two Brothers” by Leo Tolstoy on p. 319. In this story, two brothers respond to a challenge by making very different choices. As you read, use the clues in the story to help you understand what the writer is saying about their choices.</p>
0 min.	Background Knowledge	All necessary background knowledge is provided in the text.
0 min.	Explicit Selection Vocabulary Instruction (when appropriate)	n/a
During Reading		
14 min.	Guided Skill-Aligned Comprehension Questions & Check for Understanding	<p>[after reading lines 1-10] What details do we have about the time and place of the narrative so far? (<i>The story takes place in a forest with a river, bears, mountains, and a house. There are no specific details about time so far, but it could take place in the present or past.</i>)</p> <p>[after reading lines 11-39] What does the setting represent to the older brother? (<i>danger, risk, challenge</i>)</p> <p>What does the older brother’s reaction to the setting’s challenges tell you about him? (<i>The elder brother responds to the challenges by focusing on the dangers and refusing to go ahead. His reaction shows that he is practical, cautious, and fearful. He tends to focus on the negative rather than the positive.</i>)</p> <p>How are the brothers’ attitudes different regarding the setting and it’s challenges? (<i>The elder brother’s outlook on life could be summarized as “If it seems too good to be true, it’s probably not true.” He does not believe in magical solutions to the problems of life. The younger brother’s outlook is more adventurous. He believes that amazing things can happen if a person has faith and is willing to take risks.</i>)</p> <p>[after reading lines 40-66] The brothers mention some possible themes in their conversation deciding what to do. What possible themes do they mention? (<i>“In seeking great happiness small pleasures may be lost.” “A bird in the hand is worth two in the bush.” “He who is afraid of the leaves must not go into the forest.” “Beneath a stone no water flows.”</i>)</p>

		<p>How does each brother feel about the choice he made? Explain whether the brothers' attitudes have changed. (<i>Each brother is happy with the choice he made. Neither brother has experienced a change in attitude.</i>)</p> <p>What message about life does the author want us to understand? (<i>The writer is probably saying that people make choices based on what they are comfortable with, and as long as they are happy, all is well. Example themes could be: "Different strokes for different folks", "There are no absolutely right or wrong choices in life", "Individuals must decide what is right for them and what makes them happy", "People make choices that suit their personalities."</i>)</p> <p>Scaffolded Questions:</p> <ul style="list-style-type: none"> • What might the writer be saying about choices? (<i>"There are no absolutely right or wrong choices in life", "Individuals must decide what is right for them and what makes them happy", "People make choices that suit their personalities."</i>) <p>How did the setting influence that message? (<i>The setting of the river, mountain, and bears introduced the element of danger and risk and forced a choice – either they brothers could take risk and face danger and get the rewards or stay safe and not get the rewards. The setting forced a choice, and the message the author wanted to give was about choices.</i>)</p> <p>Closing the Loop:</p> <ul style="list-style-type: none"> • In this short story, we analyzed the setting carefully and then thought about the message the author was trying to live and how the setting influenced that theme.
After Reading		
10 min.	Independent Practice – Constructed Response	<p>Say: Now that you've read and comprehended "The Two Brothers," you will answer one question on your own. [distribute Constructed Response template] You will write a constructed response on this paper. As you respond, remember to support your answer with evidence from the text. [Provide response time and circulate to provide feedback.]</p> <p>What is one theme of this story, and how did the setting influence the theme?</p>
1 min.	Closing	<p>Say: You did a fantastic job practicing our skill for the day! We will continue working on this skill for the rest of the week with our text selections.</p> <p>Check for Understanding:</p> <ul style="list-style-type: none"> • What skill are we working on this week? (<i>analyzing the influence that the setting of a narrative has on the theme of the narrative</i>) • What is theme? (<i>the message the author wants the reader to understand about life</i>) • What is setting? (<i>where and when the story takes place</i>) • How will we analyze the influence that the setting has on the theme? (<i>First, look for details about the time and place of the narrative. Next, look for clues about the way the setting affects the thoughts and actions of the characters. Then ask, "What message about life does the</i>

		<p><i>author want us to understand?” and “How did the setting influence that message?”)</i></p> <ul style="list-style-type: none">• <i>Why do we do this as good readers? (Good readers analyze how the setting influences the theme in order to better understand the author’s message about life.)</i>
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SAMPLE

Time Stamps		Day 2 – Selection 2, Part 1
Unit/Selection		Unit 3- “Amigo Brothers” (p. 324-329)
Standard		RL.7.2 RL.7.3
Skill Focus		Analyze Influence of Setting on Theme
I Can Statement		I can analyze the influence that the setting of a narrative has on the theme of the narrative.
Before Reading		
3 min.	Introduce Text	<p>Say: We face competition all the time, whether we are competing for someone’s attention or for the best grade. And while some competitions are friendly and even fun, others can be brutal. In “Amigo Brothers,” best friends Antonio and Felix find out if their deep friendship can survive an explosive competition.</p> <p>Say: Jot down a list of times when you competed with one or more friends. [1 minute] Now, review your list. Talk to a partner about which experiences helped your friendship and which experiences hurt your friendship. [1 minute]</p>
2 min.	Background Knowledge	<p>Say: Antonio and Felix are Puerto Rican teenagers in New York who share a love of boxing. Their competition for a spot in a tournament threatens their close friendship. They are evenly matched, and both are fiercely determined to win.</p> <p>[Read bottom of sidebar on p. 323 – “Background to the Story”]</p>
6 min.	Explicit Selection Vocabulary Instruction (when appropriate)	<p>Words to Teach:</p> <ul style="list-style-type: none"> • <u>barrage</u>: a rapid, heavy attack • <u>devastating</u>: very effective in causing pain or destruction • <u>pensively</u>: thoughtfully • <u>torrent</u>: violent, rushing stream <p>Say: In today’s text, we have a few words that you may not be familiar with. Let’s learn them together to help us understand the text.</p> <p>The word is barrage. What’s the word? A barrage is a <i>rapid, heavy attack</i>. (Give an example.) What does barrage mean? Turn to a partner and use barrage in a sentence.</p> <p>[repeat for remaining words]</p>
1 min.	Skill Focus Check for Understanding	<p>Say: Let’s review the skill we are working on this week. [Direct student attention to yesterday’s anchor chart.]</p> <p>Check for Understanding:</p> <ul style="list-style-type: none"> • What skill are we working on this week? (<i>analyzing the influence that the setting of a narrative has on the theme of the narrative</i>)

		<ul style="list-style-type: none"> • What is theme? (<i>the message the author wants the reader to understand about life</i>) • What is setting? (<i>where and when the story takes place</i>) • How will we analyze the influence that the setting has on the theme? (<i>First, look for details about the time and place of the narrative. Next, look for clues about the way the setting affects the thoughts and actions of the characters. Then ask, "What message about life does the author want us to understand?" and "How did the setting influence that message?"</i>) • Why do we do this as good readers? (<i>Good readers analyze how the setting influences the theme in order to better understand the author's message about life.</i>)
During Reading		
1 min.	Set the Purpose for Reading	Say: As we read today, we will practice paying attention to setting. We will analyze the setting and see how it influences the theme, or main message the author is trying to convey.
5 min.	Think Aloud and Check for Understanding	<p>Say: Watch and listen as I demonstrate looking for setting and how it influences theme.</p> <p>[after reading lines 1-34] Say: From this first section of text, I'm already seeing quite a few details about setting. Felix and Antonio grew up on the Lower East Side of Manhattan, which is New York City. They live in the same tenement building, which the book tells me is a rundown apartment building in which mostly poor families live. This helps me understand that the two are best friends that live very close together, and both of them are likely poor. They are both influenced by the big city culture in which they live. However, it is clear they have not been negatively affected by the city atmosphere because the author says that other students have acquired negative habits while Antonio and Felix have remained positive dreamers. They spent a lot of their time at gyms, both the Boys club and the Pro's Gym, because they both dream of being a boxing champion. There are not any direct details about the time in which this story takes place, but from the clues, I can infer that it is set in the 1970s. Certain period details give clues to the story's setting. Antonio's long hair and Felix's "natural Afro style" both became popular in the late 1960s. The boys' interest in boxing is in tune with the renewed interest in the sport that began with the career of Muhammad Ali in the 1960s. I can't determine the theme yet because good readers read the entire text before determining the main message. But, I can predict it might be something about friendship or competition.</p> <p>Check for Understanding:</p> <ul style="list-style-type: none"> • What skills did I just use as a good reader? (<i>You analyzed setting to later determine the theme.</i>) • How did I do that? (<i>You looked for details about the time and place of the narrative. Then you looked for clues about the way the setting affects the thoughts and actions of the characters.</i>)

14 min.	Guided Skill-Aligned Comprehension Questions	<p>Say: Let's continue reading "Amigo Brothers" together. We will continue to look for details about the setting, thinking about how the setting affects the characters and their actions, and determining the main message or theme of the story.</p> <p>[after reading lines 35-77] What details offer clues to the setting? <i>(The boys live near each other in New York City in the Lower East Side with other immigrants. They live close enough together that they can meet to work out together. They boys are running outside by the East River and stop to have a conversation.)</i></p> <p><u>Scaffolded Questions:</u></p> <ul style="list-style-type: none"> • Where do the boys live? <i>(In New York City, in the same neighborhood in the Lower East Side with other immigrants)</i> • Where do the boys live in proximity with one another? <i>(very close, close enough to meet to work out)</i> • Where are the boys having a conversation in this particular section? <i>(by the East River)</i> <p>How does the setting in this section affect the character's thoughts and actions? <i>(The boys have become close friends because of where they live. The boys are having a conversation in the open air out by the river, not in their gym, which might help them to speak more openly and honestly as friends rather than competitors. Because of their immigrant location and because of their identity as immigrants, they speak with intermittent Spanish words and Spanish slang. Because the boys live so close and are such close friends, they have decided to not see each other until the day of the fight. Antonio will say with his Aunt in the Bronx and train at a different gym.)</i></p> <p><u>Scaffolded Questions:</u></p> <ul style="list-style-type: none"> • How has the boy's close living proximity affected their actions? <i>(The boys have become close friends because of where they live. Because the boys live so close and are such close friends, they have decided to not see each other until the day of the fight. Antonio will say with his Aunt in the Bronx and train at a different gym.)</i> • How does the outdoor setting at the East River affect their thoughts and actions? <i>(The boys are having a conversation in the open air out by the river, not in their gym, which might help them to speak more openly and honestly as friends rather than competitors.)</i> • How does the immigrant neighborhood affect the ways they speak? <i>(Because of their immigrant location and because of their identity as immigrants, they speak with intermittent Spanish words and Spanish slang.)</i> <p>Think back to our lesson on text features. Why might the author have included the visuals on page 327? <i>(to suggest a possibility of what Antonino and Felix might look like; to invite the reader to compare and contrast his or her mental picture of Antonino and Felix with this representation.)</i></p> <p>[after reading lines 78-130] What are the characters' internal conflicts? <i>(They both want to win but not hurt the other. They both work to get excited about the fight in different ways.)</i></p>
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		<p>How does the setting affect the characters thoughts and actions? <i>(Because they are separate, they get excited for the fight in different ways. They both get to consider their inner conflicts in separate, different ways. Felix watches a movie and pretends he and Antonio are characters in the movie. Antonio goes up to the rooftop to think about the situation and prepare.)</i></p> <p>How does the atmosphere in the theater affect Felix? <i>(The crowd “going out of its head” and “roaring in blood lust at the butchery going on” got him more hyped up and helped him imagine beating Antonio.)</i></p> <p>How does the neighborhood setting affect Felix after he leaves the theater? <i>(He lives in a gang area, and he passes kids wearing gang colors. Even though he is Puerto Rican like them, they look at him suspiciously. He bobs and weaves and demonstrates his strong punches to intimidate them, which he does.)</i></p> <p>Closing the Loop:</p> <ul style="list-style-type: none"> After reading the first half of this story, we’ve thought about how the setting might affect Antonino and Felix as they prepare for the big fight. Their close proximity in New York City has made it difficult to imagine winning at the expense of their friend. So, they decide to split up before the fight and prepare for the fight in their own unique ways. We cannot yet determine the theme of the story because we still have more to read, but we can still predict it will be something about friendship, competition, or winning based on what’s going on in the story so far.
After Reading		
9 min.	Independent Practice: Text Analysis Worksheet	<p>Say: Now that we’ve read through the first half of this story, you will have an opportunity to go back through and review the details about the setting so far and how they affect the character’s thoughts and actions. [distribute Text Analysis Worksheet]</p> <p>Say: Please go back and find clues from characters, setting, and conflict that might help you determine the theme tomorrow when we finish reading the story. Note these details and clues in the chart on your worksheet. [Circulate to check on student work, coach, and provide feedback.]</p>
1 min.	Closing	<p>Say: Wow! You did awesome job practicing our skill today! We will continue working on this tomorrow as we finish reading the rest of the autobiography.</p> <p>Check for Understanding:</p> <ul style="list-style-type: none"> What skill are we working on this week? <i>(analyzing the influence that the setting of a narrative has on the theme of the narrative)</i> What is theme? <i>(the message the author wants the reader to understand about life)</i> What is setting? <i>(where and when the story takes place)</i> How will we analyze the influence that the setting has on the theme? <i>(First, look for details about the time and place of the narrative. Next, look for clues about the way the setting affects the thoughts and actions)</i>

		<p><i>of the characters. Then ask, “What message about life does the author want us to understand?” and “How did the setting influence that message?”)</i></p> <ul style="list-style-type: none">• <i>Why do we do this as good readers? (Good readers analyze how the setting influences the theme in order to better understand the author’s message about life.)</i>
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SAMPLE

Time Stamps		Day 3 – Selection 2, Part 2
Unit/Selection		Unit 3- “Amigo Brothers” (p. 330-334)
Standard		RL.7.2 RL.7.3
Skill Focus		Analyze Influence of Setting on Theme
I Can Statement		I can analyze the influence that the setting of a narrative has on the theme of the narrative.
Before Reading		
1 min.	Review Previous Day’s Text	Say: Yesterday, we read the first half of a story called “Amigo Brothers”. Turn to a partner and summarize what we read yesterday. Be sure to think about the characters, setting, and conflict. [1 minute]
4 min.	Explicit Selection Vocabulary Instruction (when appropriate)	<p>Words to Teach</p> <ul style="list-style-type: none"> • <u>perpetual</u>: continual; unending • <u>unbridled</u>: lacking restraint or control • <u>dispel</u>: to get rid of • <u>bedlam</u>: a noisy confusion • <u>flail</u>: to wave wildly • <u>clarity</u>: clearness of mind <p>Say: In today’s story, we have a few words that you may not be familiar with. Let’s learn them together to help us understand the text.</p> <p>The word is perpetual. What’s the word? Something perpetual is continual or unending. What is a perpetual? (Students chorally say the definition.) Turn to a partner and use perpetual in a sentence.</p> <p>[repeat process for remaining words]</p>
1 min.	Skill Focus Check for Understanding	<p>Say: Today we’re going to finish reading “Amigo Brothers” by Piri Thomas. We will continue to practice looking for details about the setting, thinking about how setting affects the characters’ actions and thoughts, and identifying a theme from the clues we are given about the author’s main message.</p> <p>Revisit Skill [revisit anchor chart]:</p> <ul style="list-style-type: none"> • What skill are we working on this week? (<i>analyzing the influence that the setting of a narrative has on the theme of the narrative</i>) • What is theme? (<i>the message the author wants the reader to understand about life</i>) • What is setting? (<i>where and when the story takes place</i>) • How will we analyze the influence that the setting has on the theme? (<i>First, look for details about the time and place of the narrative. Next, look for clues about the way the setting affects the thoughts and actions of the characters. Then ask, “What message about life does the author want us to understand?” and “How did the setting influence that message?”</i>)

		<ul style="list-style-type: none"> Why do we do this as good readers? (<i>Good readers analyze how the setting influences the theme in order to better understand the author's message about life.</i>)
During Reading		
1 min.	Set the Purpose for Reading	Say: Let's continue reading together, looking for setting and how it affects the theme.
25 min.	Guided Skill-Aligned Comprehension Questions	<p>[Read the text using a variety of teacher read aloud, independent reading, or partner reading.]</p> <p>[after reading lines 131-171] In lines 146–153, how has the competition between Felix and Antonio affected other people in the neighborhood? (<i>Many people in the neighborhood are interested in who will win the upcoming fight. Many are placing bets on their favorite fighter. Backers of Felix and Antonio think each has strengths that will allow him to win.</i>)</p> <p>The following quote describes the setting of the neighborhood before the fight. How are Antonio and Felix affected by this setting? <i>"Large posters plastered all over the walls of local shops announced the fight between Antonio Cruz and Felix Vargas as the main bout. The fight had created great interest in the neighborhood."</i> (<i>They both feel well-liked and respected, but they also feel a lot of pressure to perform well and to win.</i>)</p> <p>What can you infer about Antonio's attitude toward Felix on the day of the fight? (<i>Waving is a friendly gesture, so Antonio probably thinks of Felix as a friend.</i>)</p> <p><u>Scaffolded Question:</u></p> <ul style="list-style-type: none"> Antonio waves at Felix. What can you infer about what he is feeling towards Felix? (<i>Waving is a friendly gesture, so Antonio probably thinks of Felix as a friend.</i>) <p>The setting of the fight moves from the Boys Club to Tompkins Square Park. What is the effect of this change in setting? (<i>The fight will have more spectators and be more publicized. Thus, there is more pressure on the boys.</i>)</p> <p>How has this pressure affected both Felix and Antonio? (<i>Antonio is having doubts about wanting to fight Felix; he is wondering if it will affect their friendship. They are both praying for a quick, easy knockout in the first round so as not to prolong the time they have to fight. They are both thinking of the fight constantly.</i>)</p> <p>[after reading lines 172-234] In lines 192–195, how do you think the boys feel at this moment? How does the setting influence the way the boys feel? (<i>They are probably feeling a bit nervous at finally facing each other in the ring. They are both wondering what the other is thinking. They show their respect by nodding and acknowledging their friendship. The setting puts them as opponents in the ring with people cheering for each one. It shows the match is important and that they need to stay focused.</i>)</p> <p><u>Scaffolded Questions:</u></p>

- Why does the text say, “Antonio tried to be cool”? (*He is not feeling cool; he is feeling nervous.*)
- Why does the text say, “When Antonio turns, he finds Felix looking at him”? (*Both boys wonder what the other is thinking.*)
- Why do the boys nod quickly and then turn away? (*They want to show respect to one another. They don’t want to focus on their friendship but on the fight.*)

How might the noise of the crowd affect the fighters? (*It likely makes them more stressed and gives them more pressure, but it might also make them more excited and more determined.*)

Closing the Loop:

- At this point, the fight is in full swing. Felix and Antonio both seem to be focused on winning and not thinking too much about their friendship. They seem to be excited by the crowd noise, not stressed. Yet, neither one of them achieved their hope of a clean first round knockout.

[after reading lines 235-334] Which line from the text best shows that Felix and Antonio benefit in the fight from knowing each other so well?

(*“Antonio danced in carefully. He knew Felix had the habit of playing possum when hurt, to sucker an opponent within reach of the powerful bombs he carried in each fist.”*)

How is the setting affecting the fighters in the thick of the fight? (*The support of the frenzied crowd helps the fighters keep going even when they are hurt and tired and probably want to give up.*)

How does the setting suddenly change in this section? (*The crowd is going absolutely wild and crazy, and suddenly they become absolutely silent. They are stunned by the savage fight and the way the boys keep fighting even after the bell rings, signifying the end of the fight.*)

Why do such good friends keep fighting after the bell rings? (During the intense competition, each boy is focused on his desire to win. They both forget everything else during the match, including their friendship.)

We predicted the theme might have something to do with competition or winning. As the competition ends, Felix and Antonio are both described as champions, yet only one is the winner. What is the difference between a champion and a winner? (*A champion is someone who performs with skill and determination, who puts forth his or her best effort. The winner is the one the judges decide has done the best job. While there can only be one winner of the fight, both Felix and Antonio have competed like champions because they gave it all they had.*)

What message about life does the author want us to understand?
(*Possible answers: Friendship is more important than winning. Friends must work hard to compete and maintain their friendship.*)

		<p>Closing the Loop:</p> <ul style="list-style-type: none"> After all of the tension and buildup and savage boxing, neither boy achieves a knockout of the other. The referees must decide the winner based on the fighting, not by a clear knockout. The boys are so into the fighting that they forget their friendship and the crowd and even the referees and rules of the game, and they continue fighting after the fight is over. Their trainers have to pull them apart. They lunch at each other as if to keep fighting, but they end up embracing, or hugging each other, which is a surprising end to such a brutal fight. They end up walking out of the ring, arm in arm, because they are both champions. They don't even hear the announcer announce the winner chosen by the referees.
After Reading		
10 min.	Independent Practice: Text Analysis Worksheet	<p>[Direct students get out their text analysis worksheet from yesterday.]</p> <p>Say: Now that we've read through the rest of this story, you will have an opportunity to go back through and review the clues about theme from the characters, setting, and conflict. Then, we can determine a theme for the entire story, using the clues.</p> <p>Say: Fill in the chart with more clues that identify the theme of the story and write what you think the theme is based on the clues. Then answer the question that follows. [Circulate to check on student work, coach, and provide feedback.]</p>
2 min.	Closing	<p>Say: Wow! You did awesome job practicing our skill today! We will continue working on this tomorrow.</p> <p>Check for Understanding:</p> <ul style="list-style-type: none"> What skill are we working on this week? (<i>analyzing the influence that the setting of a narrative has on the theme of the narrative</i>) What is theme? (<i>the message the author wants the reader to understand about life</i>) What is setting? (<i>where and when the story takes place</i>) How will we analyze the influence that the setting has on the theme? (<i>First, look for details about the time and place of the narrative. Next, look for clues about the way the setting affects the thoughts and actions of the characters. Then ask, "What message about life does the author want us to understand?" and "How did the setting influence that message?"</i>) Why do we do this as good readers? (<i>Good readers analyze how the setting influences the theme in order to better understand the author's message about life.</i>)

Time Stamps		Day 4 – Close Read
Unit/Selection	Unit 3- “Amigo Brothers”	
Standard	RL.7.2 RL.7.3	
Skill Focus	Analyze Influence of Setting on Theme	
I Can Statement	I can analyze the influence that the setting of a narrative has on the theme of the narrative.	
Before Reading		
2 min.	Skill Focus Check for Understanding	<p>Say: Today, we will continue practicing the skill we’ve been working on this week.</p> <p>Check for Understanding:</p> <ul style="list-style-type: none"> • What skill are we working on this week? (<i>analyzing the influence that the setting of a narrative has on the theme of the narrative</i>) • What is theme? (<i>the message the author wants the reader to understand about life</i>) • What is setting? (<i>where and when the story takes place</i>) • How will we analyze the influence that the setting has on the theme? (<i>First, look for details about the time and place of the narrative. Next, look for clues about the way the setting affects the thoughts and actions of the characters. Then ask, “What message about life does the author want us to understand?” and “How did the setting influence that message?”</i>) • Why do we do this as good readers? (<i>Good readers analyze how the setting influences the theme in order to better understand the author’s message about life.</i>)
During Reading		
1 min.	Close Read – Set Purpose	Say: We’re going to look back at “Amigo Brothers” to review the ways that setting influences theme.
15 min.	Skill-Aligned Question and Discussion	<p>[Direct students to open interactive reader or textbook to “Amigo Brothers.”]</p> <p>Say: Let’s review a few questions about setting and theme.</p> <p>Let’s think first about the topics in this story. What does the title of the story tell you about Felix and Antonio’s friendship? (<i>They were such good friends that they felt like brothers.</i>)</p> <p>How do the boys’ similarities contribute to their friendship? (<i>Because they come from the same background and both enjoy boxing, they have a lot in common. They can spend time together working out and talking about boxing, and each understands what the other goes through.</i>)</p> <p>Why does Antonio try to convince himself that fighting is like any other profession? (<i>He wants to believe that he can set his friendship aside when he’s in the ring with Felix.</i>)</p>

		<p>The people in the neighborhood are intensely interested in the fight between Felix and Antonio. How might this interest affect the two fighters? <i>(The neighborhood interest might put extra pressure on the fighters to do well in the competition and not let their supporters down.)</i></p> <p>Describe how the end of the story reflects the theme. <i>(The end of the story shows that friendship is more important than who won the fight.)</i></p> <p>How does Felix and Antonio’s decision to avoid seeing each other before the fight help them to keep their friendship intact? <i>(The separation allows them to mentally prepare to enter the ring as opponents rather than close friends. At the same time, they make a commitment to come together afterward as if nothing had happened.)</i></p> <p>Say: Now you will work with a partner to determine what you think is the theme of this text and how the setting influenced the theme.</p> <p>[distribute Close Reading worksheet] Say: With your partner, determine what you think is the main theme of the story. Remember, theme is a message about life the author wants you to understand. Then, find three pieces of text evidence that show how the setting of “Amigo Brothers” helped create the theme you chose. [Give students 12-15 minutes to work with a partner on this task. Circulate to provide feedback and coaching.]</p>
After Reading		
30 min.	Independent Practice – Constructed Response	<p>Say: Now that we’ve reviewed some key parts of the text, you will write a constructed response about the theme and setting of “Amigo Brothers.” [Provide response time and circulate to provide feedback.]</p> <p>How is the setting important to the theme of “Amigo Brothers”? Use examples from the story to support your response.</p>
2 min.	Closing	<p>Say: Fantastic work practicing our skill of analyzing how setting influences theme!</p> <p>Check for Understanding:</p> <ul style="list-style-type: none"> • What skill are we working on this week? <i>(analyzing the influence that the setting of a narrative has on the theme of the narrative)</i> • What is theme? <i>(the message the author wants the reader to understand about life)</i> • What is setting? <i>(where and when the story takes place)</i> • How will we analyze the influence that the setting has on the theme? <i>(First, look for details about the time and place of the narrative. Next, look for clues about the way the setting affects the thoughts and actions of the characters. Then ask, “What message about life does the author want us to understand?” and “How did the setting influence that message?”)</i> • Why do we do this as good readers? <i>(Good readers analyze how the setting influences the theme in order to better understand the author’s message about life.)</i>

Time Stamps	Day 5 – Skill Review (Workshop) and Formative Assessment	
Text for Teacher-Led Small Group	“After Twenty Years” (attached)	
Standard	RL.7.2 RL.7.3	
Skill Focus	Analyze Influence of Setting on Theme	
I Can Statement	I can analyze the influence that the setting of a narrative has on the theme of the narrative.	
Introduction		
5 min	Set the Stage	<p>[Display student groups on projector with Do Now.]</p> <p>Say: Remember, today is workshop day! You will rotate to three different centers. Our three workshop groups will be a teacher-led group with me at the table, an assessment/independent reading group at their desks, and an independent work group at their desks. When you walked in, you saw the group you are starting in. Let’s review how to transition between our workshop groups.</p> <p>[Refer to anchor chart.] Say: Remember, my expectations for this transition are:</p> <ol style="list-style-type: none"> 1- Stand up quietly, push in your chair, walk to the table 2- Bring a pencil and your materials 3- Sit at your seat at a level zero <p>If you are not in the group that is transitioning, remain at a level zero in your seat.</p> <p>[Refer to anchor chart.] Remember, when your group is working on the assessment and independent reading, my expectations for you are:</p> <ol style="list-style-type: none"> 1- Reading material is at your desk 2- Work at a level zero 3- Complete assessment and turn it in before beginning reading 4- Stay in your assigned seat <p>Remember, when your group is working on the independent work, my expectations for you are:</p> <ol style="list-style-type: none"> 1- Work at a level zero 2- Wear headphones when on a computer 3- Stay in your seat 4- Complete all assigned tasks <p>Say: Let’s go over what we will complete in our groups today.</p> <ul style="list-style-type: none"> • In the teacher-led group, we will review our comprehension focus skill from last week while reading a new text. Our objective for this time together is “I can analyze the influence that the setting of a narrative has on the theme of the narrative.” • In the assessment group, you will be assessed on your understanding of stages of plot, and then you will read your independent novel. Our objective for this time together is, “I can analyze the influence that the setting of a narrative has on the theme of the narrative.” • In the independent work group, you will have the opportunity to complete a computer-based activity and then answer questions from

		your interactive reader. Your objective for independent time is [insert objective]
Workshop		
Teacher-Led Small Group		
1 min.	Introduce Text	Say: This week, we learned how to analyze the influence that the setting of a narrative has on the theme of the narrative.
0 min.	Background Knowledge	Say: The author of this story, William Sydney Porter (1862-1910), was an American writer better known by his pen name, O. Henry. "After Twenty Years," published in 1908, is one of his better known short stories that shows how complicated friendship can be.
4 min.	Explicit Selection Vocabulary Instruction (when appropriate)	<p>Words to Teach:</p> <ul style="list-style-type: none"> • <u>spectator</u>: someone who looks on or watches (a performance or other public event) • <u>proposition</u>: something (such as a plan or offer) that is presented to a person or group of people to consider • <u>dismal</u>: showing or causing sadness; very bad or poor • <u>simultaneously</u>: happening at the same time <p>Say: In today's texts, we have a few words that you may not be familiar with. Let's learn them together to help us understand the text.</p> <p>The word is spectator. What's the word? A spectator is someone who looks on or watches (a performance or other public event). What is a spectator? Turn to a partner and use spectator in a sentence.</p> <p>[repeat process for remaining words]</p>
1 min.	Skill Focus Check for Understanding	<p>Say: Let's review how to analyze the influence that the setting of a narrative has on the theme of the narrative.</p> <p>This Week's Skill [revisit anchor chart]:</p> <ul style="list-style-type: none"> • What skill are we working on this week? (<i>analyzing the influence that the setting of a narrative has on the theme of the narrative</i>) • What is theme? (<i>the message the author wants the reader to understand about life</i>) • What is setting? (<i>where and when the story takes place</i>) • How will we analyze the influence that the setting has on the theme? (<i>First, look for details about the time and place of the narrative. Next, look for clues about the way the setting affects the thoughts and actions of the characters. Then ask, "What message about life does the author want us to understand?" and "How did the setting influence that message?"</i>) • Why do we do this as good readers? (<i>Good readers analyze how the setting influences the theme in order to better understand the author's message about life.</i>)

1 min.	Set the Purpose for Reading	<p>Say: I will start reading while you follow along. As we read, we will practice looking for details about the setting and thinking about how the setting affects the characters' thoughts and actions. Finally, we will determine the theme and think about how the setting affects the theme.</p>
12 min.	Guided Skill-Aligned Comprehension Questions	<p>[Read the text using a variety of teacher read aloud, independent reading, or partner reading.]</p> <p>[after reading paragraph 2] What details can you find about the setting? <i>(It's 10 pm at night, there are "few spectators", so the streets are nearly empty, it's chilly, windy, and rainy, there is little crime in this area and people go to bed early)</i></p> <p>[after reading paragraph 5] How does the setting affect the characters' thoughts and actions? <i>(The policeman is trying doors, to see if they are unlocked and walking through the street, patrolling to ensure everything is safe and under control. The man in the doorway feels the need to explain himself to the policeman since he is waiting in a dark alley at night, which could be perceived as suspicious.)</i></p> <p>[after reading paragraph 17] How does the setting affect the characters' thoughts and actions? <i>(The man in the doorway is waiting for his friend, Jimmy. He and Jimmy grew up together in New York City and then separated. They vowed to meet again in twenty years right at this spot. The waiting man went out West where he made a lot of money, as evidenced by his diamond watch.)</i></p> <p>[after reading paragraph 33] What is the climax of the story? <i>(The reader finds out that Bob is actually a wanted criminal. Bob realizes that the person he thinks is his friend Jimmy is actually a police officer, and he is under arrest.)</i></p> <p>How did the plainclothes officer know that Bob was a wanted criminal? <i>(The first policeman who spoke to Bob was actually Jimmy. Jimmy took a look at Bob and knew he was a criminal. He was Bob's friend, so he didn't want to arrest him himself. He asked a plainclothes police officer to make the arrest.)</i></p> <p>How did the setting contribute to the climax of the story? <i>(It was a dark night, so Bob couldn't clearly see Jimmy the policeman and didn't recognize him. Also because it was dark, Jimmy couldn't clearly see Bob until he lit a match to light his cigar. When he lit the match, he realized that Bob was a wanted criminal and knew he had to turn him in. Similarly, in the darkness, Bob couldn't tell that the plainclothes police officer wasn't his friend until it was too late. The light and darkness play significant roles in the setting of this story.)</i></p> <p>What are some possible themes for this story? <i>(Friendship is complicated; The decision between loyalty and doing what is right is a hard one to make; Justice is more important than loyalty)</i></p> <p>How did the setting contribute to the theme? <i>(The various patterns of light and darkness symbolize the differences between the two friends- one is light</i></p>

		<i>(Jimmy) and the other is a dark criminal (Bob). The setting of a dark, sinister, cold & rainy night also set up the theme that a complicated decision would be made between right and wrong.)</i>
5 min.	Independent Practice	Say: On the back of your story, write what you believe is the main theme of this story. Then, find three pieces of text evidence that show how the setting influenced the theme. [Check student work and coach as they select a theme and text evidence.]
1 min.	Closing	<p>Say: Excellent work practicing our skill today!</p> <p>Check for Understanding:</p> <ul style="list-style-type: none"> • What skill are we working on this week? <i>(analyzing the influence that the setting of a narrative has on the theme of the narrative)</i> • What is theme? <i>(the message the author wants the reader to understand about life)</i> • What is setting? <i>(where and when the story takes place)</i> • How will we analyze the influence that the setting has on the theme? <i>(First, look for details about the time and place of the narrative. Next, look for clues about the way the setting affects the thoughts and actions of the characters. Then ask, "What message about life does the author want us to understand?" and "How did the setting influence that message?")</i> • Why do we do this as good readers? <i>(Good readers analyze how the setting influences the theme in order to better understand the author's message about life.)</i>
Assessment/Independent Reading Station		
25 min.	Comprehension Skill Assessed	<ul style="list-style-type: none"> • Analyze Influence of Setting on Theme
Independent Work Station		
25 min.	Independent Activities	<ul style="list-style-type: none"> • Computer- setting, theme • Teacher-chosen activity
Closing		
10 min.	Self-Reflection	<p>[Have all students return to their seats.]</p> <p>Say: At the end of every workshop, we will self-reflect on our work for the day. Once you receive a reflection sheet, you will rate yourself on your work around the objectives for the day. Then you will provide evidence to support your rating. On the way out of class, you will give me your self-reflection as your ticket out the door.</p>

Name: _____ Class: _____

After Twenty Years

By O. Henry
1905

William Sydney Porter (1862-1910) was an American writer better known by his pen name, O. Henry. "After Twenty Years," published in 1908, is one of his better known short stories that shows how complicated friendship can be.

As you read, take notes on the imagery used in the story.

- [1] The policeman on the beat moved up the avenue impressively. The impressiveness was habitual and not for show, for spectators¹ were few. The time was barely 10 o'clock at night, but chilly gusts of wind with a taste of rain in them had well nigh depeopled the streets.

Trying doors as he went, twirling his club with many intricate and artful movements, turning now and then to cast his watchful eye adown the pacific thoroughfare, the officer, with his stalwart form and slight swagger, made a fine picture of a guardian of the peace. The vicinity was one that kept early hours. Now and then you might see the lights of a cigar store or of an all-night lunch counter; but the majority of the doors belonged to business places that had long since been closed.

When about midway of a certain block the policeman suddenly slowed his walk. In the doorway of a darkened hardware store a man leaned, with an unlighted cigar in his mouth. As the policeman walked up to him the man spoke up quickly.

"It's all right, officer," he said, reassuringly. "I'm just waiting for a friend. It's an appointment made twenty years ago. Sounds a little funny to you, doesn't it? Well, I'll explain if you'd like to make certain it's all straight. About that long ago there used to be a restaurant where this store stands — 'Big Joe' Brady's restaurant."

- [5] "Until five years ago," said the policeman. "It was torn down then."



"Night Walk" by Matthias Ripp is licensed under CC BY 2.0

1. **Spectator (noun):** someone who looks on or watches (a performance or other public event)

The man in the doorway struck a match and lit his cigar. The light showed a pale, square-jawed face with keen eyes, and a little white scar near his right eyebrow. His scarfpin was a large diamond, oddly set.

"Twenty years ago to-night," said the man, "I dined here at 'Big Joe' Brady's with Jimmy Wells, my best chum, and the finest chap in the world. He and I were raised here in New York, just like two brothers, together. I was eighteen and Jimmy was twenty. The next morning I was to start for the West to make my fortune. You couldn't have dragged Jimmy out of New York; he thought it was the only place on earth. Well, we agreed that night that we would meet here again exactly twenty years from that date and time, no matter what our conditions might be or from what distance we might have to come. We figured that in twenty years each of us ought to have our destiny worked out and our fortunes made, whatever they were going to be."

"It sounds pretty interesting," said the policeman. "Rather a long time between meets, though, it seems to me. Haven't you heard from your friend since you left?"

"Well, yes, for a time we corresponded," said the other. "But after a year or two we lost track of each other. You see, the West is a pretty big proposition,² and I kept hustling around over it pretty lively. But I know Jimmy will meet me here if he's alive, for he always was the truest, staunchest³ old chap in the world. He'll never forget. I came a thousand miles to stand in this door to-night, and it's worth it if my old partner turns up."

[10] The waiting man pulled out a handsome watch, the lids of it set with small diamonds.

"Three minutes to ten," he announced. "It was exactly ten o'clock when we parted here at the restaurant door."

"Did pretty well out West, didn't you?" asked the policeman.

"You bet! I hope Jimmy has done half as well. He was a kind of plodder,⁴ though, good fellow as he was. I've had to compete with some of the sharpest wits going to get my pile. A man gets in a groove in New York. It takes the West to put a razor-edge on him."

The policeman twirled his club and took a step or two.

[15] "I'll be on my way. Hope your friend comes around all right. Going to call time on him sharp?"

"I should say not!" said the other. "I'll give him half an hour at least. If Jimmy is alive on earth he'll be here by that time. So long, officer."

"Good-night, sir," said the policeman, passing on along his beat, trying doors as he went.

-
2. **Proposition (noun):** something (such as a plan or offer) that is presented to a person or group of people to consider
 3. Perhaps a form of "staunch," meaning of strong construction or conviction.
 4. a person who works in a slow, uninspired manner; a person who plods

There was now a fine, cold drizzle falling, and the wind had risen from its uncertain puffs into a steady blow. The few foot passengers astir in that quarter hurried ⁵ and silently along with coat collars turned high and pocketed hands. And in the door of the hardware store the man who had come a thousand miles to fill an appointment, uncertain almost to absurdity, with the friend of his youth, smoked his cigar and waited.

About twenty minutes he waited, and then a tall man in a long overcoat, with collar turned up to his ears, hurried across from the opposite side of the street. He went directly to the waiting man.

[20] "Is that you, Bob?" he asked, doubtfully.

"Is that you, Jimmy Wells?" cried the man in the door.

"Bless my heart!" exclaimed the new arrival, grasping both the other's hands with his own. "It's Bob, sure as fate. I was certain I'd find you here if you were still in existence. Well, well, well! — twenty years is a long time. The old restaurant's gone, Bob; I wish it had lasted, so we could have had another dinner there. How has the West treated you, old man?"

"Bully; it has given me everything I asked it for. You've changed lots, Jimmy. I never thought you were so tall by two or three inches."

"Oh, I grew a bit after I was twenty."

[25] "Doing well in New York, Jimmy?"

"Moderately. I have a position in one of the city departments. Come on, Bob; we'll go around to a place I know of, and have a good long talk about old times."

The two men started up the street, arm in arm. The man from the West, his egotism enlarged by success, was beginning to outline the history of his career. The other, submerged in his overcoat, listened with interest.

At the corner stood a drug store, brilliant with electric lights. When they came into this glare each of them turned simultaneously⁶ to gaze upon the other's face.

The man from the West stopped suddenly and released his arm.

[30] "You're not Jimmy Wells," he snapped. "Twenty years is a long time, but not long enough to change a man's nose from a Roman to a pug."

"It sometimes changes a good man into a bad one," said the tall man. "You've been under arrest for ten minutes, 'Silky' Bob. Chicago thinks you may have dropped over our way and wires us she wants to have a chat with you. Going quietly, are you? That's sensible. Now, before we go on to the station here's a note I was asked to hand you. You may read it here at the window. It's from Patrolman Wells."

5. **Dismal** (*adjective*): showing or causing sadness; very bad or poor

6. **Simultaneously** (*adverb*): happening at the same time

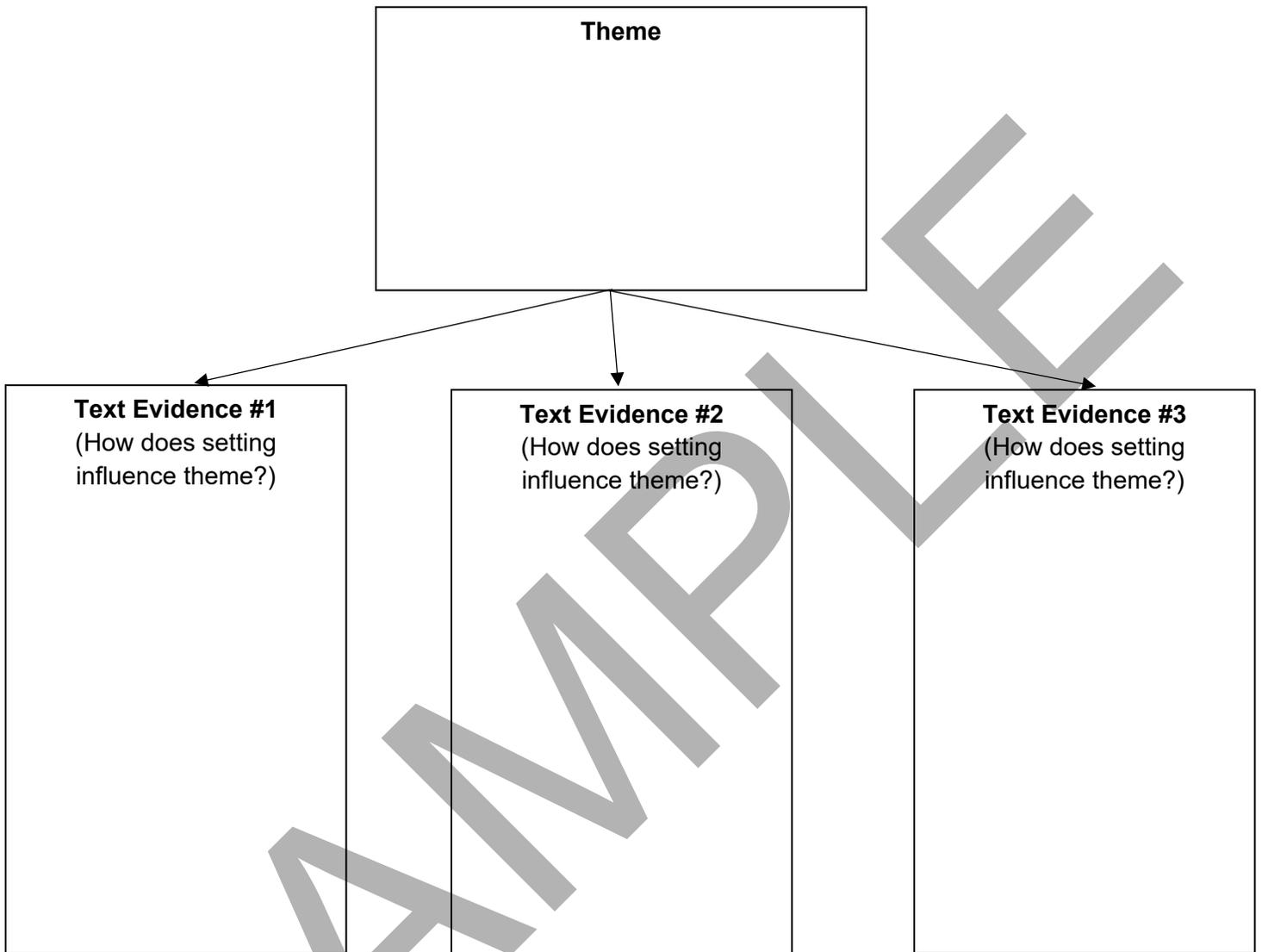
The man from the West unfolded the little piece of paper handed him. His hand was steady when he began to read, but it trembled a little by the time he had finished. The note was rather short.

"Bob: I was at the appointed place on time. When you struck the match to light your cigar I saw it was the face of the man wanted in Chicago. Somehow I couldn't do it myself, so I went around and got a plain clothes man to do the job. JIMMY."

"After Twenty Years" by O. Henry (1905) is in the public domain.

SAMPLE

Close Reading- "Amigo Brothers"



Name: _____ Date: _____

Workshop Self-Reflection

Please fill in your comprehension skill objective for the week and rate yourself on how well you understand it on a scale of 1 (I don't understand it at all) to 5 (I completely understand it).

Objectives:

Skill of the Week – I can _____

Rate: 1 2 3 4 5

Evidence to support your rating: _____

What do you need to continue practicing? _____

Name: _____

Date: _____

Workshop Self-Reflection

Please fill in your comprehension skill objective for the week and rate yourself on how well you understand it on a scale of 1 (I don't understand it at all) to 5 (I completely understand it).

Objectives:

Skill of the Week – I can _____

Rate: 1 2 3 4 5

Evidence to support your rating: _____

What do you need to continue practicing? _____

Formative Assessment Data Monitoring

Fill in the table below with student names based on the scores from this week's comprehension quiz. Use this data to organize your three workshop groups for the following Friday.

This week's assessed comprehension skill: _____

3.0 100%	2.5-2.0 75-50%	1.5-0.5 below 25%

Sample Math Lesson Plans

Kindergarten Unit 1 – Introducing Counting					
	Day 1	Day 2	Day 3	Day 4	Day 5
Math Routines 10 minutes	Which One Doesn't Belong	Math Expressions Daily Routines	Math Expressions Daily Routines	Math Expressions Daily Routines	Math Expressions Daily Routines
Math Stories 20 minutes	Exploring Manipulatives	Exploring Manipulatives	Exploring Manipulatives	Exploring Manipulatives	Exploring Manipulatives
Math Lesson 30 minutes	Lesson 1, Activity 1 TE p. 2 See Math in Real-World Pictures	Lesson 1, Activity 2 TE p. 3-5 Quick Practice Routines	Lesson 2, Activity 1 TE p. 8-9 Counting Mat Activities for Numbers 1-5 (work with Numbers 3 and 4)	Lesson 2, Activity 1 TE p. 8-9 Counting Mat Activities for Numbers 1-5 (work with Numbers 2, 5, and 1)	Lesson 3 TE p. 12-13 Revisit <i>Anno's Counting Book</i> Draw scenes 2 and 3
	Day 6	Day 7	Day 8	Day 9	Day 10
Math Routines 10 minutes	Which One Doesn't Belong	Math Expressions Daily Routines	Math Expressions Daily Routines	Math Expressions Daily Routines	Math Expressions Daily Routines
Math Stories 20 minutes	Exploring Manipulatives	Exploring Manipulatives	Exploring Manipulatives	Exploring Manipulatives	Exploring Manipulatives
Math Lesson 30 minutes	Lesson 4, Activity 1 & 2 TE p. 16-17 Discuss Scenes and Images Counting Mat Activities (work with Numbers 2 and 3) <i>*Activity 3 can be incorporated as a Quick Practice routine option</i>	Lesson 5 TE p. 20-21 Counting Mat Activities (work with Numbers 4 and 5) Draw scenes 4 and 5	Lesson 6, Activity 1 TE p. 24-25 Discussing scenes and creating visual images <i>*Activity 2 student book page can be used as homework or additional practice</i>	Lesson 7, Activity 1 TE p. 30-31 Counting Mat Activities (only include Steps 1-8)	Lesson 9 TE p. 40-43 Counting Mat Activities (only include Steps 1-8 and Compare) (work with Numbers 3 and 5)
	Day 11	Day 12	Day 13	Day 14	Day 15
Math Routines 10 minutes	Which One Doesn't Belong	Math Expressions Daily Routines	Math Expressions Daily Routines	Math Expressions Daily Routines	Math Expressions Daily Routines
Math Stories 20 minutes	Grab & Count	Grab & Count	Grab & Count	Grab & Count	Grab & Count
Math Lesson 30 minutes	Lesson 8, Activity 1 TE p. 34 Describe Circles	Lesson 8, Activity 2 TE p. 35 Draw Circles	Lesson 10, Activity 1 TE p. 46-47 Attributes of Rectangles	Lesson 10, Activity 2 TE p. 48-49 Describe Squares	Lesson 10, Activity 3 TE p. 50-53 Classify Shapes

Kindergarten Unit 1 – Introducing Counting					
	Day 16	Day 17	Day 18	Day 19	Day 20
Math Routines 10 minutes	Which One Doesn't Belong	Math Expressions Daily Routines	Math Expressions Daily Routines	Math Expressions Daily Routines	Math Expressions Daily Routines
Math Stories 20 minutes	Grab & Count	Grab & Count	Grab & Count	Grab & Count	Grab & Count
Math Lesson 30 minutes	Lesson 11, Act. 1 & 2 TE p. 56-57 Discussing <i>Anno's Counting Book</i> Counting Mat Activities (work with Numbers 6-10) <i>*Activity 3 can be incorporated as a Quick Practice routine option</i>	Lesson 12, Activity 1 TE p. 60 Counting Mat Activities (work with Numbers 6-10)	Lesson 12, Activity 2 TE p. 61-63 Write the Numbers 1, 2, and 3	Lesson 13, Activity 1 TE p. 66 Counting Mat Activities Numbers 1-10	Lesson 13, Activity 2 TE p. 67 Seeing Quantities in Groups
	Day 21	Day 22	Day 23	Day 24	Day 25
Math Routines 10 minutes	Which One Doesn't Belong	Math Expressions Daily Routines	Math Expressions Daily Routines	Math Expressions Daily Routines	Math Expressions Daily Routines
Math Stories 20 minutes	Grab & Count	Grab & Count	Grab & Count	Grab & Count	Grab & Count
Math Lesson 30 minutes	Lesson 14, Activity 1 TE p. 70-72 Write, Draw, and Count with the Number 4	Lesson 15, Activity 1 TE p. 78 Counting Mat Activities 1-10	Lesson 15, Activity 2 TE p. 79 See Different Sized Groups	Lesson 16, Act. 1 & 2 TE p. 82-84 Writing the Number 5 & Extra Practice	Lesson 17, Activity 1 TE p. 88 Counting Mat Activities (Numbers 6-10)
	Day 26	Day 27	Day 28	Day 29	Day 30
Math Routines 10 minutes	Which One Doesn't Belong	Math Expressions Daily Routines	Math Expressions Daily Routines	Math Expressions Daily Routines	Math Expressions Daily Routines
Math Stories 20 minutes	Grab & Count	Grab & Count	Grab & Count	Unit Assessment	Unit Assessment
Math Lesson 30 minutes	Lesson 17, Activity 2 TE p. 88-89 Learn to Make Dot-to-Dot Pictures	Lesson 18, Activity 1 TE p. 92-93 Math and the Museum	Lesson 18, Act. 2 & 3 TE p. 94-95 Make a Model/Use Reasoning & Establish a Position		

Math Background – Unit 1																											
Standard	Standard for Mathematical Practice 5: Use appropriately tools strategically.																										
Days 1 – 10																											
Problem Type	Exploring Manipulatives																										
Math Background	<p>The focus during the first two weeks of this unit is to introduce students to math manipulatives they will be using for more structured math activities throughout the year. When encountering new manipulatives, students need time to explore and play in order to construct ideas of their features. It is very common to see students dive into these materials without any guidance, and to see mathematical thinking and vocabulary naturally emerge.</p> <p>For example, when exploring connecting cubes, young children will often build towers or trains and discuss measurement concepts such as length or height. Children working with different colored tiles or pattern blocks may create patterns or build geometric shapes. Exploring manipulatives builds the foundation for Mathematical Practice 5 – Use appropriate tools strategically.</p> <p>This exploration time is also a critical time for the classroom teacher to be able to set expectations for manipulatives use, prior to bringing them into a more structured task. It is important to explicitly teach boundaries for manipulatives (e.g., not throwing, keeping them in a specified space) and procedures, such as passing out and cleaning up.</p> <p>Almost anything can be used as a math manipulative. There should be a variety of at least 8-10 different manipulatives readily accessible to students. The following list includes both materials that can be purchased from educational companies or recycled/repurposed from other materials.</p> <table border="1" data-bbox="477 1041 1360 1497"> <tbody> <tr> <td>Two-colored counters</td> <td>Beans</td> </tr> <tr> <td>Buttons</td> <td>Pasta</td> </tr> <tr> <td>Connecting cubes</td> <td>Beads</td> </tr> <tr> <td>1-inch tiles</td> <td>Clothespins</td> </tr> <tr> <td>Pennies</td> <td>Popsicle sticks</td> </tr> <tr> <td>Plastic bears, insects, fruit, etc.</td> <td>Toothpicks</td> </tr> <tr> <td>Plastic links</td> <td>Bottle caps</td> </tr> <tr> <td>Pattern blocks</td> <td>Marshmallows</td> </tr> <tr> <td>Small snack crackers</td> <td>Baby food pouch caps</td> </tr> <tr> <td>Cotton balls</td> <td>Craft pom-poms</td> </tr> <tr> <td>Small hair clips</td> <td>Large paper clips</td> </tr> <tr> <td>Googly eyes</td> <td>Bingo chips</td> </tr> <tr> <td>Nuts and bolts</td> <td>Packing peanuts</td> </tr> </tbody> </table>	Two-colored counters	Beans	Buttons	Pasta	Connecting cubes	Beads	1-inch tiles	Clothespins	Pennies	Popsicle sticks	Plastic bears, insects, fruit, etc.	Toothpicks	Plastic links	Bottle caps	Pattern blocks	Marshmallows	Small snack crackers	Baby food pouch caps	Cotton balls	Craft pom-poms	Small hair clips	Large paper clips	Googly eyes	Bingo chips	Nuts and bolts	Packing peanuts
	Two-colored counters	Beans																									
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I Can Statement(s)	<p>I can use math tools (manipulatives) appropriately.</p> <p>I can explain how I use math tools.</p>																										
Discussion	<p>The discussion of exploring manipulatives is an opportunity for students to gain practice explaining their work and ideas as well as an opportunity for the teacher to establish norms and procedures for what a class math discussion should look and sound like.</p>																										

Exploring Manipulatives Structure

Preparation

1. Determine which manipulatives will be used each day.
Suggestion: Have one bin of manipulatives per small group each day.
2. Determine how manipulatives will be distributed.
Examples:
 - Have bins (with lids) on tables prior to beginning with Exploring Manipulatives.
 - Designate one student from each table to get a bin from a central storage location.
3. Determine how student movement will be structured during exploration.
Examples:
 - One bin of manipulatives at each table/group and students stay at table.
 - Manipulatives set up at stations and students are able to move freely. It may be helpful to provide a limit on how many students may be at a station.

Engage

This portion must be done at least the first day of each week. It can be done daily to open the activity.

 **2-3 minutes**

1

Show either the collection of manipulatives, or a projected image of the manipulatives, the class will be working with (see *example below*).



Look at these groups of objects [or pictures]. I want you to take 15 seconds to think about what you notice and what you wonder.

2

Use a **Think-Pair-Share** structure (see *Best Practices*) to have students share:



Share with your partner what you notice and wonder about the picture.

3

Use an attention signal to bring students back to the whole group. Have 4-5 students share out. Accept any and all responses, this will validate student thinking.



Best Practices

- It is suggested that students be seated in a carpet area for this part of the routine. This will create an engaging and comfortable setting for students to discuss ideas.
- Preplan a structure for the **Think-Pair-Share** and be very explicit with the directions.
Example: (After giving think time...)



Turn to your partner to share what you noticed. The partner who [has the most letters in their name] will go first. You will have [20 seconds] to share, I will tell you when to switch. Go!

Introducing the Activity

10-12 minutes

1



[On Day 1]
We are going to use lots of different math tools to help solve math problems and play math games. These math tools are called manipulatives. You are going to have some time to explore many different manipulatives over the next two weeks.



[Each day]
When you go back to your table/desks, you are going to spend some time exploring your manipulative for today. I want you to see what you can do with them.

2

[On Day 1]
Set very clear expectations regarding appropriate student behavior for interacting with manipulatives and create an anchor chart that can be referenced the rest of the year.



Remember I told you that these are math tools, which means that they are important and we want to take good care of them. Take 15 seconds and think about what are some things we should remember when we are using our tools for math.

A Think-Pair-Share structure can be used before having students share out .
Note: This portion may take longer on Day 1 than other days during Exploring Manipulatives.



[Each day]
You will have about 5-7 minutes when you get back to your seat to explore the manipulative that is at your table today. As you work, remember our expectations.
[Review the anchor chart created on Day 1]

3

Set a time for 5-7 minutes. Circulate and observe students as they work. Keep questioning open-ended to get a sense of how children naturally try to interact with the manipulative.
Example: What have you found you are able to do with your connecting cubes?

Identify 3-4 students who are working with different manipulatives that you will have share in the discussion.

Discussion **5-7 minutes****1**

Use an attention signal to bring students back to the whole group. Ask the 3-4 pre-determined students to share their manipulative and what they found they were able to do with it.

As each student shares, the teacher should restate his/her reasoning to affirm the student's thought process.

**Best Practices**

- Use the first few discussions to establish norms and procedures for what a class math discussion should look and sound like. Creating an anchor chart with these norms is recommended.
- It ***strongly recommended*** to have students who are sharing bring their manipulatives underneath the document camera. A tray or piece of cardstock can help with transferring objects from student's seat to the document camera.
- It is suggested that students be seated in a carpet area for this part of the routine. This will create an engaging and comfortable setting for students to discuss ideas.
- Ask another student to restate what was shared in his/her own words.
- Have students who used the same manipulative or were able to do something similar with theirs show a thumb up or use the sign language for "same" (see *video link below*).
<https://www.youtube.com/watch?v= AFjifiTpc>

Key Points **2-3 minutes****1**

The teacher will make a connection from the students reasoning to applicable mathematical ideas.



Examples: "***I noticed you were able to use the connecting cubes to measure how long your pencil was.***" or "***I noticed you sorted the pasta pieces by color.***"

2

Wrap-up the routine by articulating what students did today and how it connects to mathematics.



Example: "***Scholars, today you explored manipulatives and found you were able to do a lot of different things with them. Good mathematicians use different tools, like these, to help them solve problems!***"

Math Background – Unit 1	
Standards	<p>K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <ol style="list-style-type: none"> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (<i>Ordered sequence of counting, One-to-one principle</i>) Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. (<i>Cardinal principle</i>)
Days 11 – 28	
Problem Type	Grab & Count
Math Background	<p>Weeks 3-6 introduce a purpose to using the manipulatives by having students engage in a counting activity referred to as Grab & Count. The activity will have some slight variations from week to week:</p> <ul style="list-style-type: none"> Week 3 – Students grab one handful of manipulatives and count. Week 4 – Students grab one handful, count, and record the number of items with a picture or numeral. Weeks 5 and 6 – Students grab two handfuls, count the total when both groups are put together, and record. This builds the foundation for solving problems that involve combining two groups together. <p>Young children’s ability to count objects accurately, flexibly, and with understanding helps to ensure future success in math. Counting is the foundation for understanding our number system, and for much of the work students do with numbers and the operations of addition and subtraction throughout the primary grades. While counting may seem like a simple task, it is quite complex and requires a thorough understanding of the following principles:</p> <ul style="list-style-type: none"> Ordered sequence of counting numbers: Numbers are always assigned to items in a collection in the same order starting with one. One-to-one principle: Exactly one number from the counting sequence is assigned to each item in the collection. Cardinal principle: The last number in the counting sequence assigned to the collection represents the number of objects in the collection. <p>The counting principles do not emerge or solidify in a set sequence. Some children may master the counting sequence prior to mastering the one-to-one principle, and vice versa. Having a variety of experiences with counting will help children in developing their understanding of quantity. As students are working on counting activities in this unit and continue with operations throughout the year, teacher observation and ongoing informal assessment are essential.</p>
I Can Statement(s)	<p>I can use math tools (manipulatives) appropriately.</p> <p>I can count objects and tell how many I counted.</p> <p>I can represent how many objects I counted with a picture or number.</p>
Discussion	At this point the discussion is still an opportunity for students to gain practice explaining their work and ideas as well as an opportunity for the teacher to establish norms and procedures for what a class math discussion should look and sound like.

	<p>Highlight students that use organization strategies, such as lining up objects or moving manipulatives to a separate group as they are counted, during the discussion.</p>
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When students begin recording representations of the objects they have counted, ask questions to help students attach meaning to their picture or numbers. For example, “What do each of these [circles] represent?” if a student were to draw a circle for each connecting cube. Drawing attention to this connection between the concrete manipulative and pictorial representation will help students as they begin working with contextual problems later in the year.

SAMPLE

Grab & Count Structure

Preparation

1. Determine which manipulatives will be used each day.
Suggestion: Have one bin of manipulatives per small group each day.
2. Determine how manipulatives will be distributed.
Examples:
 - Have bins (with lids) on tables prior to beginning Grab & Count.
 - Designate one student from each table to get a bin from a central storage location.
3. Determine how students will record/draw their set.
Examples:
 - Counting Recording Page (provided as a blackline master)
 - Notebook

Engage

 2-3 minutes

1

Choose a student to come up and hold his/her hand up for the class to see (*student could hold hand under document camera*). Also show students a different bin of manipulatives each day.



Look at [student's name]'s hand and the [manipulatives]. I want you to take 15 seconds to think about what you notice and what you wonder.

2

Use a **Think-Pair-Share** structure (see *Best Practices*) to have students share:



Share with your partner what you notice and wonder about the picture.

3

Use an attention signal to bring students back to the whole group. Have 4-5 students share out. Accept any and all responses, this will validate student thinking.

4

If students did not offer the following wonder "How many [manipulative] can [student] pick up?" suggest the following:



I was wondering how many [manipulative] he/she could pick up in one* handful.

Use a **Think-Pair-Share** structure to have students discuss an estimate of how many the student might pick up in a handful and why. Use an attention signal to bring students back to the whole group. Have 2-3 students share out. Accept any and all responses, this will validate student thinking.

***Note:** Beginning in Week 5, students will be picking up two handfuls.



Best Practices

- It is suggested that students be seated in a carpet area for this part of the routine. This will create an engaging and comfortable setting for students to discuss ideas.
- Preplan a structure for the **Think-Pair-Share** and be very explicit with the directions.

Example: (After giving think time...)

Turn to your partner to share what you noticed. The partner who [has the most letters in their name] will go first. You will have [20 seconds] to share, I will tell you when to switch. Go!

Introducing the Activity

10-12 minutes

1

Have the student pick up one handful (two handfuls during Weeks 5 and 6) of the manipulatives and place in a pile under the document camera. Ask the student to count how many he/she pulled out in the handful.

2

Highlight one strategy the student used to help count accurately.

Example: ***“I noticed you lined all of the connecting cubes up before you counted them and that helped keep your counting organized.”***

Have another student come up to count the manipulatives and highlight any additional strategy the student uses to help organize his/her count.

3

[Beginning Week 4]

On the first day of Week 4, introduce that students will also record how many they grabbed in their handfuls using a drawing and number.

Each day after having students count the manipulatives, ask a student to show under the document camera how they would represent the manipulatives with a drawing and number.

4

Set very clear expectations regarding appropriate student behavior for interacting with manipulatives and completing Grab & Count.

You will have about 3-5 minutes when you get back to your seat to play Grab & Count. You will grab one* handful of your manipulatives and count them. [Beginning Week 4: After you count, draw and record with a number how many you have]. When you finish counting them, put that group back and grab another handful to count. As you work, remember our expectations.

[Review the anchor chart created on Day 1]

***Note:** Beginning in Week 5, students will be picking up two handfuls.

5

Set a timer for 3-5 minutes. Circulate and observe students as they work. Use the Observation Checklist while circulating to get a sense of which counting principles are evident.

Note: It is not necessary to check in with every student each day, rather aim for 1-2 times per week at minimum. Grab & Count is intentionally repetitive in nature so that the teacher can have multiple touchpoints with each student over the course of the four weeks.

Identify 2-3 students to share their counting and/or picture and number representation.



Best Practices

- The size of the manipulative can be varied to differentiate based on students' counting ability. For example, a strong group of counters might be given small beans so they pick up more in their handfuls, while struggling counters might be given larger objects, such as connecting cubes, that they will pick up fewer in a handful.

Discussion

5-7 minutes
1

Use an attention signal to bring students back to the whole group. Ask the 2-3 pre-determined students to share their counting and/or picture and number representation.

As each student shares, the teacher should highlight any strategy that helped organize the student's count. *Examples: Moving each connecting cube as it is counted, standing bears up as they are counted, etc.*



Best Practices

- It **strongly recommended** to have students who are sharing bring their manipulatives and/or recording underneath the document camera. A tray or piece of cardstock can help with transferring objects from student's seat to the document camera.
- It is suggested that students be seated in a carpet area for this part of the routine. This will create an engaging and comfortable setting for students to discuss ideas.
- Ask another student to restate what was shared in his/her own words.

Key Points

2-3 minutes
1

Wrap-up the routine by articulating what students did today and how it connects to mathematics.

Example: "**Scholars, today you used some strategies to help you keep your counting organized. If applicable: You also used pictures and numbers to represent the objects that you counted.**"

THIRD GRADE MATH STORIES



UNIT 2

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THIRD GRADE UNIT 2

The Relationship Between Multiplication & Division



UNIT PLAN

During Unit 2 students will begin to explore the relationship between multiplication and division. Students will first see division problems as “missing factor” multiplication problems. Only then will the teacher make the connection between the “missing factor” multiplication problem and the concept of division. It is important to read the one-page math background at the beginning of each week in order to understand the WHY behind each week in this unit.

Week 4	Day 1	Day 2	Day 3	Day 4	Day 5
Snap Facts Routine 5 minutes	<i>Practice 1s and 2s</i>				
Math Story 30 Minutes	Math Story 2.1 Part 1: Fish Part 2: Cookies	Math Story 2.2 Part 1: Flowers Part 2: Crayons	Math Story 2.3 Cupcakes	Math Story 2.4 Marble Game	Math Story 2.5 Pencils
Classroom-Based Instruction 55 Minutes	READY Lesson 21 Solve Problems About Time Pg. 220-221	READY Lesson 21 Solve Problems About Time Pg. 222-223	READY Lesson 21 Solve Problems About Time Pg. 224-225	READY Lesson 21 Solve Problems About Time Pg. 226-227	READY Lesson 21 Solve Problems About Time Pg. 229 Lesson 21 Quiz
Week 5	Day 1	Day 2	Day 3	Day 4	Day 5
Snap Facts Routine 5 minutes	<i>Practice 1s and 2s</i>	<i>Practice 1s and 2s</i>	<i>Practice 1s and 2s</i>	Progress Assessment 1s and 2s	Math Story 2.10 <i>Make 5s Array Cards</i>
Math Story 30 Minutes	Math Story 2.6 The Band	Math Story 2.7 Tomato Plants	Math Story 2.8 Chocolates	Math Story 2.9 Soda	
Classroom-Based Instruction 55 Minutes	READY Lesson 22 Liquid Volume Pg. 230-233	READY Lesson 22 Liquid Volume Pg. 234-237	READY Lesson 23 Mass Pg. 240-243	READY Lesson 23 Mass Pg. 244-247	READY Lesson 23 Mass Pg. 248-249 Lesson 22/23 Quiz

Week 6	Day 1	Day 2	Day 3	Day 4	Day 5
Snap Facts Routine 5 minutes	<i>Practice 5s</i>	<i>Practice 5s</i>	<i>Practice 5s</i>	Strategy Assessment 1s, 2s, 5s	<i>Practice 1s, 2s, 5s together</i>
Math Story 30 Minutes	Math Story 2.11 Road Trip	Math Story 2.12 Fabric	Math Story 2.13 New Year's Eve	Math Story 2.14 Art Project	Math Story 2.15 Ribbon
Classroom-Based Instruction 55 Minutes	READY Lesson 24 Solve Problems Using Scaled Graphs Pg. 250-251	READY Lesson 24 Solve Problems Using Scaled Graphs Pg. 252-255	READY Lesson 25 Draw Scaled Graphs Pg. 260-261	READY Lesson 25 Draw Scaled Graphs Pg. 262-263	READY Lesson 25 Draw Scaled Graphs Pg. 264-265 Lesson 24/25 Quiz
Week 7	Day 1	Day 2	Day 3	Day 4	Day 5
Snap Facts Routine 5 minutes	<i>Practice 1s, 2s, 5s together</i>	<i>Practice 1s, 2s, 5s together</i>	<i>Practice 1s, 2s, 5s together</i>	Progress Assessment 1s, 2s, and 5s	Math Story 2.20 <i>Make 10s Array Cards</i>
Math Story 30 Minutes	Math Story 2.16 How Many Miles?	Math Story 2.17 Mr. Kohlberg's Flower Shop	Math Story 2.18 Straw Shapes	Math Story 2.19 School Play	
Classroom-Based Instruction 55 Minutes	READY Lesson 26 Measure Length and Plot Data on Line Plots Pg. 270-271	READY Lesson 26 Measure Length and Plot Data on Line Plots Pg. 272-273	READY Lesson 26 Measure Length and Plot Data on Line Plots Pg. 274-275	READY Lesson 26 Measure Length and Plot Data on Line Plots Pg. 276-277	READY Lesson 26 Measure Length and Plot Data on Line Plots Pg. 278-279 Lesson 26 Quiz
Week 8	Day 1	Day 2	Day 3	Day 4	Day 5
Snap Facts Routine 5 minutes	<i>Practice 10s</i>	<i>Practice 10s</i>	<i>Practice 10s</i>	Strategy Assessment 1s, 2s, 5s, and 10s	<i>Practice 1s, 2s, 5s, 10s together</i>
Math Story 30 Minutes	Math Story 2.21 Stickers	Math Story 2.22 Cookies	Math Story 2.23 Boxes of Books	Math Story 2.24 Marbles	Math Story 2.25 Erasers
Classroom-Based Instruction 55 Minutes	There are no new READY lessons introduced this week <i>This time can be spent reviewing previously taught lessons/standards in preparation for the upcoming Interim or continuing on with lessons if they took longer throughout the weeks.</i>				



STANDARDS

3.OA.1

Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5×7 .*

3.OA.2

Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers.

3.OA.3

Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.¹

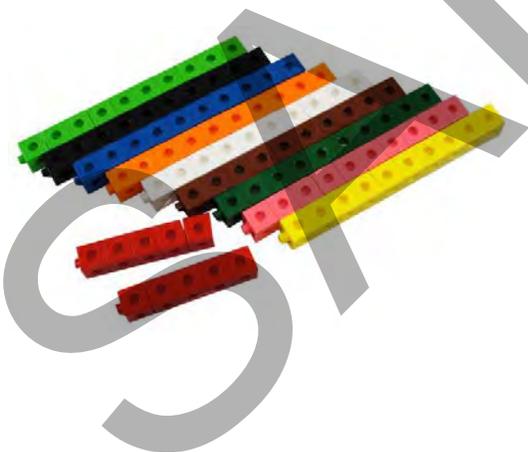
3.OA.8

Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.³



MANIPULATIVES

Students should have access to **connecting cubes** and **counters** throughout Unit 2. They will use these tools to model the situations in the math stories.



Unit 2 Multiplication and Division

Week 4: Grouping & Sharing Division



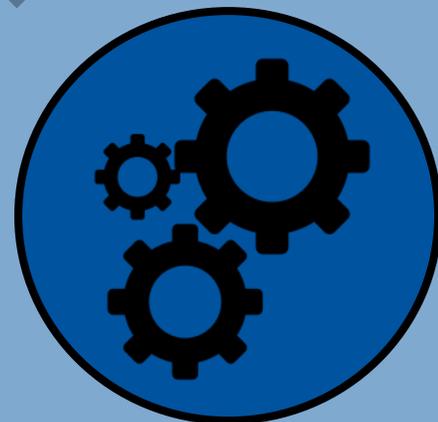
WHAT?

Students model two different types of division situations: Grouping division situations and Sharing (Equal Shares) division situations. Students will make connections between a “missing factor” multiplication equation and a division equation.

3.OA.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.

WHY?

- Once students understand the meaning of multiplication in terms of finding the total number of items given the number of groups and the number of items in a group, division can be understood by thinking in terms of finding a missing factor (either the number of groups or the number of items in a group).
- Students will begin to develop their understanding of division by solving problems in which collections can be grouped or shared into equivalent groups with no remainders.
- Connecting concrete and pictorial models to both forms of division (Grouping and Sharing), is essential to eliminating the misconception that division is commutative.



HOW?

- Students will first explore the different division situations using manipulatives and drawings.
- Initially, students will then represent their division situation as a “missing factor” multiplication equation.
- Based on their work in Unit 1, students will be able to identify what the different factors in the multiplication equation represents [i.e., the number of groups, the number in each group, the total]
- The teacher will introduce the division equation by making explicit connections to the students’ multiplication equations.



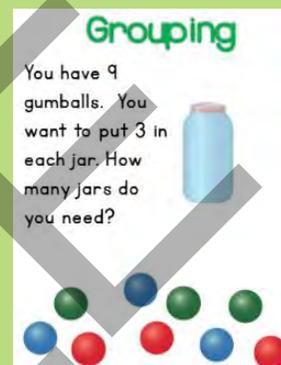
Unit 2 Multiplication and Division

Week 4: Grouping and Sharing Division

STRATEGIES

Grouping Division

1. Students count out the total first and then separate into equal groups by counting until all cubes are gone.
2. Students initially form groups and count one-by-one, group-by-group, until they get the total.



Sharing Division

1. Students count out the total first and then deal out one-by-one into groups until the total is gone, then count how many are in each group
2. Students count out the total and begin by putting a guessed amount in each group to start, add more or take away until groups are equal.



BIG IDEAS

Missing Factor Multiplication

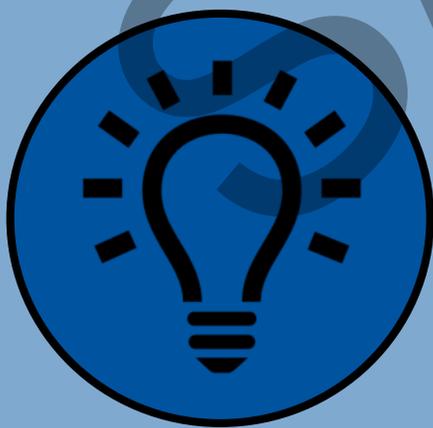
Division can be understood by thinking in terms of finding a missing factor (either the number of groups or the number in each group).

Types of Division

There are two distinct meanings of division (Grouping and Sharing) and students will model the two types of division problems differently.

Relationship Between Multiplication and Division

Students will use their “missing factor” multiplication equations to help them make connections to the division equation.



Math Stories Week at a Glance

Unit 2 Week 4: Grouping and Sharing Division



3.OA.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.

Vocabulary: *missing factor, division equation, fact family*

I can use concrete materials to model various division problems.

I can identify the information given in the problem as well as the missing information.

I can connect my model to multiplication and division equations.



Big Idea 1: Division can be understood by thinking in terms of finding a missing factor (either the number of groups or the number of items in each group).

Big Idea 2: There are two distinct meanings of division [Grouping and Sharing] and students will model the two types of division problems differently.

Big Idea 3: Students can represent their solution strategies using both a multiplication equation and a division equation and explain what the numbers mean in each.

30 min	Math Story	Key Ideas
Day 1	<p>2.1 Part 1: Fish There are 28 fish, with 7 fish in each fish bowl. How many fish bowls are there?</p> <p>2.1 Part 2: Cookies Mr. Franke baked 28 cookies. He gave all the cookies to 4 friends, being careful to give the same number of cookies to each friend. How many cookies did each friend get?</p>	<ul style="list-style-type: none"> There are two parts to the Math Story today because students will model [manipulatives and/or pictures] and solve these two problems very differently as one is a grouping division problem (fish) and one is a sharing division problem (cookies). It is important for students to be able to see these two problems side-by-side to be able to compare how they solved them. Students will initially use “missing factor” multiplication equations to represent these two types of division problems. Part 1: $\underline{\quad} \times 7 = 28$ Part 2: $4 \times \underline{\quad} = 28$ Students will identify what the factors and product in the multiplication equation represent. <div style="text-align: center;"> <p>Part 1: $\underline{\quad} \times 7 = 28$</p> <p>Number of bowls Number of fish in each bowl Total number of fish</p> <p>Part 2: $4 \times \underline{\quad} = 28$</p> <p>Number of friends Number of cookies given to each friend Total number of cookies</p> </div>

<p>Day 2</p>	<p>2.2 Part 1: Flowers Riley has 32 flowers. She wants to equally share the flowers among 4 of her friends. How many flowers will each friend get?</p> <p>2.2 Part 2: Crayons John has 32 crayons and some boxes. He wants to put 8 crayons in each box. How many boxes will he need?</p>	<ul style="list-style-type: none"> • Students, will again, have two problems to solve on this day in order to see how they model and solve them differently. • Part 1 is a sharing division problem and Part 2 is a grouping division problem. • Students will represent the Flowers problem with a “missing factor” multiplication equation and be able to identify what each factor represents. $4 \times \underline{\quad} = 32$ • Students will also represent the Crayons problem with a “missing factor” multiplication equation and be able to identify what each factor represents. $\underline{\quad} \times 8 = 32$ • Students will compare and contrast the two problems and determine which one was missing the number in each group and which one was missing the number of groups? • Teacher will introduce and make the connection to the division equation. $32 \div 8 = 4$ and $32 \div 4 = 8$ • Teacher will introduce the term fact family and connect it to the multiplication and division equations that were given. • Any multiplication equation has a corresponding division equation. We can use our multiplication facts to help us solve division equations.
<p>Day 3</p>	<p>2.3 Cupcakes Mr. Gomez has 20 cupcakes. He wants to put them in 4 boxes so that each box has the same amount. How many cupcakes can he put in each box?</p>	<ul style="list-style-type: none"> • This is a sharing division problem (note: it is not important that students know which type of division problem this is). • Students may use two different strategy variations when modeling/solving this sharing division problem: <ol style="list-style-type: none"> 1.) Count out the total first and then deal out one-by-one into groups until the total is gone, count how many in each group 2.) Count out the total and begin by putting a guessed amount in each group to start, add more or take away until groups are equal. • Students will represent this problem as a “missing factor” multiplication equation and be able to identify what each factor represents. $4 \times \underline{\quad} = 20$ • Teacher will connect multiplication equation to division equation. $20 \div 4 = 5$ • Multiplication and division are related. • We can use our multiplication facts to solve division problems.

<p>Day 4</p>	<p>2.4 Marble Game Elliott and his friends want to play a game with marbles. There are 18 marbles and each player needs 6 marbles. How many people can play?</p>	<ul style="list-style-type: none"> This is a grouping division problem (note: it is not important that students know which type of division problem this is). Students may use two different strategy variations when modeling/solving this grouping division problem. Students will represent this problem as a “missing factor” multiplication equation and be able to identify what each factor represents. $\underline{\hspace{1cm}} \times 6 = 18$ Teacher will connect to division equation. $18 \div 6 = 3$ Multiplication and division are related. We can use our multiplication facts to solve division problems.
<p>Day 5</p>	<p>2.5 Pencils Bart has 6 boxes of pencils with the same number of pencils in each box. Altogether he has 24 pencils. How many pencils are in each box?</p>	<ul style="list-style-type: none"> This is a sharing division problem (note: it is not important that students know which type of division problem this is). Students may use two different strategy variations when modeling/solving this sharing division problem. Students will represent this problem as a “missing factor” multiplication equation and be able to identify what each factor represents. $6 \times \underline{\hspace{1cm}} = 24$ Teacher will connect to division equation. $24 \div 6 = 4$ Multiplication and division are related. We can use our multiplication facts to solve division problems.

Classroom-Based Instruction Week at a Glance

READY Unit 2 Week 4: Lesson 21

Solve Problems about Time



3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

Vocabulary: *elapsed time*

Daily Goals and Lesson Objectives		Introduction to New Material	Guided Practice	Independent Practice
		15 Minutes	15 Minutes	30 Minutes
		<i>Engage-Problem-Discussion-I Can</i>	<i>At least 2 aligned problems</i>	Small Group Options
Day 1: I can use clocks and number lines to understand elapsed time.		Lesson Book Pg. 220-221	Lesson Book Pg. 221 #1	Practice & Problem Solving Book: Pages 233-234 i Ready: <i>Time Out!</i> Solve Problems About Time
Day 2: I can use clocks and number lines to understand elapsed time.		Lesson Book Pg. 222-223	Lesson Book Pg. 223 #6, #7	Practice & Problem Solving Book: Pages 235-236 i Ready: <i>Time Out!</i> Solve Problems About Time
Day 3: I can use clocks and a number line to solve a problem to find the start time.		Lesson Book Pg. 224-225	Lesson Book Pg. 225, #11, #12	Practice & Problem Solving Book: Pages 237-238 i Ready: <i>Time Out!</i> Solve Problems About Time
Day 4: I can use clocks, number lines, and equations to solve problems about elapsed time.		Lesson Book Pg. 226-227	Lesson Book Pg. 228	Practice & Problem Solving Book: Pages 239-240 i Ready:

			<i>Time Out!</i> Solve Problems About Time
Day 5: I can use clocks, number lines, and equations to solve problems about elapsed time.	Lesson Book Pg. 229 Review as needed before quiz		<u>Assessment</u> Lesson 21 Weekly Quiz [3.MD.1]

SAMPLE

Unit 2 Week 4 Grouping and Sharing Division

Day 1

Snap Facts Routine		 5 Minutes
<p>Practice 1s and 2s</p> <p>See Unit 1, Week 3, Lesson 5 for 'Snap Fact Routine' lesson plan See Appendix for 'Student Directions' page</p>		
Math Story [3.OA.2]		 40 Minutes*
*Note: This Math story is longer due to the nature of having a Part 1 and Part 2		
<p>Math Story 2.1 Part 1: Fish <i>There are 28 fish, with 7 fish in each fish bowl. How many fish bowls are there?</i></p> <p>Math Story 2.1 Part 2: Cookies <i>Mr. Franke baked 28 cookies. He gave all the cookies to 4 friends, being careful to give the same number of cookies to each friend. How many cookies did each friend get?</i></p>		
Engage [4 min]	<p>A. Show Engage image for MS 2.1 [See myNHA]</p> <p>B. Pose Turn and Talk: <i>What do you notice? What do you wonder?</i> </p> <p>C. Call on multiple students to share. [Option to record responses]</p>	
Problem [12 min]	Visualize the story	<p>A. Ask students to close their eyes or look at the picture from the Engage to visualize what is happening while you tell the Math Story. <i>There are 28 fish, with 7 fish in each fish bowl.</i></p>
	Retell	<p>B. <i>Think-</i> Have students think about what they heard in the story. <i>What did you hear first? What did you hear next?</i> </p> <p><i>Pair-</i> <i>Retell the story to your partner.</i></p> <p><i>Share-</i> Call on one or two students to retell the story, using the questions <i>What did you hear first? What did you hear next?</i></p>

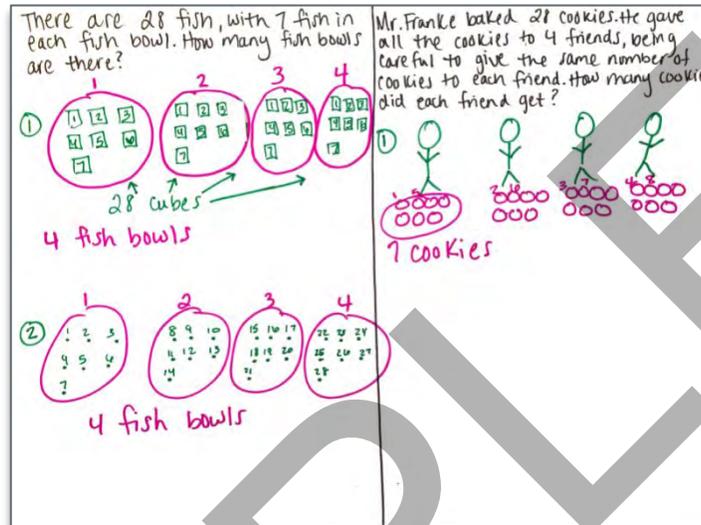
Re-read with question	<p>C. Read the Problem again with the question. <i>There are 28 fish, with 7 fish in each fish bowl. How many fish bowls are there?</i></p>
Make Sense	<p>D. Pose Think, Pair, Share question to allow students to estimate and/or explore reasonable solutions.</p> <p><i>Do you think there will be more than 2 bowls?</i> </p>
Solve	<p>E. Ask students to model the problem using cubes or pictures and document the strategy they use on their recording sheet.</p> <p><i>Now that you have a visual image of what is happening in today's story, I want you to:</i></p> <ol style="list-style-type: none"> <i>1. Think about how you are going to use your cubes to figure out how many fish bowls there are?</i> <i>2. At your desk, use cubes to figure out how many fish bowls there are.</i> <i>3. Try and write a multiplication equation to represent this problem.</i> <i>4. When you have a strategy, talk with your partner and share your strategy that you used to figure out how many fish bowls before we start our discussion.</i>
Circulate & Ask Probing Questions	<p>F. Circulate, listen and observe student thinking. Then ask probing questions and keep students connected to the context of the Math Story.</p> <ol style="list-style-type: none"> <i>a. What do we know in the problem?</i> <i>b. How many cubes are you going to start with? How do you know?</i> <i>c. Is there another way you could solve?</i>

	Choose	<p>G. Identify students who have shown different ways to figure out how many fish bowls there are.</p> <p style="padding-left: 40px;">Example:</p> <ul style="list-style-type: none"> ○ Student who counted out 28 cubes to start and then parceled them out by 7s until there were no more cubes left. ○ Student who did not count out 28 cubes first but started by counting 7 into each group. ○ Student who represented their strategy with a “missing factor” multiplication equation.
<p>Math Story 1.16 Part 2 [10 minutes]</p>	<p>H. Tell students that you are going to give them one more problem to do. Go through the same steps as above:</p> <ul style="list-style-type: none"> ○ Read once without question ○ Have students visualize and retell ○ Read problem again WITH question ○ Have students estimate if they think each friend will get more than 2 cookies? More than 3 cookies? ○ Solve <p><i>Mr. Franke baked 28 cookies. He gave all the cookies to 4 friends, being careful to give the same number of cookies to each friend. How many cookies did each friend get?</i></p>	

Discussion
[6 min]

- A. Chart strategies on an anchor chart based on the order that you want to highlight them, in order to be able to arrive at your Key Points.

Sample Anchor Chart:



- B. Turn and Talk Question: **What do you notice about these two problems? What did [insert student's name] do differently when solving these two problems?**

I noticed that a lot of us counted out 28 cubes to start in both problems. We used those cubes in different ways to solve these problems.

We had 28 cubes that we wanted to share among fish bowls, and we also had 28 cubes that were cookies that we wanted to share among people.

Let's look at these two problems side by side and take a moment to discuss with our partner one similarity and one difference that you notice. [Call on multiple students to share out]

Possible student responses:

- We used the same numbers in both problems
- We wrote a multiplication equation for both
- One was about fish and fish bowls and one was about cookies and people
- We were missing the 4 in the fish bowl equation, we were missing the 7 in the cookie equation

We wrote two multiplication equations to represent these two problems, the big difference today is that we were missing one of our factors. Let's look at which factor we were missing in each problem.

Key Points
[4 min]

- In problem #1 we were trying to find out the number of fish bowls. Thinking back to last week, does this factor represent the number of groups or the number in each group? Turn and tell your partner. [Label on anchor chart "Number of groups" under the 4]
- In problem #2 we were trying to find the number of cookies that each friend got. Again, thinking back to last week, does this factor represent the number of groups or the number in each group? Turn and tell your partner. [Label on anchor chart "Number in each group" under the 7]

The anchor chart is divided into two columns. The left column is for the fish problem, and the right column is for the cookie problem.

Left Column (Fish Problem):

- Text: "There are 28 fish, with 7 fish in each fish bowl. How many fish bowls are there?"
- Diagram 1: 28 small squares representing fish are arranged into 4 groups of 7. A pink circle highlights the number 4, with an arrow pointing to it from the text "4 fish bowls".
- Diagram 2: A multiplication table for 28 divided by 7, with 4 circled in pink.
- Equation: $4 \times 7 = 28$. The number 4 is circled in pink, and a label "# of groups" is written below it with an arrow pointing to the 4.

Right Column (Cookie Problem):

- Text: "Mr. Franke baked 28 cookies. He gave all the cookies to 4 friends, being careful to give the same number of cookies to each friend. How many cookies did each friend get?"
- Diagram 1: 28 small circles representing cookies are distributed to 4 stick figures. A pink circle highlights the number 7, with an arrow pointing to it from the text "7 cookies".
- Diagram 2: A multiplication table for 28 divided by 4, with 7 circled in pink.
- Equation: $4 \times 7 = 28$. The number 7 is circled in pink, and a label "# in each group" is written below it with an arrow pointing to the 7.

A large green arrow points from the equation $4 \times 7 = 28$ in the right column to the equation $4 \times 7 = 28$ in the left column.

	<p><i>Boys and girls, today you were able to solve “missing factor” multiplication problems, where one piece of information, or one of our factors was missing.</i></p> <p><i>Today in your Practice Problem and the rest of this week we are going to be working with multiplication problems where one of our factors is missing.</i></p>	
Practice Problem [5 min]	<p>Students will now solve one practice problem on their own.</p> <p>Directions: Solve the problems using cubes or by drawing a picture. Then, write a multiplication equation to represent the problem.</p> <p>1.) Mr. Johnson’s chickens laid 24 eggs. There are 6 eggs in each nest. How many nests are there on Mr. Johnson’s farm?</p> <p>2.) Eleanor loves to bake brownies. She baked 24 brownies for her after-school club. There are 6 people in the after-school club and she wants to be sure that everyone gets the same number of brownies. How many brownies will each person get?</p>	
 45 min	Classroom-Based Instruction	
15 min	Introduction to New Material	Lesson Book Pg. 220-221
10 min	Guided Practice	Lesson Book Pg. 221 #1
20 min	Independent Practice & Small Group Weekly Options	<p style="text-align: center;">Independent Practice</p> <p style="text-align: center;">Practice and Problem Solving Book Pgs. 233-234</p> <p style="text-align: center;">iReady</p> <p style="text-align: center;">Time Out! Solve Problems About Time</p> <p style="text-align: center;">Teacher Small Group</p> <p style="text-align: center;">Option to pull small groups based on formative assessment. Use READY materials to reteach or extend.</p>

6-8 MATH LESSON CYCLE STRUCTURE OVERVIEW

WHOLE GROUP: [Activity Day: 45 – 60 minutes] [Lesson Day: 30 – 45 minutes]

DO NOW		 8-10 Minutes
<p>The Do Now is part of the Entrance Routine. The Do Now should consist of 1-2 problems that take approximately 5 minutes to complete. Students begin working on this immediately upon entering the classroom and should not need support from the teacher. The teacher should spend between 3-5 minutes reviewing the Do Now so that the lesson can begin within the first ten minutes of class.</p>		
ENGAGE		 5 Minutes
1.	Show the Engage image [see Week at a Glance]. This will allow students to begin thinking about the context of the problem.	
2.	<p>Pose questions to students using a Think-Pair-Share structure:</p>  What do you notice? What do you wonder?	
3.	Have several students share out whole group. Accept any and all responses, even non-mathematical notices and wonderings. This quick activity allows all students to engage in classroom discussion, activates prior knowledge, and allows the teacher to introduce or clarify key vocabulary for the day.	
PROBLEM		 10-15 Minutes
1.	<p>Pose ONE problem to students without telling students HOW to solve.</p> <ul style="list-style-type: none"> • Read the problem without the question and ask students to visualize what is happening. • Facilitate Think-Pair-Share routine to have students retell what they know from the problem. • Read the problem again with the question. Pose a question that allows students to estimate. • Set expectations for problem solving: Allow students to work with partners in pairs and encourage students to use tools, pictures, and equations to prove their strategy. 	
2.	<p>Teacher circulates to observe student strategies and discussion. Teacher asks probing questions and provides scaffolded support as needed.</p> <p>This problem anchors the class discussion and introduces the key concepts for the day. The problem allows all students to work collaboratively to explore a concept and engage in productive struggle and discussion. Students are provided with manipulatives or tools to draw pictures to solve problems.</p> <ul style="list-style-type: none"> • On Day 1 the problem is typically a hand- on activity to build conceptual understanding. • On Day 2- Day 5 the problem is typically a story problem from the text. 	

DISCUSSION & KEY POINTS (I CAN)		 10-15 Minutes
1.	Choose a few students to share their solution strategies based on strategies you have pre-planned to highlight.	
2.	Teacher facilitates as different students are called on to share their thinking with the class. After a few students have shared their strategies for solving the problem, the teacher allows for student processing by asking an additional question. For example: What is similar about these strategies? What is different about these strategies?	
3.	Teacher introduces I CAN statement and models a sample problem/strategy or key concept for the class on the white board or an anchor chart. This anchor chart becomes a tool that students can refer to during guided practice and small group.	
GUIDED PRACTICE		 5-10 Minutes
Teacher has students work in pairs to complete additional practice problems that review the concept introduced with the anchor problem. Teacher will reference the newly created anchor chart and I CAN statement after reviewing each problem. This is quick practice where students work together and then come back to discuss as a class. The teacher can use this as a check for understanding before releasing students to independent practice.		

SMALL GROUP: [Activity Day: 30 – 45 minutes] [Lesson Day: 45 – 60 minutes]

Students should experience at least **two** of the activities each day. Minimal teacher preparation is required for the Independent Practice and Collaborative Practice. This practice will come from Big Ideas or Engage New York. [See Week at a Glance for more guidance.] This will allow teachers to focus their time on preparing for the whole group lesson and the teacher small group lesson. Weeks 1-4 are used to establish strong procedures and expectations for small group instruction. [See Small Group Structure Overview]

ACTIVITY DAY: 2 ROTATIONS @ 10-15 MIN EACH			
	Group 1 (At/Above GL)	Group 2 (Below GL)	Group 3 (At Risk)
Day 1 & 3	Independent Practice	Collaborative Practice	Teacher Group
	Collaborative Practice	Teacher Group	Independent Practice
LESSON DAY: 3 ROTATIONS @ 15-20 MIN EACH			
	Group 1 (At/Above GL)	Group 2 (Below GL)	Group 3 (At Risk)
Day 2 & 4	Collaborative or Independent Practice	Computer	Teacher Group
	Computer	Teacher Group	Collaborative or Independent Practice
	Teacher	Collaborative or Independent Practice	Computer

EXIT TICKET	 5 Minutes
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Classroom-Based Instruction Week at a Glance

Week 1: Classroom Culture & Routines/Procedures



Day	Classroom Culture Focus
1	
2	
3	
4	
5	

Classroom-Based Instruction Week at a Glance

Week 2: Solving Simple Equations & Solving Multi-Step Equations



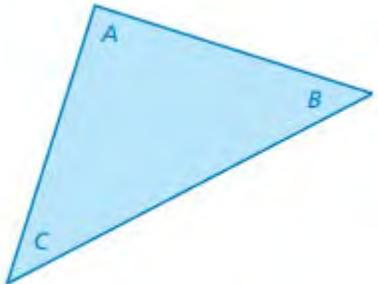
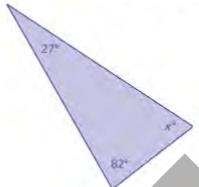
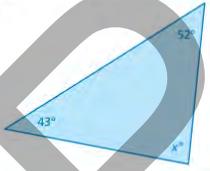
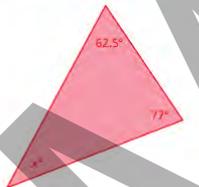
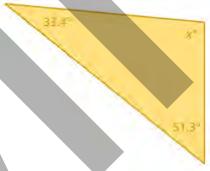
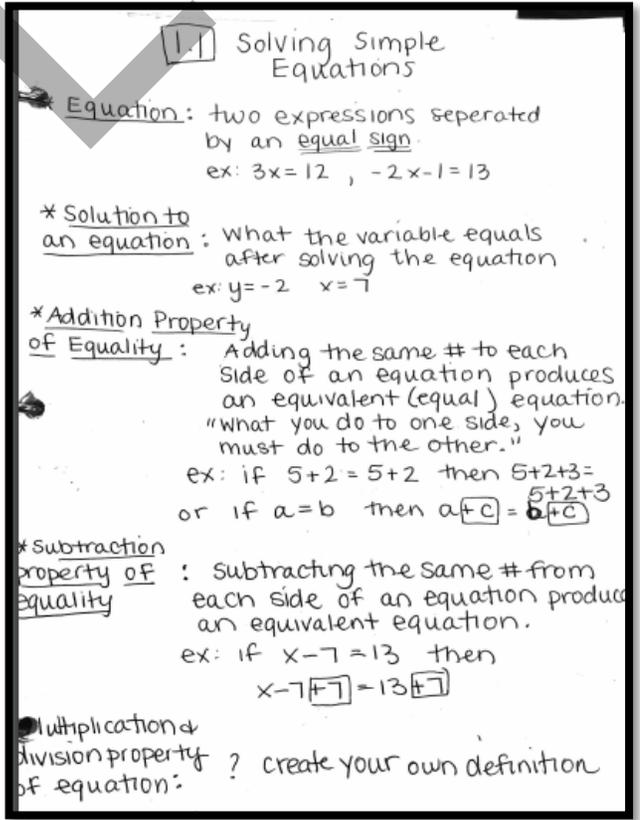
8.EE.7a Give examples of linear equations in one variable with one solution, successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$ results .

8.EE.7b Solve linear equations with rational number coefficients, including equations whose solutions require collecting like terms.

Daily Goals and Lesson Objectives		Introduction to New Material	Guided Practice	Small Group Instruction		
		35-45 minutes	10-15 minutes	30-45 minutes		
		Lesson Cycle: Engage – Problem – Discussion – Key Points	At least 2 aligned problems	Independent Practice Problem Sets	Collaborative Problem Sets	Teacher Small Group
Day 1: BI Lesson 1.1 Solving Simple Equations I can solve simple equations using addition, subtraction, multiplication, or division		1.1 [Pg. 2-6] Problem: pg. 3 <i>Activity 3</i> Discussion: Could we have solved this by writing an equation? Key Point: Example 1 & 2	On Your Own pg. 5 #1-9	pg. 7 #7-15, 18-20	Pg. 8 21-27	Pg. 7 1-6
Day 2: BI Lesson 1.1 Solving Simple Equations I can solve simple equations using addition, subtraction, multiplication, or division		1.1 Pg. 6 Problem: Pg. 41 ANTS Discussion: What strategies did you use to solve? What did we learn yesterday that could help? Key Point: Example 3 & 4	Pg. 6 On Your Own #10-12	pg. 7-9 #s 16-17, 28-35	Pg. 8 #36-40, 42, 44	RAP-J 1.1 Practice all
Day 3: BI Lesson 1.2 Solving Multi-Step Equations I can use inverse operations to solve multi-step equations. I can use the Distributive Property to solve multi-step equations.		1.2 [Pg. 10-11] Problem: <i>Activity 1 & 2</i> Discussion: What must you do before you can solve? Are there steps you must follow? Key Point: Example 1 & 2	On Your Own Pg. 12 #1-3	Pg. 14 # 3-9		Pg. 14 #1-2
Day 4: BI Lesson 1.2 Solving Multi-Step Equations I can use inverse operations to solve multi-step equations. I can use the Distributive Property to solve multi-step equations.		1.2 [Pg. 11] Problem: <i>Activity 3</i> Discussion: Is there more than one way to solve? What are your strategies? Key Point: Example 3 & 4	On Your Own Pg. 13 #4-6	pg. 14 #12-17 & Pg. 17 #11-14	Pg. 14 #18 & RAP-J 1.2 Practice all	Teacher choice based on student need
Day 5: I can assess my understanding of writing and solving multi-step equations		White Board Review: Pg. 17 #1-10	8.EE.7a & 8.EE.7b QUIZ			

Introduction to New Material

Week 2: Solving Simple Equations & 1.2: Solving Multi-Step Equations

Day	Engage	Problem	Key Ideas
1	<p>Show:</p>  <p>Ask: What do you notice? What do you wonder?</p>	<p>Bl p. Problem: pg. 3 Activity 3 Work with a partner. Use the rule you wrote in Activity 2 to write an equation for each triangle. Then solve the equation to find the value of x. Use a protractor to check the reasonableness of your answer.</p> <p>a. </p> <p>b. </p> <p>c. </p> <p>d. </p> <p>Discussion: How can you use a rule to solve problems in math? Could we have solved this by writing an equation? How?</p>	<p>Bl p. 4 Key Point: Key Idea, Example 1 & 2 Key Ideas:</p>  <p>1.1 Solving Simple Equations</p> <p>Equation: two expressions separated by an <u>equal sign</u>. ex: $3x = 12$, $-2x - 1 = 13$</p> <p>* Solution to an equation: What the variable equals after solving the equation. ex: $y = -2$ $x = 7$</p> <p>* Addition Property of Equality: Adding the same # to each side of an equation produces an equivalent (equal) equation. "what you do to one side, you must do to the other." ex: if $5 + 2 = 5 + 2$ then $5 + 2 + 3 = 5 + 2 + 3$ or if $a = b$ then $a + c = b + c$</p> <p>* Subtraction property of Equality: Subtracting the same # from each side of an equation produces an equivalent equation. ex: if $x - 7 = 13$ then $x - 7 - 7 = 13 - 7$</p> <p>* Multiplication & division property of equation: ? create your own definition</p>

Example 1 & Guided Practice

* inverse operations : one operation that "undoes" another

- + undoes -
- undoes +
- undoes ÷
- ÷ undoes •

EX1: Solve equations using addition or subtraction.

a) $x - 7 = -6$ or $x - 7 = -6$
 $+7 \quad +7$ $x + (-7) = -6$
 $x = 1$ $x = 1$

b) $y + 3.4 = 0.5$ rewrite $\frac{3.4}{-0.5}$
 $-3.4 \quad -3.4$ -0.5
 $y = -2.9$ -2.9
 (rewrite using War + line up your dec.)

c) $h + 2\pi = 3\pi$ (which one is the variable?)
 $-2\pi \quad -2\pi$
 $h = 1\pi \rightarrow h = \pi$

Practice

1) $r - \pi = \pi$ 2) $5.6 + z = -8$
 $r = 2\pi$ $z = -13.6$

Laws of Algebra

- 1) Must get the var. alone!
- 2) Use inverse operations
- 3) What you do to one side, you must always do to the other

How?

- rewrite as addition
- Can I distribute
- Get all of your variables to one side
- Combine like terms
- Use inverse operations
- Make sure your variable is in the front!

Example 2 & Guided Practice

EX2 Solving equations using mult/div.

a) $-\frac{3}{4}n = -2$ Note: use the multiplicative inverse (reciprocal)

$-\frac{4}{3} \cdot -\frac{3}{4}n = -2 \cdot (-\frac{4}{3})$
 $\frac{12}{12} = 1$ = rewrite $-\frac{2}{1} \cdot -\frac{4}{3}$
 $1n = \frac{8}{3}$ or $n = 2\frac{2}{3}$

b) $\frac{\pi x}{17\pi} = \frac{3\pi}{17\pi}$
 $x = 3$

practice

1) $6\pi = \pi x$ 2) $0.09w = 1.8$
 $x = 6$ $w = 20$

2

Show:



Ask:
What do you notice? What do you wonder?

Bl p. 41
Problem: **Problem:** Pg. 41 ANTS

41. **ANTS** Some ant species can carry 50 times their body weight. It takes 32 ants to carry the cherry. About how much does each ant weigh?



Discussion: What strategies did you use to solve this problem. What did we learn yesterday that could help?

Bl p. 6
Key Point: *Example 3 & Example 4*

EX3 Identify solutions

$K + 4 \div 0.2 = 5$ a) -15 b) -5 c) -3 d) 15

$K + 20 = 5 \rightarrow 0.2 \begin{array}{r} 20 \\ 40 \\ \hline 40 \\ 00 \end{array}$

$K = 5 + (-20)$

$K = -15$

EX4 Real Life Application

* read 3 before trying me! Pg. 6

Q's = What does "of" stand for? (multiply)
bromine = $\frac{1}{30}$ of nitrogen what about is? (equal)

$-7 = \frac{1}{30} \cdot n$ or $-7 = \frac{1}{30}n$

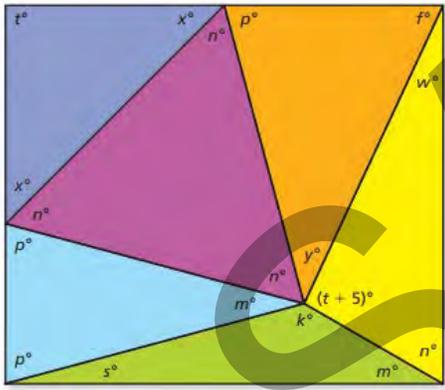
$\frac{30}{1} \cdot -7 = \frac{1}{30} \cdot \frac{30}{1} \cdot n$

$-210 = n$ so $n = -210$ now, answer

* -210°C is the melting point of nitrogen.

3

Show:

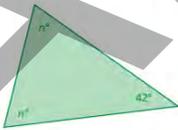
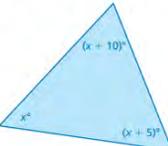


Ask:
What do you notice? What do you wonder?

Bl p.10 -11
Problem: *Activity 1 & Activity 2*

Activity 1: Solving for angles in a triangle

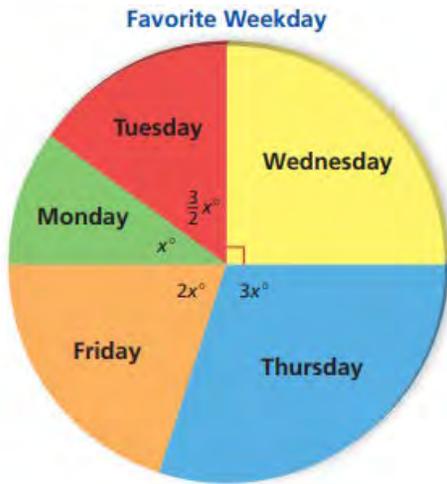
Work with a partner. Write an equation for each triangle. Solve the equation to find the value of the variable. Then find the angle measures of each triangle. Use a protractor to check the reasonableness of your answer.

a.  b. 

Activity 2: Problem Solving Strategy

Bl p. Pg. 12
Key Idea, *Example 1 and 2*
Key Point:

Show:

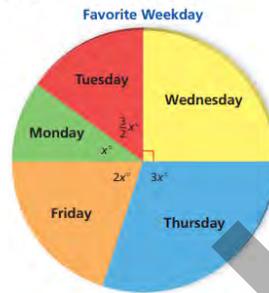


BI p. 11 Activity 3

Problem:

Work with a partner. A survey asked 200 people to name their favorite weekday. The results are shown in the circle graph.

- How many degrees are in each part of the circle graph?
- What percent of the people chose each day?
- How many people chose each day?
- Organize your results in a table.



Discussion: Is there more than one way to solve? What are your strategies?

BI p. 13 Example 3 and 4

Key Point: Example 3

EX3 using the distributive Property

$$2(1-5x)+4 = -8 \text{ or } 2(1-5x)+4 = -8$$

$$2 - 10x + 4 = -8 \text{ or } 2(1+(-5x))+4 = -8$$

$$2 + (-10x) + 4 = -8 \quad 2 + (-10x) + 4 = -8$$

$$\begin{array}{r} 6 + (-10x) = -8 + (-6) \\ -6 \quad -6 \\ \hline -10x = -14 \\ \quad -10 \quad -10 \\ \hline x = 1.4 \end{array} \quad \begin{array}{r} -10x + 6 = -8 - 6 \\ -6 \quad -6 \\ \hline -10x = -14 \\ \quad -10 \quad -10 \\ \hline x = 1.4 \end{array}$$

Example 4

EX4: Real Life Application

Day	Miles
M	2
T	0
W	1.5
Th	0
F	

How many miles do I need to run on Friday so that my mean is 1.5 miles a day?

STEP 1: Write an equation?

recall: What is mean?
 (Average = $\frac{\text{total or sum}}{\text{\# of Values}}$)

Step 1: $\frac{2+0+1.5+0+x}{5} = 1.5 \rightarrow$ undo division

$$\frac{5}{1} \cdot \frac{(2+0+1.5+0+x)}{5} = 1.5 \cdot 5$$

$$2+0+1.5+0+x = 1.5 \cdot 5$$

$$\begin{array}{r} 3.5 + x = 7.5 \\ -3.5 \quad -3.5 \\ \hline x = 4 \text{ miles on Friday!} \end{array}$$

4

Ask:

What do you notice? What do you wonder?

5

White Board Review:
Pg. 17 #1-10

8.EE.7a & 8.EE.7b QUIZ

Classroom-Based Instruction Week at a Glance

Week 3: Solving Equations with Variables and Rewriting Equations & Formulas



8.EE.7a Give examples of linear equations in one variable with one solution, successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$ results.

8.EE.7b Solve linear equations with rational number coefficients, including equations whose solutions require collecting like terms.

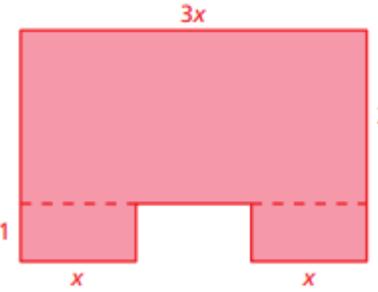
Daily Goals and Lesson Objectives		Introduction to New Material	Guided Practice	Small Group Instruction		
		35-45 minutes	10-15 minutes	30-45 minutes		
		Lesson Cycle: Engage – Problem – Discussion – Key Points	At least 2 aligned problems	Independent Practice Problem Sets	Collaborative Problem Sets	Teacher Small Group
Day 1: BI Lesson 1.3: Solving Equations with Variables I can solve equations with variables on both sides.		1.3 Pg. 18-19 Problem: Activity 1 & 2 Discussion: How can we solve an equation when there is a variable on both sides of the equation? How do we get the variables all together? Key Point: Example 1 & 2	Pg. 20 "On your own" #1-3	pg. 23 #6-15	Pg. 23 #1-5	Teacher choice based on student need
Day 2: BI Lesson 1.3: Solving Equations with Variables I can solve equations with variables on both sides.		1.3 Pg. 21 Problem: On your Own #4 Discussion: Does every equation have a solution? Is it possible to have more than one solution? Key Point: Example 4 & 5	Pg. 21 "On Your Own" #5-7	pg. 23-25 #'s 17-29 odd, 30-36	Pg.25 #37-38	RAP-J 1.3 Practice all
Day 3: BI Lesson 1.4: Rewriting Equations and Formulas I can rewrite equations to solve for one variable in terms of the other variable(s).		1.4 Pg. 26, 28 Problem: Activity 1 (a-c) Discussion: Why is it beneficial to rearrange formulas? How can you use one formula to write a formula for a different measurement or variable? Key Point: Example 1 & 2	Pg. 27 Activity 2 And pg. 28 "On Your Own" #1-6	Pg. 30 # 3-13	Pg. 30-31 #1-2 22, 23	Teacher choice based on student need

<p>Day 4: BI Lesson 1.4: Rewriting Equations and Formulas I can rewrite equations to solve for one variable in terms of the other variable(s).</p>	<p>1.4 Pg. 27, 29 Problem: Activity 2 Discussion: How does what we learned yesterday help us today? Can we arrange 3D formulas the same way as 2D? Do you think rewriting and rearranging works for all formulas? Key Point: Example 3 & 4</p>	<p>RAP –J 1.4 Practice all</p>	<p>pg. 31 #14-19</p>	<p>Pg. 31 #20-21</p>	<p>Teacher choice based on student need</p>
<p>Day 5: BI Lesson I can assess my understanding of solving equations with variables on both sides and rewriting formulas for given variables.</p>	<p>8.EE.7a QUIZ 8.EE.7b QUIZ</p>				

SAMPLE

Introduction to New Material

Week 3: Solving Equations with Variables and Rewriting Equations & Formulas

Day	Engage	Problem	Key Ideas
1	<p>Show: Pg. 18 g</p>  <p>Ask: What do you notice? What do you wonder?</p>	<p>BI p. 18 Activity 1 Perimeter & Area Problem: Work with a partner.</p> <ul style="list-style-type: none"> Each figure has the unusual property that the value of its perimeter (in feet) is equal to the value of its area (in square feet). Write an equation for each figure. Solve each equation for x. Use the value of x to find the perimeter and the area of each figure. Describe how you can check your solution. <p>Have students do a-g as needed.</p> <p>a. </p> <p>Discussion: <i>How can we solve an equation when there is a variable on both sides of the equation?</i> <i>How do we get the variables all together?</i></p>	<p>BI p. 20 Key Ideas, Example 1 and 2 Key Point:</p> <ul style="list-style-type: none"> Add or subtract to get the variable to one side. Choose the side that makes the most sense More than one way to do the first step (move to the left or right) <div data-bbox="1312 592 1848 1088" style="border: 1px solid black; padding: 5px;"> <p>[1.3] Solving Equations w/ Variables on Both Sides</p> <p>Note: Must get all variables to one side and constants to the other.</p> <p>* <u>Constant Term</u>: A term with no variable. "Constantly alone!"</p> $3x + 4x - 2 = 7$ <p style="text-align: center;"> \downarrow constant \downarrow constant \downarrow constant </p> <p>[EX1]: Vars on Both Sides</p> $15 + 2x = -7x$ $+ 2x \quad + 2x$ <hr style="width: 50%; margin: auto;"/> $\frac{15}{-5} = \frac{5x}{+5} \leftarrow \text{get } x \text{ alone!}$ $-3 = x$ <div style="border: 1px solid black; display: inline-block; padding: 2px;"> $x = -3$ </div> <p>Note: move variables to the side that makes the most sense!</p> </div> <div data-bbox="1312 1112 1848 1404" style="border: 1px solid black; padding: 5px;"> <p>[EX2]: Now add in distributive Property</p> $-2(x-5) = 6\left(2 - \frac{1}{2}x\right)$ $\begin{array}{r} -2(-5) \\ -2x + 10 = 12 + (-3x) \\ + 3x \qquad \qquad + 3x \end{array}$ <hr style="width: 50%; margin: auto;"/> $1x + 10 = 12$ $\begin{array}{r} -10 \quad -10 \end{array}$ <div style="border: 1px solid black; display: inline-block; padding: 2px;"> $x = 2$ </div> </div>

2

Show:

Solve $3 - 4x = -7 - 4x$.

$$3 - 4x = -7 - 4x$$

$$\begin{array}{r} \rightarrow +4x \quad +4x \\ \hline 3 = -7 \quad \times \end{array}$$

Ask:
What do you notice? What do you wonder?

BI p.
Problem: Pg. 21 "On Your Own" #4

4. $2x + 1 = 2x - 1$

Discussion: *Does every equation have a solution? Is it possible to have more than one solution?*

BI p.Pg. 21-22 Activity 4 and 5
Key Point:

EX4 No Solutions!

$$\begin{array}{r} 3 - 4x = -7 - 4x \\ +4x \quad +4x \\ \hline 3 = -7 \quad (\text{Not true}) \\ \text{NO Solution} \end{array}$$

→ impossible

practice
 $6(5 - 2v) = -4(3v + 1)$ → explain to me why?
No Solu.

EX5: Writing and solving an Equation
Find the perimeter and Area
Start: What do we know? 7

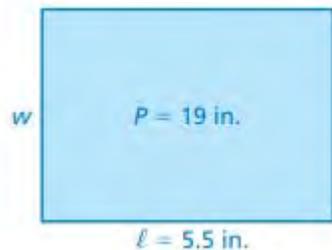
$$\begin{array}{r} 2x - 3 = 3x - 10 \\ -2x \quad -2x \\ \hline -3 = x - 10 \\ +10 \quad +10 \\ \hline x = 7 \end{array}$$

$$\begin{array}{c} 2x-3 \\ \square \\ 3x-10 \end{array}$$

Next: plug back in to determine side length
 $2(7) - 3 = 11$

Last: evaluate & find perimeter
 $7 + 7 + 11 + 11$
or $2(7) + 2(11)$
 $p = 14 + 22 = 36 \text{ units}$
 $A = 7(11) = 77 \text{ units}^2$

Show: Pg. 26 Activity 1a



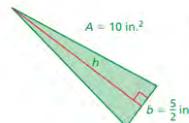
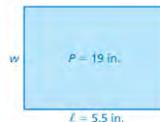
Ask:
What do you notice? What do you wonder?

3

BI p. 26 Activity 1a-1c
Problem: Can you rearrange the formula to solve for various variables? If $P=2l+2w$, can we get w alone instead of P ?

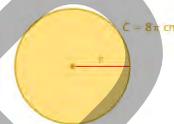
Work with a partner.

- a.
- Write a formula for the perimeter P of a rectangle.
 - Solve the formula for w .
 - Use the new formula to find the width of the rectangle.



- b.
- Write a formula for the area A of a triangle.
 - Solve the formula for h .
 - Use the new formula to find the height of the triangle.

- c.
- Write a formula for the circumference C of a circle.
 - Solve the formula for r .
 - Use the new formula to find the radius of the circle.



Discussion:
Why is it beneficial to rearrange formulas?
How can you use one formula to write a formula for a different measurement or variable?

BI p. 28 Key Vocabulary & Examples 1 & 2
Key Point:

1.4 Rewriting equations and formulas

* Literal Equation: An equation that has 2 or more variables.
ex: $y = mx + b$, $y = 2x - 1$, $A = L \cdot w$
 $P = 2L + 2w$, $A = \frac{1}{2}bh$, $I = prt$

EX1 Solving Literal Equations

solve $2y + 5x = 6$ solve for y .

$$\begin{array}{r} 2y + 5x = 6 \\ -5x \quad -5x \\ \hline 2y = 6 + (-5x) \end{array}$$

$$y = 3 + -\frac{5}{2}x$$

$$y = -\frac{5}{2}x + 3 \leftarrow \text{put your variables 1st}$$

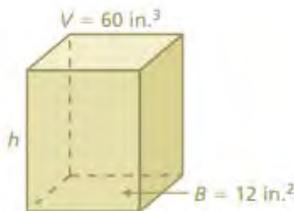
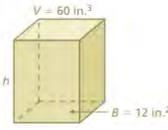
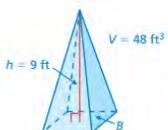
EX2 Rewrite Known Formulas

$S = \pi r^2 + \pi rL$ solve for L .

$$\begin{array}{r} S = \pi r^2 + \pi rL \\ -\pi r^2 \quad -\pi r^2 \\ \hline \end{array}$$

$$\frac{S - \pi r^2}{\pi r} = \frac{\pi rL}{\pi r}$$

$$L = \frac{S - \pi r^2}{\pi r}$$

4	<p>Show:</p>  <p>Ask: What do you notice? What do you wonder?</p>	<p>BI p.27 Activity 2 a-d Problem:</p> <p>Work with a partner.</p> <p>a. • Write a formula for the volume V of a prism. • Solve the formula for h. • Use the new formula to find the height of the prism.</p>   <p>b. • Write a formula for the volume V of a pyramid. • Solve the formula for B. • Use the new formula to find the area of the base of the pyramid.</p> <p>Continue as needed with c and d. Discussion: How does what we learned yesterday help us today? Can we arrange 3D formulas the same as 2D? Do you think rewriting and rearranging works for all formulas?</p>	<p>BI p. Pg. 29 Key Idea & Example 3 & 4 Key Point:</p> <ul style="list-style-type: none"> • Focus on how to remove a fraction • Simplify to new equation fully • When to use decimals and when to use fractions
5	<p>8.EE.7a QUIZ 8.EE.7b QUIZ</p>		

Classroom-Based Instruction Week at a Glance

Week 4: Congruent Figures, Translations, Reflections, and Rotations



8.G.1 Verify experimentally the properties of translations.

8.G.2 Understand that a two dimensional figure is congruent to another if the second can be obtained from the first by a sequence of translations; given two congruent figures, describe a sequence that exhibits the congruence between them.

8.G.3 Describe the effect of translations on two-dimensional figures using coordinates.

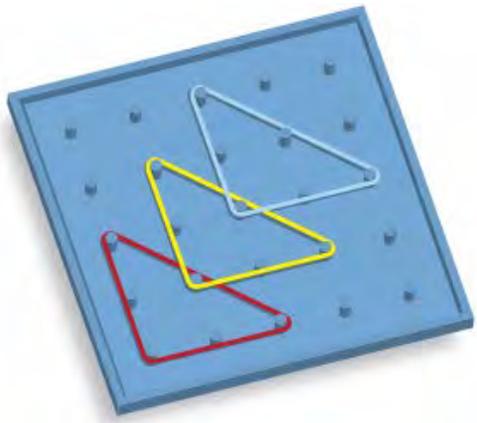
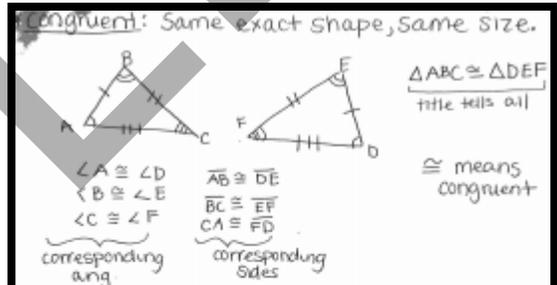
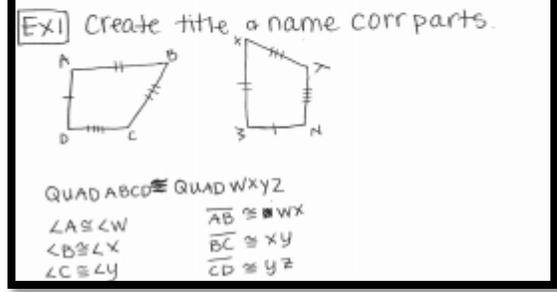
Daily Goals and Lesson Objectives		Introduction to New Material	Guided Practice	Small Group Instruction		
		35-45 minutes	10-15 minutes	30-45 minutes		
		Lesson Cycle: Engage – Problem – Discussion – Key Points	At least 2 aligned problems	Independent Practice Problem Sets	Collaborative Problem Sets	Teacher Small Group
Day 1: BI Lesson 2.1: Congruent Figures I can name corresponding angles and corresponding sides of congruent figures. I can identify congruent figures.		2.1 Pg. 42 – 45 Problem: Activity 1 Discussion: <i>How can you identify congruent triangles?</i> Key Point: Example 1 & 3	Pg. 44-45 "On Your Own" 1-3	BI pg. 7 #4-12	Pg. 7 #13-15	Pg. 7 #1-3
Day 2: BI Lesson 2.2: Translations I can identify translations. I can translate figures in the coordinate plane.		2.2 Pg. 48 - 49 Problem 1: Activity 1 Problem 2: Activity 4 Discussion: What does it mean to translate? How do you get from one shape to the other? What is true about both shapes? Key Point: Example 1-3	Pg. 50 On your own #1-5	pg.52-53 # 10-16, 19-20	Pg. 53 #17-18, 21-23	Pg. 52 #1-9
Day 3: BI Lesson 2.3: Reflections I can identify reflections. I can reflect figures in the x-axis or the y-axis of the coordinate plane		2.3 Pg. 54 - 55 Problem: Example 1 Discussion: <i>How would you describe a reflection? What is true about both shapes?</i> Key Point: Examples 2-3	Pg. 57 "On Your Own" #4	Pg. 58 # 4-17	Pg. 59 #19-26	Pg. 58 #1-3 or RAP-J 2.3 Practice

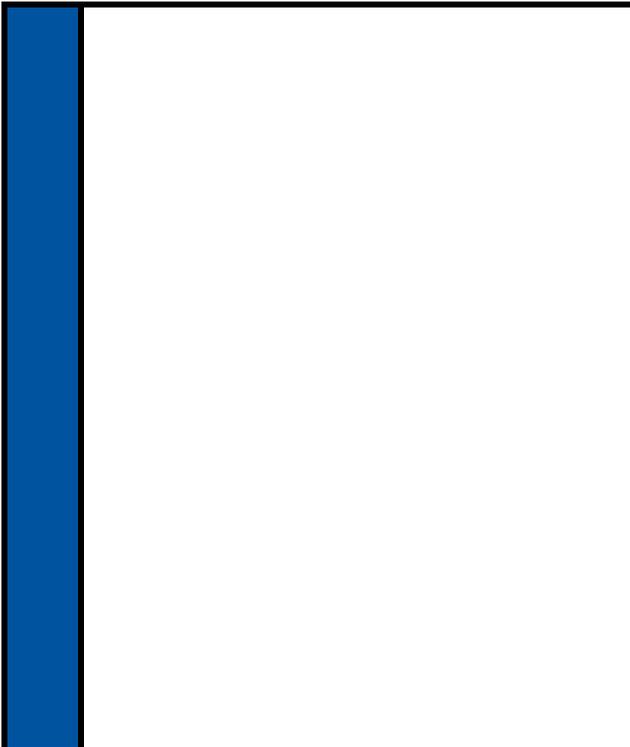
<p>Day 4: Lesson 2.4: Rotations I can identify rotations.</p> <p>I can rotate figures in the coordinate plane.</p>	<p>2.4 Pg. 60-62 Problem 1: Activity 2 Problem 2: Example 1 Discussion: What are the three basic ways to move an object on a plane? What happens to an object that has been turned on a coordinate plane? Key Point: Example 2 - 4</p>	<p>Pg. 64 Example 5 & "On Your Own" #4-5</p>	<p>pg. 65-66 #7-25 odd</p>	<p>Pg. 66-67 #14-28 even</p>	<p>PG. 65 # 1-6</p>
<p>I can assess my understanding of transformations.</p>	<p>8.G.1, 8.G.2, 8.G.3 QUIZ</p>				

SAMPLE

Introduction to New Material

Week 4: Congruent Figures, Translations, Reflections, and Rotations

Day	Engage	Problem	Key Ideas
1	<p>Show:</p>  <p>Ask: What do you notice? What do you wonder?</p>	<p>BI p. Pg. 42 Essential Question and Activity 1 all</p> <p>Work with a partner.</p> <ul style="list-style-type: none"> • Which of the geoboard triangles below are congruent to the geoboard triangle at the right? • Form each triangle on a geoboard. • Measure each side with a ruler. Record your results in a table. • Write a conclusion about the side lengths of triangles that are congruent.  <p>Discussion: How can you identify congruent triangles?</p>	<p>BI p.44-45 Key Ideas and Examles 1 and 3 (Skip 2) With an aditional NHA created Example</p> <div style="border: 1px solid black; padding: 5px;"> <p>congruent: Same exact shape, same size.</p>  <p>Ex1 Create title & name corr parts.</p>  </div> <p>Ex 2 on anchor chart below is Example 3 from Big Ideas Pg. 45 Ex 3 on the anchor chart below is the added NHA example.</p>



Ex 2 using Congruent Figures

$ABCD \cong JKLM$

$AB = 8ft$, $BC = 6ft$, $CD = 9ft$, $AD = 10ft$

$LM \cong \square$
 $JM \cong \square$
 $\angle L \cong \square$

What is the perimeter of JKLM

Ex 3 Determining Congruent Triangles

Side-side-side (SSS)

Side-Angle-side (SAS)

Angle-side-angle (ASA)

2

Show:

Ask:
What do you notice? What do you wonder?

BI p. 48 -49
Activity 1 a-c
NOTE: Students will need tessellation blocks

Work with a partner. Can you make the tessellation by translating single tiles that are all of the same shape and design? If so, show how.

a. Sample:

Tile Pattern

Single Tiles

b.

c.

BI p.pg. 50-51 key vocabulary. Key Ideas & Activity 1-3

Activity 4

NOTE: students will need graph paper

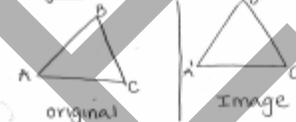
Work with a partner.

- Draw a rectangle in a coordinate plane. Find the dimensions of the rectangle.
- Move each vertex 3 units right and 4 units up. Draw the new figure. List the vertices.
- Compare the dimensions and the angle measures of the new figure to those of the original rectangle.
- Are the opposite sides of the new figure still parallel? Explain.
- Can you conclude that the two figures are congruent? Explain.
- Compare your results with those of other students in your class. Do you think the results are true for any type of figure?

2.2 Translations

* Transformation: when you make changes to one figure to create a second figure. The new figure is called an Image.

* Image: The result of a transformation



* Translation to slide, move.

EX1 Translating on a coordinate plane.

Note: $\uparrow = y + \text{something}$ $\downarrow = y - \text{something}$

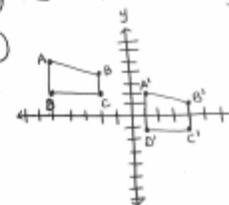
$\rightarrow = x + \text{something}$ $\leftarrow = x - \text{something}$

coordinate: $(x, y) \rightarrow (x+b, y-3)$

Notation: words: right b, down 3

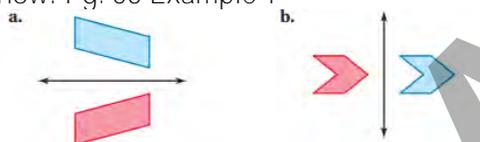
origin	Image
$A(5,5)$	$A'(1,2)$
$B(2,4)$	$B'(4,1)$
$C(-2,2)$	$C'(4,-1)$
$D(-5,2)$	$D'(1,-1)$

Shapes are congruent



Next: $(x', y') \rightarrow (x-2, y)$

Show: Pg. 56 Example 1



Ask: What do you notice? What do you wonder?

3

BI p. 56 Example 1 & "On Your Own #1-3

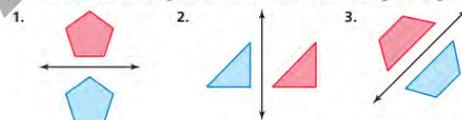
Tell whether the blue figure is a reflection of the red figure.

a. The red figure can be *flipped* to form the blue figure. So, the blue figure is a reflection of the red figure.

b. If the red figure were *flipped*, it would point to the left. So, the blue figure is *not* a reflection of the red figure.

On Your Own

Tell whether the blue figure is a reflection of the red figure. Explain.



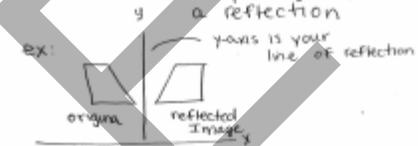
BI p.57 Example 2 & 3

Discussion: How would you describe a reflection? What is true about both shapes?

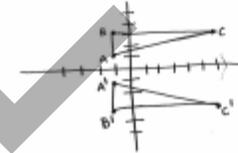
2.3 Reflections

* **Reflection:** (Flip or mirror image) creates a mirror image of the original

* **Line of reflection:** The line you flip a figure over to create a reflection



EX1 Reflecting over x-axis (going from top to bottom)

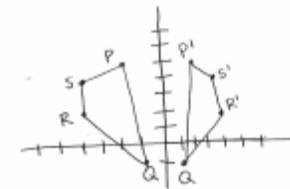


* y-coordinates become opposite.
* x-stays the same

original	Image
$A(-1, 1)$	$A'(-1, -1)$
$B(-1, 3)$	$B'(-1, -3)$
$C(b, 3)$	$C(b, -3)$

(Note: A bracket indicates that the y-coordinates become opposite.)

EX2 Reflect over the y-axis

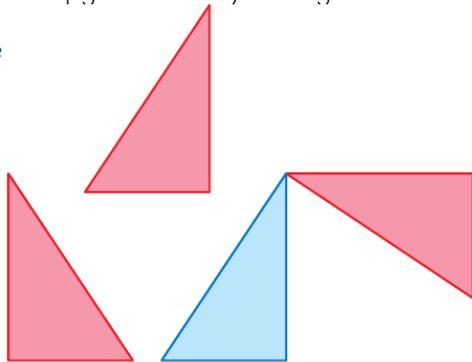


* x-coordinate becomes opposite
* y-stays the same

original	Image
$P(-2, 5)$	$P'(2, 5)$
$Q(-1, -1)$	$Q'(1, -1)$
$R(-4, 2)$	$R'(4, 2)$
$S(-4, 4)$	$S'(4, 4)$

Show: pg. 60 Activity 1 image

ue



Ask:
What do you notice? What do you wonder?

4

BI p. 61 Activity 2

- NOTE: Need transparency paper

Activity 2:

Work with a partner.

- Draw a rectangle in Quadrant II of a coordinate plane. Find the dimensions of the rectangle.
- Copy the axes and the rectangle onto a piece of transparent paper. Align the origin and the vertices of the rectangle on the transparent paper with the coordinate plane. Turn the transparent paper so that the rectangle is in Quadrant I and the axes align. Draw the new figure in the coordinate plane. List the vertices.
- Compare the dimensions and the angle measures of the new figure to those of the original rectangle.
- Are the opposite sides of the new figure still parallel? Explain.
- Can you conclude that the two figures are congruent? Explain.
- Turn the transparent paper so that the original rectangle is in Quadrant IV. Draw the new figure in the coordinate plane. List the vertices. Then repeat parts (c)–(e).
- Compare your results with those of other students in your class. Do you think the results are true for any type of figure?

Pg. 62 Example 1

You must rotate the puzzle piece 270° clockwise about point P to fit it into a puzzle. Which piece fits in the puzzle as shown?



Discussion: What are the three basic ways to move an object on a plane? What happens to an object that has been turned on a coordinate plane?

Looking for:

- it stays the same shape and size/congruent
- The coordinates change, become opposite, etc...

BI p.62-64

Key Point:

- Key Ideas, Example 1- Example 4

[2.4] Rotations

* Rotation: (a turn) a transformation that is turned around a point.

* Angle of Rotation: $90^\circ, 180^\circ, 270^\circ$
Clockwise or Counterclockwise

90° counter

90°

180°

270°

[90° clockwise]: rotate values y becomes opposite.

$(5, 7) \rightarrow (7, -5)$

$(-3, 4) \rightarrow (4, +3)$

[90° counter]: rotates values x becomes opposite.

$(5, 7) \rightarrow (-7, 5)$

$(-3, 4) \rightarrow (-4, -3)$

[Ex 1] Rotating around the origin

w(-4, 2) x(-3, 4) y(-1, 4) z(-1, 2)

w'(4, -2) x'(3, -4) y'(1, -4) z'(-1, -2)

* rotate values

* What becomes opposite?

[180° rotation (either way)]
no rotation, opposite x & y

$(5, 7) \rightarrow (-5, -7)$

$(-3, 4) \rightarrow (3, -4)$

Rotate 180°/origin

Ex2 Rotating around a point.

$J(1,2)$ $K(4,2)$ $L(1,-3)$ $J'(-5,-4)$ $K'(-5,0)$

* L stays the same
 * Create a 90° from the point (either ← or →)
 * Count distances

create the 90° line

90° clockwise
 * create a 90° line behind

90° counter
 * create a 90° line forward

180° either
 * create a 180° line above or below point

practice
 $Q(4,5)$ $R(4,0)$ $S(1,0)$

a) 90° counter (origin)
 - rotate values, x opp
 $Q'(-5,4)$ $R'(0,4)$ $S'(0,1)$

b) 180° about S
 (creates 180° lines from original)
 $Q''(-2,-5)$ $R''(-2,0)$ $S(1,0)$

c) how are Image 1 and Image 2 related?
 (congruent)

Ex3 More than 1 Transformation.

$A(-3,-3)$ $B(1,-3)$ $C(1,-5)$

a) Rotate 90° clockwise, then reflect over y-axis

$A(-3,-3)$	$A'(3,3)$	$A''(3,3)$
$B(1,-3)$	$B'(-3,-1)$	$B''(3,-1)$
$C(1,-5)$	$C'(-5,-1)$	$C''(5,-1)$

y stays
x becomes opp.

Classroom-Based Instruction Week at a Glance

Week 5: Similar Figures and Perimeters and Areas of Similar Figures



8.G.4 Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.

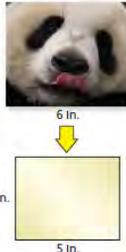
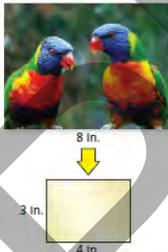
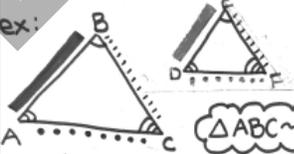
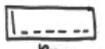
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		35-45 minutes	10-15 minutes	30-45 minutes		
		Lesson Cycle: Engage – Problem – Discussion – Key Points	At least 2 aligned problems	Independent Practice Problem Sets	Collaborative Problem Sets	Teacher Small Group
Day 1: BI Lesson 2.5 Similar Figures I can name corresponding angles and corresponding sides of similar figures. I can identify similar figures. I can find unknown measures of similar figures.		2.5 Pg. 70 Problem: Activity 1 Discussion: What strategies did you use to determine if the photos would end up distorted? How can proportions help in everyday life? Key Point: Example 1-2	Pg. 73 "On Your Own #2-3"	pg. 74 # 6-11	pg. 75 # 14-16	pg. 74 # 1-5 and mini-assessment on pg. T-25
Day 2: BI Lesson 2.5 Similar Figures I can name corresponding angles and corresponding sides of similar figures. I can identify similar figures. I can find unknown measures of similar figures.		2.5 Pg. 73, 75 Problem: Pg. 75 #17 Discussion: What strategy did you use to solve? Key Point: Example 3	Pg. 73 "On Your Own" #4	Pg. 74 # 12-13 & RAP-J 2.5 Practice Pg.	Pg. 75 #18-20	Teacher choice based on student need
Day 3: BI Lesson 2.6: Perimeters and Areas of Similar Figures I can understand the relationship between perimeters of similar figures. I can understand the relationship between <u>areas</u> of similar figures. I can find ratios of perimeters and <u>areas</u> for similar figures.		2.6 Pg. 76-79 Problem: Activity 1-3 Discussion: How does changing the area or perimeter of similar figures effect the side lengths? Key Point: Example 1 & 2	p.g 78 "On your Own" #1-2	Pg. 80 # 4-11	Pg. 80 # 12-13	Pg. 80 # 1-3

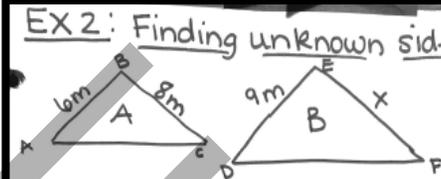
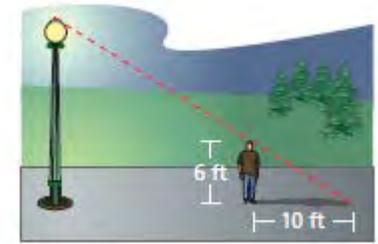
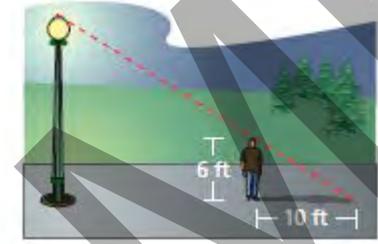
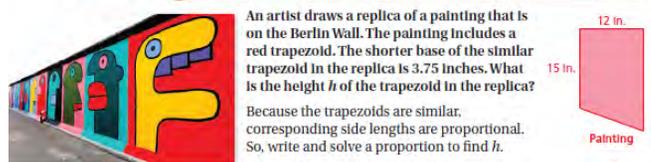
<p>Day 4: BI Lesson 2.6: Perimeters and Areas of Similar Figures I can understand the relationship between perimeters of similar figures.</p> <p>I can understand the relationship between areas of similar figures.</p> <p>I can find ratios of perimeters and areas for similar figures.</p> <p>I can use proportions to find perimeters and areas of similar figures.</p>	<p>2.6 Pg. 76 Problem: Activity 3 Discussion: <i>Does it matter where the values go in the proportion?</i> Key Point: Example 3</p>	<p>"On Your Own" Pg. 79 #3</p>	<p>Pg. 81 #14-15 & Recourses by Chapter 2.6 Practice A all</p>	<p>Pg. 81 #17-20</p>	<p>Mini-assessment Pg. T-81</p>
<p>Day 5: I can demonstrate mastery on 8.EE.7a, 8.EE.7b, 8.G.1, 8.G.2, 8.G.3, 8.G.4</p>	<p style="text-align: center;">Mid-Point Quiz 8.EE.7a, 8.EE.7b, 8.G.1, 8.G.2, 8.G.3, 8.G.4</p>				

SAMPLE

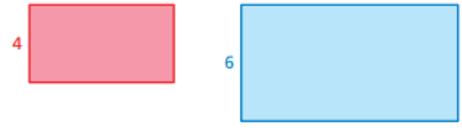
Introduction to New Material

Week 5: Similar Figures and Perimeters and Areas of Similar Figures

Day	Engage	Problem	Key Ideas				
1	<p>Show:</p>  <p>Original photograph</p> <p>Ask: What do you notice? What do you wonder?</p>	<p>BI p. 70 Activity 1 Work with a partner. You are trying to reduce the photograph to the indicated size for a nature magazine. Can you reduce the photograph to the indicated size without distorting or cropping? Explain your reasoning.</p> <p>a. </p> <p>b. </p> <p>Discussion: <i>what strategies did you use to determine if the photos would end up distorted? How can proportions help in everyday life?</i></p>	<p>BI p.72 Key Idea, Example 1 & 2</p> <ul style="list-style-type: none"> • Similar Figures • Proportionate <div style="border: 1px solid black; padding: 5px;"> <p>* Similar Figures: Same exact shape, different size. " ~ " = means Similar.</p> <p>ex: </p> <p>$\triangle ABC \sim \triangle DEF$</p> <table style="width: 100%;"> <tr> <td style="vertical-align: top;"> <p><u>Angles</u></p> <p>$\angle A \cong \angle D$ $\angle B \cong \angle E$ $\angle C \cong \angle F$</p> </td> <td style="vertical-align: top;"> <p><u>side lengths</u></p> <p>$\overline{AB} \sim \overline{DE}$ $\overline{AC} \sim \overline{DF}$ $\overline{BC} \sim \overline{EF}$</p> </td> <td style="vertical-align: middle; font-size: 2em;">}</td> <td style="vertical-align: middle;"> <p>When shapes are similar their side lengths are <u>proportionate</u>.</p> </td> </tr> </table> <p>EX1: Are we similar? *IF 2 Figures are similar, their sides are proportionate. Set up a proportion to see if they are similar.</p> <p>3  2  $\frac{3}{6} \stackrel{?}{=} \frac{2}{4}$ $\frac{3}{6} \times \frac{2}{4} = \frac{6}{24}$ $\frac{6(2)}{3} = \frac{12}{4}$ $\frac{12}{4}$</p> <p>does it work? $\frac{12}{4}$</p> </div>	<p><u>Angles</u></p> <p>$\angle A \cong \angle D$ $\angle B \cong \angle E$ $\angle C \cong \angle F$</p>	<p><u>side lengths</u></p> <p>$\overline{AB} \sim \overline{DE}$ $\overline{AC} \sim \overline{DF}$ $\overline{BC} \sim \overline{EF}$</p>	}	<p>When shapes are similar their side lengths are <u>proportionate</u>.</p>
<p><u>Angles</u></p> <p>$\angle A \cong \angle D$ $\angle B \cong \angle E$ $\angle C \cong \angle F$</p>	<p><u>side lengths</u></p> <p>$\overline{AB} \sim \overline{DE}$ $\overline{AC} \sim \overline{DF}$ $\overline{BC} \sim \overline{EF}$</p>	}	<p>When shapes are similar their side lengths are <u>proportionate</u>.</p>				

			<p>EX 2: Finding unknown side lengths</p>  <p>$\triangle ABC \sim \triangle DEF$ Triangle A is similar to Triangle B. Find x.</p> <p>1) Set up a proportion.</p> <p>$\overline{AB} \sim \overline{DE}$ and $\overline{BC} \sim \overline{EF}$ so...</p> $\frac{AB}{DE} = \frac{BC}{EF} \rightarrow \frac{6}{9} = \frac{8}{x} \quad \frac{8(9)}{6} = x$ <p style="text-align: right;">Fish it! $\frac{72}{6} = 12$</p> <p style="border: 1px solid black; padding: 2px; display: inline-block;">$x = 12$</p>
2	<p>Show: Pg. 75 #17 STREETLIGHT image</p>  <p>Ask: What do you notice? What do you wonder?</p>	<p>BI p.75 #17 Streetlight</p>  <p>A person standing 20 feet from a street light casts a shadow as shown. How many times taller is the streetlight than the person? Assume the triangles are similar.</p> <p>Discussion: what strategy did you use? What mistakes did you make? what are some misconceptions when solving this problem?</p>	<p>BI p.73 Example 3 Create Proportions</p> <p>EXAMPLE 3 Real-Life Application</p>  <p>An artist draws a replica of a painting that is on the Berlin Wall. The painting includes a red trapezoid. The shorter base of the similar trapezoid in the replica is 3.75 inches. What is the height h of the trapezoid in the replica?</p> <p>Because the trapezoids are similar, corresponding side lengths are proportional. So, write and solve a proportion to find h.</p> $\frac{3.75}{15} = \frac{h}{12}$ <p style="text-align: right;">Write a proportion.</p> $12 \cdot \frac{3.75}{15} = 12 \cdot \frac{h}{12}$ <p style="text-align: right;">Multiplication Property of Equality</p> $3 = h$ <p style="text-align: right;">Simplify.</p> <p>So, the height of the trapezoid in the replica is 3 inches.</p>

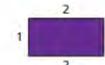
Show:



Ask:
What do you notice? What do you wonder?

BI p. 76 Activities 1-3
Materials: Pattern blocks

Work with a partner. Use pattern blocks to make a figure whose dimensions are 2, 3, and 4 times greater than those of the original figure.

a. Square  b. Rectangle 

Reminders: How do you find perimeter? Area? See Pg. T-76 for additional guiding questions during the activity.

Work with a partner. Copy and complete the table for the perimeter P of each figure in Activity 1. Describe the pattern.

Figure	Original Side Lengths	Double Side Lengths	Triple Side Lengths	Quadruple Side Lengths
	$P =$ 			
	$P =$ 			

Work with a partner. Copy and complete the table for the area A of each figure in Activity 1. Describe the pattern.

Figure	Original Side Lengths	Double Side Lengths	Triple Side Lengths	Quadruple Side Lengths
	$A =$ 			
	$A =$ 			

Discussion:

- How does changing the area or perimeter of similar figures effect the side lengths?
- What information do you need to know to find the dimensions of a figure that is similar to another figure? (#5-6 on Pg. 77 "What's Your Answer?")

BI p. 78-79 Key Idea & Example 1 and Key Idea and Example 2

Common Misconception: Ratio order matters ie: Red to blue, not Blue to red, etc...

2.6 Ratios of Perimeters & Areas of Similar Figures
Notes: From Pg. 78 + 79

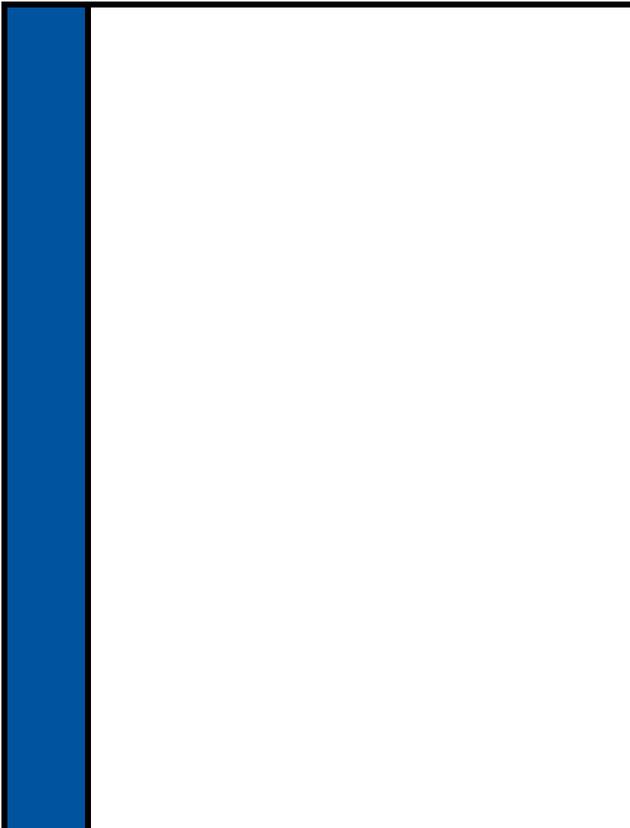
EX1 Ratio of Perimeters

* When 2 figures are similar, the ratio of their perimeters are equal to the ratio of the side lengths.



Quad ABCD ~ Quad EFGH so, $\overline{AB} \sim \overline{EF}$
So, $\frac{4in}{3in} = \frac{2in}{3in}$ ← simplify
create the ratio

* Therefore the ratio of the sides is $\frac{2in}{3in}$ → That means the ratio of the perimeter is also $\frac{2in}{3in}$



EX1: Practice

1) What is the ratio of Figure A to Figure B? What is the ratio of Figure A's perimeter to figure B's perimeter?

$\frac{A}{B} = \frac{21}{15} = \frac{7}{5}$ so perimeter ratio = $\frac{7}{5}$

* why not $\frac{5}{7}$? (wants A to B, NOT B to A.)

EX2: Ratio of Areas (of similar figures)

* When 2 figures are similar, the ratio of their areas is equal to the square of the ratio of its sides.

ex:

Sides: small $\Delta: 6 = \frac{3}{5}$
Big $\Delta: 10$

Area: $(\frac{3}{5})^2 = \frac{9}{25}$ ratio of the Areas

Square the ratio

Show:

Ask:
What do you notice? What do you wonder?

BI p. 77 Activity 4

BI p. 79 Example 3

EX3 Using ratios/proportions to find actual Areas & Perimeters.

* The swimming pool is similar to the volleyball court.

Area: 200 yds²
perimeter: 60 yds

A: ?
P: ?

Classroom-Based Instruction Week at a Glance

Week 6: Dilations



8.G.3 Describe the effect of dilations on two-dimensional figures using coordinates.

8.G.4 Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.

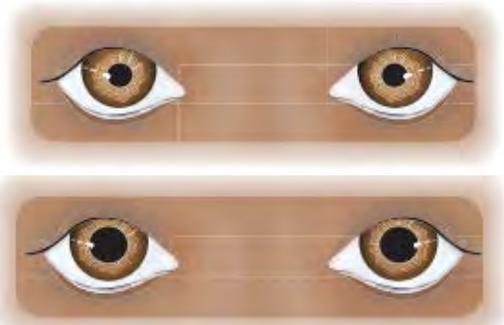
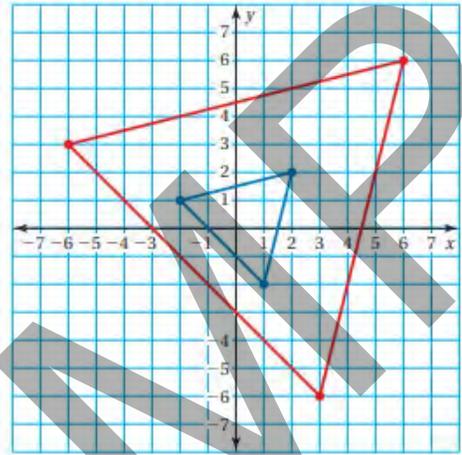
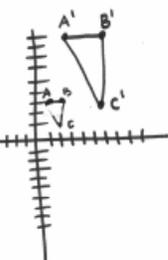
Daily Goals and Lesson Objectives		Introduction to New Material	Guided Practice	Small Group Instruction		
		35-45 minutes	10-15 minutes	30-45 minutes		
		Lesson Cycle: Engage – Problem – Discussion – Key Points	At least 2 aligned problems	Independent Practice Problem Sets	Collaborative Problem Sets	Teacher Small Group
Day 1: BI Lesson 2.7: Dilations I can define dilations. I can identify dilations.		2.7 pg. 82-86 Problem: Activity 1 Pg. 82 Discussion: How are the two triangles related? Did the size and shape of an object change when we perform a translation, reflection or rotation? Key Point: Example 1 & 2	Pg. 84-85 "On Your Own" #1-3	Pg. 87 #4-13, 16		Pg. 87 #1-3
Day 2: BI Lesson 2.7: Dilations I can identify dilations. I can dilate figures in the coordinate plane.		2.7 pg. 85 Problem: Example 3 Discussion: How can you enlarge or reduce a figure in the coordinate plane? Key Point: Example 4	"On Your Own" # 4-5	Pg. 87-88 #14, 15, 17, 19, 23, 25	Pg. 87-88 #18, 24, 26, 30	Teacher choice based on student need
Day 3: BI Lesson 2.7 Dilations I can use more than one transformation to find images of figures.		2.7 pg. 83 Problem: Activity 3 Discussion: How could enlarging or reducing a figure be helpful in careers? Explain... Key Point: Example 5	"On your Own" #6	Pg. 88 #20-22, 27-29	Pg. 88 #33-36	Mini-Assessment pg. T-89

<p>Day 4: BI Lesson 2.7 Dilations I can use more than one transformation to find images of figures.</p>	<p>2.7 pg. 89 Problem: #32 Reasoning Discussion: Is there more than one way to get from an original picture to the resulting image? Prove it.</p>	<p>n/a</p>	<p><i>Recourses by Chapter 2.7 Practice B</i></p>	<p><i>2.5-2.7 Practice Quiz BI Pg. 90</i></p>	<p><i>RAP-J 2.7 Practice</i></p>
<p>Day 5: BI Lesson 2.7 Dilations</p>	<p>Whiteboard Review Pg. 95 #25-29</p>	<p>8.G.3 QUIZ 8.G.4 QUIZ</p>			

SAMPLE

Introduction to New Material

Week 6: Dilations

Day	Engage	Problem	Key Ideas						
1	<p>Show:</p>  <p>Ask: What do you notice? What do you wonder?</p>	<p>BI p. Activity 1 Work with a partner. Write the coordinates of the vertices of the blue triangle. Then write the coordinates of the vertices of the red triangle.</p> <ol style="list-style-type: none"> How are the two sets of coordinates related? How are the two triangles related? Explain your reasoning. <p>Note: looking for similar: same shape, different size.</p>  <ol style="list-style-type: none"> Draw a green triangle whose coordinates are twice the values of the corresponding coordinates of the blue triangle. How are the green and blue triangles related? Explain your reasoning. How are the coordinates of the red and green triangles related? How are the two triangles related? Explain your reasoning. <p>Discussion: How are the two triangles related? Did the size and shape of an object change when we perform a translation, reflection or rotation?</p>	<p>BI p.84 Key vocabulary, Key Ideas, Example 1 and Example 2</p> <p>Vocab:</p> <ul style="list-style-type: none"> Dilation Center of dilation Scale factor <p>* Dilation: means to enlarge or shrink a figure. - a dilation is similar to the original figure.</p> <p>ex:  or </p> <p>* Scale Factor or k: tells you how much to enlarge or shrink the figure.</p> <p>ex: $k=3$ means to blow up the figure 3 times $k=\frac{1}{2}$ means to shrink the figure.</p> <p>EX1 Dilate a Figure</p> <table border="0"> <tr> <td>$A(1,3)$</td> <td>$A'(3,9)$</td> </tr> <tr> <td>$B(2,3)$</td> <td>$B'(6,9)$</td> </tr> <tr> <td>$C(2,1)$</td> <td>$C'(6,3)$</td> </tr> </table> <p>$k=3 \rightarrow$ Multiply all #s by 3 Just multiply all # by 3 to get new coordinates.</p> 	$A(1,3)$	$A'(3,9)$	$B(2,3)$	$B'(6,9)$	$C(2,1)$	$C'(6,3)$
$A(1,3)$	$A'(3,9)$								
$B(2,3)$	$B'(6,9)$								
$C(2,1)$	$C'(6,3)$								

2

Show:

Ask:

What do you notice? What do you wonder?

BI p. 85 Example 3 Dilating a figure
Draw the image of rectangle WXYZ after a dilation with a scale factor of 0.5. Identify the type of dilation.

Vertices of WXYZ

$W(-4, -6)$

$X(-4, 8)$

$Y(4, 8)$

$Z(4, -6)$

Discussion: How can you enlarge or reduce a figure in the coordinate plane? How can you tell the difference between an enlargement or a reduction?

BI p.86 Example 4
 Remind students the importance of labeling the images and tracking the coordinates in a table.

The vertices of a trapezoid are $A(-2, -1)$, $B(-1, 1)$, $C(0, 1)$, and $D(0, -1)$. Dilate the trapezoid with respect to the origin using a scale factor of 2. Then translate it 6 units right and 2 units up. What are the coordinates of the image?

Draw ABCD. Then dilate it with respect to the origin using a scale factor of 2.

Translate the dilated figure 6 units right and 2 units up.

The coordinates of the image are $A''(2, 0)$, $B''(4, 4)$, $C''(6, 4)$, and $D''(6, 0)$.

The image of a translation, reflection, or rotation is congruent to the original figure, and the image of a dilation is similar to the original figure. So, two figures are similar when one can be obtained from the other by a sequence of translations, reflections, rotations, and dilations.

Example of using a table to organize the coordinates and the image "name".

- Set up a table to organize the vertices, then draw each trapezoid.

Vertices of ABCD	Vertices of A' B' C' D'	Vertices of A'' B'' C'' D''
$A(-2, -1)$	$A'(-4, -2)$	$A''(2, 0)$
$B(-1, 1)$	$B'(-2, 2)$	$B''(4, 4)$
$C(0, 1)$	$C'(0, 2)$	$C''(6, 4)$
$D(0, -1)$	$D'(0, -2)$	$D''(6, 0)$

3

Show: Image from Pg.

Ask:

What do you notice? What do you wonder?

BI p. 83 Activity 3
 Work with a partner. Make a table that summarizes the relationships between the original figure and its image for all four types of transformations.

- Students should be thinking about sides, angles, size, shape, orientation, etc...

BI p. 86 Example 5 (Describing a sequence of transformations)

- Show students a step by step, drawing out each transformation.
- Might be beneficial to show multiple ways
- Have students identify the scale factor and how they know

		<p>Ex:</p> <table border="1"> <tr> <td>Translation</td> <td>same size and shape, slides left, right, up and/or down</td> </tr> <tr> <td>Reflection</td> <td>same size and shape, mirror image of original</td> </tr> <tr> <td>Rotation</td> <td>same size and shape, rotated about a point</td> </tr> <tr> <td>Dilation</td> <td>different size, same shape, the image is an enlargement or reduction of the original</td> </tr> </table>	Translation	same size and shape, slides left, right, up and/or down	Reflection	same size and shape, mirror image of original	Rotation	same size and shape, rotated about a point	Dilation	different size, same shape, the image is an enlargement or reduction of the original	<p>The red figure is similar to the blue figure. Describe a sequence of transformations in which the blue figure is the image of the red figure.</p> <p>From the graph, you can see that the blue figure is one-half the size of the red figure. So, begin with a dilation with respect to the origin using a scale factor of $\frac{1}{2}$.</p> <p>After dilating, you need to flip the figure in the x-axis.</p> <p>So, one possible sequence of transformations is a dilation with respect to the origin using a scale factor of $\frac{1}{2}$ followed by a reflection in the x-axis.</p>
Translation	same size and shape, slides left, right, up and/or down										
Reflection	same size and shape, mirror image of original										
Rotation	same size and shape, rotated about a point										
Dilation	different size, same shape, the image is an enlargement or reduction of the original										
<p>4</p>	<p>Show:</p> <p>Ask: What do you notice? What do you wonder?</p>	<p>BI Pg. 89 #32 Reasoning</p> <p>A triangle is dilated using a scale factor of 3. The image is then dilated using a scale factor of 0.5. What scale factor could you use to dilate the original triangle to get the final image of the triangle? Explain.</p> <p><i>**Encourage students to graph the dilations and/or use a table to model with mathematics.</i></p> <p>Discussion: Is there more than one way to get from an original picture to the resulting image? Prove it.</p>	<p>No new Key Points, extra student practice to prepare for the quiz.</p> <table border="1"> <thead> <tr> <th>Individual</th> <th>Group</th> <th>Small group</th> </tr> </thead> <tbody> <tr> <td>Recourses by Chapter 2.7 Practice B</td> <td>2.5-2.7 Practice Quiz BI Pg. 90</td> <td>RAP-J 2.7 Practice</td> </tr> </tbody> </table>	Individual	Group	Small group	Recourses by Chapter 2.7 Practice B	2.5-2.7 Practice Quiz BI Pg. 90	RAP-J 2.7 Practice		
Individual	Group	Small group									
Recourses by Chapter 2.7 Practice B	2.5-2.7 Practice Quiz BI Pg. 90	RAP-J 2.7 Practice									
<p>5</p>		<p>Whiteboard Review Pg. 95 # 25-29</p> <p>Tell whether the blue figure is a dilation of the red figure.</p> <p>25. </p> <p>26. </p> <p>The vertices of a figure are given. Draw the figure and its image after a dilation with the given scale factor. Identify the type of dilation.</p> <p>27. $P(-3, -2), Q(-3, 0), R(0, 0); k = 4$</p> <p>28. $B(3, 3), C(3, 6), D(6, 6), E(6, 3); k = \frac{1}{3}$</p> <p>29. The vertices of a rectangle are $Q(-6, 2), R(6, 2), S(6, -4),$ and $T(-6, -4)$. Dilate the rectangle with respect to the origin using a scale factor of $\frac{3}{2}$. Then translate it 5 units right and 1 unit down. What are the coordinates of the image?</p>	<p>8.G.3, 8.G.4 QUIZ</p>								

Classroom-Based Instruction Week at a Glance

Week 7: Angles and Triangles



8.G.5 Use informal arguments to establish facts about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.

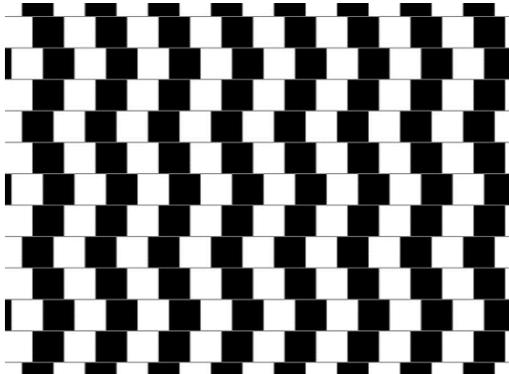
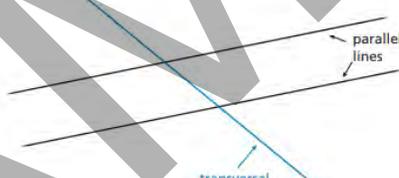
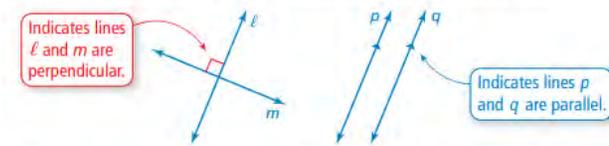
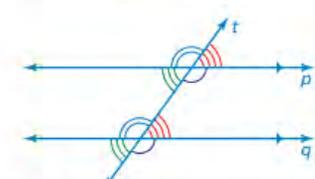
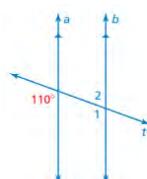
Daily Goals and Lesson Objectives		Introduction to New Material	Guided Practice	Small Group Instruction		
		35-45 minutes	10-15 minutes	30-45 minutes		
		Lesson Cycle: Engage – Problem – Discussion – Key Points	At least 2 aligned problems	Independent Practice Problem Sets	Collaborative Problem Sets	Teacher Small Group
Day 1: BI Lesson 3.1: Parallel Lines and Transversals I can define parallel lines, perpendicular lines, and a transversal. I can identify the angles formed when parallel lines are cut by a transversal. I can find the measures of angles formed when parallel lines are cut by a transversal		3.1 Angles Pg. 102-106 Problem: Pg. 102-103 Activity 1 and 2 Discussion: What is true about parallel lines? Which angles in Activity 1 have equal measures and how do you know? Key Point: Example 1 & 2	Pg. 104-105 "On Your Own" # 1-3	Pg. 107 # 3-12	Pg. 108 #13-14	Pg. 107 #1-2
Day 2: : Lesson 3.1: Parallel Lines and Transversals I can find the measures of angles formed when parallel lines are cut by a transversal. I can use corresponding angles to find angle measures. I can identify interior and exterior angles.		3.1 Angles Pg. 102-106 Problem: Activity 3 Discussion: Is it possible to find unknown angles without a protractor? Key Point: Example 3 & 4	Pg. 106 "On Your Own" # 4-7	Pg. 108 #15-26	Pg. 109 #27-30	Mini-Assessment Pg. T-109
Day 3: BI Lesson I can understand that the sum of the interior angle measures of a triangle is 180° . I can find the measures of interior and exterior angles of triangles.		3.2 Interior angles Pg. 110 Problem: Activity 1 & 2 Discussion: How can you describe the relationship among the angles in a triangle? Key Point: Key Idea & Example 1	Pg. 112 "On Your Own" #1-2	Pg. 114 # 4-11	NA	Pg. 114 # 1-3

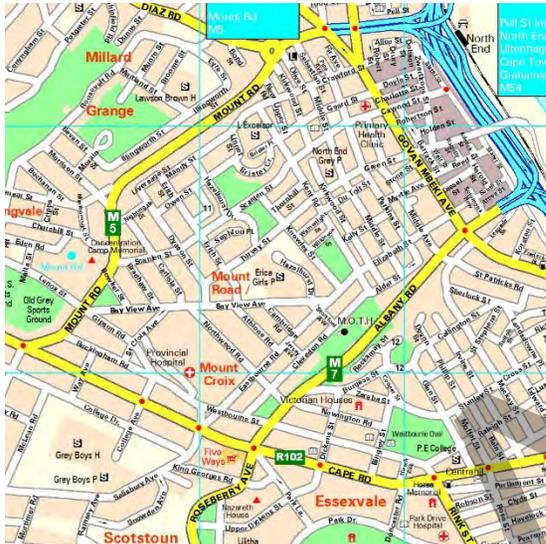
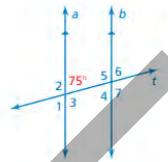
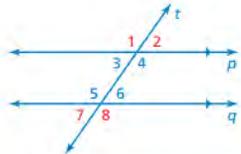
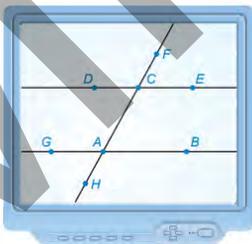
<p>Day 4: BI Lesson 3.2: Angles of Triangles I can understand that the sum of the interior angle measures of a triangle is 180°.</p> <p>I can find the measures of interior and exterior angles of triangles.</p>	<p>3.2 Exterior angles Problem: Pg. 111 Activity 3 and 4 Discussion: What do you notice about the exterior angles of a triangle? Are they at all related to the interior angles? Key Point: Example 2 & 3</p>	<p>Pg. 113 "On You Own" #3-5</p>	<p>Pg. 115 #12-18</p>	<p>#19-22</p>	<p>Teacher choice based on student need</p>
<p>Day 5: BI Lesson 3.2: Angles of Triangles I can assess my understanding of parallel lines, transversals and finding unknown interior and exterior angles in a triangle.</p>	<p>Pg. T-115 Mini-Assessment Review</p>	<p>8.G.5 QUIZ</p>			

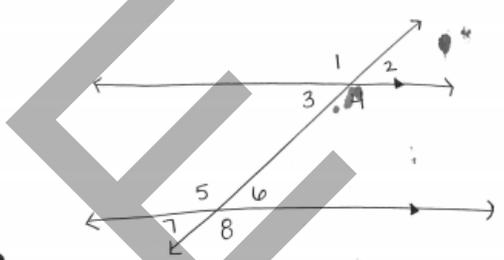
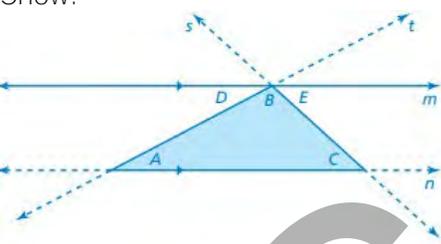
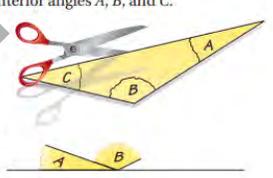
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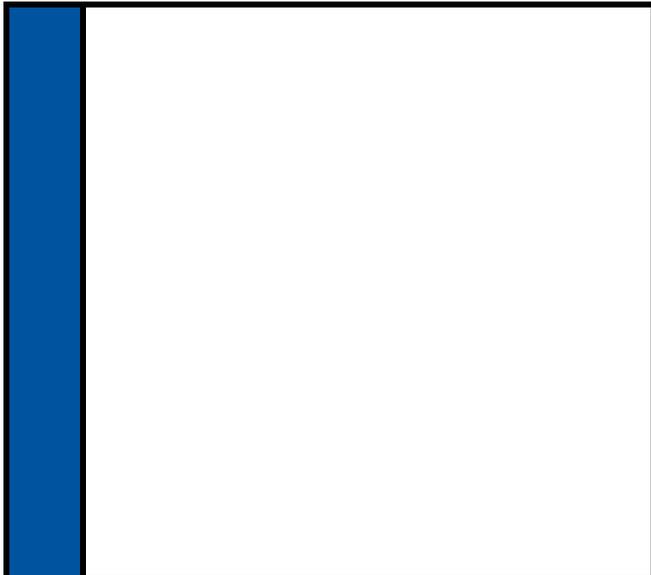
Introduction to New Material

Week 7: Transversals, Parallel Lines, and Triangles

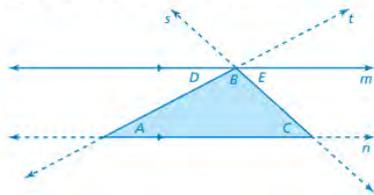
Day	Engage	Problem	Key Ideas
1	<p>Show:</p>  <p>(Believe it or not, these lines are all parallel!)</p> <p>Ask: What do you notice? What do you wonder?</p>	<p><i>BI 2.1 Transversals & Parallel lines</i> <i>PG.102-106</i></p> <p>Problem: Pg. 102-103 Activity 1 and 2 <i>Note: Students will need rulers</i></p> <ol style="list-style-type: none"> Discuss what it means for two lines to be parallel. Decide on a strategy for drawing two parallel lines, then draw the two parallel lines. <ul style="list-style-type: none"> *Looking for two lines that as the same distance, so they will never intersect/touch. Now, draw a third line that intersects the two parallel lines. This third line is called a Transversal.  <p>EX:</p> <p>Discussion:</p> <ol style="list-style-type: none"> How many angles are formed when the parallel lines are intersected by the transversal? Which angles in Activity 1 have equal measures and how do you know? 	<p>BI pg. 104-105 Key vocabulary, Key ideas & Example 1 and Example 2.</p> <p>Review past vocab: supplementary, complementary, vertical angles</p> <p>Key Vocab:</p> <ul style="list-style-type: none"> Transversal Corresponding angles Interior and exterior angles <p>Lines in the same plane that do not intersect are called <i>parallel lines</i>. Lines that intersect at right angles are called <i>perpendicular lines</i>.</p>  <p>A line that intersects two or more lines is called a transversal. When parallel lines are cut by a transversal, several pairs of congruent angles are formed.</p> <p>Corresponding Angles</p> <p>When a transversal intersects parallel lines, corresponding angles are congruent.</p>  <p style="text-align: center;">Corresponding angles</p> <p>Use the figure to find the measures of (a) $\angle 1$ and (b) $\angle 2$.</p> <ol style="list-style-type: none"> $\angle 1$ and the 110° angle are corresponding angles. They are congruent. <ul style="list-style-type: none"> So, the measure of $\angle 1$ is 110°. $\angle 1$ and $\angle 2$ are supplementary. <ul style="list-style-type: none"> $\angle 1 + \angle 2 = 180^\circ$ Definition of supplementary angles $110^\circ + \angle 2 = 180^\circ$ Substitute 110° for $\angle 1$. $\angle 2 = 70^\circ$ Subtract 110° from each side. So, the measure of $\angle 2$ is 70°. 

			 <p>Use the figure to find the measures of the numbered angles.</p> <p>∠1: ∠1 and the 75° angle are vertical angles. They are congruent.</p> <p>So, the measure of ∠1 is 75°.</p> <p>∠2 and ∠3: The 75° angle is supplementary to both ∠2 and ∠3.</p> $75^\circ + \angle 2 = 180^\circ$ <p style="text-align: right;">Definition of supplementary angles</p> $\angle 2 = 105^\circ$ <p style="text-align: right;">Subtract 75° from each side.</p> <p>So, the measures of ∠2 and ∠3 are 105°.</p> <p>∠4, ∠5, ∠6, and ∠7: Using corresponding angles, the measures of ∠4 and ∠6 are 75°, and the measures of ∠5 and ∠7 are 105°.</p> <p>When two parallel lines are cut by a transversal, four interior angles are formed on the inside of the parallel lines and four exterior angles are formed on the outside of the parallel lines.</p>  <p>∠3, ∠4, ∠5, and ∠6 are interior angles. ∠1, ∠2, ∠7, and ∠8 are exterior angles.</p>
<p>2</p>	<p>Show:</p> <p>(Or any picture that shows the top view of intersecting streets)</p> <p>Ask: What do you notice? What do you wonder?</p>	<p>3.1 Angles BI Pg. 102-106 Problem: Activity 3</p> <p>Note: Students will need rulers and protractors. Students may need a reminder on how to use a protractor before beginning that activity.</p> <p>Work with a partner. Use geometry software to draw two parallel lines intersected by a transversal.</p> <ol style="list-style-type: none"> Find all the angle measures. Adjust the figure by moving the parallel lines or the transversal to a different position. Describe how the angle measures and relationships change.  <p>Discussion: Is it possible to find unknown angles without a protractor? Explain...</p>	<p>BI p. 105-106 Key Vocabulary, Key ideas, Example 3 and Example 4 Vocab: Alternate interior, alternate exterior</p>

			<p>Ex 3 <u>Parallel Lines + Transversals</u></p>  <p><u>Corresponding Angles</u>: an angle from 1 line that corresponds w/ the same \angle from the other line. (They are congruent)</p> <p>$\angle 1 = \angle 5$ $\angle 3 = \angle 7$ $\angle 2 = \angle 6$ $\angle 4 = \angle 8$</p> <p><u>Alternate Interior \angle</u>: opposite \angle on the inside of the \parallel lines are =.</p> <p>Corresponding $\angle 3 = \angle 6$ $\angle 5 = \angle 4$</p> <p><u>Alternate Exterior</u>: opposite \angle on the outside of the \parallel lines are =.</p> <p>$\angle 1 = \angle 8$ $\angle 7 = \angle 2$</p>
<p>3</p>	<p>Show:</p>  <p>The goal is to investigate and recall triangles and features of triangles.</p> <p>Ask: What do you notice? What do you wonder?</p>	<p>Bl p.110 Activity 1 Students will need paper and scissors.</p> <p>Work with a partner.</p> <ol style="list-style-type: none"> Draw a triangle. Label the interior angles A, B, and C. Carefully cut out the triangle. Tear off the three corners of the triangle. Arrange angles A and B so that they share a vertex and are adjacent. How can you place the third angle to determine the sum of the measures of the interior angles? What is the sum? Compare your results with those of others in your class. STRUCTURE How does your result in part (d) compare to the rule you wrote in Lesson 1.1, Activity 2?  <p>Activity 2</p>	<p>Bl p. 112 Example 1 and key ideas Review types of angles and types of triangles</p> <ul style="list-style-type: none"> Right, obtuse, acute Scalene, equilateral, isosceles.



- a. Describe the figure.
 b. **LOGIC** Use what you know about parallel lines and transversals to justify your result in part (d) of Activity 1.



Discussion: How can you describe the relationship among the angles in a triangle?

Note: ALL Triangles have 180° ALWAYS!
 *Interior Angles: The angles on the inside of a triangle (polygon).

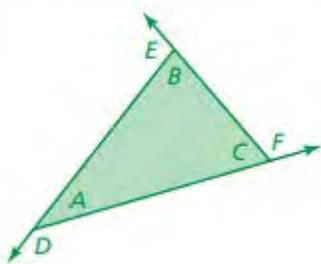
$a + b + c = 180^\circ$

a) $32 + 48 + x = 180$
 $x + 80 = 180$
 $- 80 - 80$
 $m\angle x = 100^\circ$

b) $x + 28 + x + 90 = 180$
 $2x + 118 = 180$
 $2x = 62$
 $x = 31^\circ$

$m\angle A = 59^\circ$
 $m\angle B = 90^\circ$
 $m\angle C = 31^\circ$

Show:



Ask:

4

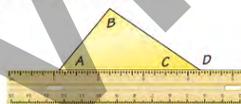
What do you notice? What do you wonder?

Bl p. 111-113 **3.2 Exterior angles**
Problem: Pg. 111 Activity 3 and 4
 Exploring and measuring EXTERIOR angles.

Activity 3:

Work with a partner.

- Draw a triangle. Label the interior angles A, B, and C.
- Carefully cut out the triangle.
- Place the triangle on a piece of paper and extend one side to form exterior angle D, as shown.
- Tear off the corners that are not adjacent to the exterior angle. Arrange them to fill the exterior angle, as shown. What does this tell you about the measure of exterior angle D?



Activity 4

Work with a partner.

- Draw a triangle and label the interior and exterior angles, as shown.
- Use a protractor to measure all six angles. Copy and complete the table to organize your results. What does the table tell you about the measure of an exterior angle of a triangle?



Exterior Angle	D = $^\circ$	E = $^\circ$	F = $^\circ$
Interior Angle	B = $^\circ$	A = $^\circ$	A = $^\circ$
Interior Angle	C = $^\circ$	C = $^\circ$	B = $^\circ$

Discussion: What do you notice about the exterior angles of a triangle? Are they at all related to the interior angles?

Bl p. Pg. 112 (Exterior angles)
 Key Idea & Example 2 and 3

Exterior: When lines of a triangle are extended it creates Angles on the outside of a shape, called exterior angles.

2 Ways:

1) Find x.
 $36 + 72 + y = 180$
 $108 + y = 180$
 $y = 72^\circ$
 if $y = 72^\circ$, $x + y$ are supplementary so $180 = 72 + x$
 $x = 108^\circ$

2nd way
 The measure of an exterior \angle = the 2 non adjacent angles added together.
 $36 + 72 = x$
 $x = 108^\circ$

5	<p>Show:</p> <p>Mini-Assessment Find the value of x.</p> <p>1.  63</p> <p>2.  60</p> <p>3.  30</p> <p>Find the measure of the exterior angle.</p> <p>4.  141°</p> <p>5. </p> <p>Ask: What do you notice? What do you wonder?</p>		8.G.5 QUIZ
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Classroom-Based Instruction Week at a Glance

Week 8: Angles of Polygons and Using Similar Triangles



8.G.5 Use informal arguments to establish facts about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles

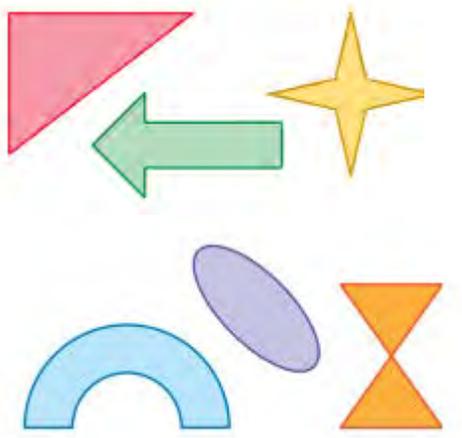
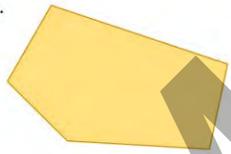
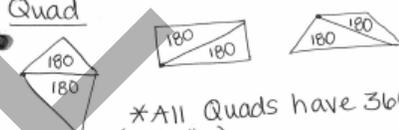
Daily Goals and Lesson Objectives		Introduction to New Material	Guided Practice	Small Group Instruction		
		35-45 minutes	10-15 minutes	30-45 minutes		
		Lesson Cycle: Engage – Problem – Discussion – Key Points	At least 2 aligned problems	Independent Practice Problem Sets	Collaborative Problem Sets	Teacher Small Group
Day 1: BI Lesson 3.3: Angles of Polygons I can find the sum of the interior angle measures of polygons. I can understand that the sum of the exterior angle measures of a polygon is 360° . I can find the measures of interior and exterior angles of polygons.		3.3 Pg. 118 Problem: Activity 1 & Discussion: How do you find the sum of the interior angles of any given polygon? Key Point: Example 1 & 2	Pg. 120 “On Your Own” # 1-5	pg. 123 #4-14	pg. 123 #30-31	pg. 123 #1-3
Day 2: BI Lesson 3.3: Angles of Polygons I can find the sum of the interior angle measures of polygons. I can understand that the sum of the exterior angle measures of a polygon is 360° . I can find the measures of interior and exterior angles of polygons.		3.3 Pg. 121 Problem: Example 3 Discussion: What is true about all regular polygons? How does being a regular polygon effect the interior angle measures? Key Point: Example 4	Pg. 122 “On Your Own” # 6-9	pg. 124 #'s 15-24	#26-29, 32	Resources by Chapter Practice A or B
Day 3: BI Lesson 3.4: Using Similar Triangles I can understand the concept of similar triangles. I can identify similar triangles. I can use indirect measurement to find missing measures		3.4 Pg. 126 Problem: Activity 2 Discussion: How can you use angles to tell whether triangles are similar? Key Point: Example 1	Pg. 129 “On Your Own” # 1-2 and Pg. 130 # 4-5	Pg. 130 # 6-10	N/A	Resources by Chapter Practice A or B

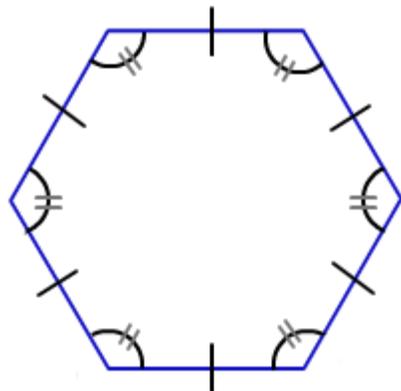
<p>Day 4: BI Lesson 3.4: Using Similar Triangles I can understand the concept of similar triangles. I can identify similar triangles. I can use indirect measurement to find missing measures</p>	<p>3.4 Pg. 129 Problem: <i>Example 2</i> Discussion: How can you use similar triangles to find unknown lengths? Key Point: Key vocab & Example 2</p>	<p>Pg. 129 "On Your Own" # 3</p>	<p>pg. 131 # 11-15</p>	<p>Pg. 131 #17, Pg. 132 #10-11</p>	<p>Resources by Chapter Practice A or B</p>
<p>Day 5: BI Lesson</p>	<p>Whiteboard Review Pg. 132 3.3-3.4 Mixed Review Quiz</p>	<p>8.G.5 QUIZ</p>			

SAMPLE

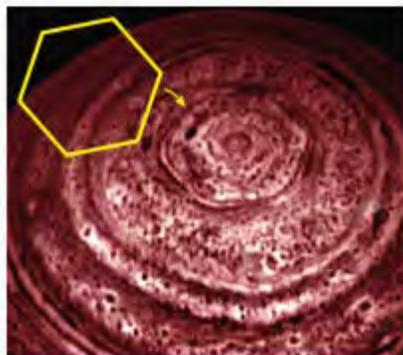
Introduction to New Material

Week 8: Angles of Polygons and Using Similar Triangles

Day	Engage	Problem	Key Ideas
1	<p>Show:</p>  <p>Ask: What do you notice? What do you wonder?</p>	<p>BI p. 3.3 [Pg. 118] Problem: Activity 1 a-f Work with a partner. In parts (a)–(e), identify each polygon and the number of sides n. Then find the sum of the interior angle measures of the polygon.</p> <p>a. Polygon:  Number of sides: $n =$  Draw a line segment on the figure that divides it into two triangles. Is there more than one way to do this? Explain. What is the sum of the interior angle measures of each triangle? What is the sum of the interior angle measures of the figure?</p> <p>b.  c. </p> <p>d.  e. </p> <p>Discussion: How do you find the sum of the interior angles of any given polygon?</p>	<p>BI p.120 Key Idea Interior angle measures & Example 1 and 2</p> <div data-bbox="1302 438 1942 893"> <p>EX1 Sum of angle measures.</p> <p>Quad</p>  <p>$= 360^\circ$</p> <p>*All Quads have 360° (Activity) * use Triangles to determine sum of Angles (# of sides - 2) \cdot 180 = total angles $(n-2) \cdot 180$</p> <p>① Pentagon $(5-2) \cdot 180 = 540^\circ$ ② Octagon $(8-2) \cdot 180 = 1080^\circ$ ③ 25-gon $(25-2) \cdot 180 = 4140^\circ$</p> </div> <div data-bbox="1302 917 1963 1177"> <p>EX2 Find unknown (interior) Angle measures.</p>  <p>7 sides</p> <p>① Find total (sides-2) \cdot 180 $(7-2) \cdot 180 = 900$</p> <p>② set up equation $140 + 145 + 115 + 120 + 130 + 125 + x = 900$ $778 + x = 900$ $x = 122^\circ$</p> <p>$m\angle x = 122^\circ$</p> </div>
2	<p>Show:</p>	<p>BI p. 3.3 [Pg. 121] Problem: Example 3 Note: Review Regular Polygons before Example 3: A cloud system discovered on Saturn is in the approximate shape of a regular hexagon. Can you find the measure of each interior angle of the regular hexagon?</p>	<p>BI.Pg. 122 Key Idea (Exterior angle measures) and Example 4</p> <p>Key Vocab:</p> <ul style="list-style-type: none"> • Regular Polygon • Exterior angles • Concave • Convex



Ask:
What do you notice? What do you wonder?



The hexagon is about 15,000 miles across. Approximately four Earths could fit inside it.

Discussion: What is true about all regular polygons? How does being a regular polygon effect the interior angle measures?

* Regular Polygon: All angles have the same measure and all sides are = in length.

3 4 5 6 8 12-gon
 equilateral triangle square pentagon hexagon octagon

* Seven sides = Septagon Heptagon * 10 = Decagon
 * concave vs. convex

[Ex3] Regular Polygons (all ang are the same)

Find the interior angle measure of a regular hexagon.

$$\frac{(Sides - 2) \cdot 180}{\# \text{ of sides}}$$

$$\frac{(6-2) \cdot 180}{6} = 720 = \text{total}$$

$$\frac{720}{6} = 120^\circ \text{ each angle.}$$

120°

[Ex4] Exterior Angle Measures

The sum of the exterior angles of ALL convex polygons is 360° !

$$x + 50 + 127 + 91 = 360$$

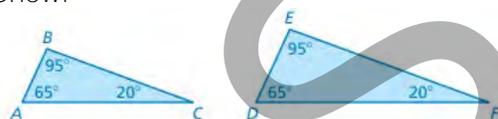
$$x + 268 = 360$$

$$\underline{- 268 \quad - 268}$$

$x = 92^\circ$

3

Show:

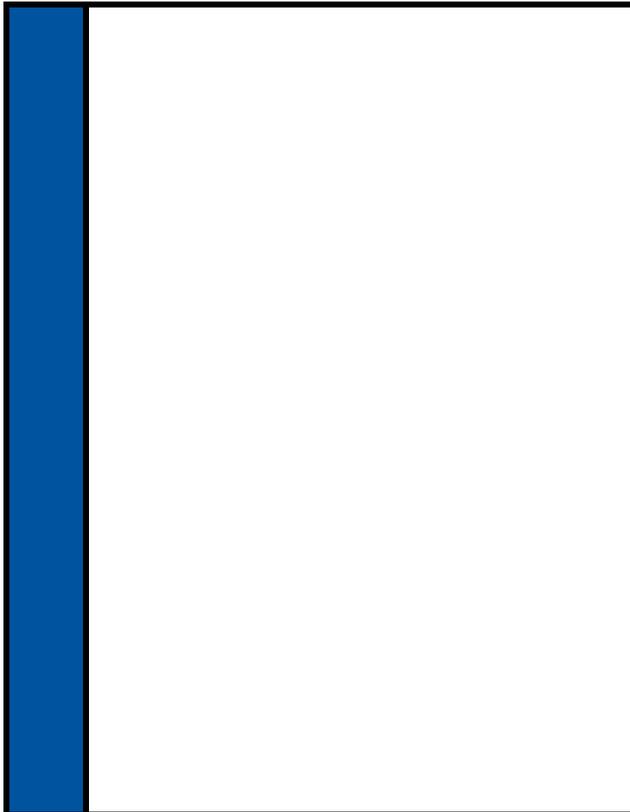


Ask:
What do you notice? What do you wonder?

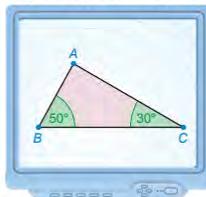
Bl p.126 **3.4 Similar Triangles**
(Need Geometry Software)

Problem: Activity 2

Bl p. 128 Key Idea Similar Triangles & Example 1



Work with a partner. Use geometry software to draw the triangle below.



- Dilate the triangle by the following scale factors.
 2 $\frac{1}{2}$ $\frac{1}{4}$ 2.5
- Measure the third angle in each triangle. What do you notice?
- REASONING** You have two triangles. Two angles in the first triangle are congruent to two angles in the second triangle. Can you conclude that the triangles are similar? Explain.

Discussion: How can you use angles to tell whether triangles are similar?

3.4 Similar Triangles (Angles)

* Similar Triangles have the same angle measures! (sides are proportional)

EX1 Identifying similar triangles by \angle 's.

1) Explain...

Note: if 2 Δ have 2 pairs of congruent \angle 's, then the 3rd angles are =.

$50 + 75 + x = 180$
 $x = 55^\circ$

$50 + 75 + x = 180$
 $x = 55^\circ$

2.)

Are they similar?

$x + 54 + 63 = 180$
 $x + 117 = 180$
 $x = 63^\circ$

$63, 63, 54 = 63, 63, 54$ **Yes!**

$63 + 63 + y = 180$
 $126 + y = 180$
 $y = 54^\circ$

3)

Are we similar? prove it...

4

Show:

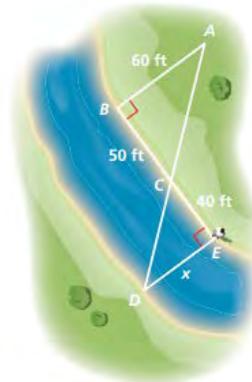
Ask:
 What do you notice? What do you wonder?

3.4 [Pg. 129]
 BI p. 127 Indirect measurement
Problem: Activity 2
 You plan to cross a river and want to know how far it is to the other side. You take measurements on your side of the river and make the drawing shown. (a) Explain why $\triangle ABC$ and $\triangle DEC$ are similar. (b) What is the distance x across the river?

BI p. key vocab & Example 2

Vocab:

- Indirect Measurement



NOTES:

- a. $\angle B$ and $\angle E$ are right angles, so they are congruent. $\angle ACB$ and $\angle DCE$ are vertical angles, so they are congruent.
Because two angles in $\triangle ABC$ are congruent to two angles in $\triangle DEC$, the third angles are also congruent and the triangles are similar.
- b. The ratios of the corresponding side lengths in similar triangles are equal. Write and solve a proportion to find x .

$\frac{x}{60} = \frac{40}{50}$ Write a proportion.

$60 \cdot \frac{x}{60} = 60 \cdot \frac{40}{50}$ Multiplication Property of Equality

$x = 48$ Simplify.

So, the distance across the river is 48 feet.

Discussion: How can you use similar triangles to find unknown lengths?

***Indirect Measurement:** When you use similar figures to find missing measurements because it is too difficult to find directly.

EX2 Using Indirect Measurements

You plan to cross a river and want to know how far it is to the other side. You take measurements on land & use that to estimate the distance across the river. Explain why $\triangle ABC$ and $\triangle DEC$ are similar, then find the distance across the river.

Note: When 2 \triangle are similar the sides are proportional
 $BA \sim ED$ so, $\frac{60}{x}$ as $\frac{50}{40}$
 $BC \sim EC$

$\frac{60}{x} = \frac{50}{40}$, Fish!
 $x = 48$ ft

because C is the same on both \triangle the 3^{rd} angle must be the same, therefore, they are similar!

$\triangle ABC$
 $\angle A = \angle D$
 $\angle B = 90$ $\angle E = 90$
 $\angle C = \text{same}$ $\angle C = \text{same}$
 as \quad as
 Vertical angles

	NHA Priority High School Standards	North Carolina State Standards
Analyze, summarize, and interpret data	<p>1.2.1a: Compute mean, median, mode, quartiles, and range.</p> <p>1.2.1b: Choose and explain the appropriate measure of central tendency (mean, median, mode) to represent a given set of data.</p> <p>1.2.2: Interpret data represented in a histogram.</p> <p>1.2.3: Statistically calculate if there is an outlier given a partially filled table of steps.</p> <p>1.2.4: Identify misleading aspects of graphs or data displays (circle, line, bar).</p> <p>1.2.5: Estimate by hand the line of best fit of a scatter plot to analyze residuals.</p> <p>1.2.6: Interpret the correlation coefficient and describe the relationship between data.</p>	<p>NC.M1.S-ID.1: Use technology to represent data with plots on the real number line (histograms, and box plots).</p> <p>NC.M1.S-ID.2: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. Interpret differences in shape, center, and spread, in the context of the data sets.</p> <p>NC.M1.S-ID.3: Examine the effects of extreme points (outliers) on shape, center, and/or spread.</p> <p>NC.M1.S-ID.6: Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.</p> <p>NC.M1.S-ID.6a: a. Fit a least squares regression line to linear data using technology. Use the fitted function of solve problems.</p> <p>NC.M1.S-ID.6b: b. Assess the fit of a linear function by analyzing residuals.</p> <p>NC.M1.S-ID.6c: c. fit a function to exponential data using technology. Use the fitted function to solve problems.</p> <p>NC.M1.S-ID.7: Interpret in context the rate of change and the intercept of a linear model. Use the linear model to interpolate and extrapolate predicted values. Assess the validity of a predicted value.</p> <p>NC.M1.S-ID.8: Analyze patterns and describe relationships between two variables in context. Using technology, determine the correlation coefficient of bivariate data and interpret it as a measure of the strength and direction of a linear relationship. Use a scatter plot, correlation coefficient, and a residual plot to determine the appropriateness of using a linear function to model a relationship between two variables.</p> <p>NC.M1.S-ID.9: Distinguish between association and causation.</p>
	<p>1.3.1: Create and interpret a box plot.</p> <p>1.3.2: Create a histogram from a set of data.</p> <p>1.3.3: Explain the effects on the measures of central tendency when an outlier is added to or removed from data.</p> <p>1.3.4: Given two graphical representations (bar, circle, line) of a set of data (one accurate, one misleading), correct the error in the misleading graph. (Ex: Given accurate bar graph and misleading circle graph, make a correct circle graph using the data from the bar graph)</p> <p>1.3.5: Given linear or exponential data, use technology to find the regression line for discovering information about the data.</p> <p>1.3.6: Distinguish between correlation and causation given a graph and correlation coefficient in real-world situations.</p>	
Create and solve linear equations, inequalities, and literal equations.	<p>2.2.1: Solve a two- or three-step equation (two-step, variables on both sides, distribution).</p> <p>2.2.2: Identify the correct equation given a scenario.</p> <p>2.2.3: Identify the correct literal equation given a scenario.</p> <p>2.2.4: Solve and graph linear inequality in one variable (two-step and both sides).</p> <p>2.2.5: Identify the correct inequality given a scenario.</p>	<p>NC.M1.A-CED.3: Create systems of linear equations and inequalities to model situations in context.</p> <p>NC.M1.A-CED.1: Create equations and inequalities in one variable that represent linear, exponential, and quadratic relationships and use them to solve problems.</p> <p>NC.M1.F-LE.1: Identify situations that can be modeled with linear and exponential functions and justify the most appropriate model for a situation based on the rate of change over equal intervals.</p> <p>NC.M1.A-SSE.1: Interpret expressions that represent a quantity in terms of its context.</p>

	NHA Priority High School Standards	North Carolina State Standards
	<p>2.3.1: Solve a multi-step (variables on both sides, distribution, combine like terms) linear equation in one variable.</p> <p>2.3.2: Create and solve an equation based upon a real world scenario.</p> <p>2.3.3: Solve a literal equation for specified variable (can be made up).</p> <p>2.3.4: Solve and graph a multi-step linear inequality in one variable (variables on both sides, distribution, combine like terms).</p> <p>2.3.5: Create and solve an inequality based upon a real world scenario.</p>	<p>NC.M1.A-SSE.1a: a. Identify and interpret parts of a linear, exponential, or quadratic expression, including terms, factors, coefficients and exponents.</p> <p>NC.M1.A-SSE.1b: b. Interpret a linear, exponential, or quadratic expression made of multiple parts as a combination of entities to give meaning to an expression.</p> <p>NC.M1.A-REI.1: Justify a chosen solution method and each step of the solving process for linear and quadratic equations using mathematical reasoning.</p> <p>NC.M1.A-REI.3: Solve linear equations and inequalities in one variable.</p>
Graph and interpret linear equations.	<p>3.2.1: Calculate slope given two points.</p> <p>3.2.2: Given slope and a point, calculate the y-intercept.</p> <p>3.2.3: Graph a continuous linear equation in slope-intercept form.</p> <p>3.2.4: Given a linear function, create one linear function that is parallel and one that is perpendicular to the original.</p> <p>3.2.5a: Identify the slope, intercepts, whether the graph is increasing/decreasing from a graph.</p> <p>3.2.5b: Identify the slope, intercepts, whether the graph is increasing/decreasing from an equation.</p> <p>3.2.6: Find the midpoint or endpoint when given two points on a coordinate graph,</p> <p>3.3.1: Given two linear representations, determine their slopes to make interpretations on their rate of change.</p> <p>3.3.2: Create a linear equation based on a context given two points.</p> <p>3.3.3: Graph a linear equation based on a real-world context (including discrete and continuous). Explain why it is continuous or discrete.</p> <p>3.3.4: Given two equations in different forms, identify if they are parallel, perpendicular, coinciding or none of the above.</p> <p>3.3.5: Interpret a graph of a linear equation based on a context. (independent/dependent variable units and meaning, rate of change units and meaning, y-intercept units and meaning).</p> <p>3.3.6: Given a line segment on a coordinate graph, use the slope and midpoint to find a perpendicular line which cuts the segment in half.</p>	<p>NC.M1.A-CED.2: Create and graph equations in two variables to represent linear, exponential, and quadratic relationships between quantities.</p> <p>NC.M1.A-CED.3: Create systems of linear equations and inequalities to model situations in context.</p> <p>NC.M1.A-CED.4: Solve for a quantity of interest in formulas used in science and mathematics using the same reasoning as in solving equations.</p> <p>NC.M1.F-LE.1: Identify situations that can be modeled with linear and exponential functions and justify the most appropriate model for a situation based on the rate of change over equal intervals.</p> <p>NC.M1.F-LE.5: Interpret the parameters a and b in a linear function $f(x) = ax + b$ or an exponential function $g(x) = ab^x$ in terms of a context.</p> <p>NC.M1.F-IF.6: Calculate and interpret the average rate of change over a specified interval for a function presented numerically, graphically, and/or symbolically.</p> <p>NC.M1.G-GPE.5: Use coordinates to prove the slope criteria for parallel and perpendicular lines and use them to solve problems.</p> <ul style="list-style-type: none"> • Determine if two lines are parallel, perpendicular, or neither. • Find the equation of a line parallel or perpendicular to a given line that passes through a given point. <p>NC.M1.G-GPE.6: Use coordinates to find the midpoint or endpoint of a line segment.</p>

	NHA Priority High School Standards	North Carolina State Standards
Solve and interpret systems of equations and systems of inequalities.	4.2.1: Solve a system of linear equations where one of the equations equals a constant. 4.2.2: Determine which system of equations is set up properly. (IE: multiple choice of some in slope-intercept form and some in standard form). 4.2.3: Create a graph based on a given inequality. 4.2.4: Solve a system of equations by graphing (include parallel and infinite).	NC.M1.A-REI.5: Explain why replacing one equation in a system of linear equations by the sum of that equation and a multiple of the other produces a system with the same solutions. NC.M1.A-REI.6: Use tables, graphs, or algebraic methods (substitution and elimination) to find approximate or exact solutions to systems of linear equations and interpret solution in terms of a context. NC.M1.A-REI.10: Understand that the graph of a two variable equation represent the set of all solutions to the equation. NC.M1.A-REI.11: Build an understanding of why the x-coordinates of the points where the graphs of two linear, exponential, and/or quadratic equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$ and approximate solutions using graphing technology or successive approximations with a table of values. NC.M1.A-REI.12: Represent the solutions of a linear inequality or a system of linear inequalities graphically as a region of the plane.
	4.3.1: Choose and use an appropriate method to solve a system of linear equations. 4.3.2: Write and solve a standard form system of equations within a real-world situation. 4.3.3: Graph a system of inequalities and identify different points to check and explain solutions. 4.3.4: Given a real world system, graph and interpret its' solution (include parallel and perpendicular).	NC.M1.G-GPE.5: Use coordinates to prove the slope criteria for parallel and perpendicular lines and use them to solve problems. <ul style="list-style-type: none"> • Determine if two lines are parallel, perpendicular, or neither. • Find the equation of a line parallel or perpendicular to a given line that passes through a given point.

	NHA High School Priority Standards	North Carolina State Standards
Apply arithmetic operations to simplify polynomials.	5.2.1: Identify key characteristics in a polynomial expression (degree, leading coefficient, number of terms, written in standard form). 5.2.2: Simplify a polynomial expression (addition, subtraction, and binomial multiplication). 5.2.3: Simplify one-step exponent rules (product, quotient, power, zero). 5.2.4: Determine the Greatest Common Factor between two terms. 5.2.5: Convert between scientific notation and standard form.	NC.M1.A-APR.1: Build an understanding that operations with polynomials are comparable to operations with integers by adding and subtracting quadratic expressions and by adding, subtracting, and multiplying linear expressions. NC.M1.N-RN.2: Rewrite algebraic expressions with integer exponents using the properties of exponents. NC.M1.A-APR.3: Understand the relationships among the factors of quadratic expression, the solutions of a quadratic equation, and the zeros of a quadratic function.
	5.3.1: Given a polynomial, interpret information based on its characteristics (end behavior, # of potential zeros, # of maxs and mins, directionality, y-intercept). 5.3.2: Find the area and perimeter of a shape when given polynomial side lengths (2 x 3 polynomials or higher). 5.3.3: Simplify expressions using properties of exponents. 5.3.4: Apply a GCF to factor a quadratic trinomial. 5.3.5: Multiply or divide two terms in scientific notation based on real-world context (convert one of your terms from decimal to scientific notation first).	NC.M1.A-SSE.1: Interpret expressions that represent a quantity in terms of its context. NC.M1.A-SSE.1a: a. Identify and interpret parts of a linear, exponential, or quadratic expression, including terms, factors, coefficients and exponents. NC.M1.A-SSE.1b: b. Interpret a linear, exponential, or quadratic expression made of multiple parts as a combination of entities to give meaning to an expression. NC.M1.A-SSE.3: Write an equivalent form of a quadratic expression $ax^2 + bx + c$, where a is an integer, by factoring to reveal the solutions of the equation or the zeros of the function the expression defines. NC.M1.A-REI.4: Solve for the real solutions of quadratic equations in one variable by taking square roots and factoring. NC.M1.G-GPE.4: Use coordinates to solve geometric problems involving polygons algebraically <ul style="list-style-type: none"> • Use coordinates to compute perimeters of polygons and areas of triangles and rectangles. • Use coordinates to verify algebraically that a given set of points produces a particular type of triangle or quadrilateral.

	NHA High School Priority Standards	North Carolina State Standards
Graph, interpret, create, justify, and solve quadratic functions.	6.2.1: Given a graph, identify the type of function, x-intercepts, y-intercepts, vertex, directionality, and line of symmetry. 6.2.2: Graph a quadratic in vertex form using a table. 6.2.3: Solve a quadratic equation to identify the roots (using square roots, factoring, not set equal to 0). 6.2.4: Identify key characteristics of a real-world quadratic graph (max/min, x-intercept, y-intercept). 6.2.5: Given the discriminant formula, identify the number of solutions for a quadratic.	NC.M1.A-APR.3: Understand the relationships among the factors of quadratic expression, the solutions of a quadratic equation, and the zeros of a quadratic function. NC.M1.A-CED.1: Create equations and inequalities in one variable that represent linear, exponential, and quadratic relationships and use them to solve problems. NC.M1.A-CED.2: Create and graph equations in two variables to represent linear, exponential, and quadratic relationships between quantities. NC.M1.A-REI.1: Justify a chosen solution method and each step of the solving process for linear and quadratic equations using mathematical reasoning. NC.M1.A-REI.4: Solve for the real solutions of quadratic equations in one variable by taking square roots and factoring. NC.M1.A-SSE.1: Interpret expressions that represent a quantity in terms of its context. NC.M1.A-SSE.1a: a. Identify and interpret parts of a linear, exponential, or quadratic expression, including terms, factors, coefficients and exponents. NC.M1.A-SSE.1b: b. Interpret a linear, exponential, or quadratic expression made of multiple parts as a combination of entities to give meaning to an expression. NC.M1.A-SSE.3: Write an equivalent form of a quadratic expression $ax^2 + bx + c$, where a is an integer, by factoring to reveal the solutions of the equation or the zeros of the function the expression defines.
	6.3.1: Given an equation, identify the type of function, x-intercepts, y-intercept, vertex, directionality, max/min, and line of symmetry. 6.3.2: Graph a quadratic using a table and the line of symmetry formula. 6.3.3: Solve for the zeros of a quadratic when a is not 1. 6.3.4: Solve for the zeros by applying quadratic formula to real world situations. 6.3.5: Use the discriminant to complete a partial quadratic that satisfies a given number of solutions (Given $5x^2 + bx + 10$, find all values of b which would make this quadratic have 1 solution).	

	NHA High School Priority Standards	North Carolina State Standards
<p>Compare function families represented in different forms.</p>	<p>7.2.1: Given a graph, determine the function family it represents (linear, quadratic, exponential, non-functions, radical, rational, absolute value).</p> <p>7.2.2: Identify the common difference or ratio in a sequence.</p> <p>7.2.3: Evaluate an equation represented in function notation for a given x-value.</p> <p>7.2.4: Identify the domain and range from a set of data of points.</p> <p>7.2.5: Describe in words the two transformations that happened when given the parent function.</p> <hr/> <p>7.3.1: Given a table of values, determine the function family it represents (linear, quadratic, exponential, non-function).</p> <p>7.3.2: Write an equation to represent a given arithmetic or geometric sequence.</p> <p>7.3.3: Evaluate composite function notation expressions $2f(x)$, $g(f(x))$, $(f+g)(x)$, $(fg)(x)$.</p> <p>7.3.4: Determine the domain and range of a function or relation from a graph.</p> <p>7.3.5: Write a new function given a transformation and interpret its meaning.</p>	<p>NC.M1.F-IF.1: Build an understanding that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range by recognizing that:</p> <ul style="list-style-type: none"> If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$. <p>NC.M1.F-IF.2: Use function notation to evaluate linear, quadratic, and exponential functions for inputs in their domains, and interpret statements that use function notation in terms of a context.</p> <p>NC.M1.F-IF.3: Recognize that recursively and explicitly defined sequences are functions whose domain is a subset of the integers, the terms of an arithmetic sequence are a subset of the range of a linear function, and the terms of a geometric sequence are a subset of the range of an exponential function.</p> <p>NC.M1.F-IF.4: Interpret key features of graphs, tables, and verbal descriptions in context to describe functions that arise in applications relating two quantities, including: intercepts; intervals where the function is increasing, decreasing, positive, or negative; and maximums and minimums.</p> <p>NC.M1.F-IF.5: Interpret a function in terms of the context by relating its domain and range to its graph and where applicable, to the quantitative relationship it describes.</p> <p>NC.M1.F-IF.7: Analyze linear, exponential, and quadratic functions by generating different representations, by hand in simple cases and using technology for more complicated cases, to show key features, including: domain and range; rate of change; intercepts; intervals where the function is increasing, decreasing, positive, or negative; maximums and minimums; and end behavior.</p> <p>NC.M1.F-IF.8: Use equivalent expressions to reveal and explain different properties of a function.</p> <p>NC.M1.F-IF.8a: a. Rewrite a quadratic function to reveal and explain different key features of the function</p> <p>NC.M1.F-IF.8b: b. Interpret and explain growth and decay rates for an exponential function</p> <p>NC.M1.F-IF.9: Compare key features of two functions (linear, quadratic, or exponential) each with a different representation (symbolically, graphically, numerically in tables, or by verbal descriptions).</p> <p>NC.M1.F.BF.1: Write a function that describes a relationship between two quantities.</p> <p>NC.M1.F.BF.1a: a. Build linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two ordered pairs (include reading these from a table).</p> <p>NC.M1.F.BF.1b: b. Build a function that models a relationship between two quantities by combining linear, exponential, or quadratic functions with addition and subtraction or two linear functions with multiplication.</p> <p>NC.M1.F-BF.2: Translate between explicit and recursive forms of arithmetic and geometric sequences and use both to model situations.</p> <p>NC.M1.F-LE.1: Identify situations that can be modeled with linear and exponential functions, and justify the most appropriate model for a situation based on the rate of change over equal intervals.</p> <p>NC.M1.F-LE.3: Compare the end behavior of linear, exponential, and quadratic functions using graphs and tables to show that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or quadratically.</p>



Appendix A4.4: IRS Form 990

Johnston Preparatory Academy

We are contracting with National Heritage Academies (NHA) to partner for the local day-to-day management of Johnston Preparatory Academy. Our Board understands that NHA is a for-profit corporation. They are privately held, and therefore do not submit an IRS Form 990.

Appendix A4.3 – EMO/CMO Financial History details the financial health and stability of NHA.



Appendix A4.3: EMO/CMO Financial History (Bank Statements)

Johnston Preparatory Academy



April 25, 2022

Brooke Holmes
Board President
Johnston Preparatory Academy

Via: Hand Delivery

Re: Johnston Preparatory Academy and NHA

Dear Ms. Holmes,

I understand that Johnston Preparatory Academy has partnered with National Heritage Academies ("NHA") to prepare a charter application for a new school to open in 2022. I write this letter to provide history on the financial stability of the organization over the past years.

NHA is an educational management organization that operates 100 schools in 9 states. NHA has been a valued customer of PNC Bank for approximately 20 years. NHA is in good standing and has been for the duration of our relationship. The company currently has a revolving credit facility with the bank. As of this date, availability on the revolving credit facility is sufficient to ensure the resources are available to meet the commitments to secure a school site, construct or renovate school facilities, and provide for the start-up costs presented in the application.

NHA is also financially able to meet the commitments to fund the predicted operating shortfalls during the first years of operation.

If I can be of further assistance, please call me at 616-771-9184.

Sincerely,

A handwritten signature in black ink that reads "Jason Manchesky". The signature is written in a cursive, flowing style.

Jason Manchesky,
Senior Vice President



Appendix A4.2: EMO/CMO Facility Buyout Agreement

Johnston Preparatory Academy

Johnston Prep's relationship with National Heritage Academies (NHA) regarding the use of a school facility is specified within our lease agreement. NHA will own the facility and rent it to the school. Should we determine that NHA is not the right management partner for our school, our lease agreement stipulates that we have the right to remain in the facility for the remainder of the current school year as well as for the following school year. Upon completion of this timeframe, we have the option to negotiate staying in the facility or we can move to a different location. We are confident this relationship serves our school well. Reasons for this include:

- NHA assumes the risk of all costs involved to develop and construct the school facility. This involves outfitting the building to accommodate full enrollment beginning on our first day (even though we will open with fewer grades and students). Our Board is not responsible for this up-front investment.
- Beyond up-front financial risk, NHA is incentivized to make sure Johnston Preparatory Academy is high performing. We hold the ability to terminate our contractual relationship with NHA if we are ever dissatisfied with any component of our school, and in turn, leave NHA with an empty school facility.

We have included a draft lease agreement with NHA that offers our Board the space and terms we require.

LEASE

THIS LEASE (“**Lease**”) is entered into the _____ day of _____ 202_, to be effective July 1, 202_ (the “**Effective Date**”) by and between NATIONAL HERITAGE ACADEMIES, INC., a Michigan corporation, of 3850 Broadmoor SE, Ste. 201, Grand Rapids, Michigan 49512 (“**Landlord**”), and JOHNSTON PREPARATORY ACADEMY, a North Carolina non-profit corporation, having an address of _____, _____, North Carolina (“**Tenant**”).

RECITALS

A. Landlord (defined in Section 22.5), as tenant, and Charter Development Company, L.L.C., as landlord (together with its successors, assigns and successors in interest, the “**Master Landlord**”) are party to that certain Master Lease Agreement effective January 1, 1999, as amended (the “**Master Lease**”).

B. Landlord and Master Landlord amended the Master Lease to subject the Premises thereto.

C. Tenant desires to sublease the Premises from Landlord, and Landlord desires to so sublease the Premises to Tenant, on the terms and conditions set forth herein.

NOW, THEREFORE, in consideration of the mutual covenants set forth above and herein, Landlord and Tenant agree as follows:

ARTICLE 1

The Premises and Other Agreements.

1.1 Premises. Landlord hereby leases to Tenant, on the terms and conditions hereinafter set forth, the real estate located in _____, North Carolina, (_____ County), with an address of _____, _____, North Carolina and more particularly described on Exhibit “A” attached hereto (the “**Land**”), and all improvements located on the Land (the Land and such improvements as they may exist from time to time, hereinafter referred to as the “**Premises**”).

1.2 Master Lease. This Lease is subordinate and subject to the Master Lease. Tenant covenants that it shall not through its negligent, intentional or wrongful acts or omissions cause a breach or default on the part of Landlord under the terms of the Master Lease. Landlord represents and warrants to Tenant that the terms of this Lease are not inconsistent with the terms of the Master Lease, and Tenant’s compliance with the terms of this Lease will not constitute a breach of the terms of the Master Lease. Landlord and Tenant each hereby indemnify the other party against all liability, judgments, costs, damages, claims, costs and expenses, including, without limitation, reasonable attorneys’ fees arising out of or relating to such indemnifying party’s breach of the covenants, representations or warranties set out by such parties in the preceding two sentences.

1.3 Services Agreement. In accordance with the terms and conditions of that certain “**Services Agreement**” of even or similar date herewith, by and between Landlord and Tenant,

Landlord has contractually agreed to manage and operate the Premises and the school located on the Premises, and in connection with the same, Landlord is obligated to fulfill certain obligations assigned to Tenant under the terms of this Lease (the “**Services Obligations**”). In the event that Landlord fails to timely perform or fulfill one or more of the Services Obligations and said failure (a) is not otherwise excused, or subject to notice and an unexpired cure period, by the terms of the Services Agreement, and (b) is not due to the fault of Tenant, then said failure, in and of itself, shall not be deemed to be a Default by Tenant under the terms of this Lease. The foregoing sentence shall be of no further force and effect in the event of expiration or termination of the Services Agreement for any reason.

ARTICLE 2

Term.

2.1 Initial Term and Renewals. The “**Initial Term**” of this Lease shall commence on July 1, 202_ and shall terminate effective June 30, 202_ (the “**Initial Term Expiration**”), unless sooner terminated as hereinafter set forth. Provided that (a) Tenant is not then in Default under this Lease, the Services Agreement, or the “**Charter**” (as defined in Section 13.1.E. below), and (b) this Lease, the Services Agreement and the Charter are still in full force and effect, then, unless a Notice of Non-Renewal is sent as provided below, on the Initial Term Expiration (and each anniversary thereof, during the Term of this Lease), this Lease shall be automatically renewed for successive one (1) year terms, upon the same terms and conditions as contained herein. The “**Term**” of this Lease shall mean the Initial Term and every renewal term entered into by Landlord and Tenant. The term “**Upcoming Expiration Date**” shall mean the Initial Term Expiration, or if the Initial Term Expiration has occurred, then the upcoming anniversary of the Initial Term Expiration. If either party, in its sole discretion, does not wish for this Lease to automatically renew, then at least one hundred eighty (180) days prior to the Upcoming Expiration Date, such party must notify the other party in writing that it does not wish the Term to be renewed (a “**Notice of Non-Renewal**”). Upon the timely delivery of a Notice of Non-Renewal, this Lease shall terminate on the Upcoming Expiration Date.

2.2 If Tenant is entitled to terminate this Lease due to Landlord’s default hereunder or if Tenant is entitled to terminate the Services Agreement due to Landlord’s default thereunder, then provided that Tenant is not in default hereunder or under the Services Agreement, Tenant may elect by written notice to Landlord given within thirty (30) days after Tenant provides notice to Landlord of such default and Landlord fails to cure such default, leave this Lease in effect (except for any Lease renewal and assignment rights) for the remainder of the school year then in effect plus the succeeding one (1) school year (July 1 to June 30)(collectively, the “**Holdover Period**”), in which event the effective termination date of the Lease shall be the earlier of the last day of such Holdover Period or the date upon which Tenant vacates the Premises in accordance with the terms of this Lease, provided however that at the time of Tenant’s election and at all times during such Holdover Period Tenant (i) is not in default under this Lease or the Services Agreement, and (ii) Tenant’s Charter is in full force and effect (the “**Holdover Option**”). In the event Tenant so elects to remain in possession pursuant to the Holdover Option, Tenant shall give Landlord written notice not later than sixty (60) days before the last day of each succeeding school year during the Holdover Period as to whether or not Tenant elects to remain in possession for the next succeeding school year; in the event Tenant gives no such notice, Tenant shall be deemed to

have elected not to remain in possession, and the Lease shall terminate when Tenant vacates the Premises (which it shall timely due upon the end of the then school year).

ARTICLE 3

Rent.

3.1 Annual Rent. During the Initial Term, Tenant hereby leases said Premises for the Term above stated and agrees to pay Landlord annual rent of _____ and _____/100 Dollars (\$ _____), (“**Annual Rent**”) in twelve (12) equal monthly installments of _____/100 Dollars (\$ _____) (each, a “**Monthly Installment**”) each payable to Landlord (or to such other “Person” (defined in Section 22.9) or agent as Landlord may specify by written notice to Tenant) in advance on the first day of each calendar month during the Term. The term “**Lease Year**” is defined to mean any twelve month period from July 1 to June 30 of the following year, during the Term. If the Term ends before the end of a Lease Year, Annual Rent shall be prorated on a daily basis and paid in advance by Tenant on the first day of the last calendar month during the Term. Annual Rent may be adjusted upon determination of final costs for acquisition and construction of the Premises.

3.2 Additional Rent. Any amounts due from Tenant to Landlord hereunder, other than Annual Rent, shall constitute “**Additional Rent.**” Additional Rent shall, unless expressly provided to the contrary in this Lease, be payable from Tenant to Landlord on the same terms that Annual Rent is payable, with the next payment of the Monthly Installment coming due hereunder. Annual Rent and Additional Rent may be referred to collectively herein as “**Rent**”.

3.3 Payments. All Rent shall be paid to Landlord at Landlord’s address as set forth in the introductory paragraph hereof, or at such other address as Landlord may designate in writing. This Lease is a triple net lease and Rent shall be paid without setoff, counterclaim, recoupment, abatement, suspension, or deduction, except as expressly provided for herein. This Lease shall not terminate, nor shall Tenant have any right to terminate this Lease during the Term (except as otherwise expressly provided herein), nor shall Tenant be entitled to any abatement, deduction, deferment or reduction of Annual Rent hereunder (except as otherwise expressly provided herein), nor shall the obligations of Tenant under this Lease be affected by any interference with Tenant’s use of the Premises unless caused by Landlord or Master Landlord. It is the intention of the parties hereto that the obligation of Tenant to pay Rent hereunder shall be separate and that the Rent shall continue to be payable in all events and that the obligations of Tenant hereunder shall continue unaffected, unless the requirement to pay or perform the same shall have been terminated pursuant to an express provision of this Lease.

3.4 Landlord’s Right to Increase. In the event Landlord makes future economic investments in capital improvements to the Premises, or acquires additional property for the benefit or use of Tenant (with such capital improvements or additional property acquisitions being subject to the written consent of Tenant if and to the extent that the cumulative costs thereof exceed Two-Hundred and Fifty Thousand Dollars (\$250,000) during any Lease Year, which consent shall not be unreasonably withheld, conditioned or delayed), then the Annual Rent payable by Tenant shall be promptly adjusted to compensate Landlord for such additional economic investment.

ARTICLE 4

Use, Occupancy and Purpose.

4.1 Permitted Uses.

A. Tenant shall use the Premises solely for operating a publicly chartered school or academy for grades kindergarten through 12th grade, and for ancillary or directly related uses.

B. Any other use of the Premises must be approved by Landlord in advance in writing.

4.2 Restrictions on Use.

A. Tenant shall not use or allow the use of the Premises for any unlawful purpose, nor shall Tenant allow the Premises to be used in violation of the Charter.

B. Tenant shall not allow the Premises to be used in violation of any public law, ordinance, rule or regulation, or in violation of any certificate of occupancy or certificate of compliance covering or affecting the Premises, or any part thereof. Tenant shall not suffer any act to be done or any condition to exist on the Premises or any part thereof which may in law constitute a nuisance, public or private, or which may make void or voidable, or increase premiums for, any insurance with respect thereto. Tenant shall not commit any waste, damage, or injury of or to the Premises or the fixtures or any part thereof and shall take all reasonable precautions and actions to prevent others from committing any of the foregoing.

4.3 Prohibited Uses.

A. Tenant covenants unto Landlord that during the Term, no part of the Premises shall be used for: the operation of any (i) private or commercial golf course, (ii) country club, (iii) massage parlor, hot tub facility, or suntan facility (iv) race track or other facility used for gambling, or (v) store the principal business of which is the sale of alcoholic beverages for consumption off premises; or the rental to others of residential property (as defined in Section 168(e)(2)(A) of the Internal Revenue Code).

B. Notwithstanding anything contained in this Lease to the contrary, in the event of a breach of any of the covenants contained in this Section 4.3, Landlord may immediately terminate this Lease by written notice to Tenant.

4.4 Educational Program. Tenant shall neither use the Premises nor allow the Premises to be used at any time during the Term in a manner that interferes with the performance of Landlord's obligations under the Services Agreement, including without limitation, the implementation and delivery of the Educational Program at the Premises. Tenant acknowledges that the terms of the preceding sentence are intended to allow Landlord to restrict access to certain portions of the Premises at certain times provided such access restriction is at all times consistent with the implementation and delivery of the Educational Program.

ARTICLE 5

Utilities.

5.1 Utility Connections; Utility Service. Landlord represents and warrants that construction of the Premises pursuant to Section 9.1 shall include provision of connections for all utility services necessary to the operation of a school at the Premises. Utility services, including without limitation gas, electricity, light, heat, water, sewage and telephone or other communication services, shall be contracted for and paid for by Tenant.

5.2 Disclaimers. Unless due to the gross negligence or willful misconduct of Landlord, Landlord shall not be liable for (i) any failure of water supply or electric current or any service by any utility provider or local government, or (ii) injury to persons, including death, or damage to property resulting from steam, gas, electricity, water, rain or snow which may flow or leak from any part of the Premises or from any pipes, appliances or plumbing works from the street or subsurface or from any other place. Any express or implied rights, easements or licenses for view purposes or for the passage of light and air are hereby expressly disclaimed by Tenant. Except as otherwise expressly provided in this Lease or as may be provided in the Services Agreement, Landlord shall have no obligation to provide any services to Tenant or to the Premises.

5.3 Modifications and Replacements. If the existing utility services are required to be modified or replaced for any reason by any utility company or authorized agency, governmental or otherwise, then Tenant shall make such modifications or replacements at Tenant's expense and shall save Landlord harmless therefrom.

ARTICLE 6

Taxes.

6.1 Payment by Tenant. Tenant shall pay all (a) taxes levied on or assessed against the Premises during the Term, (b) special assessments levied on or assessed against the Premises during the Term that become due and payable during the term of this Lease, and (c) other similar charges levied on or assessed against the Premises during the Term and that become due and payable during the term of this Lease, except income and other taxes assessed against or by reason of Landlord's reversionary interest in or income from the Premises (the "Taxes"), (i) prior to the date on which any penalties, interest or late charges would apply, and to save Landlord harmless from the payment thereof, or (ii) to Landlord, in accordance with the terms of Section 6.4, provided Landlord makes the demand on Tenant required in Section 6.4. Taxes for the first and last year of the Term or any extension or renewal thereof shall be prorated on the basis of the fiscal period for which such tax is assessed.

6.2 Landlord's Option to Pay. If at any time after any tax, assessment or similar charge so charged or assessed against said Premises shall become due or payable and Tenant shall neglect or fail to pay the same, Landlord, without being obligated to do so, may pay the same at any time thereafter, and the amount of any and all such payments so made by Landlord shall be and is hereby declared to be payable as Additional Rent with the next Monthly Installment due hereunder.

6.3 Payment at End of Term. At the termination of this Lease by lapse of time or otherwise, all Taxes payable by Tenant under the provisions of this Article 6 shall be paid by Tenant to Landlord.

6.4 Monthly Installments. Upon demand of Landlord, (i) Tenant shall pay as Additional Rent, in addition to each Monthly Installment due hereunder, a sum equivalent to one-twelfth of the amount estimated by Landlord to be sufficient to enable Landlord to pay at least thirty (30) days before they become due, all such taxes, assessments and other charges, and (ii) Tenant will deliver and pay over to Landlord such additional sums as are necessary to make up any deficiency in the amount necessary to enable Landlord to fully pay such taxes, assessments and other charges. Any such tax payments from Tenant may be commingled with the general funds of Landlord and no interest shall be payable in respect thereof. If Landlord receives tax payments from Tenant in accordance with this Section, then Landlord shall pay the full amount of taxes, assessments and other charges when due to the appropriate taxing authorities. In the event Tenant's tax payments under this Section are in any way insufficient to pay the full amount of taxes, assessments and other charges when due to the appropriate taxing authorities, then Tenant shall pay to Landlord, as Additional Rent, any shortfall within thirty (30) days of receiving a demand therefor from Landlord.

6.5 Non-Real Property Taxes. In the event that the City, County, State, or any other political subdivision that has taxing authority over the Premises shall, during the Term, impose upon Landlord any tax or other governmental charge in lieu of all or any part of the Taxes (a "**Non-Real Property Tax**"), such Non-Real Property Tax shall, for purposes of this Section, be treated as if it were included in the Taxes, unless the Taxes have been paid by Landlord.

6.6 Receipts. Upon demand of Landlord within ninety (90) days after the date all or any part of the Taxes are payable by Tenant, Tenant shall provide to Landlord official receipts of the appropriate taxing authority or other proof satisfactory to Landlord of the payment of such Taxes.

ARTICLE 7

Insurance.

7.1 Tenant will cause to be maintained policies of fire and extended coverage insurance on all buildings, structures, fixtures and improvements now or hereafter situated on the Premises and all other property leased hereunder in their full replacement cost. Such policies shall have no greater than eighty (80%) percent co-insurance provision and shall contain the standard "agreed amount" clause for evaluating replacement cost. Such policies shall name Tenant, Landlord, other parties designated by Landlord and the "first mortgagee" (defined in Section 22.3) as their interests may appear as insureds and such insurance shall be carried by an insurance company or companies approved by Landlord and the first mortgagee. Tenant shall make available to Landlord on request copies of said policies. Notwithstanding the aforesaid, in no event shall the manner, forms, companies, sums or length of terms be less than that required by the first mortgagee according to the terms and provisions of the "first mortgagee" (defined in Section 22.2)..

7.2 Each such policy shall include: (i) a standard mortgagee clause in favor of the first mortgagee; (ii) a provision to the effect that the waiver of subrogation rights by the insured does not void the coverage; (iii) a provision that the policy shall not be changed or canceled without at least thirty (30) days' prior written notice to Landlord and the first mortgagee; and (iv) a provision that any forfeiture of the policy due to an act of Tenant shall not affect the validity insofar as Landlord or the first mortgagee are concerned.

7.3 From time to time as required by Landlord or the first mortgagee, Tenant at its expense, shall obtain from an engineer or appraiser, in the regular employ of the insurer, or an appraiser, engineer, architect or contractor designated by Tenant and approved by Landlord and the insurer, such evidence as may be required by such insurer to maintain the "agreed amount" clause eliminating the possibility of any co-insurance penalty.

7.4 If Tenant shall refuse or fail to so insure and keep insured the Premises and keep such policies in Landlord's and first mortgagee's possession, Landlord may at its election procure and from time to time renew such insurance, and the amounts expended therefore shall be Additional Rent due from Tenant with the next installment of Rent accruing hereunder and may be collected in the same manner as though Rent due hereunder.

7.5 Upon demand from Landlord, Tenant shall pay in advance as Additional Rent, a sum equivalent to one-twelfth of the amount estimated by Landlord to be sufficient to enable Landlord to pay at least thirty (30) days before they become due all insurance premiums on all policies of insurance required or allowed to be carried by Tenant hereunder. Such Additional Rent may be commingled with the general funds of Landlord and no interest shall be payable in respect thereof. Upon demand by Landlord, Tenant will pay Landlord, as Additional Rent, such additional sums as are necessary to make any deficiency in the amount necessary to enable Landlord to fully pay such premiums.

7.6 Landlord shall have no liability for damage to or loss of personal property located upon the Premises, unless and to the extent caused by Landlord.

ARTICLE 8

Casualty; Restoration.

8.1 If the Premises are damaged by fire or other casualty (a "**Casualty**"), Tenant shall give immediate written notice thereof to Landlord and the first mortgagee ("**Tenant's Casualty Notice**"). Landlord shall, within 60 days after receipt of Tenant's Casualty Notice, deliver to Tenant a good faith estimate (the "**Damage Notice**") of the time needed to repair the damage caused by such Casualty ("**Restoration**").

If the Premises are damaged by Casualty such that Tenant is prevented from conducting its business in the Premises in a manner reasonably comparable to that conducted immediately before such Casualty and Landlord estimates that the damage caused thereby cannot be repaired within 210 days after the commencement of repairs (the "**Repair Period**"), then Tenant may terminate this Lease by delivering written notice to Landlord of its election to terminate within 30 days after the Damage Notice has been delivered to Tenant.

If a Casualty occurs and (1) Landlord estimates that the damage cannot be repaired within the Repair Period, (2) regardless of the extent of damage, (a) the damage occurs during the last twelve (12) months of the Term or (b) the damage is not fully covered by Tenant's insurance policies or any insurance Landlord may carry on the Premises or (c) Landlord makes a good faith determination that restoring the damage would be uneconomical, or (3) Landlord is required to pay any insurance proceeds arising out of the Casualty to a first mortgagee, then, in any such case, Landlord may terminate this Lease by giving written notice of its election to terminate within 30 days after the Damage Notice has been delivered to Tenant.

If neither party elects to terminate this Lease following a Casualty, then Landlord shall, within a reasonable time after such Casualty, begin to repair the Premises and shall proceed with reasonable diligence to restore the Premises to substantially the same condition as they existed immediately before such Casualty; however, Landlord shall not be required to repair or replace any improvements, alterations or betterments made by Tenant within the Premises (which shall be promptly and with due diligence repaired and restored by Tenant at Tenant's sole cost and expense) or any furniture, equipment, trade fixtures or personal property of Tenant or others in the Premises or the Project, and Landlord's obligation to repair or restore the Premises shall be limited to the extent of the insurance proceeds actually received by Landlord for the Casualty in question. If this Lease is terminated under the provisions of this Article 8, Landlord shall be entitled to the full proceeds of the insurance policies providing coverage for all alterations, improvements and betterments in the Premises (and, if Tenant has failed to maintain insurance on such items as required by this Lease, Tenant shall pay Landlord an amount equal to the proceeds Landlord would have received had Tenant maintained insurance on such items as required by this Lease).

82 Rent insurance proceeds, if payable, shall be applied by Tenant to the payment of, when and as due and payable, the installments of Rent and other payments due under this Lease until Restoration has been completed or until the Lease is terminated pursuant to any terms hereof. The balance, if any, of such proceeds shall be paid to Tenant or as Tenant may direct.

83 During any period of Restoration, Rent shall abate in proportion to the portion of the Premises that cannot be used for school purposes in Tenant's reasonable determination.

ARTICLE 9

Care of Premises.

9.1 Tenant will keep the Premises and all other property leased hereunder in good condition and repair, and will yield and deliver the same to Landlord at the expiration or termination of the Lease in as good a condition as when taken, reasonable use and wear thereof, and damages thereto by Landlord or its agents or invitees, excepted. Tenant shall also maintain all portions of the Premises and adjoining areas in a clean and orderly condition, free of dirt, rubbish, snow, ice and unlawful obstructions, except for those attributable to Landlord's use or action. Tenant may not make any repairs, alterations, additions, changes or improvements to the Premises, except as described above in Section 5.3, without the written consent of Landlord. All repairs, alterations, changes or improvements shall be completed and maintained by Tenant in good workmanlike condition, free and clear of all liens and encumbrances arising out of such work.

92 Without limiting the rights granted to Landlord under Article 4 of this Lease, Landlord shall have the right to enter upon the Premises for the purpose of making any repairs thereto and performing any work thereon which may be necessary by reason of Tenant's failure to make any such repairs or perform any such maintenance work as provided herein. Except in case of emergency, the privilege and right of entry shall be exercised at reasonable times and at reasonable hours. Tenant shall pay the cost of any such repairs and maintenance work to Landlord, upon demand therefor and upon submission of satisfactory evidence of Landlord's payment of such costs which sums shall constitute Additional Rent.

ARTICLE 10

Liability.

10.1 Tenant agrees to save Landlord and the first mortgagee harmless from any and all liabilities, losses, damages, penalties, costs and expenses arising from any injury or death to any person or damage to any property in, on, or about the Premises which arise out of (i) gross negligence or willful misconduct of Tenant, or (ii) any noncompliance or breach by Tenant of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Lease. Tenant agrees to procure at its own expense public liability and property damage, single limit liability insurance for the benefit of Landlord, Tenant and the first mortgagee as their interests may appear, in amount not less than One Million Dollars (\$1,000,000) to keep such insurance in force during the Term hereof, and to deliver certificates of such coverage to Landlord at least annually. In the event Tenant defaults as to any such obligations, Landlord may obtain such insurance and charge the cost thereof to Tenant as Additional Rent, payable with the monthly installment next coming due.

10.2 Landlord agrees to save Tenant harmless from any and all liabilities, losses, damages, penalties, costs and expenses arising from any injury or death to any person or damage to any property in, on, or about the Premises to the extent caused by willful misconduct or negligence by Landlord. Landlord agrees to procure at its own expense public liability and property damage, single limit liability insurance for the benefit of Landlord and Tenant as their interests may appear, in amount not less than One Million Dollars (\$1,000,000) to keep such insurance in force during the Term hereof, and to deliver certificates of such coverage to Tenant; Landlord agrees to furnish to Tenant upon request certificates of insurance evidencing such insurance.

10.3 Each party hereto, for itself and its respective successors and assigns (including any person, firm or corporation which may become subrogated to any of its rights), waives any and all rights and claims for recovery against the other party, and its officers, employees, agents, and assigns, or any of them, on account of any loss or damage to any of its property insured under any valid and collectible insurance policy or policies, to the extent of any recovery collectible under such insurance. Notwithstanding the foregoing, this waiver shall not be applicable if it has the effect of invalidating any insurance coverage of Landlord or Tenant.

ARTICLE 11

Compliance.

11.1 During the Term, Tenant shall assure compliance with all Legal Requirements relating to Tenant, the conduct of Tenant's business or pertaining to or otherwise affecting the use of the Premises; and Tenant shall reimburse Landlord for any damages or penalties suffered because of any such noncompliance. Landlord hereby represents that as of the Effective Date, the Premises is in compliance with all Legal Requirements; and Landlord shall reimburse Tenant for any damages or penalties suffered because of any such noncompliance of Landlord.

11.2 Tenant represents that no indebtedness of any kind incurred or created by Tenant herein shall constitute an indebtedness to the State or its political subdivisions, and no indebtedness of Tenant shall involve or be secured by the faith, credit or taxing power of the State or its political subdivisions. (See NCGS 115C-218.105).

ARTICLE 12

Assignment and Subletting.

12.1 Tenant shall not assign, transfer, sublet or otherwise allow the use by another Person of the Premises or any part thereof or any interest hereunder without first obtaining the written consent of Landlord, which may be withheld by Landlord for any reason. Landlord may, in its sole discretion, assign, transfer, pledge and convey its rights, title and interests in the Premises and/or this Lease, without the consent of or notice to Tenant; provided, however, the terms and conditions of this Lease as set forth herein as of the execution date of this Lease shall have not been modified or amended by such assignment and shall be subject to Section 23.3 hereof.

ARTICLE 13

Default.

13.1 Tenant shall be in default upon occurrence of any of the following events (any of the following, a "**Default**"):

A. Failure by Tenant to pay any portion of Rent for a period of more than ten (10) days after Tenant receives written notice of such failure to pay from Landlord (a "**Monetary Default**"); provided in no case shall Landlord be obligated to send notice of failure to pay more than twice in any twelve (12) month period.

B. Failure by Tenant to comply with any term, provision, condition or covenant of this Lease (other than a Monetary Default or as specified in Subsection F. below), if such failure is not cured by Tenant within a period of thirty (30) days after Tenant receives written notice from Landlord specifying such failure

C. Tenant's becoming insolvent, as that term is defined by any federal or state law or regulation (the "**Insolvency Laws**"); the appointment of a receiver or custodian for all or a substantial portion of Tenant's property or assets; the institution of a foreclosure action upon all

or a substantial portion of Tenant's real or personal property; the filing of a voluntary petition under the provisions of the Bankruptcy Code or Insolvency Laws; the filing of an involuntary petition against Tenant as the subject debtor under the Bankruptcy Code or Insolvency Laws, which is either not dismissed within sixty (60) days of filing, or results in the issuance of an order for relief against the debtor, whichever is later; or Tenant's making or consenting to an assignment for the benefit of creditors or a common law composition of creditors, or if Tenant's leasehold interest herein shall be levied on execution.

D. Termination of the Services Agreement due to default made or caused by Tenant in any of the covenants, terms or conditions of the Services Agreement required to be kept or performed by Tenant.

E. Expiration or discontinuance for any reason of the Charter granted to Tenant by its authorizer (the "**Charter**"), other than an expiration or discontinuance which results in a new Charter effective as of termination of the existing Charter and with terms which would not, in Landlord's opinion, substantially alter Tenant's ability to comply with the terms of the Lease, Services Agreement, or Charter.

F. Failure by Tenant to deliver the certificate required by Section 23.2 within the time required by such Section.

13.2 Landlord's Remedies. Upon the occurrence of any Default and the lapse of any grace or cure periods without cure thereof, Landlord shall have the option to pursue any one or more of the following remedies upon notice to Tenant:

13.2.1. *Termination.* Terminate this Lease or terminate Tenant's right to possession, and in either event, accelerate all obligations of Tenant owed to Landlord under the Lease and force Tenant to immediately surrender the Premises to Landlord. Tenant agrees to pay to Landlord on demand the costs which Landlord may suffer by reason of such termination. Immediately upon any termination Landlord shall be entitled to recover from Tenant (i) all outstanding and unpaid Rent as of the date of such termination, (ii) the unamortized cost of any initial upfit work performed according to this Lease by Landlord in anticipation of Tenant's occupancy, (iii) the amount of any Rent that was abated pursuant to this Lease, and (iv) all future Rent due for the remaining balance of the Term, which future Rent shall be discounted to present value using a discount rate equal to the U.S. Treasury Bill or Note rate with the closest maturity to the remaining term of the Lease as selected by Landlord.

13.2.2. *Possession.* Enter upon and take possession of the Premises and expel or remove Tenant and any other person who may be present, without terminating the Lease or being liable for prosecution or any claim for damages, and, if Landlord so elects, relet the Premises on such terms as Landlord may determine, subject, however to Tenant's right to stay in possession of the Premises until the end of the current school year in accordance with the Services Agreement.

13.2.3. *Entry.* Enter upon the Premises without being liable for prosecution or any claim for damages, and do whatever Tenant is obligated to do under the terms of this Lease. Tenant agrees to reimburse Landlord on demand for any expenses which Landlord may incur ineffecting compliance with Tenant's obligations.

13.24. *Mitigation.* Landlord shall have a duty to mitigate damages in the event of a Tenant Default, provided, however, that Landlord shall not be obligated (a) to favor the Premises for re-letting in comparison to other real property owned or leased by Landlord in the vicinity of the Premises, (b) to discount or disregard any of the following factors regarding a potential new tenant for the Premises: term of proposed lease, proposed rent, proposed use and the creditworthiness and reputation of the proposed tenant, or (c) to spend more toward re-letting the Premises than Landlord would spend in leasing real property in the ordinary course of its business.

13.25. *Application of Proceeds.* Any proceeds of re-letting the Premises shall be applied to pay (i) first, all costs of Landlord incurred in connection with such re-letting (including without limitation, all costs and expenses of taking possession of the Premises, securing new tenants, including expenses for redecoration, alterations or other upfit costs), (ii) second, any indebtedness of Tenant other than Rent, (iii) third, all then-outstanding Rent due hereunder, and (iv) fourth, any future obligations of Tenant, including without limitation, Rent. Tenant agrees to pay to Landlord on demand any deficiency that may arise by reason of such re-letting within ten (10) days of notice of the same from Landlord, following a re-letting. In the event Tenant pays to Landlord all accelerated sums due, any amounts applicable to Rent following the date of re-letting shall be reimbursed to Tenant as received.

13.3 No termination of this Lease pursuant to this Section or repossession of the Premises or any part thereof or of any other property leased hereunder shall relieve Tenant of its liabilities and obligations under this Lease that accrue during the Term, all of which shall survive any such termination or repossession and, if the Premises or any part thereof shall not have been relet, Tenant shall pay to Landlord as and for liquidated and agreed current damages the then present value of the Rent and other sums and charges to be paid by Tenant until what would have been the end of the Term in the absence of such termination or repossession. Landlord shall make a good faith effort to relet the Premises and alleviate Tenant of additional damages. Exercise of any remedy hereunder by Landlord shall not exclude the right to exercise any other remedy hereunder. Notwithstanding any of the foregoing obligations of Tenant stated herein to the contrary, upon termination of this Lease or Tenant's dispossession of the Premises, Tenant will automatically be relieved from and after the date of such termination or dispossession of all personal liability for the performance of any covenants or obligations on the part of Tenant contained in this Lease thereafter to be performed except for those liabilities expressly stated to have survived such termination or dispossession as stated herein.

13.4 To the extent applicable, Tenant has been made aware that Master Landlord as landlord under the Master Lease, or National Heritage Academies, Inc., as tenant under the Master Lease or an Affiliate (defined in Section 22.1) of either or any other Person that enjoys an interest in the Premises seeks the benefits offered pursuant to the U.S. Department of Treasury New Markets Tax Credit program and may pursue other federal, state or city funds, subsidies (including any city real estate tax exemptions or abatements) or loans (collectively, the "**Benefits**") in connection with the use of the Premises, and as a result of the grant of the Benefits, the Premises may be subject to certain use restrictions. Tenant shall have no responsibility and bear no liability for any claims, fees, expenses, costs or other impositions arising from or in connection with the Benefits due to the termination of this Lease or Tenant's dispossession of the Premises.

ARTICLE 14

Waiver of Breach.

14.1 No waiver by either party hereto of any breach of any of the terms of this Lease shall be deemed to be a waiver of any other or subsequent breach.

ARTICLE 15

Surrender.

15.1 Upon the expiration or earlier termination of this Lease, Tenant shall (i) surrender the Premises in broom clean, in good condition, free and clear of all lettings and occupancies, (except those previously approved by Landlord), free and clear of all liens and encumbrances, except that part of the Premises which have been taken through eminent domain, if any, after the delivery hereof, and otherwise in the same condition as Tenant received the Premises on the first day of the Initial Term, except for the following (which are allowed to remain at the Premises): any alterations that Landlord has not required to be removed, normal wear and tear and loss by fire or other casualty losses for which insurance proceeds have been received by Landlord; (ii) surrender all keys for the Premises to Landlord and (iii) inform Landlord of all combinations on locks in the Premises. All installations, alterations, additions and improvements, including partitions which may have been installed by either Landlord or Tenant, shall remain upon the Premises and shall become Landlord's property, all without compensation, allowance or credit.

15.2 On or before the scheduled expiration of the Term, Tenant may elect to remove its personal property and any fixtures and equipment. Any of Tenant's items listed in the preceding sentence not removed at the end of the Term shall be considered abandoned, and Landlord may appropriate such items for itself, sell such items or otherwise dispose of the same in such commercially reasonable manner as Landlord deems expedient without any liability to Tenant or any parties claiming by, through or under Tenant. In the event the Term terminates for any reason on other than its scheduled expiration date, then Tenant shall have a period of time in which to re-enter the Premises to retrieve its personal property, beginning on the date the Term terminates and ending fifteen (15) days thereafter. Any damage caused to the Premises by such removal shall be repaired by Tenant no later than fifteen (15) days after the end of the Term, but no Rent shall be payable by Tenant for such period of time (and such continued use of the Premises by Tenant shall not be deemed a holdover or a renewal or as creating a periodic or other similar tenancy that might be implied by law). Tenant shall reimburse Landlord for any damage to any portion of the Premises caused by Tenant during the removal of any items contemplated for potential removal in this Section.

ARTICLE 16

Eminent Domain.

16.1 If all or any part of the Premises shall be taken by any Governmental Authority under power of eminent domain, or by private purchase in lieu thereof, all damages awarded for such taking shall belong to and be the property of Landlord, whether such damages shall be awarded as compensation for the taking of or diminution in value to the leasehold or the fee of the Premises and Tenant hereby irrevocably assigns to Landlord any award or payment to which Tenant may become entitled as a result thereof, provided, however, that Tenant shall be entitled to

receive from such Governmental Authority compensation for its fixtures and personal property so taken.

16.2 In the event that only a part of the Premises are so taken, and the part not so taken cannot be completed as an architectural unit for the use described in Section 4.1 hereof, Tenant shall have the option to terminate this Lease by serving written notice of termination on Landlord within sixty (60) days after the taking.

16.3 If only a part of the Premises shall be so taken such that the part not so taken can be completed as an architectural unit for the use described in Section 4.1 hereof, Landlord (or at Landlord's direction, Tenant) shall, as promptly as practicable, make a complete architectural unit of the remainder of the building on the Premises (but only to the extent of the proceeds received for such taking); and there shall be an abatement of the monthly Rent hereinabove provided for in an amount equal to the percentage of the Premises and the building so taken.

ARTICLE 17

Notices.

17.1 All notices and communications required under this Lease shall be in writing and served personally or by nationally recognized overnight courier on Landlord and on Tenant at the address indicated on page one (1) hereof, or at such other address as may be designated in writing to the other party hereto by notice in accordance with this Section.

ARTICLE 18

Self Help.

18.1 If Tenant shall at any time fail to make any payment or perform any act on its part to be made or performed hereunder, then Landlord without notice to Tenant, except when other notice is expressly provided for in this Lease and without waiving or releasing Tenant from the obligations of Tenant contained in this Lease, may (but shall be under no obligation to) make such payment or perform such act, and may enter upon the Premises for any such purpose, and take all such actions thereon as may be necessary to address Tenant's non-payment or failure to act.

18.2 All sums to be paid by Landlord and all costs and expenses incurred by Landlord in connection with the performance of any such act referenced in Section 18.1, together with any consequential damages Landlord may suffer by reason of the failure of Tenant to make such payment or perform such act, and counsel fees incurred by Landlord in connection therewith or in enforcing its rights hereunder, shall be paid by Tenant to Landlord on demand as Additional Rent.

18.3 Tenant agrees to hold Landlord harmless from any inconvenience or interference with Tenant's operation of its business as a result of Landlord's exercising any rights granted under Section 18.1.

ARTICLE 19

Construction Liens.

19.1 Tenant will not create nor permit to be created or to remain, and will promptly discharge, at its sole cost and expense, any lien, encumbrance or charge upon the Premises or any part thereof, or upon Tenant's leasehold interest therein, except such as are created by Landlord or the first mortgagee.

ARTICLE 20

Environmental Matters.

20.1 Tenant shall not use or store any Hazardous Materials (as defined in Section 20.3) on the Premises, except in compliance with Legal Requirements.

20.2 To the extent directly related to the conduct of Tenant, Tenant's use of the Premises, or the operation of its business thereon, Tenant shall defend, indemnify and hold harmless Landlord, its employees, agents, officers and directors, from and against any claims, demands, penalties, fines, liabilities, settlements, damages, costs or expenses of whatever kind or nature, known or unknown, contingent or otherwise, arising out of, or in any way related to, (1) the presence, disposal or release of any Hazardous Materials by Tenant on, over, under, from or affecting the Premises or the soil, water, vegetation, buildings, personal property, persons thereon by reason of Tenant's action or inaction on the Premises; (2) any personal injury (including wrongful death) or property damage (real or personal) arising out of or related to such Hazardous Materials existing on the Premises by reason of Tenant's action; (3) any lawsuit brought or threatened, settlement reached or government-issued order relating to such Hazardous Materials existing on the Premises by reason of Tenant's action; and/or (4) any violation of Legal Requirements based upon or in any way related to such Hazardous Materials existing on the Premises by reason of Tenant's action including, without limitation, reasonable attorney's and consultant's fees, investigation and laboratory fees, court costs and litigation expenses. As used herein, "**Hazardous Materials**" means and includes petroleum, petroleum products, asbestos, asbestos-containing materials, radioactive materials, waste oils, solvents and chlorinated oils, polychlorinated biphenyls (PCBs), and any other water, material or substance that is defined as hazardous or toxic under or regulated by any federal, state or local agency, law, rule or regulation (whether now existing or hereafter enacted or promulgated, as they may be amended from time to time) pertaining to environmental conditions, the environment, contamination or clean up, including, without limitation, federal, state or local solid waste disposal rules, the Comprehensive Environmental Response, Compensation and Liability Act of 1980, as amended, the Hazardous Materials Transportation Act, as amended, the Resource Conservation and Recovery Act, as amended, the Toxic Substances Control Act, as amended, the Water Pollution Control Act, as amended, the Clean Air Act, as amended, or any other applicable federal, state or local laws, regulations, publications of Governmental Authorities, or ordinances pertaining to Hazardous Materials (collectively, "**Environmental Laws**").

20.3 Tenant shall promptly notify Landlord as soon as it knows of or suspects that any Hazardous Materials has been released or that there is a threatened release on the Premises and it shall take such action at its sole expense and with due diligence, as is necessary to insure timely compliance with Legal Requirements unless caused by Landlord. Landlord shall promptly notify Tenant as soon as it knows or suspects any Hazardous Materials has been released or that there is a threatened release on or in the Premises and Landlord shall take such action at its sole expense

and with due diligence, as is necessary to ensure timely compliance with Legal Requirements unless caused by Tenant.

20.4 The Tenant has no liability for, or obligation to investigate, clean, remove, remediate or otherwise deal with Hazardous Materials present at the Premises prior to the date upon which Tenant first took possession or control of the Premises (it being the intent of the parties that as between Landlord and Tenant, Landlord shall be responsible for the foregoing, except (i) if and to the extent Tenant (its employees, contractors, licensees, officers, directors, or other parties claiming through or acting for Tenant) through its acts or omissions exacerbates such pre-existing condition, or (ii) otherwise provided under any applicable Legal Requirements, laws, ordinances, or regulations.

20.5 The provisions of this Article 20 shall be in addition to any and all obligations and liabilities of Tenant and Landlord may have to each other under Legal Requirements, and shall survive the expiration and termination of the Lease for any reason.

ARTICLE 21

Late Charges.

21.1 In the event of any failure by Tenant to pay Rent when due, Tenant shall also pay to Landlord, as Additional Rent, a late charge of five percent (5%) of such delinquent payment.

ARTICLE 22

Certain Definitions.

22.1 The term “**Affiliate**” means, with respect to any Person, any other Person that directly or indirectly through one or more intermediaries, controls, or is controlled by, or is under common control with, such first Person or any of its subsidiaries. As used in this definition, the term “control” means (a) the power to vote five percent (5%) or more of the securities or other equity interests of a Person having ordinary voting power, or (b) the possession, directly or indirectly, of any other power to direct or cause the direction of the management and policies of a Person, whether through ownership of voting securities, by contract or otherwise.

22.2 The term “**first mortgage**” means any mortgage now existing or hereafter becoming a first and paramount lien on the Premises, subject to easements and restrictions of record, and all assignments, modifications, extensions and renewals thereof.

22.3 The term “**first mortgagee**” or “**holder of the first mortgage**” means the Person(s) who is(are) the holder(s) or beneficiary(ies) under the first mortgage from time to time.

22.4 The term “**Governmental Authority**” or “**Governmental Authorities**” means the government of the United States of America or any state or other political subdivision of either thereof, or any entity that exercises executive, legislative, regulatory, administrative, judicial, quasi-governmental or quasi-judicial functions of, or pertaining to, any such government, whether now or hereafter in existence having jurisdiction over the matter or matters in question.

22.5 The term “**Landlord**” is limited to mean and include, so far as covenants, agreements, stipulations or obligations on the part of Landlord are concerned, the tenant under the Master Lease to the Premises or its assignee, at the time in question, and in the event of any transfer or transfers of the title to such fee Landlord herein named (and, in case of any subsequent transfers or conveyances, the then grantor) will automatically be relieved from and after the date of such transfer or conveyance of all personal liability for the performance of any covenants or obligations on the part of Landlord contained in this Lease thereafter to be performed.

22.6 The term “**Legal Requirements**” means (i) all present and future applicable laws, statutes, treaties, rules, orders, ordinances, codes (including, without limitation, building and life-safety codes), regulations, requirements, permits, and interpretations by, and applicable judgments, decrees, injunctions, writs and like action even if unforeseen or extraordinary of any Governmental Authority (including, without limitation, Environmental Laws (defined herein), laws and regulations pertaining to health and safety, Insolvency Laws (defined herein), the Fair Housing Amendments Act of 1988, the Americans with Disabilities Act of 1990, and any other applicable Federal, State or local statute, law, ordinance, code, rule, regulation, order or decree regulating, relating to, or imposing liability or standards of conduct relating to barrier-free access or access of the handicapped or disabled to the Premises, and laws and regulations pertaining to the construction, restoration, use and operation of schools); and (ii) any reciprocal easement agreement, agreement, contract, instrument, restriction or similar agreement relating to the use, occupancy, possession, operation, alterations, repairs or maintenance of the Premises or otherwise affecting the Premises.

22.7 The term “**mortgage**” means any mortgage, deed of trust, deed to secure debt or other security instrument now existing as, or hereafter becoming a lien on the Premises.

22.8 The term “**mortgagee**” means the Person(s) who is(are) the holder(s) or beneficiary(ies) under any mortgage from time to time.

22.9 The term “**Person**” means any natural person, corporation, limited liability company, trust, joint venture, association, company, partnership, Governmental Authority or other entity.

ARTICLE 23

Subordination; Estoppel Certificates.

23.1 Tenant agrees that Landlord, or any mortgagee or lessor under any applicable ground or other underlying lease, may choose to make this Lease subordinate or paramount to any mortgages or ground or underlying leases now or hereafter affecting the Premises and to any and all advances to be made thereunder or to be secured thereby, and to the interest and charges thereon, and to all renewals, replacements and extensions thereof, and that upon any taking of possession of the Premises and accession to the interest of Landlord under this Lease by such lessor or mortgagee, Tenant shall attorn to and recognize such Person as landlord hereunder; provided the mortgagee, lessor under any such ground or underlying leases, Landlord or any trustee named in any such mortgages or leases shall agree (i) to recognize the Lease of Tenant in the event of foreclosure if Tenant is not in Default and (ii) that Tenant’s possession of the Premises under this

Lease shall not be disturbed by such Person unless there is a Default. Tenant will execute promptly any instrument or certificate that Landlord may request to confirm such subordination.

232 Tenant, within ten (10) days after request by Landlord, will execute and deliver to Landlord (and any mortgagee or prospective mortgagee, or any current or prospective ground or underlying lessor, to the extent specified by Landlord) an estoppel certificate as to such reasonable facts and circumstances under this Lease as may be requested, but in any case including the following (i) identifying the commencement date and expiration date of this Lease, (ii) stating that this Lease is unmodified and in full force and effect, or is in full force and effect as modified, and then stating such modifications, (iii) stating that Tenant does not claim that Landlord is in default in any way, or listing any such claimed defaults, (iv) the amount of Monthly Installments then payable hereunder and Additional Rent, if any, as of the date of the certificate, (v) the date to which the Rent has been paid in advance, and (vi) the amount of any security deposit or pre-paid Rent. If Tenant fails to deliver the executed certificate to Landlord within the ten (10) day period, Tenant shall be in Default without benefit of any cure period, and the proposed certificate will be conclusively deemed executed by Tenant.

233 Upon the receipt of a notice from Landlord, Tenant agrees to pay all such sums owing under this Lease directly to the account or party specified in such notice.

ARTICLE 24

Quiet Enjoyment.

24.1 All times when Tenant is not in Default, Tenant's quiet and peaceable enjoyment of the Premises will not be disturbed or interfered with by Landlord or any Person claiming by, through or under Landlord.

ARTICLE 25

Holding Over.

25.1 Any holdover by Tenant in the Premises beyond the expiration or termination of the Term (other than pursuant to Article 2), shall not be deemed to be a renewal or extension of this Lease or any extension thereof or the exercise of any option to extend or renew this Lease, but said holding over shall be deemed a tenancy from calendar month to calendar month at a monthly Rent equal to two hundred percent (200%) of the Monthly Installment for the last month paid under the Term. A month-to-month tenancy arising by holding over under this Section may be terminated by either Landlord or Tenant giving written notice to the other party hereto on or before the day any Monthly Installment is due with termination becoming effective on the day the next following Monthly Installment would have otherwise become due.

ARTICLE 26

Remedies Not Exclusive; Waiver.

26.1 Each and every of the rights, remedies and benefits provided by this Lease to Landlord are cumulative, and are not exclusive of any other of said rights, remedies and benefits, or of any other rights, remedies and benefits allowed by law.

26.2 One or more waivers of any covenant or condition by Landlord will not be construed as a waiver of a further or subsequent breach of the same covenant or condition, and the consent or approval by Landlord to or of any act by Tenant requiring Landlord's consent or approval will not be deemed to waive or render unnecessary Landlord's consent to or approval of any subsequent similar act by Tenant.

ARTICLE 27

Right To Show Premises.

27.1 Landlord may show the Premises and may display about the Premises signs advertising the availability of the Premises at any time during the Term of this Lease.

ARTICLE 28

Landlord's Liability.

28.1 If Landlord fails to perform any provision of this Lease upon Landlord's part to be performed, and if as a consequence of such default Tenant recovers a money judgment against Landlord, such judgment may be satisfied only out of the proceeds of sale received upon execution of such judgment (subject to any prior mortgages and ground or underlying leases) and levied thereon against the right, title and interest of Landlord in the Premises and out of rents or other income from such property receivable by Landlord, and Landlord shall not be personally liable for any deficiency.

ARTICLE 29

Termination of Services Agreement.

29.1 In the event the Services Agreement is terminated by Landlord or Tenant, as party thereto, (a) due to the default of the other party thereto, then upon the giving of notice as required by this Section, the non-defaulting party for purposes of the Services Agreement may, at its option, terminate this Lease without penalty (except as provided in Section 13.1.D hereof), with the effective date of lease termination being the same as the date on which the Services Agreement terminates, (b) pursuant to any of the termination rights or options provided therein other than those arising in the event of a default or breach by the other party to the Services Agreement, then in any such event and upon the giving of notice as required by this Section, Tenant or Landlord may, at its option, terminate this Lease without penalty, with the effective date of lease termination being the same as the date on which the Services Agreement terminates. To exercise any of the termination rights or options provided in the previous sentence, the party so exercising shall notify the other party hereto of their exercise of any such lease termination right no later than thirty (30) days after the date on which the notice terminating the Services Agreement is sent.

ARTICLE 30

General.

301 References in this Lease to Persons have been generalized for ease of reading. Therefore, references to a single Person will also mean more than one Person whenever such usage is appropriate (for example, “**Tenant**” may include, if appropriate, a group of Persons acting as a single entity, or as tenants-in-common). Similarly, pronouns of any gender should be considered inter-changeable with pronouns of other genders. If a party consists of more than one Person, such Persons shall be jointly and severally liable for the obligations of such party under this Lease.

302 Any waiver or waivers by either party of any of the provisions of this Lease will not constitute a waiver of any later breach of that provision, and any consent or approval given by either such party with respect to any act, neglect or default by the other party will not waive or make unnecessary the other party’s consent or approval with respect to any later similar act, neglect or default by such other party.

303 In the event any provision contained herein shall be held to be invalid or unlawful for any reason, such provision shall be deemed to be stricken from this Lease, with the understanding that the remaining provisions hereof shall continue to be binding on the parties.

304 Topical headings appearing in this Lease are for convenience only. They do not define, limit or construe the contents of any sections, paragraphs or clauses.

305 This Lease can be modified or amended only by a written agreement signed by Landlord and Tenant.

306 All provisions of this Lease are and will be binding on the heirs, executors, administrators, personal representatives, successors and assigns of each of Landlord and Tenant.

307 The laws of the state in which the Premises are located will control in the construction and enforcement of this Lease, without regard to any laws or policies of such state regarding conflicts of law.

308 Time is of the essence of all terms and conditions of this Lease.

309 Landlord and Tenant each represent and warrant to the other that neither of them has contacted a broker, finder or similar Person in connection with this Lease, and each party shall defend, indemnify and hold the other harmless from and against all liability, cost and expense, including reasonable attorneys’ fees, incurred as a consequence of any claim asserted by a Person alleging to have dealt with one of the parties hereto in connection with this Lease.

[Signatures on Following Page]

IN WITNESS WHEREOF, the parties hereto have executed this Lease as of the day and year first above written.

LANDLORD:

National Heritage Academies, Inc.
a Michigan corporation

By: _____
Its: Chief Financial Officer

TENANT:

Johnston Preparatory Academy

By: _____
Its: Board President

DRAFT

EXHIBIT "A"

LEGAL DESCRIPTION OF PREMISES

DRAFT



Appendix A4.1: Executed CMO/EMO Contract

Johnston Preparatory Academy

SERVICES AGREEMENT

THIS SERVICES AGREEMENT (“**Agreement**”) by and between National Heritage Academies, Inc., a Michigan corporation (“**NHA**”), and Johnston Prep, a North Carolina non-profit corporation (the “**School**”) is executed as of the 15th day of July, 2021 and shall become effective as of the Effective Date (as defined in Article II(A) below). For purposes of this Agreement, NHA and the School shall be referred to collectively as the “**Parties.**”

RECITALS

WHEREAS, the School is applying for a Charter from the North Carolina State Board of Education (the “**Authorizer**”) to operate a public charter school pursuant to N.C. Gen. Stat. § 115C-218 *et seq.* (the “**Authorizing Law**”); and

WHEREAS, the Parties desire to work together to promote educational excellence and innovation based on NHA’s school design, comprehensive educational program and management principles; and

WHEREAS, the Parties desire to set forth the terms and conditions of such a relationship in this Agreement;

NOW, THEREFORE, for good and valuable consideration, including the mutual promise and benefits contained in this Agreement, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

ARTICLE I

CONTRACTING RELATIONSHIP

A. Services. Subject to the terms and conditions of this Agreement, and as permitted by applicable law, the School hereby contracts with NHA for the provision during the Term of certain educational, business administration, facility, and management services, including without limitation, all labor, equipment, and materials necessary for the provision of the same, as set forth herein (collectively, the “**Services**”).

B. Charter. This Agreement shall: (i) be subject to and comply with the terms and conditions of the Charter and the School’s Charter Application (collectively, the “**Charter**”); and (ii) not be construed to interfere with the constitutional, statutory, or fiduciary duties of the School’s Board of Directors (the “**Board**”). In the event of a conflict between any term or condition of this Agreement and any term or condition of the Charter, the term or condition of the Charter shall govern.

C. Independent Contractor. NHA shall provide the Services as an independent contractor, and not as an employee, partner, agent, or associate of the School. This independent contractor relationship shall extend to the officers, directors, employees, and representatives of NHA. Consistent with the status of an independent contractor, NHA reserves to itself the right to

designate the means and methods of accomplishing the objectives and purposes of this Agreement consistent with Authorizing Law and the Charter. The relationship between the Parties is based solely on the terms and conditions of this Agreement, and the terms and conditions of any other written agreement between the Parties.

D. Designations and Appointments.

1. NHA, including its directors, officers, and employees are hereby designated as “other School Officials having a legitimate educational interest in education records” for purposes of the Family Educational Right and Privacy Act, 20 U.S.C. §1232g *et seq.* (FERPA).

2. NHA, its directors, officers, and employees may be designated by the School for other purposes by a written resolution of the Board.

ARTICLE II

TERM & TERMINATION

A. Effective Date; Term. This term of this Agreement shall commence on the Effective Date, and unless terminated as set forth herein, shall continue until the termination or expiration of the Charter currently in effect, inclusive of any Charter reauthorization or renewal periods thereof (the “**Term**”). “Effective Date” means the date that the Authorizer approves and issues a fully executed Charter to the School under the policies of the Authorizer and applicable North Carolina law. The parties have executed this Agreement in anticipation that it will automatically spring into existence and become effective on the Effective Date without any further action required from either party. For clarity, the parties shall have no rights, or any obligations to one another whatsoever, under this Agreement unless and until the Effective Date. In the event that the School fails to have a Charter issued by the Authorizer for any reason, this Agreement will automatically terminate without any rights or obligations of either party under this Agreement having ever come into effect. The parties acknowledge that the Authorizer, as part of any reauthorization or renewal, may require that the School and NHA submit an amended or restated Agreement for review by the Authorizer. Assuming that the Effective Date comes to pass, and the Term of this Agreement commences, the first school year under the Term of this Agreement shall commence July 1, 202_ to June 30, 202_, and each school year during the Term thereafter shall commence on July 1 and end on June 30 of the following year.

B. Termination.

1. By NHA. NHA may terminate this Agreement prior to the end of the Term if the Board fails to remedy a material breach of this Agreement within thirty (30) days after receiving a notice from NHA of such breach. For purposes of this Subsection, a material breach (which for the sake of clarity is a default hereunder) includes, but is not limited to: (i) NHA’s failure to timely receive any compensation or reimbursement required by this Agreement; or (ii) a suspension, revocation, or non-renewal of the Charter.

2. By the School. The School may terminate this Agreement prior to the end of the Term if NHA fails to remedy a material breach of this Agreement within (30) days after receiving notice from the School of such breach. For purposes of this Subsection, a material breach (which for the sake of clarity is a default hereunder) includes, but is not limited to: (i) NHA's failure to account for expenditures or pay operating costs pursuant to the Budget (as defined below); (ii) NHA's failure to follow policies, procedures, rules, regulations or curriculum adopted by the Board, provided they do not violate the Charter, applicable law, or this Agreement; (iii) a receipt by the Board of an unsatisfactory report from NHA or an independent education consultant retained by the Board regarding the Services or the School's performance, provided the unsatisfactory performance cannot be adequately corrected or explained; (iv) a determination that this Agreement or its implementation would serve as grounds for suspension, revocation, or non-renewal of the Charter; (v) a determination that this Agreement or its implementation would jeopardize material tax exemptions of the School or its non-profit status; or (vi) any action or inaction by NHA that places the Charter in jeopardy of termination, suspension or revocation.

3. By Either Party. Either party may terminate this Agreement prior to the end of the Term, with or without cause, by providing the other party with at least ninety (90) days' prior written notice.

4. If this Agreement is terminated prior to the end of the Term, and unless otherwise agreed by the Parties, such termination will not become effective until the end of the then-current school year.

C. Effect of Termination. Upon the effective date of termination or expiration of this Agreement:

1. NHA shall have the right to remove from the School any equipment or other assets owned or leased by NHA;

2. The School shall pay or reimburse NHA through the Fee (as defined below) for the prepaid portion of any expenses or liabilities incurred by NHA pursuant to the Budget as of the date of such termination or expiration, provided NHA supplies the School with documentation of all such expenses and liabilities;

3. NHA may agree, in its sole discretion, to assist the School for a reasonable amount of time, not to exceed ninety (90) days, and for a reasonable fee, with the School's transition to another administrative, managerial, or services arrangement;

4. NHA shall, if applicable, reasonably assist the School in the execution of a closure and dissolution plan and cooperate in the closure and dissolution process, including without limitation, in any audits and court or other proceedings related thereto; and

5. The party to whom Confidential Information (as defined below) has been disclosed shall, upon request and at the direction of the disclosing party: (i) return such Confidential Information within thirty (30) days, including any copies thereof, and cease its use; or (ii) destroy such Confidential Information and certify such destruction to the disclosing party,

except for a single copy thereof which may be retained for the sole purpose of determining the scope of any obligations incurred under this Agreement, and except where disclosure or retention is required by applicable law.

ARTICLE III

OBLIGATIONS OF NHA

A. Manager at Risk. NHA shall be responsible and accountable to the Board for providing the Services during the Term. During the Term, NHA shall provide the Services regardless of whether actual revenue meets the level projected in the Budget, and NHA hereby assumes the risk of funding shortfalls during the Term. Notwithstanding the foregoing, NHA shall not be required to expend funds on Services in excess of the amount set forth in the Budget.

B. Comprehensive Educational Program. The School has determined to adopt NHA's proprietary educational and academic programs and goals, as set forth in the Charter (the "**Educational Program**"). Subject to the oversight of the Board, during the Term NHA shall implement and administer the Educational Program. In the event that NHA reasonably determines that it is necessary or advisable to make material changes to the Educational Program, NHA shall inform the Board of the proposed changes and obtain the Board's approval before making such changes, as well as the Authorizer's approval if required by the Charter or applicable law. The Parties acknowledge and agree that an essential principle of the Educational Program is its flexibility, adaptability and capacity to change in the interest of continuous improvement and efficiency. Not less than annually or as reasonably requested by the Board during the Term, NHA shall provide the Board with a report detailing progress made on each of the educational goals set forth in the Educational Program. The school year calendar and the school day schedule shall be approved by the Board as required under the Charter.

C. All Children Welcome. NHA places a high value on diversity, and the School shall welcome students of all races, ethnicity, religion, gender and economic backgrounds.

D. Services to Students with Disabilities. NHA welcomes students with disabilities at the School. NHA shall provide special education and related services, in conformity with the requirements of applicable law, to students who attend the School.

E. Educational and Administrative Services. Subject to the oversight of the Board, during the Term, NHA shall implement operational practices and procedures that are consistent with Board policy, the Charter and applicable law. Such practices and procedures shall include, but are not limited to:

1. Student recruitment and student admissions.
2. Student assessments, including testing, promotion, and retention.

3. The acquisition of instructional materials, equipment and supplies, and the administration of any and all extra-curricular and co-curricular activities and programs included in the Budget.

4. Employment of personnel working at the School and management of all personnel functions, as set forth herein.

5. All aspects of the School's business administration.

6. All aspects of the School's accounting operation, including general ledger management, financial reporting, payroll, employee benefits and payroll tax compliance.

7. All aspects of food services.

8. All aspects of facilities administration and maintenance.

9. Student behavior management and discipline.

F. Location of Services. Other than instruction, and unless prohibited by the Charter or applicable law, NHA may provide the Services, including but not limited to, purchasing, professional development and administrative services, off-site.

G. Subcontracts. NHA reserves the right to subcontract any and all aspects of the Services. NHA shall not subcontract the oversight of the Educational Program, except as specifically permitted in this Agreement or with prior written approval of the Board. Notwithstanding the foregoing, the Board specifically acknowledges and agrees that from time to time NHA may use third parties or independent contractors to assist in the creation and development of Educational Materials (as defined below) that may be used as a part of the Educational Program.

H. Pupil Performance Standards and Evaluation. NHA shall implement pupil performance evaluations that permit evaluation of the academic progress of each School student. NHA shall utilize assessment strategies required by the Charter and applicable law. The Board and NHA shall cooperate in good faith to identify academic goals and methods to assess such academic performance. NHA shall provide the Board with timely reports regarding student performance.

I. Unusual Events. NHA shall timely notify the Board and the Administrator (as defined below) during the Term of any anticipated or known material: (i) health or safety issues, including all mandatory reporting required by applicable law; (ii) labor, employee or funding issues; or (iii) other issues that may reasonably and adversely impact the School's ability to comply with the Charter, applicable law or this Agreement.

J. School Records. The financial and education records pertaining to the School (collectively, the "**School Records**"), are property of the School. Except as may be prohibited or limited by the Charter or applicable law, the School Records shall be available to the Board and the Authorizer for their review, and are subject to inspection and copying to the same extent that records of public schools are subject to inspection and copying pursuant to applicable law. All

School Records shall be physically or electronically available upon request at the School's physical facility. NHA agrees to comply with the terms of the Charter regarding information to be made available to the School.

K. Facility. NHA shall use reasonable efforts to secure a facility to be leased or otherwise provided to the School on terms mutually agreeable to NHA and the Board. Obligations of the Board created under the terms of such lease are to be fulfilled by NHA unless otherwise agreed to in writing by NHA and the Board. The facility shall comply with the requirements of the Charter and applicable law. NHA shall also use reasonable efforts to cause the facility to be furnished with equipment and technology as is reasonably necessary to implement the Educational Program.

L. Legal Compliance. NHA will implement and enforce rules, regulations and procedures applicable to the School that are consistent with adopted Board policy, if any, and the Educational Program in accordance with the Charter and applicable law, including without limitation, rules, regulations, and policies regarding non-discrimination, discipline, special education, confidentiality and access to records.

M. Rules and Procedures. NHA will recommend to the Board reasonable rules, regulations, policies and/or procedures applicable to the School. The Board hereby authorizes and directs NHA to enforce such rules, regulations and procedures consistent with Board policy.

N. Assistance to the Board. NHA shall cooperate with the Board and, to the extent consistent with applicable law, timely furnish the Board with all documents and information necessary for the Board to properly perform its responsibilities under this Agreement.

ARTICLE IV

OBLIGATIONS OF THE BOARD

A. Board Policies. The Board shall be responsible for the fiscal and academic policies of the School. The Board shall exercise good faith in considering the recommendations of NHA, including but not limited to, NHA's recommendations regarding policies, rules, regulations and the Budget (as defined below).

B. Assistance to NHA. The Board shall cooperate with NHA and, to the extent consistent with applicable law, timely furnish NHA all documents and information necessary for NHA to properly perform its responsibilities under this Agreement during the Term.

C. Unusual Events. The Board shall timely notify NHA, during the Term, of any anticipated or known material: (i) health or safety issues; (ii) labor, employee or funding issues; or (iii) other issues that may reasonably and adversely impact NHA's ability to comply with the Charter, applicable law, or this Agreement.

D. Office Space. The Board shall provide NHA with suitable office space at the School, provided the requested space is: (i) available and can be provided without materially

prejudicing the Educational Program; and (ii) used only for activities related to the School. The space shall be provided at no cost to NHA.

E. Retained Authority. The Board shall retain the authority to adopt reasonable policies in accordance with applicable law relative to anything necessary for the proper establishment, maintenance, management, and operation of the School.

ARTICLE V

INTELLECTUAL PROPERTY

A. Definitions.

1. **“Educational Materials”** means all curriculum, print and electronic textbooks, instructional materials, lesson plans, teacher guides, workbooks, tests, and other curriculum-related materials licensed, developed or otherwise owned by the School or NHA.

2. **“Confidential Information”** means any confidential and non-public trade, technical or business knowledge, information and materials regarding the School or NHA (or their respective affiliates), which is given by one party to the other, or any of their respective representatives, in any form, whether printed, written, oral, visual, electronic or in any other media or manner. Confidential Information includes, but is not limited to, research, operations and procedures, financial projections, pricing, sales, expansion plans and strategies, services data, trade secrets and other intellectual property, or the results of any mediation or private adjudication, as well as information with respect to each party’s or its affiliates’ plans for market expansion, except for information which a party can show by contemporaneous written records was developed or formulated independently of work or services performed for, or in connection with performance of, this Agreement. Notwithstanding the foregoing, the disclosure of the other party’s Confidential Information as required to be disclosed by law, rule or regulation or by reason of subpoena, court order or government action shall not constitute a breach of this Agreement; however, in such event the party required to disclose such information will reasonably cooperate with the party whose information is required to be disclosed in order to obtain a protective order applicable to such disclosure. All Confidential Information will remain the sole property of the party disclosing such information or data.

B. School Materials. The School shall own all right, title and interest in and to Educational Materials that are: (i) licensed or owned by the School as of the Effective Date; or (ii) licensed, developed, characterized, conceived, derived, generated, identified, or otherwise made by the School during the Term, provided such materials do not reference the NHA Materials (as defined below), or incorporate any Confidential Information of NHA (collectively, the **“School Materials”**). The School Materials shall include all intellectual property rights associated therewith.

C. NHA Materials. NHA shall own all right, title and interest in and to Educational Materials that are: (i) licensed or owned by NHA as of the Effective Date; (ii) licensed, developed, characterized, conceived, derived, generated, identified, or otherwise made by NHA during the

Term, provided such materials do not reference School Materials or incorporate any Confidential Information of the School; and (iii) any and all Educational Materials and non-curriculum materials provided to the School by NHA relating to the Educational Program, including all changes and derivatives thereof (collectively, the “**NHA Materials**”).

D. Derivative Works. The Parties acknowledge that to the extent any Educational Materials created by the School are derivative of the NHA Materials, use of such derivative materials during the Term is subject to the license granted herein, and the license to use such derivative materials shall cease as of the date of expiration or termination of this Agreement.

E. No Transfer or Sale. The School acknowledges and agrees that NHA is not transferring or selling, and the School is not receiving, purchasing or acquiring, any intellectual property or proprietary rights in or to the NHA Materials.

F. Licenses. NHA hereby grants the School a non-exclusive, non-transferable license (without the right to sublicense) to use the NHA Materials, and any Educational Materials created by the School which are derivative of the NHA Materials, solely in furtherance of the Educational Program during the Term, including without limitation, the right to reproduce, publicly display, distribute and create derivative works of the same, in hard copy format or electronically, within the United States. The School represents and warrants that during the Term, and following the expiration or termination of this Agreement, the School will not exploit or assist any third party to exploit any of the NHA Materials for commercial purposes. Subject to applicable law, the School grants NHA a non-exclusive, irrevocable, worldwide, assignable right to use, distribute, modify and display the School Materials, solely for educational purposes for the School, in any and all media now known or hereafter developed.

G. NHA Marks. During the Term, NHA grants the School a non-exclusive, revocable, non-transferable license (without the right to sublicense) to use NHA’s trade name(s) and NHA’s trademark(s) (the “**NHA Marks**”) solely for the purposes of promoting and advertising the School. NHA shall have the opportunity to review and approve all artwork, copy or other materials utilizing the NHA Marks prior to any production or distribution thereof. All uses of the NHA Marks require NHA’s prior written permission. The School shall acquire no rights in or to the NHA Marks, and all goodwill associated with the NHA Marks shall inure to the benefit of and remain with NHA. Upon expiration or termination of this Agreement, the School shall immediately discontinue use of the NHA Marks and shall remove the NHA Marks from its locations, vehicles, websites, telephone directory listings and all other written or electronic promotional materials.

H. Assignment. Each party shall, and hereby does assign to the other, with full title guarantee and without additional compensation, such right, title and interest in and to any intellectual property as is necessary to fully affect the ownership provisions set out herein, and any accrued rights of action in respect thereof. Each party shall, if so requested by the other, execute all such documents and do all such other acts and things as may be reasonably required to comply with this Agreement to vest in the appropriate party all rights in the relevant intellectual property and shall procure execution by any named inventor of all such documents as may reasonably be required by the other party in connection with any related patent application.

ARTICLE VI

SOLICITATION AND USE OF PRIVATE FUNDS

NHA shall seek the Board's approval prior to soliciting any non-governmental grants, donations or contributions on behalf of the School. Any such funds received shall be used solely in accordance with the purpose for which they were solicited, applicable donor restrictions, or as otherwise approved by the Board. Subject to applicable donor restrictions, the Board shall determine the allocation of any such funds subject to this Article that remain unexpended following completion of the project or purpose for which they were originally designated.

ARTICLE VII

FINANCIAL ARRANGEMENTS

A. Revenues. Except as provided herein, all monies received by the School during the Term shall be deposited in the School's depository account within three (3) business days with a financial institution acceptable to the Board; provided, however, that upon receipt of a notice from NHA, the School shall pay all such funds owing under this Agreement directly to the account or party specified in such notice. The signatories on the School depository account shall solely be Board members or properly designated Board agents (if any). Interest income earned on the School's depository account shall accrue to the School. Except as specifically excluded by this Agreement, the term "**Revenues**" shall include all funds received by or on behalf of the School, including but not limited to:

1. Funding for public school students enrolled at the School.
2. Special education funding provided by the federal and/or state government that is directly allocable to special education students enrolled at the School.
3. Academically or intellectually gifted funding provided by the federal and/or state government that is directly allocable to academically or intellectually gifted students enrolled at the School.
4. At-risk funding provided by the federal and/or state government that is directly allocable to at-risk students enrolled at the School.
5. Funding provided by the federal and/or state government that is directly allocable to students enrolled at the School with limited English proficiency.
6. All other federal and/or state grant sources, including, but not limited to, Title I and any start-up funding allocable to the School.
7. All other grants and donations received by the School to support or carry out programs at the School (except to the extent NHA is not required or involved in soliciting,

administering or managing the contribution and/or donation, in which case such funds shall be deposited in the Board Spending Account (as defined below)).

8. Fees charged to students as permitted by law for extra services provided by NHA as approved by the Board.

The expenditure of any Revenues received from governmental entities shall be consistent with all applicable regulations and policies. The expenditure of any Revenues received from non-governmental grants, contributions and donations shall be made consistent with the provisions of Article VI.

B. Budget. NHA shall provide the Board with an annual proposed Budget prepared and maintained in accordance with the Charter and applicable law (the “**Budget**”). For the School’s first school year, the Budget shall be submitted prior to the beginning of the school year. Thereafter, the Budget shall be submitted to the Board prior to June 1 for the next school year.

C. Review and Approval of Budget. The Board shall be responsible for reviewing and approving the Budget in accordance with the Charter and applicable law. At the direction of either NHA or the Board, with the approval of the Board, the Budget shall be amended from time to time as necessary.

D. Board Spending Account. Notwithstanding any other provision of this Agreement to the contrary, each school year during the Term, NHA shall allocate to an account controlled by the Board an amount equal to the lesser of: (i) 2% of state per pupil aid reflected in the Budget for that respective school year, or (ii) \$35,000 (the “**Board Spending Account**”). The aforesaid amount shall be deposited by NHA into the Board Spending Account pro-rata during the course of the School’s school year as Revenues are received. All funds in the Board Spending Account are the property of the School and may be used by the School at the discretion of the Board. Funds in the Board Spending Account that are not spent by the School during the school year shall carry over annually. Items purchased by NHA for the School and paid for by the School with funds from the Board Spending Account, such as non-proprietary instructional and/or curriculum materials, books, supplies and equipment, shall be the property of the School. The property of the School excludes items leased, financed or purchased by NHA with the Fee (as defined below). NHA agrees not to add any fees or charges to the cost of equipment, materials or supplies purchased by NHA on behalf of the School with funds from the Board Spending Account. NHA, in making such purchases for the School pursuant to this subsection, shall comply with applicable law, as if the School were making such purchases itself from a third party, and shall provide the Board, upon request, available documentation evidencing the costs associated with such purchases. NHA shall maintain a listing of all assets owned by the School and shall provide the list to the Board annually upon request.

E. Fee. NHA shall receive all Revenues as its services fee (the “**Fee**”), from which it shall pay all operating costs of the School as detailed in the Budget. NHA and the Board acknowledge that operating costs may include an administrative fee payable to the Authorizer as set forth in the Charter. Payment of the Fee shall be made on the same frequency that the School receives its Revenues. NHA shall be entitled to retain as compensation for the Services the

difference, if any, between the Fee and the amount actually expended by NHA in operation and/or management of the School during the School's fiscal year.

F. No Loans. NHA shall not make or extend loans to the Board.

G. Other Schools. The School acknowledges that NHA has entered into similar services agreements with other schools. NHA shall maintain separate accounts for expenses incurred in the operation of the School and other schools assisted by NHA, and shall reflect in the School's financial records only those expenses incurred in the operation of the School. If NHA incurs expenses that are for both the benefit of the School and other schools assisted by NHA, then NHA shall allocate, to the extent permitted by law, such expenses among all such affected schools, including the School, on a prorated basis based upon the number of enrolled students, the number of classrooms, or the number of teachers at the affected schools, or on such other equitable basis as is reasonably determined by NHA. In no event shall marketing costs incurred solely for the benefit of NHA (and not the School) be allocated to the School.

H. Financial Reporting. NHA shall provide the Board with:

1. At least annually, the Budget as required by this Agreement.
2. Monthly, financial statements no more than forty-five (45) days in arrears and at least one week prior to each Board meeting. These financial statements will include a Balance Sheet, Statement of Revenues, Expenditures and Changes in Fund Balance at object level detail with a comparison of budget to actual revenue and expenditures and explanations of variances.
3. Quarterly, or as reasonably requested by the Board, a report on School operations and student performance.
4. As reasonably requested, other information to enable the Board to: (i) evaluate the quality of the Services; and (ii) timely provide all reports and information that are required by the Charter and applicable law.

I. Access to Financial Records. NHA shall keep accurate financial records pertaining to its operation of the School, together with all School financial records prepared by or in possession of NHA, and shall retain all of the aforereferenced records according to the Charter and applicable law to which such books, accounts, and records relate. NHA and the Board shall maintain the proper confidentiality of personnel, students, and other records as required by law. All records shall be kept in accordance with applicable state and federal requirements.

J. Accounting Standards; Annual Audit.

1. The School shall at all times comply with generally accepted public sector accounting principles and applicable law.

2. The Board shall select and retain an independent auditor to conduct an annual audit of the School's financial matters in accordance with the Charter and applicable law.

3. Subject to applicable law, all records in the possession or control of NHA that relate to the School, including but not limited to, financial records, shall be made available to the School and the School's independent auditor. The expense of the annual audit shall be included in the Budget.

K. Start-up Funds; Contributions. NHA shall provide start-up funds for: (i) the development of curriculum, a technology system and a school operations plan; (ii) recruiting, selecting and training of staff members; and (iii) to the extent necessary as reasonably determined by NHA, cleaning, renovating and equipping of the School facility (the "**Start-Up Funds**"). In addition, in its sole discretion, NHA may, but need not, make contributions to the School in the event School expenses exceed Revenues (the "**Contributions**"). The Contributions, if any, shall be in amounts acceptable to NHA and the Board and, once made, shall be included in the Budget. Unless otherwise agreed, the School shall not be legally obligated to repay NHA for the Start-Up Funds or the Contributions. NHA's agreement to make such Contributions shall not be deemed to negate or mitigate the need for the School to apply for or solicit state or federal start-up funds, grants or sub-grants which the School, as a public school, may be eligible to receive.

ARTICLE VIII

PERSONNEL & TRAINING

A. Qualified Personnel. NHA shall select and hire qualified personnel to perform the Services. NHA shall have the responsibility and authority, subject to this Article, to select, hire, evaluate, assign, discipline, transfer, and terminate personnel consistent with the Budget, the Charter and applicable law. With the exception of teachers, as set forth below, and unless otherwise agreed by the written consent of the Parties, all School personnel shall be employees of NHA. NHA and the Board each shall be responsible for their respective employees. However, the compensation of all employees working at the School shall be included in the Budget. Upon Board request, NHA shall disclose to the Board the level of compensation and fringe benefits provided by NHA to NHA employees working at the School. A criminal background check and unprofessional conduct search in compliance with applicable law shall be conditions for the hiring of or services provided by any person who will or may be reasonably expected to have unsupervised access to and the care, custody or control of, any School student(s).

B. School Administrator. The School administrator (the "**Administrator**") shall be an employee of NHA and not the Board. The duties and terms of the Administrator's employment shall be determined by NHA. The Administrator shall work with NHA in the operation and management of the School. The accountability of NHA to the School is an essential foundation of this Agreement. Since the Administrator is critical to the School's success, NHA shall have the authority, consistent with this Article, to select, hire, evaluate, assign, discipline, transfer and terminate the Administrator, and to hold the Administrator accountable for the performance of the School. Without limiting the foregoing, NHA shall consult with the Board prior to the placement and/or removal of the Administrator. Absent compelling circumstances, the consultation shall

commence at least ninety (90) days prior to NHA placing and/or removing the Administrator. NHA shall give due consideration to the input, if any, of the Board or the Board's designated representative prior to making a final decision regarding placement and/or removal of the Administrator. NHA shall remove the Administrator if the Board is reasonably dissatisfied with the Administrator's performance. Absent compelling circumstances, however, the Board shall give NHA and the Administrator six (6) months to correct the basis for the Board's reasonable dissatisfaction. The parties agree that the purpose of the above provisions is not to deny the Administrator the opportunity for growth and/or promotion within NHA. Notwithstanding any of the foregoing, the placement of the initial Administrator for the School in its first year of operation shall be made by NHA.

C. Teachers. The Administrator shall recommend to the Board for its consideration and approval, teachers who are qualified in the grade level and subjects required by the School to operate in accordance with the terms of the Charter. All teachers shall be jointly employed by the School and NHA for such purposes as inclusion in the compensation and employee benefit plans of NHA, payroll administration and other employment policies and practices; provided however, in all circumstances, the Board shall ultimately control the hiring and discharge decisions with respect to jointly employed teachers at the School in accordance with N.C. Gen. Stat. § 115C-218.90(1). Teachers assigned to and retained by the School shall hold a valid teaching license issued by the State Board of Education to the extent required by N.C. Gen. Stat. § 115C-218.90(1). Subject to the approval of the Board, such teachers may, in the discretion of NHA, work at the School on a full or part-time basis. If assigned to the School on a part-time basis, such teachers may also work at other schools for which NHA provides services under a similar agreement.

D. Support Staff. NHA shall, consistent with this Article, provide the School with qualified support staff as needed to operate the School in an efficient manner. The support staff may, at the discretion of NHA, work at the School on a full or part-time basis. If assigned to the School on a part-time basis, the support staff may also work at other schools assisted by NHA. The cost for such support staff shall be shared proportionately among the schools at which the support staff is working. An individual who provides a service to students in the School that is not teaching, and for which a license is required under applicable law, shall have the appropriate license to provide such services.

E. Training. NHA shall provide or procure training in its methods, curriculum, program, and technology to all teaching personnel on a regular basis. Instructional personnel shall be required to obtain at least the minimum hours of professional development as required by applicable law. Non-instructional personnel shall receive training as NHA determines reasonable and necessary under the circumstances.

F. Background Checks and Qualifications. NHA shall comply with applicable law regarding background checks, unprofessional conduct searches and certification/licensure, as applicable, for all persons working in the School.

G. Terms of Employment. No member of the staff at the School shall be subject to any covenant not to compete or other employment restriction as part of the terms of his or her employment with NHA for the Services.

H. Limitations on Discretion. All decisions made by NHA, and any discretion exercised by NHA, in its selection, hiring, evaluation, assignment, discipline, transfer, and termination of personnel, shall be consistent with the Budget, the Charter, the parameters adopted and included in the Educational Program, and applicable law.

ARTICLE IX

INDEMNIFICATION

A. Indemnification of Parties. To the extent not prohibited by the Charter or applicable law, the Parties hereby agree to indemnify, defend, and hold the other (the “**Indemnified Party**”), harmless from and against any and all third-party claims, actions, damages, expenses, losses or awards which arise during the Term out of (i) the gross negligence or intentional misconduct of the indemnifying party, (ii) any action taken or not taken by the indemnifying party, or (iii) any noncompliance or breach by the indemnifying party of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. As used herein, Indemnified Party shall include the party’s trustees, directors, officers, employees, agents, representatives and attorneys. The Parties may purchase general liability, property, or other insurance policies. Notwithstanding anything in this Agreement to the contrary, the Board shall not be precluded by the terms of this Agreement from asserting or declining to assert a claim of governmental immunity.

ARTICLE X

INSURANCE

A. Insurance Coverage. NHA shall maintain during the Term such policies of insurance as required by the Charter and applicable law. Each party shall, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this Article. Each party shall comply with any information or reporting requirements required by the other party’s insurer(s), to the extent reasonably practicable.

B. Workers’ Compensation Insurance. Each party shall maintain during the Term workers’ compensation insurance as required by law, covering their respective employees.

ARTICLE XI

REPRESENTATIONS & WARRANTIES

A. Board and School. The Board represents and warrants, for itself and on behalf of the School, that: (i) it is legally vested with all power and authority necessary to execute, deliver and perform this Agreement, including without limitation, the power and authority to contract with a private entity for the provision of educational, business administration and management services; (ii) upon issuance of a Charter it will be legally vested with all power and authority necessary to

operate a charter school under the Authorizing Law; (ii); (iii) its actions have been duly and validly authorized, and it has adopted any and all resolutions or expenditure approvals required for the execution of this Agreement; and (iv) there are no pending actions, claims, suits or proceedings, or, to its knowledge, threatened or reasonably anticipated against or affecting either the Board or the School, which if adversely determined, would have a material adverse effect on its ability to perform under this Agreement.

B. NHA. NHA represents and warrants that: (i) it is a corporation in good standing and is authorized to conduct business in the State of North Carolina; (ii) it is legally vested with all power and authority necessary to execute, deliver and perform this Agreement; (iii) there are no pending actions, claims, suits or proceedings, or, to its knowledge, threatened or reasonably anticipated against or affecting NHA, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement; and (iv) it will comply with all registration and licensing requirements relating to conducting business under this Agreement, which the Board agrees to assist NHA in applying for such licenses and permits and in obtaining such approvals and consents.

ARTICLE XII

MISCELLANEOUS

A. Entire Agreement. This Agreement and any attachments hereto shall constitute the entire agreement of the Parties on the subject matter set forth herein. This Agreement supersedes and replaces any and all prior agreements and understandings regarding the subject matter set forth herein between the School and NHA.

B. Force Majeure. Except for payment obligations, and notwithstanding any other provisions of this Agreement, neither party shall be liable for any delay in performance or inability to perform due to acts of God, war, riot, embargo, fire, explosion, sabotage, flood, accident, labor strike, or other acts beyond its reasonable control; provided either party may terminate this Agreement in accordance with provisions contained herein if sufficient grounds exist as provided in the Article governing termination.

C. State Governing Law; Waiver of Jury Trial. This Agreement shall be construed, interpreted, governed and enforced pursuant to the laws of the State of North Carolina, without regard to its conflict-of-laws principles. The Parties hereby waive the right to a jury trial in any action, proceeding or counterclaim brought by either NHA or the School against the other.

D. Notices. All notices and other communications required by this Agreement shall be in writing and sent to the Parties at the facsimile number or address set forth below. Notice may be given by: (i) facsimile with written evidence of confirmed receipt by the receiving party of the entire notice; (ii) certified or registered mail, postage prepaid, return receipt requested; or (iii) personal delivery. Notice shall be deemed to have been given on the date of transmittal if given by facsimile, upon the date of postmark if sent by certified or registered mail, or upon the date of delivery if given by personal delivery. For purposes of the foregoing, “**personal delivery**” shall include delivery by nationally recognized overnight courier (such as FedEx), if signed for by the recipient or a delegate thereof. Notices to the School shall be sent to the current address of the

G. Waiver. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

H. Severability. If any term or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remainder of the terms and provisions set forth herein shall remain in full force and effect and shall in no way be affected, impaired or invalidated, and the Parties shall use their best efforts to find and employ an alternative means to achieve the same or substantially the same result as that contemplated by such term or provision.

I. Delegation of Authority. Nothing in this Agreement shall be construed as delegating to NHA powers or authority of the Board which are not subject to delegation by the Board under the Charter or applicable law.

J. Compliance with Law. Each party will comply with the Charter and laws applicable to the performance of such party's obligations hereunder.

K. Time of Essence. The Parties understand and agree that time is of the essence in performing their respective responsibilities under this Agreement during the Term of this Agreement.

L. Indebtedness. No indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness to the State or its political subdivisions, and no indebtedness of the charter school shall involve or be secured by the faith, credit or taxing power of the State or its political subdivisions. (See NCGS 115C-218 et seq).

[Signatures on Following Page]

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date first written above to be effective as of the Effective Date.

NHA:

National Heritage Academies, Inc.,
a Michigan corporation

By:  _____

Its: Chief Financial Officer

SCHOOL:

Johnston Prep
a North Carolina non-profit corporation

By:  _____

Its: Board President



Appendix A: Evidence of Parent/Community Support

Johnston Preparatory Academy

Johnston Preparatory Academy Interest Survey/Landing Website

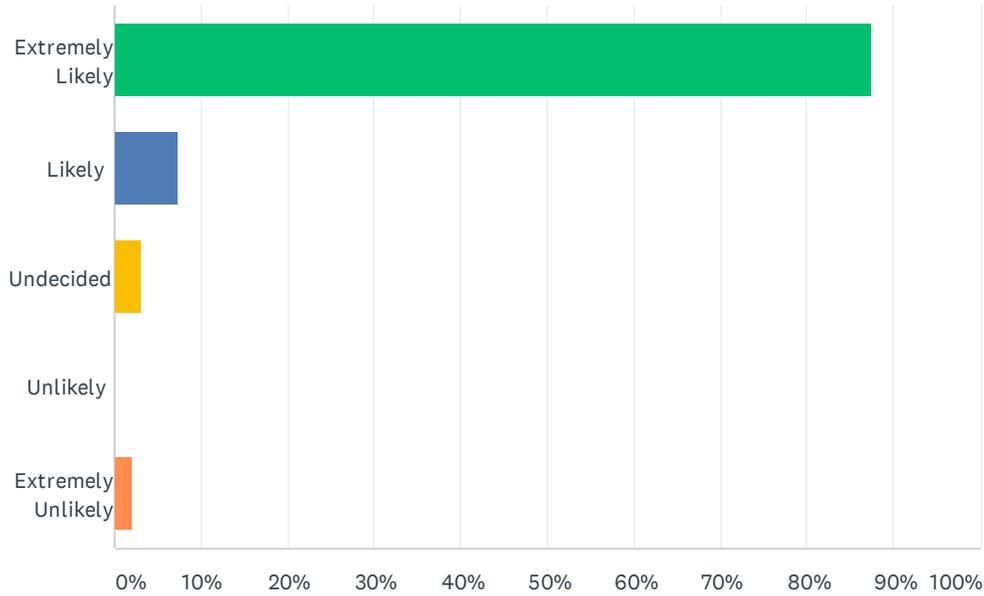
In July 2021, we presented families enrolled at Johnston Charter Academy (JCA) with a survey to gauge their interest in a school such as ours. Our survey asked the likelihood of families to enroll their student with a high school partnering with NHA if it were to open in the community. Nearly 95 percent of respondents indicated they would send their students to a school like ours if it were to open. As noted within our proposal, JCA maintains a wait list of over 1,000 students.

Additionally, to gain an understanding of the ongoing interest in Johnston Prep, we established a landing website in March 2022 where families could register to receive ongoing updates on the proposed school. More than 100 families signed up within the first four days.

Please see enclosed further details/results of our survey, as well as a screenshot of our landing website.

Q1 If a Board partnered with National Heritage Academies to open a 9th-12th grade charter high school in your area, how likely would you be to send your child to this school?

Answered: 249 Skipped: 0



ANSWER CHOICES	RESPONSES	
Extremely Likely	87.55%	218
Likely	7.23%	18
Undecided	3.21%	8
Unlikely	0.00%	0
Extremely Unlikely	2.01%	5
TOTAL		249

Johnston Prep Clayton, NC

Opening soon!

Tuition-free, K-8 experience

Student-centered approach

Prepare your child for college from day one

Complete our form to learn more.

Parent First Name: *

Parent Last Name: *

Email Address: *

Mobile Phone Number:

By completing this form, you are agreeing to be contacted by phone, email and/or text to learn more.

Submit

A SCHOOL LIKE NO OTHER



EXCEL-ERATE

Advanced learning at the ready, when your child is more than ready.



OPENING MINDS. INSPIRING HEARTS.

Our moral focus program builds kids of character.

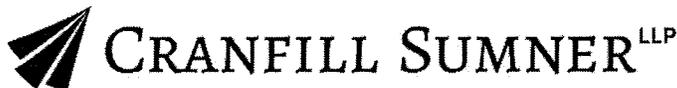


TECHNOLOGY

We provide each of our students with a laptop and technical support.

RALEIGH OFFICE

5420 WADE PARK BLVD., SUITE 300 (27607)
POST OFFICE BOX 27808
RALEIGH, NORTH CAROLINA 27611-7808
TELEPHONE (919) 828-5100
FAX (919) 828-2277



DONNA R. RASCOE
ATTORNEY AT LAW
DIRECT DIAL #: (919) 863-8795
DIRECT FAX #: (919) 863-3552
EMAIL: DRASCOE@CSHLAW.COM
WWW.CSHLAW.COM

April 19, 2022

Via Federal Express

NC Department of Instruction
Office of Charter Schools
6307 Mail Service Center
Raleigh, NC 27699-6307

**Re: Application Fee for 2022 Charter School Application
Johnston Preparatory Academy
Our File No. 11803.0000001**

Dear Sir/Madam:

On behalf of my client, Johnston Preparatory Academy, I am enclosing a 2022 Charter Application Fee Payment Form and check in the amount of \$1,000.00 for the Charter Application Fee for Johnston Preparatory Academy. If you need additional information, please let me know.

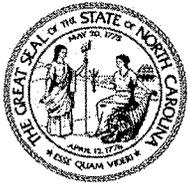
Sincerely,

A handwritten signature in black ink that reads "D. Rascoe".

Donna R. Rascoe

DRR/jlw
Enclosures

cc: Brooke Holmes, Board President



PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | Catherine Truitt, Superintendent of Public Instruction

WWW.DPI.NC.GOV

2022 Charter Application Fee Payment Form

***Form must accompany payment certified check or money order for processing.

(Please Type or Print Legibly)

Name: Brooke Holmes

Phone: 919-395-9458

Name of Charter School: Johnston Preparatory Academy

E-mail: johnstonprep@gmail.com

General Information

Non-Refundable Application Fee: \$1,000.00

Acceleration/Fast Track /Traditional Timeline Applicants: The Office of Charter Schools must receive your application fee and fee payment form no later than 5:00 pm. (EDT) April 29, 2022.

Payment Information

- > Mail in Application Fee Payment Form with Certified Check or Money Order
- > Facsimiles will NOT be accepted
- > One registration form and fee per charter school

Payable To:

NC DPI
Office of Charter Schools
6307 Mail Service Center
Raleigh, NC 27699-6307

NOTE: Applications submitted without the non-refundable fee, result in fee being declined by the bank as insufficient funds, or submitted after 5:00 pm EDT on the appropriate deadline, will be deemed incomplete.

FOR DPI USE ONLY

Budget Code: : 0801 435100047 160049095000

OFFICE OF CHARTER SCHOOLS

Dave Machado, Executive Director | dave.machado@dpi.nc.gov
6307 Mail Service Center, Raleigh, North Carolina 27699-6307 | (984) 236-2700
AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Invoice Number	Invoice Date	Description	Amount
[REDACTED]	04/19/2022	[REDACTED] 2022 charter application fee for Johnston Prep Academy [REDACTED]	1,000.00

 **CRANFILL SUMNER** ^{LLP}
PO Box 27808, Raleigh NC 27611-7808
919-828-5100

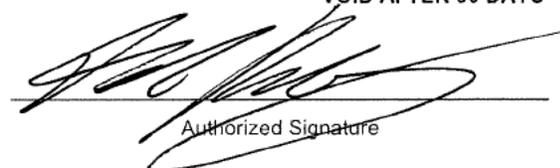
BB&T
BRANCH BANKING AND TRUST COMPANY
NORTH CAROLINA
66-112-531

[REDACTED]
04/19/2022

One Thousand and 00/100 Dollar(s) ONLY *****

Amount
\$1,000.00

PAY TO THE ORDER:
NC DPI Office of Charter Schools
6307 Mail Service Center
Raleigh, NC 27699-6307

VOID AFTER 90 DAYS

Authorized Signature

[REDACTED]

00071

00200

fedex.com 1.800.GoFedEx 1.800.463.3339

FedEx Package
Express US Airbill

FedEx
Tracking
Number

8173 2901 7239

IVR 1

Form ID No. 0215

Sender's Copy

1 From Please print and press hard.

Date 4/19/22 Sender's FedEx Account Number SEARCH'S FEDX 1407-7839-9

Sender's Name Jaleva Kelly Phone (919) 828-5100

Company CRANFILL SUMNER

Address 5420 WADE PARK BLVD STE 300

Dept./Floor/Suite/Room

City RALEIGH State NC ZIP 27607-4189

2 Your Internal Billing Reference

First 24 characters will appear on invoice.

3 To Recipient's Name

NC DPF

Phone (984) 236-2700

Company Office of charter schools

Address 6307 Mail Service Center

We cannot deliver to P.O. boxes or P.O. ZIP codes.

Dept./Floor/Suite/Room

Address

Use this line for the HOLD location address or for continuation of your shipping address.

City Raleigh State NC ZIP 27699-6307

0138665973



Leave the packing to the pros at FedEx Office.
Go to fedex.com/office.

4 Express Package Service *To most locations.

Packages up to 150 lbs.
For packages over 150 lbs., use the
FedEx Express Freight US Airbill.

Next Business Day

- FedEx First Overnight
Earliest next business morning delivery to select locations. Friday shipments will be delivered on Monday unless Saturday Delivery is selected.
- FedEx Priority Overnight
Next business morning.* Friday shipments will be delivered on Monday unless Saturday Delivery is selected.
- FedEx Standard Overnight
Next business afternoon.* Saturday Delivery NOT available.

2 or 3 Business Days

- FedEx 2Day A.M.
Second business morning.* Saturday Delivery NOT available.
- FedEx 2Day
Second business afternoon.* Thursday shipments will be delivered on Monday unless Saturday Delivery is selected.
- FedEx Express Saver
Third business day.* Saturday Delivery NOT available.

5 Packaging *Declared value limit \$500.

- FedEx Envelope* FedEx Pak* FedEx Box FedEx Tube Other

6 Special Handling and Delivery Signature Options Fees may apply. See the FedEx Service Guide.

- Saturday Delivery
NOT available for FedEx Standard Overnight, FedEx 2Day A.M., or FedEx Express Saver.
- No Signature Required
Package may be left without obtaining a signature for delivery.
- Direct Signature
Someone at recipient's address may sign for delivery.
- Indirect Signature
If no one is available at recipient's address, someone at a neighboring address may sign for delivery. For residential deliveries only.

Does this shipment contain dangerous goods?

- One box must be checked.
- No Yes As per attached Shipper's Declaration. Yes Shipper's Declaration not required.
 - Dry Ice
Dry Ice, S, UN 1845 _____ x _____ kg
 - Cargo Aircraft Only
- Restrictions apply for dangerous goods — see the current FedEx Service Guide.

7 Payment Bill to:

This airbill can be used only when billing to a FedEx account number. For cash, check, or credit card transactions, please go to a staffed shipping location.

- Sender Acct No. in Section 1 will be billed. Recipient Third Party

FedEx Acct No. _____ Enter FedEx Acct. No. below

Total Packages _____ Total Weight _____ lbs. \$ _____ .00 Total Declared Value†

†Our liability is limited to US\$100 unless you declare a higher value. See back for details. By using this airbill you agree to the service conditions on the back of this airbill and in the current FedEx Service Guide, including terms that limit our liability.

Rev. Date 3/19 • Part #183134 • ©1994-2019 FedEx • PRINTED IN U.S.A.

611

PULL AND RETAIN THIS COPY BEFORE AFFIXING TO THE PACKAGE. NO POUCH NEEDED.



April 21, 2022

Dear Customer,

The following is the proof-of-delivery for tracking number: 817329017239

Delivery Information:

Status:	Delivered	Delivered To:	Mailroom
Signed for by:	L.KING	Delivery Location:	
Service type:	FedEx Priority Overnight		
Special Handling:	Deliver Weekday; Direct Signature Required		NC,
		Delivery date:	Apr 21, 2022 09:36

Shipping Information:

Tracking number:	817329017239	Ship Date:	Apr 20, 2022
		Weight:	
Recipient:		Shipper:	
NC, US,		RALEIGH, NC, US,	

Reference 11803 000061

Signature image is available. In order to view image and detailed information, the shipper or payor account number of the shipment must be provided.

Thank you for choosing FedEx