NORTH CAROLINA CHARTER SCHOOL APPLICATION

Pine Springs Preparatory Academy

Public charter schools opening the fall of 2016

Due by 5:00 pm EST, September 26, 2014

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

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

CHARTER SCHOOL
2015 Application Process
To open a charter school in the 2016-2017 school year

APPLICATION DUE DATE/TIME

September 26, 2014 A complete **online** application package, in the Office of Charter Schools **by 5:00 pm EST.**

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

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

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline September 26, 2014 at 5:00 pm EST. **All applications must be submitted using the online portal** and applicants are to use the following specifications:

1. All required Appendices should be clearly titled, include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...), and submitted in the appropriate places within the application.

2. **Any** answer given within the application which is not original to the applicant, the applicant must provide a citation to the source of the answer.

3. Review all elements of your application for completeness before submitting. **An incomplete application will result in the elimination of the application.**

4. **Any** document attached to the application or within the online system **must be** in PDF format.

5. Late submissions **will not** be accepted. No exceptions.

TABLE OF CONTENTS

I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Pine Springs Preparatory Academy

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

Name of non-profit organization under which charter will be organized or operated: *Triangle Education Organization*

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

Name of contact person: *Bruce Friend*

Title/Relationship to nonprofit: *President, Ignite Learning Partners - Bd. Advisors*

Mailing address: 333 Chrismill Lane
                       Holly Springs NC   27540
Primary telephone: 919-802-0832   *Alternative telephone:* 919-802-0832
E-Mail address: bruce@ignitek12.com

Name of county and local education agency (LEA) in which charter school will reside:
County: WAKE
LEA: 920-Wake County Schools

Was this application prepared with the assistance of a third party person or group?
No:
Yes: X
If so, provide the name of the third party person or group. Ignite Learning Partners
List the fee provided to the third party person or group. none
Provide a ***full*** detailed response of the assistance provided by the third party person or group while preparing this application and when the assistance will end.
Please see Introduction Letter from the Board Chair in Appendix U1. Ignite Learning Partners are currently providing technical services to the Board of a newly approved charter school in Pitt County, North Carolina.

Staff from Ignite worked closely with the Board of Directors to articulate a vision for the school and details regarding implementation. At the direction of the Board, Ignite drafted the original application and provided input for this revised application for Board review and approval.

Assistance with the application will end at the time of approval. Ignite is a partner that may continue to provide Board development and technical support services.

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

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No: x
Yes:
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        If so, Public x̲ or Private:

If a traditional public school, give the name and six-digit identifier of the traditional public school being converted:

Submit the following evidences to support the conversion of the traditional public to a charter school:
- *Statement of Support signed by the majority of the teachers and instructional support personnel currently employed at the school*
- *Last payroll outlining current staff receiving compensation from the traditional public school*
- *Current school enrollment*
- *Parent support of the conversion*

Outline the 3 year financial history of the proposed converted charter school in the chart below and attach the past 3 year tax returns.

Financial History YR2011	Financial History YR2012	Financial History YR2013
na	na	na

Is this application being submitted as a replication of a current charter school model?
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No: X
Yes:
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What is the name of the nonprofit organization that governs this charter school?
Triangle Education Organization
Is this application for Virtual charter school: Yes: No: X

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2016   *Month* August

    Will this school operate on a year round schedule?
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No:   X
Yes:
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Proposed Grade Levels Served and Total Student Enrollment (5 Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K,01,02,03,04,05	396
Second Year	K,01,02,03,04,05,06	490
Third Year	K,01,02,03,04,05,06,07	587
Fourth Year	K,01,02,03,04,05,06,07,08	684
Fifth Year	K,01,02,03,04,05,06,07,08	731

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

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

_____

Signature

Vince Freeh
Printed Name

Chairman, Board of Directors

Title

09/26/2014
Date

II. MISSION and PURPOSES
(No more than three total pages in this section)

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

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

Pine Springs Preparatory Academy is dedicated to improving the lives of its students by providing authentic learning experiences in a collaborative, nurturing environment that will build a foundation for students' success in school, career, and in life.

Clearly describe the mission of the proposed charter school:

Our founders came together with the goal of providing a unique opportunity for students interested in an innovative educational program that integrates an experiential-based program with a rigorous and relevant education that will allow students to develop and apply skills needed for success in the 21st century. This model has four key design elements that will provide students with a foundation for success: authentic learning, collaboration, a nurturing environment, and technology skills.

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

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

(1) Target Population
The School will focus its recruitment efforts on students who will benefit from authentic learning experiences in a collaborative, nurturing environment. The character traits of students who will excel at our School are students who:
1. Are able or willing to look at tasks in creative or unique ways (problem solving)
2. Are active learners with a need for kinesthetic learning experiences in addition to auditory/visual learning experiences
3. Prefer to work with others cooperatively and in teams rather than completing a majority of class work alone
4. Are able to rise to the challenge of ambiguity and energized by the possibility of multiple "right" answers
5. Have supportive families who are willing to commit to ensuring that students are present at school and complete their homework
6. Are willing to put forth effort into their own education
7. Work well, or show a propensity to work well, with other students

It is expected that the School's population will reflect the racial and ethnic composition of the school system, as described below. The School will attempt to achieve racial and ethnic balance by being open to any student residing within the school district and by openly marketing to every subsection of the potential student population. The School will be a public school and enrollment will not be denied to any eligible applicants on the basis of sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.

(2) Demographics of the School System
Wake County Public School System is the largest school system in North Carolina and has approximately 153,000 students enrolled in grades K-12 in 169 schools (Source: http://www.wcpss.net/about-us/our-students/demographics/index.html). These schools include 104 elementary schools, 33 middle schools, 25 high schools, 4 specialty schools, and 3 academies. There are no public K-8 schools in the school district.

It is expected that students who enroll in our School will reflect the demographics of the local school system. For the 2013/14 school year, the student demographics included 49.1% white, 24.4% black, 15.4% Hispanic, .3% American Indian, 6.5% Asian, and .1% Hawaiian/Pacific Islander. The district has 33.7% students eligible for free or reduced-price lunch and 7.5% classified as LEP.

State assessment results for the school district (2012-13) show that 43.8% of students were proficient in both reading and math in grades 3-8, and 63% of students in grades 5 and 8 were proficient in science.

(3) Rationale for Location and Student Body
Consideration was given to areas of need when determining the location, grades to serve, and enrollment projections. Major factors considered were: total population, school age population, household size, household income, free and reduced lunch qualification, charter competition and performance, and public school performance. All indicators were factored using a 5 mile radius from the city center. Based on historical enrollment data, most students who are enrolled in a local charter will reside within a 3 to 5 mile radius of the school. Evidence of educational need, including a comprehensive market analysis, are included in Appendix A.

2. *What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA is grades 9-12).*
The total projected enrollment at the charter school will be 750 students in Kindergarten through 8th Grade. This reflects .6% of the ADM for the same grades of the LEA.

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

Our School aligns with the Strategic Plan of the LEA (http://www.wcpss.net/about-us/images/Strategic%20Plan%20Booklet%20SPREADS.pdf), Wake County Public Schools, in all of the Plan's focus areas:

*Provide all students with extensive opportunities, high expectations, and support in achieving continuous high academic success.
*Eliminate achievement gaps by challenging students at all levels with consistent academic rigor.
*Recruit, select, develop, and retain highly-effective personnel to provide the best educational opportunities and services for all students.
*Establish a supportive, positive, and effective district climate and culture singularly focused on the improvement of student achievement, using a continuous improvement model, with fiscal transparency and accountability.
*Engage family and community members in strong relationships and meaningful opportunities to increase participation, trust, and shared responsibility for student success.

However, our plan for achieving these goals, specifically our educational design, differs from other schools in the school district. Our School will provide a unique opportunity for students interested in an educational program that allows them to focus their academic efforts toward an experiential-based program that offers a rigorous and relevant education. This challenging and hands-on program is not generally available in most traditional elementary or middle school settings.

There are currently one hundred five (105) elementary, thirty-four (34) middle, and twenty-nine (29) high schools; and five (5) special schools in the district. The majority of these schools are using a standard school model of direct instruction. Only one (1) school, Conn Elementary, has an integrated educational program design similar to our proposal.

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

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

The Six Legislative Purposes of a Charter School are:
1. *Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.*
2. *Hold schools accountable for meeting measurable student achievement results.*
3. *Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.*
4. *Improving student learning.*

5. *Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.*
6. *Encourage the use of different and innovative teaching methods.*

Professional Opportunities

Professional development opportunities will incorporate evidenced-based strategies and resources aligned with the School mission and proven to be successful with our target population. Teachers will work together in Professional Learning Communities (PLCs) to develop instruction focused on the use of Project Based Learning (PBL), literacy, cooperative learning, integration of technology into instruction, higher-order competencies, differentiation, team teaching, and development and use of assessments.

Teachers will have a voice in the leadership of the School through staff meetings, committee meetings, and School Advisory Council. Teachers will be empowered to plan lessons within the general themes set within the curriculum, so long as they can justify the standards and objectives of individual projects. When teachers are held accountable for their students' instruction and have the ability to make decisions in their students' best interest, phenomenal things are possible.

Accountability for Results

Our School will be accountable for meeting measurable student achievement results by ensuring that students obtain the essential elements of the Common Core State and North Carolina Essential Standards. Responsibility and accountability will be aligned to ensure academic success.

Assessment data will be important for identifying the strengths/needs of students early in the school year, informing instruction, and monitoring individual progress over time as well as overall progress towards meeting the School's SMART (specific, measurable, attainable, relevant, and time-based) goals. A variety of assessments, including diagnostic, formative, and summative, will be used to inform instruction and evaluate performance. The School's Director will be responsible for regular review and analysis of disaggregated assessment results, at a minimum, 3 times annually. Teachers and administration will meet for Monthly Data Chats to ensure data and student progress are fully understood, and instructional practices and interventions are being implemented with fidelity. In depth analyses will be conducted to determine if results can be improved with changes to instructional strategies, curriculum, or other variable.

Expanded Choice

Our School will provide expanded choices in the types of educational opportunities that are available within the public school system by providing a unique opportunity for students interested in an educational program that allows them to focus their academic efforts toward an experiential-based program that offers a rigorous and relevant education. This challenging and hands-on program is not generally available in most traditional elementary and middle school settings.

Innovative Teaching, Increased Learning Opportunities, Improved Learning
The School will improve student learning and academic achievement by providing increased learning opportunities for all students, including students who are at-risk and/or gifted, and will place special emphasis on low performing students and reading through the use of innovative teaching methods and the integration of technology in all aspects of student learning. The educational program at the School has 4 critical elements that align with our mission to provide students with a foundation for success at school, career, and in life: authentic learning through PBL, collaboration, a nurturing environment, and technology skills. Learning will be systematic, practical, and engaging. Therefore, student involvement on a given task will be broad, deep, and cross-curricular.

Improved learning will be supported with a Standards Tracking System that will allow teachers to identify which state standards are taught, and after instruction, to identify the mastery level of individual students. Students not meeting required benchmarks will receive targeted assistance. Student progress will be assessed, analyzed, and reviewed by the RtI School-Based Leadership Team.

Goals for the Proposed Charter School:

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

(1) Academic Goals
In order to meet the School mission of building a foundation for students' success in school, career, and in life, it is essential for students to demonstrate proficiency in academic skills. To that end, academic SMART goals aligned with our mission have been identified. The basis for the School goals is the Performance Composite of the local school district. This measure identifies the percentage of students who are proficient on all end-of-grade and end-of-course tests combined. Our School will meet the performance of the district in Year 1 and will demonstrate continuous improvement over the next 4 years of operation to exceed district performance.

The Performance Composite for Wake County Public Schools for school year 2012-13 was 55.8%. With this as the baseline, the proposed School goals are:
Year 1, 56% of students will demonstrate academic proficiency.
Year 2, 61% of students will demonstrate academic proficiency.
Year 3, 66% of students will demonstrate academic proficiency.
Year 4, 71% of students will demonstrate academic proficiency.
Year 5, 76% of students will demonstrate academic proficiency.

Students in K-2 will demonstrate proficiency as measured by Discovery Education Assessments (DEA). Students in grades 3-8 will demonstrate proficiency as measured by state assessments.

(2) Operations, Finance, Governance, and Communication Goals
Operations, Finance, Governance, and Communication goals have also been

identified for the first 5 years of operation. The proposed goals are

intended to support implementation of the School's mission and meet the needs of the target population.

Operations: All required School reports will be submitted in full by required deadlines.
Finance: The School will have clean annual audit reports with no more than 2 findings and any previous year's findings corrected.
Governance: The Board will provide public notice and meet regularly in compliance with state requirements and the Board's bylaws.
Communication with the Board and Stakeholders: Information will be shared with stakeholders through regular school reports from the Director detailing progress made to the Board, Authorizer and School leadership team; an annual report to the State Board of Education; and access to the READY Accountability results online by all stakeholders. The School will communicate weekly with parents. (See Sample newsletter in Appendix U2.)

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

As mentioned above, in order to meet the School mission of building a foundation for students' success in school, at career, and in life, it is essential for students to demonstrate proficiency in academic skills. The School intends to utilize Discovery Educational Assessments (DEA) formative assessments to measure and demonstrate academic growth and achievement for all students in Reading, Language Arts, Mathematics, and Science. Each student will take an initial assessment upon entry into the program to gauge current performance levels and identify academic strengths and weaknesses. Program placement, including remediation of any skills gaps, will be based on: objective educational data, as well as other measures, such as previous state assessment scores, other standardized assessment scores, and previous educational placement and progress.

Students will be assessed up to 2 more times during the year for formative measures of progress and at the end of each school year for summative data. The School believes that data driven decisions are essential for making decisions regarding individual student educational needs, attaining the School mission, and guiding each student toward the path to graduation.

Regular school reports from the Director will be provided to the Board during each school year detailing progress at the School, grade, and classroom levels.

Additionally, parents or guardians will be given the opportunity to evaluate the School through an annual satisfaction survey. The survey results will be reviewed and analyzed by Administrators and Board members.

III. EDUCATION PLAN
(No more than ten total pages in this section)

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

Instructional Program:

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

a. Program

The School will employ an instructional model that will allow students to develop and apply the skills needed for success in the 21st century. The educational program at the School has 4 critical elements that will provide students with a foundation for success at school, career, and in life: authentic learning, collaboration, a nurturing environment, and technology skills. Each of these elements are described in detail in the response below.

b. Methods

The main authentic instructional approach will be Project Based Learning (PBL). PBL promotes critical thinking skills and a deep understanding of concepts, which aligns with the rigor of state assessments. At the heart of successful PBL is the teacher's ability to support and direct students (or conversely, the ability to let them struggle with a problem or information as they search out answers and solutions). This requires interpersonal and communication skills, and also includes understanding that students finish work at different rates, with different abilities, aptitudes, and learning styles.

Additional instructional strategies used throughout the curriculum will be: scaffolded instruction, modeling, cooperative learning, group and independent student projects, questioning strategies, and informal learning experiences.

c. Assessment

The School will use diagnostic, formative, and summative assessments.

The School intends to utilize Discovery Educational Assessments (DEA) formative assessments to measure academic growth and achievement for all students in Reading, Language Arts, Mathematics, and Science. Students will be assessed up to 3 times during the year for formative measures of progress and at the end of each school year for summative data. The School believes that data driven decisions are essential for making decisions regarding individual student educational needs and guiding each student toward the path to graduation.

Formative assessments will provide snapshots of student performance and teachers will be able to immediately adjust instruction to improve academic

outcomes. The School will use quizzes, tests, and classroom-based assessments to inform and improve instruction. Running records, project work, and other teacher created activities will play a vital role in allowing the teachers to form a comprehensive understanding of student abilities. Additionally, a Standards Tracking System (STS) will be developed that will allow teachers to identify the State Standards that individual students have mastered.

Summative evaluations, including required End-of-Grade tests for students in Grades 3-8; and end-of-chapter and end-of-unit tests in Reading, Math, Science, Social Studies, and Writing, will also be used.

This assessment regimen will ensure that a comprehensive assessment system is in place to provide continuous and accurate information about students' abilities, progress, and needs.

d. Meeting Student Needs
The educational program at the School will help all students master the state standards by providing rigorous instruction aligned with the standards and supported by a research-based curriculum. Our instructional methods will be respectful of how children learn best to ensure that the knowledge and skills required by the state standards are mastered and retained. By providing students with a creative, nurturing and collaborative environment, students will experience a high degree of success and will be able to meet their individual potentials.

Assessments will provide valuable data to determine which students need additional interventions. Staff specialists will be available to provide small group and individualized instruction when necessary for those students who are struggling with individual concepts or who have been determined to be below grade level in Reading and/or Math. Students who qualify for Special Education services will also receive services from qualified staff members based on the services and identified needs of their IEPs.

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.
The instructional model, aligned with the mission, has 4 critical elements: authentic learning, collaboration, a nurturing environment, and technology skills.

(1) Authentic Learning
The main authentic learning approach at the School will be Project Based Learning (PBL). PBL promotes critical thinking skills and a deep understanding of concepts, which aligns with the rigor of the state assessments. The model includes: an open-ended Driving Question or Challenge; a need to know essential content and skills; inquiry to learn and/or create something new; critical thinking, problem solving, collaboration, and communication; student choice; feedback and revision; and

publicly presented product or performance.

(2) Collaboration
In a PBL model student teams will contribute to group efforts to master content and standards. They must listen to others and make their own ideas clear. Depending on the project, students may be asked to collaborate with same-age peers in their class or in another class, with older or younger students in another grade, or with members of the local community.

The School will require that teachers collaborate to plan projects and lessons in order to build on the strengths and interests of each team member. A key component in the design of the School will be physically adjoined classrooms, allowing classes to work together. Flexible groupings will be easy to implement, allowing teachers to focus on students who may need targeted instruction or support.

One unique element of our School is a collaboration with Holly Springs School of Dance (see Appendix U3). Early discussions envision support for the integration of dance into all K-5 PE classes, dance as an elective for middle school, and dance as an optional extracurricular activity.

Elementary classes will not exceed 22:1, middle school will not exceed 25:1.

(3) Nurturing Environment
A nurturing environment will support children's social and emotional development, which are essential to academic success. Every effort will be made to support children as they learn to trust themselves and others, manage conflict, and take risks. This will be evident through a school-wide behavior plan that ensures a safe, respectful atmosphere where students feel supported and comfortable.

An important element of nurturing the development of our students will be our relationship with their parents. These relationships will be encouraged by supporting effective home-school communication to ensure that students are wrapped in an environment at school that is an extension of their home.

(4) Technology Skills
Students at our School will develop increasingly sophisticated technology skills as they use technology as a tool to access, evaluate, and express information. Students in K-3 may focus on basic computer operations, using search tools, using digital cameras, and becoming comfortable with the interactive whiteboard. Students in grades 4-8 may use technology tocreate multi-media presentations, improve keyboarding skills, create and use databases, and communicate with people locally, state-wide, and across the nation.

The School supports the safe, ethical, and legal use of technology resources and will provide for compliance with the acceptable use of technology through appropriate student supervision and filtering techniques and software.

(5) Foundation for Success
The foundation of our School will be preparing students for success in

school, career, and in life. A curriculum focused on PBL, enriched with technology, in a collaborative and nurturing environment is an innovative concept at the—

elementary/middle levels. By embedding instruction into real world, project-based experiences, students will learn more efficiently than with a typical curricular approach. This real life application of learning will motivate and engage students to more effectively apply and retain the essential knowledge and skills they are learning.

Provide a synopsis of the planned curriculum, including:

1. *One sample curriculum outline (in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*

2. *If you are proposing a high school, as Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.*

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

All curriculum materials proposed for use at the School have been selected because of their alignment with the state standards and the School's model as well as because of the research-base supporting these materials. Specifically, these curricula support integrated curriculum, project-based learning, technology integration, and critical thinking skills.

The core Reading/Language Arts curricula will be Macmillan/McGraw-Hill Treasures for K-5 and Literature 2010 for grades 6-8, along with the "6+1 Trait Writing" program. The Treasures series offers daily support for students that are approaching level, on level, beyond level, and the English Language Learner. The leveled readers in Literature 2010 include explicit skill instruction, vocabulary development, writing, assessment, teacher support, and ancillary student support.

Reading Triumphs from Macmillan/McGraw-Hill will be the curriculum used with below grade level elementary readers for Tier 2 and Tier 3 instruction and interventions. This is a comprehensive intervention curriculum that includes explicit instruction, additional practice opportunities, and validated diagnostic and prescriptive tools. This curriculum includes a plethora of resources to allow teachers to customize instruction to students' unique needs.

The School intends to use Reading Plus and Apex Reading Skills and Strategies as the primary intervention reading curricula for Tier 2 and Tier 3 instruction and interventions for below grade level readers in grades 6-8.

Math skills will be integrated into PBL, but a separate time will be given to math instruction. The core Math curricula will be GO Math! for K-5 and Pearson's Connected Mathematics for grades 6-8. GO Math! emphasizes Big Ideas and depth of understanding through interactive lessons, research based instructional approaches, best practices from around the world, and differentiated instructional resources to ensure student success. Connected Mathematics is an innovative middle school program which helps develop

understanding of important mathematical concepts, skills, procedures, and ways of thinking and reasoning, in number, geometry, measurement, algebra, probability, and statistics. The School will utilize MathSteps from Houghton

Mifflin Harcourt as the intervention math curriculum for Tier II and Tier III students.

Two curricular material sets will be used for Social Studies for grades K-5: Social Studies Alive!, supplemented by Harcourt's Social Studies: North Carolina Geography, History, and Culture Fourth Grade textbook. For grades 6-8, the School intends to use North Carolina History: A Digital Textbook in addition to Pearson - Prentice Hall History of Our World in World History, World Explorer: People, Places and Cultures in World Geography, America: History of Our Nation in American History, and Civics: Government and Economics in Action in Civics.

The elementary Science program will be Pearson's Scott Foresman Science. This program offers many opportunities for hands on experiences related to the subjects being studied. The actual sequence of the instruction will be modified to incorporate the project based themes being used within the School. Scientific inquiry and the science standards will be heavily infused into the project designs to ensure students are meeting the required standards.

For middle grades, the School intends to use Pearson-Prentice Hall's Science Explorer and Event-Based Science in Life Science, Earth Science, and Physical Science Courses. The Science Explorer text includes hands-on science inquiry opportunities, visual learning, reading support, and educational technology. Event-Based Science is a research and standards-based program that allows students to explore content through hands-on activities, newspaper articles, and data collection, while testing out hypotheses. Working in teams on an authentic task, they assume the roles of professionals working in the field.

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

A variety of instructional strategies supported by current research will be used to ensure that students have the knowledge and skills required to be successful within a PBL framework and demonstrate increased academic achievement. Best pedagogical practices, including the 9 research-based instructional strategies identified by Marzano, Pickering, and Pollock (2001), will be incorporated throughout instruction. These strategies have been found to have positive effects on student achievement.

*Setting objectives and providing feedback helps students to develop their own metacognitive abilities and a general awareness of both what they are learning and how they are learning it.

*Using cues, questions, and advance organizers helps students develop greater interest by encouraging deeper connections to presented information, and supports the tendency of the brain to organize knowledge for long-term

storage and recall.
*The use of nonlinguistic representations addresses key visual elements in different learning styles and modalities, and supports dual-coding of various stimuli to increase neural activity.
*Identifying similarities and differences is a core strategy for initial processing of information.

*Summarizing and note-taking supports the natural plasticity and pruning functions of the brain as it selects information to both cross-code into memory and personalizes it into meaningful chunks of content for deeper understanding.
*Generating and testing hypotheses supports research in both inductive and deductive thinking as actions that inherently trigger connections with prior knowledge.
*Homework and practice support the memory enhancing strategy of rehearsal, while cooperative learning naturally increases episodic intensity in learning new information.

Ample opportunities will be provided for students to delve into cross-curricular topics through an integrated curriculum approach so that students recognize that subject areas do not stand in isolation from one another. The strategies identified by Marzano, et al. can form a working framework for instructional delivery that is strongly supported by current brain-based research and will be integrated into all content area instruction.

Teachers will also integrate the principles of brain-based learning throughout instruction. According to Madrazo and Motz (2005), brain-based learning is the use of "research in neuroscience on how the brain works to gain an understanding of how students learn and develop in a classroom." Brain-compatible instruction is education that is specifically tailored to reflect current knowledge of how the brain processes and utilizes knowledge. The underlying rationale behind the value of brain-based learning is that neural connections in the brain, those connections that represent the formation of knowledge, are dynamically created and modified throughout a person's lifetime (Berger, 2005). This potential for continual growth in response to new information is critical to the efforts of modern educators to advance the concept and value of lifelong learning. Madrazo and Motz (2005) described this trait of plasticity in the working functions of the brain as the fundamental advantage in enhancing the retention and recall of knowledge, the common goal of both the educator and the learner. Banikowski and Mehring (1999) stated succinctly that "for educators, memory is the only evidence that something or anything has been learned." Tapping into the power of memory must become a priority for educators.

Brain-based learning includes creating a safe climate for learning, encouraging a growth mind-set, emphasizing feedback, getting bodies and brains in gear, starting early, and embracing the power of novelty (Edutopia, 2011). These strategies for brain-based learning are a natural fit with the elements of our educational model. The instructional methods to be implemented have been carefully selected to actualize brain-based learning in every classroom.

The key pedagogical components identified in this model are Project-Based

Learning and personalized instruction. Members of the Pine Springs Board have strong educational background and fully understand project-based learning (PBL), curriculum and instructional design, as well as the required assessment structures. The Board will ensure that continuous improvement processes are in place to monitor and evaluate the education plan and instructional resources used in its implementation. A curriculum committee will be formed to work with the head of school to review, advise and procure all materials, supplies, professional development and program implementation. The head of school, with approval of the Board, will assume responsibility for executing the education plan including procuring all materials, teaching and learning content necessary to effectively carry out the education plan for Pine Springs Preparatory Academy.

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

The School's proposed educational design, including the curriculum and instructional strategies, have been chosen based on alignment with the School's mission and demonstrated effectiveness with the target population to ensure student readiness to transition from grade to grade and to the next span. To further ensure that students are well prepared for promotion, the School will utilize Discovery Educational Assessments (DEA) to measure and demonstrate academic growth and achievement for all students in Reading/Language Arts, Mathematics, and Science.

Each student will take an initial assessment upon entry into the program to gauge current performance levels and identify academic strengths and weaknesses. Program placement, including remediation of any skills gaps, will be based on: objective educational data from DEA, as well as other measures, such as previous state assessment scores, other standardized assessment scores, and previous educational placement and progress.

Students will be assessed up to 2 more times with DEA during the year for formative measures of progress and at the end of each school year for summative data. The DEA assessments are state-aligned computerized adaptive tests that accurately reflect the instructional level of each student and measure growth over time. The School believes that assessment should provide students with a chance for success, be engaging, respect regular course time, and provide useful information.

DEA assessments provide accurate results that can be used to
* Predict proficiency for Reading, Language Arts, Math and Science, and Social Studies
* Screen students to identify risk for academic failure
* Measure academic growth within and across years
* Monitor progress on state standards
* Analyze student performance using reports that show proficiency, state and national percentiles, percent correct, item difficulty, and content mastery

The School believes that data driven decisions are essential for making decisions regarding individual student educational needs, attaining the School mission, and guiding each student toward the path to graduation. To ensure that students are on track for promotion, assessment results will

inform decisions about student needs at the School, classroom, and individual levels. Data analyses will reveal the need for adjustments to the educational program design, curriculum resources, and/or instructional strategies.

Specifically, data will be used to immediately adjust instruction to improve academic outcomes for whole classes, small groups, and individual students. Training and ongoing professional development will address these topics

throughout the year. Discussions during Professional Learning Community (PLC) meetings will allow teachers to share best strategies and practices and classroom challenges with each other.

DEA assessments include analytical tools that provide information educators can use to make data driven decisions and drive differentiated instruction. Educators have access to information including percentile rank, achievement score, projected proficiency on state tests, and growth for each student from year to year. DEA can provide detailed reports that drill down to individual student mastery of content area sub-skills aligned to state standards.

Teachers and administration will meet monthly to discuss data and evaluate instructional practices as well as resources. Monthly Data Chats will be held to ensure data and student progress are fully understood, and instructional practices and interventions are being implemented with fidelity.

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

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

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

The School will follow the same annual calendar as the local school district regarding which days schools are in session. However, the School will determine its own hours of operation and will meet or exceed statutory requirements (GS 115C-84.2). School will begin at 8:10 AM and students will be dismissed at 2:40 PM.

The calendar and daily schedule will support the School's mission and education plan by allowing for:
*uninterrupted blocks for reading and math (during which time these subject areas will be the primary focus, but aligned with the content of the projects currently being completed by the class).
*integration of Language Arts (reading, writing, speaking, and listening) and math throughout science and social studies themes to provide for additional instruction and application of key skills.
*the use of a reading specialist to work with as many students as possible.

*recess time that allow for creative/constructive play and expression.

Middle school students will work with a team of teachers who integrate their curricula frequently. Thus, there will many opportunities for flexible scheduling to include block periods that allow teachers to work with students for an extended time period on integrated lessons and activities.

The School may offer additional instructional time through the use of extended school days, summer school, or classes on weekends based on the needs of the students and the School's academic performance.

Special Programs and "At-Risk" Students

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

The School's innovative educational model will ensure that all students will engage in and benefit from the curriculum. We believe that through the use of authentic, collaborative learning and differentiated instruction we can meet the needs of both those advanced students who need additional challenge in the classroom, and those who may be struggling academically. In addition, a reading resource teacher will be hired to work with students who are struggling with reading.

The School will implement a strong Responsiveness to Instruction (RtI) process for students who are not performing at expected levels: ensuring continued progress and academic growth. Research-based interventions, a philosophy advocating an educational process of continuous reflection, rethinking, and restructuring of strategies, will be afforded to students. The School will have an Intervention Assistance Team (IAT) to apply a progressive change system utilizing consensus building, infrastructure development, and implementation. The system will revolve around the study and optimization of the interactions of curriculum, instruction, assessment, students, and learning environments.

RtI will be implemented based on the recommendations and technical assistance information available from the North Carolina Department of Public Instruction. RtI is "the practice of providing high-quality instruction and interventions matched to student needs, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions" (NASDE, 2005). The model uses 3 tiers of interventions that become increasingly more focused, intense, and individualized.

Tier 1 will focus on strong core programs using research-based curricula. The School will have systems in place to regularly review and analyze data on student progress at the school, grade, classroom, and individual levels. Adjustments will be made through whole and small-group differentiation of instruction based on analysis of student data and identified areas of need for additional opportunities for learning. Data analysis will reveal those students who continue to demonstrate achievement that is not at a commensurate pace as their peers. Differentiation will allow these students to become proficient by allowing them to learn the materials in ways that suit their unique needs. This could include small groups, modifying

materials, additional practice, and changes to materials or scope of task all while in the general classroom.

Tier 2 will focus on students who need additional academic support beyond what can be provided through differentiation in the general classroom for all students. Additional screenings may be provided to these students to pinpoint specific areas of strength and need. Interventions will be provided in a small group setting with more frequent progress monitoring than is used in the general classroom. Increased time for instruction in the target area will be provided.

Tier 3 will focus on students who require intensive, focused, small group or individual interventions of longer duration than that which is provided in Tier 2. Tier 3 interventions will include targeted content and specialized instruction with extraordinary time and focus. Individual assessments will be conducted to provide frequent monitoring of student progress.

Throughout the RtI process, student progress will be assessed, analyzed, and reviewed by the IAT. This team will include the student's teacher, an administrator or designee, a Special Education teacher, and other personnel as appropriate. The team will be responsible for tracking school-wide academic growth; documenting student need, interventions, and results; making decisions about the effectiveness of instruction; making recommendations for adjustments to instruction and/or interventions; and initiating referrals for evaluation for specially designed instruction and/or related services.

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

The School will comply with all state requirements for Limited English Proficiency Programs (GCS-K-000).

(1) Identification
At enrollment, all students will be given a Home Language Survey, unless such a form already exists in that student's cumulative records. If the parent indicates a positive response to any of the questions on the HLS, the student will be scheduled for a more formalized assessment with the WIDA ACCESS Placement Test (W-APT) within 30 days after the start of the school year or 14 calendar days after enrollment. If the student is identified as LEP, the W-APT will provide guidance concerning which tier of the English Language proficiency test should be administered to the student. The score on the W-APT also determines eligibility for state LEP testing accommodations.

(2) Instruction
The ELL Committee Chairperson, English as a second language (ESL) teacher, and other appropriate school personnel will work together to determine each

ELL student's academic achievement level to ensure appropriate grade level placement and scheduling. This school team will review prior school records and transcripts to determine academic knowledge and experience of the student. Students with limited or no prior school experience will be assessed and placement will be made based on the student's age, regardless of English proficiency.

The School will provide instruction for limited English proficient (LEP) students that will provide a reasonable chance of allowing LEP students to progress in school. The program may be one of the following: ESL, bilingual education, or programs which adapt instruction to meet the needs of these students.

The ELL Committee will plan together the means for instruction in the English language and any specific accommodations that will be most appropriate for English instruction. All ELL students enrolled in the School will be entitled to programming that is appropriate to their level of English proficiency, their level of academic achievement, and any special needs they may have. All assessment information and instructional accommodations will be reflected in the ELL Student Plan.

ELL students will have equal access to appropriate English language instruction in the core subject areas that is: (1) understandable to their given level of English proficiency; and (2) equal and comparable in amount, scope, sequence, and quality to that which is provided to English proficient (non-ELL) students. General curricula and materials will be the same as those used with non-ELL students. The schedules of ELL students will be comparable to those of non-ELL students containing the same subject area classes and are equal in scope, sequence and content.

Evaluative standards will be adopted for measuring the progress of LEP students in school. In order to determine when students no longer need assistance, the LEA shall determine the content knowledge and language skills necessary for successful functioning in the regular classroom. Then, multiple instruments as well as teacher judgment may be used to evaluate English listening and speaking skills, English literacy skills, and content area knowledge. The students shall not be maintained in alternative language programs longer than necessary based on program exit criteria.

(3) Monitoring and Evaluation
All students identified as LEP will be administered the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) annually during the state testing window. This test is an annual assessment of English language proficiency in the areas of listening, speaking, reading, writing, and comprehension in English. The results of this test will be used to measure students' progress and proficiency in the English language.

ELL students who are exited from the program shall be monitored for a minimum of 6 months. Additional academic and English language support will be provided if students begin to have difficulty.

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

     the following:

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

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

The School will comply with all state requirements for Academically or Intellectually Gifted Students (AIG) (GCS-U-000).

(1) Identification
Screening, referral, and identification policies and procedures will be adopted that include multiple measures to identify AIG students. These measures may include results from state assessments, DEA, and classroom assessments; as well as evidence from student work and teacher observation in order to develop a comprehensive profile of student achievement and aptitude. The School will ensure that the rights of AIG students and their parents are safeguarded, and will document written consent regarding identification and placement, reassessment, and exit.

(2) Instruction
The School's educational program design is well suited to meet the needs of AIG students and meets the requirements of the North Carolina Academically or Intellectually Gifted Program Standards through authentic, project-based, collaborative learning experiences. Services to AIG students will include meaningful content and learning opportunities that focus on the use of higher-level thinking skills, and advanced content and skills that will support students' academic growth. Instructional strategies will be differentiated to provide challenge that is appropriate to each student's abilities, readiness, and interests. Teachers will integrate content of greater depth, breadth, abstractness, and/or complexity than that provided to non-gifted same-age peers.

Instruction will be documented on a Differentiated Education Plan (DEP) that is reviewed annually with parents to ensure effective programming that meets each student's individual needs.

(3) Monitoring and Evaluation
Monitoring and evaluating the progress and success of AIG students will be the same as for all students. Baseline data will be important for identifying the strengths and needs of our students early in the school year and monitoring their progress over time. To obtain a baseline for student achievement the School will collect the following data:
* Previous school year grades
* Previous scores on state assessments, where applicable
* Baseline data from a nationally recognized norm referenced instrument, such as Discovery Educational Assessment (DEA)

The data will be used to establish a baseline from which to measure student learning gains, develop instructional plans, and develop individual progression plans. Teachers will utilize the data to assist in the development of lesson plans, creation of individual learning plans, and staff development.

The School intends to utilize DEA to measure and demonstrate academic growth

and achievement for all students in Reading, Language Arts, Mathematics, and Science. Each student will take an initial assessment upon entry into the program to gauge current performance levels and identify academic strengths and needs. DEA testing will be done in the classroom setting with a highly qualified teacher at all times.

Students will be assessed up to 3 times with DEA during the year for formative measures of progress and at the end of each school year for summative data. The state assessment will be administered in the spring according to the state administration schedule. The results of each of these assessments will allow teachers and administrators to compare the baseline rates to the academic progress of these students attending our School. Teachers will receive in-service training in how to analyze their classroom data as well as how to generate action plans for students based on the data.

Exceptional Children

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

Identification and Records

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

(1) Identification
The School will comply with applicable state and federal policy, including the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, including all reauthorizations and additional applicable regulations.

(a) Students with Disabilities
As discussed above, the School will implement a Responsiveness to Instruction (RtI) process. If a student fails to thrive after receiving effective instruction and intensive, high quality intervention that has been carefully implemented and monitored, (s)he will be referred for an initial evaluation, which will be conducted before the initial provision of special education and related services. The evaluation team will consist of the individualized education program (IEP) team and other qualified professionals. The initial evaluation will be conducted within 60 days of receiving parental consent for evaluation and will determine if the student

is a student with a disability in accordance with state law and determine the student's educational needs. If the student is found to qualify for special education and related services, an IEP will be developed.

(b) Section 504
To be protected under Section 504, a student must be determined to: 1) have a physical or mental impairment that substantially limits one or more major life activities; 2) have a record of such impairment; or 3) be regarded as having such impairment. The School will provide a free appropriate public education (FAPE) to qualified students who have a physical or mental impairment that substantially limits one or more major life activities.

Student records will be evaluated to determine if a 504 plan is already in effect. If so, the 504 Coordinator will notify the student's teacher and other relevant school staff members. The student's parent(s) will be informed that the teacher will be the primary contact at the School and that the School will carry-out the services/accommodations in the 504 plan. All 504 Plans will be reviewed in accordance with the review date.

(2) Child Find
The School will comply with all state (NC 1501-2.9) and federal requirements for Child Find. Policies and procedures will be developed that ensure that all children with disabilities who are in need of special education and related services are identified, located, and evaluated. This will include children who are suspected of having disability and in need of special education, even though they are advancing from grade to grade.

Within 30 days of receipt of written notification of concerns regarding a child, the School shall issue a written response to the child's parent. The response shall include either an explanation of reasons the School will not pursue the concerns or a date for a meeting at which the School and parent will review existing data and determine whether a referral for consideration of eligibility for special education is necessary. Such meetings will be held within a reasonable period of time.

(3) Records
Reasonable steps will be taken to promptly obtain records (including copies of current IEPs and supporting documents, and any other special education or related services records, pursuant to 34 CFR 99.31(a)(2)) from previous schools of all enrolled students, including students with disabilities.

The School will ensure that all student records are kept confidential as required by applicable state and federal law, including the Family Educational Rights and Privacy Act (FERPA). Official records will be maintained permanently. Parents shall be allowed to inspect and review the student's records upon written request.

All required student records will be prepared and stored in a manner consistent with state statutes. All student and financial records will be stored electronically on dedicated servers and on special backup tapes. In addition, paper versions of student and financial records will be stored in secure cabinets or be reduced to electronic documents for storage.

Exceptional Children's Education Programming

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

   reported to the student, parents and relevant staff.
4. *Describe the proposed plan for providing related services.*

(1) Educational Services

The School will provide a continuum of placements, which will include but may not be limited to: regular classes, resource room, and homebound/hospitalized. Students will be placed in the least restrictive environment possible. A student with a disability will only be removed from a regular classroom if the nature or severity of the disability interferes to such a degree that education even with additional supports and services cannot be satisfactorily achieved in a regular class.

The School shall provide the accommodations and related services on the student's IEP as necessary to permit access to the general curriculum as appropriate for the student. Accommodations shall include, but are not limited to: presentation, response, setting, scheduling, test accommodations, pacing and remediation, and adaptive technologies.

Students who do not have success in the general classroom with the above mentioned accommodations will work directly with the EC teacher in individual and small group settings. Instruction will be based on formative and summative assessments in all academic areas, as well as observations of student performance. Students will be grouped flexibly based on assessment results and the skill to be taught, so that individual skills and learning differences can be taken into account. Alternative resources may be utilized so that each student has the opportunity to successfully access the regular curriculum. In cases where the foregoing solutions are not working and a greater disability is suspected, the IEP team will meet to review the student's IEP, making necessary revisions to permit students with disabilities to access learning opportunities on the same basis as general education students.

The School will initially employ 1 full-time EC teacher and is planning to add a second (part-time) EC teacher in year 2. The on-site teachers will primarily serve students identified with learning disabilities, emotional/behavioral disorders, and others as appropriate. The staffing will be adjusted based on the number of students with disabilities who enroll and the services required.

(2) Support for FAPE

The School will have a policy of enrollment, which is non-discriminatory, provides a free and appropriate public education (FAPE), and adheres to the IEP developed for each student. The School will accept all eligible students who reside in the school district. In accordance with federal and state

antidiscrimination laws, the School will not discriminate on the basis of any legally protected category in the admission of students. The School has designed an enrollment process that will ensure that students with disabilities will have an equal opportunity of being selected for enrollment in the School.

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(3) IEPs

An IEP will be developed for each student eligible to receive Exceptional Children (EC) services that will consider the parents' concerns, and student's strengths, evaluation results, and academic, developmental, and functional needs. Language needs of ELL students with disabilities will also be considered.

The EC teacher will be responsible for (a) ensuring that IEPs are provided to each general education teacher serving a student with disabilities and (b) monitoring IEP implementation. The progress of students with disabilities will be reported to their parents at least as often as progress of non-disabled students is reported to parents.

IEPs will be reviewed, at a minimum, annually to determine progress and achievement of the student's goals. IEPs will be revised to address any lack of progress, recent evaluation results, additional information about the student, and anticipated needs.

(4) Related Services

Students will receive all services as outlined in their IEP. Services, which cannot be provided by existing school staff, will be contracted for with outside providers such as speech/language services, occupational therapy, and physical therapy.

Student Performance Standards

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

(1) Academic Goals

In order to meet the School mission of building a foundation for students' success in school, career, and in life, it is essential for students to demonstrate proficiency in academic skills. To that end, academic SMART goals aligned with our mission have been identified. The basis for the School goals is the Performance Composite of the local school district. This measure identifies the percentage of students who are proficient on all end-of-grade and end-of-course tests combined. Our School will meet the performance of the district in Year 1 and will demonstrate continuous improvement over the next 4 years of operation to exceed district performance.

TThe Performance Composite for Wake County Public Schools for school year 2012-13 was 55.8%. With this as the baseline, the proposed School goals are:
Year 1, 56% of students will demonstrate academic proficiency.
Year 2, 61% of students will demonstrate academic proficiency.
Year 3, 66% of students will demonstrate academic proficiency.
Year 4, 71% of students will demonstrate academic proficiency.
Year 5, 76% of students will demonstrate academic proficiency.

Students in K-2 will demonstrate proficiency as measured by Discovery Education Assessments (DEA). Students in grades 3-8 will demonstrate proficiency as measured by state assessments.

(2) Operations, Finance, Governance, and Communication Goals
Operations, Finance, Governance, and Communication goals have also been identified for the first 5 years of operation. The proposed goals are intended to support implementation of the School's mission and meet the needs of the target population.

Operations: All required School reports will be submitted in full by required deadlines.
Finance: The School will have clean annual audit reports with no more than 2 findings and any previous year's findings corrected.
Governance: The Board will provide public notice and meet regularly in compliance with state requirements and the Board's bylaws.
Communication with the Board and Stakeholders: Information will be shared with stakeholders through regular school reports from the Director detailing progress made to the Board, Authorizer, School leadership team, and EMO; an annual report to the State Board of Education; and access to the READY Accountability results online by all stakeholders. The School will communicate weekly with parents. (See Sample newsletter in Appendix U2.)

(2) Assessment Tools
A variety of assessments in addition to state mandated tests will be used to help inform instruction, evaluate student and School performance, and improve the curriculum. These assessments have been selected to provide reliable and valid data to teachers in a timely manner that will support effective instruction without being overly time consuming. The School Director and staff will maintain awareness of commercially available assessments and select those that will best meet the needs of the faculty in providing effective instruction.

Formative assessments will provide snapshots of student performance. Teachers will be able to immediately adjust instruction to improve academic outcomes for whole classes, small groups, and individual students. Teachers will use quizzes, tests, and classroom-based assessments to improve instruction, and provide students with feedback to help them reflect on their current standing and needs to meet expected goals. In addition, assessments in our core curriculum resources will be used to track and monitor student progress weekly, and determine areas of extension and remediation needed on an individual and group level.

The School will utilize Discovery Educational Assessments (DEA) to measure

and demonstrate academic growth and achievement for all students in Reading/Language Arts, Mathematics, and Science. Students will be assessed 2 times with DEA during the year for formative measures of progress and at the end of each school year for summative data. By using DEA, educators will have immediate access to information including percentile rank, achievement score, projected proficiency on state tests, and growth for each student from year to year. Many DEA reports automatically analyze data, providing information at the individual, classroom, and school levels.

The School will use a variety of summative evaluation techniques and instruments including state assessments; and end-of-chapter and end-of-unit tests in Reading, Math, Science, Social Studies, and Writing. Rubrics will be utilized to assess completion and quality of all projects in which students participate. This will assure that the students are meeting the projected goals of the projects based on the State Standards.

The School staff will utilize data in decision making, and teachers will be selected and evaluated, in part, on their abilities to use formal and informal assessment results to make appropriate educational decisions. Monthly Data Chats will be held to ensure data and student progress are fully understood, and instructional practices and interventions are being implemented with fidelity. This comprehensive assessment system is in place to provide continuous and accurate information about students' abilities, progress, and needs in order to drive effective instruction.

(3) Promotion and Exit
The School will establish placement and promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next.

Upon a student's entry into the School, it is the responsibility of the School Director to determine proper grade placement. Grade placement will be contingent upon verification of records. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement. No student may be retained solely on the basis of standardized assessments.

Students shall meet the appropriate performance levels for North Carolina READY End-of-Grade Assessments (EOG) including English Language Arts/Reading and Math for grades 3-8 and Science for grades 5 and 8. Various indicators including, but not limited to, multiple measures using appropriate grade level assessments, as well as teacher judgment, will be used to determine performance levels. The teacher must provide compelling, verifiable evidence when student performance on appropriate grade level assessments is not believed to be indicative of daily classroom performance. Teacher judgment factors may include, but are not limited to the following: previous retentions; level of text at which student is independently successful, observations, checklists, student portfolios, classroom assessments, and/or current grades/marks.

The School Based Leadership Team will meet throughout the school year to monitor student progress and ensure proper interventions and supports are in place to support successful student promotion and exit.

Student Conduct:

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

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

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

(1) Effective Discipline

A nurturing and collaborative School environment focused on effort, motivation, and academics where all students will feel safe, respect will be the norm, and academics will be the focus. By providing an engaging curriculum, and hands-on, project-based learning experiences, the number of behavioral issues that exist at many schools will be significantly reduced.

The School will follow the Positive Behavior Intervention and Support (PBIS) process. The PBIS process results in the creation of effective intervention plans that will impede problem behaviors, teach new skills, and create support systems for the student.

The School intends to implement a progressive discipline policy. If students are not in compliance with the school-wide expectations, the teacher will implement classroom consequences and communicate with the student's parent(s). If a student is not responding to the classroom consequences, a contract with a plan of action may be implemented.

(2) Offenses

Students may be suspended from School for offenses that include but are not limited to:

     Fighting or other dangerous and/or disruptive behavior Harassment/Bullying
     Smoking or possession of tobacco products
     Being under the influence or possession of alcoholic beverages or intoxicants of any kind
     Defacing or vandalism of school property
     Igniting any flammable substance or possession of products such as lighters Theft

Actions deemed to be unsafe or containing the potential to disrupt the educational setting

Dismissal will be a last resort after numerous attempts to re-direct student behavior have failed. The School will have a zero-tolerance policy for circumstances involving drugs, weapons, or violence. These situations may result in dismissal or expulsion.

(3) Students with Disabilities
Consistent with the School's Code of Student Conduct and to the extent that removal would be applied to students without disabilities, students with a disability (SWD) may be removed from their current placement for no more than 10 consecutive school days. A school is not required to provide services to a SWD during short-term removals totaling 10 school days or less in a school year if services are not provided to students without disabilities during such removals.

A change in placement will occur when a removal is for more than 10 consecutive school days; or a series of removals constitute a pattern because the removals cumulate to more than 10 school days in a school year, and, because of factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another. A manifestation determination will be made any time disciplinary procedures result in a change of placement for a student with a disability.

(4) Due Process
For long-term removals of a SWD:
1. Parents will be notified immediately of the removal decision and given the notice of procedural safeguards.
2. An IEP meeting will be held within 10 school days after the removal decision to conduct a manifestation determination.
3. Services will be provided to enable the student to appropriately progress in the general curriculum and advance toward achieving the goals in the student's IEP.
4. IEP team will develop a functional behavioral assessment (FBA) and implement a positive behavior intervention plan (PBIP).
Beginning on the 11th cumulative school day of removal, a free appropriate public education (FAPE) will be provided.

The School has a grievance policy to address disputes between the School and parents, students, or others. In summary, the individual should follow the steps below:
*Meet with the appropriate school educator or employee to discuss the concern.
*Seek resolution through the School's Director.
*Appeal to the Board of Directors within 5 days of ED meeting.

The decision of the Board regarding the concern is final.

IV. GOVERNANCE and CAPACITY
(No more than ten total pages in this section)

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

Governance:

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

Name of Private Nonprofit: Triangle Education Organization

Mailing Address: c/o Bruce Friend

City/State/Zip: Holly Springs NC   27540

Street Address: 333 Chrismill Lane

Phone: 919-802-0832

Fax:

Name of registered agent and address:
Julie Ayers
LB&A Certified Public
Accountants 212 Matthews Street,
Suite 102 Matthews, NC 28105

FEDERAL TAX ID:

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

     Yes (copy of letter from federal government attached: Appendix E)
_____ X No X

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

Governance and Organizational Structure of Private Non-Profit Organization:
The private nonprofit corporation is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.

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

Board Member Name	Board Title	County/ State of Residence	Current Occupation	Past or Present Professional License(s) Held	Has any disciplinary action been taken against any of these professional licenses?
Kristen P. Stocking	Member	WAKE	Parent / Homeschool Educator	NA	
Greg Sinders	Member	WAKE	Senior Policy Analyst	NA	
Ryan Monteleone	Member	WAKE	Financial Planner	Securities Series 7, 63, 66; Insurance; Fin. Plan.	N
Dr. Priscilla J. Maynor	Vice Chair	WAKE	Founder and Principal	Teaching	N
Shea Maliszewski	Secretary / Treasurer	WAKE	Attorney	NC Attorney	N
Melissa Mahar	Member	WAKE	Life and Health Coach	Teaching License	N
Dr. Vincent Freeh	Chairman	WAKE	Associate Professor	NA	

Please provide the following in this location of the APPLICATION:

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

(1) Board Duties

The Board of Directors will ensure that the School abides by the North Carolina state law for Charter Schools (GS115C-238.29) and be legally responsible for all transactions of the School. The Board will select, supervise, and evaluate the School Director; monitor School performance; and hold the Director and partner organizations accountable for achievement of the School's mission and goals. The Board will formally approve personnel decisions through majority vote and record those decisions in Board minutes.

The Board will annually adopt and maintain a balanced operating budget and exercise oversight over the School's operation including, but not limited to supervising audits and business practices, and handling complaints

concerning the operation of the School. Board members shall review the

School's financial statements monthly. It shall be the Board's responsibility for ensuring retention of a certified public accountant (CPA) or auditor for the annual financial audit, reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan, and monitoring a financial recovery plan in order to ensure compliance.

The Board will develop, review, or approve all policies related to the operation of the School. The Board also will assess the School, the educational program's successes, and areas in need of improvement. The Board may be involved in analyzing alternatives and additions to the program by analyzing student and School performance data, thereby making data-driven decisions on behalf of the students. By incorporating such scrutiny, the Board will ensure that the School will continue to consistently and effectively serve our student population.

(2) Lead Administrator
We know that the leader of the School is absolutely critical in the Schools ultimate success. The School will use multiple sources to attract interest and resumes from viable candidates for the position as the School's leader. Sources may include, but are not limited to Teachers-Teachers.com, newspapers, national publications like Education Week, as well as connections through board members and other community members.

The school leader will have a minimum of a master's degree in education, prior experience as a teacher and school administrator, and a strong business understanding. Ideally, the candidate will also have prior experiences with setting and managing budgets, and communicating with diverse populations; and strong understanding of curriculum, instruction, assessment, special needs populations, and the implementation of project-based, thematic learning.

Once resumes are received, a team consisting of one or more Board members will review resumes and narrow the number of candidates. Phone interviews will be scheduled and held. Top ranked candidates will vetted by checking references, confirming resume details, and investigating the candidate through social media. Top candidates will be invited for an in person interview. The team will make a recommendation for the top 1-2 candidates to be interviewed by the entire Board. A conditional offer/no-offer decision will be based upon this interview. Upon the candidate's acceptance, various employment papers will be completed and appropriate reference and criminal background checks will be executed immediately. Finally, the Board will make a final employment offer and negotiate a compensation package.

The School will comply with the following Equal Employment Opportunity policy statement: The laws of the United States and the State of North Carolina guarantee equal employment opportunity for all persons, regardless of race, gender, age, religion, national origin, or disability, and provide equal treatment opportunity in all aspects of employment including working conditions, pay, benefits, and advancement.

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

(1) (1) Size and Composition—
The Board of Directors will consist of an odd number of individuals, preferably numbering 7, but no fewer than 5. While we do not have a full board at the time of this application submission, we are continuing to seek strong board members who can bring additional expertise. Each member will serve for staggered 3-year terms.

As positions become available, new members for the Board will preferably: a) be a resident of the School's greater geographical area; b) show passion for the education of today's youth, especially the School's targeted student population, and the School's mission and educational program design; c) add to the variety of professions/occupations represented by the existing Board composition, broadening the expertise of the group corporately; and d) create a cross-section of diverse professions/occupations representative of the community.

—(2) Powers and Duties
Board powers and duties have been detailed above and include:
*selecting, supervising, and evaluating the Director and partner organizations and holding them accountable for achievement of the School's mission and goals
*approving personnel decisions
*adopting and maintaining a balanced operating budget
*reviewing financial statements monthly
*retaining an auditor for the annual financial audit, reviewing and approving the audit report, and monitoring a financial recovery plan
*developing, reviewing, or approving all School policies
*assessing the School and the educational program

(3) Board Composition and Expertise
The founding Board represents the local community and has diverse experiences within industry, education, business management, insurance, law, finance, marketing, strategic planning, and other backgrounds which may prove helpful in the organization of the corporation. Additional board members will be recruited to ensure that key stakeholders with skills and strengths not currently found within the Board will represented.

(4) Ensuring Success
The Board will hold the School Director and partner organizations accountable for the achievement of the School's mission and goals. Through the annual Director evaluation process, regular review of student assessment results, and tight fiscal controls, the Board will ensure that the School will continue
to consistently and effectively serve our student population in achievement of the School's mission and goals.

(5) Evaluating the Leader
The School Director will be evaluated on the 8 Standards of Executive
Leadership (Strategic, Instructional, Cultural, Human Resource, Managerial,
External Development Micro-Political, and Academic Achievement) using the NC
rubric for self-assessment and the Summary Evaluation Rating Form. A
performance rating for the Director will be established: Developing,
Proficient, Accomplished, Distinguished, or Not Demonstrated.

The Board (or a Board committee) will be responsible for the leader. Leader
evaluation will comply with NC requirements and include the following
process:

*Orientation to the process
*Self-assessment using the NC Principal Evaluation Rubric
*Discussion of self-assessment results with the Chair or designee,
development of performance goals, and determination of evidence to be
gathered
*Data collection
*Mid-year evaluation to discuss progress towards meeting the performance
goals
*Completion of a consolidated performance report by the Director that will
provide a comprehensive overview of annual performance
*Completion of the Principal Summary Evaluation Rating Form by the Chair or
designee
*Discussion of self-assessment results, performance report, and Chair's
summary report
*Agreement on a Professional Growth Plan

6) Representation
As stated above, active and effective representation of key stakeholders
from within the community will be a priority. Ideally, board members will be
local residents and support diversity of knowledge, experience, and
demographics on the Board.

   3. *Explain the procedure by which the founding board members have been recruited and selected.
      If a position is vacant, how and on what timeline will new members be recruited and added to
      the board?*
A community informational meeting about a potential charter school was held
in Holly Springs. Information about the proposed school was also shared via
social media outlets to residents of the town. Bruce Friend, a resident of
Holly Springs, organized the informational meeting. From that meeting,
people who were interested in potentially serving on the board came forth to
support the effort to submit an application.

Once a group of prospective board members was identified, the board met to
start the process of incorporating the school, and completing the charter
application.

In the event of the death, resignation, retirement, removal, or
disqualification of a member of the Board of Directors during their
appointed term of office, their successor shall be elected and serve only

until the expiration of the term of their predecessor provided, however, any Parent Director vacancy must be filled by a parent of a student enrolled in the School. The Board of Directors shall have the power to temporarily fill, at its discretion, vacancies occurring on the Board of Directors by appointment.

In the event the Board of Directors has appointed a nominating committee to act, such committee shall present a slate of candidates for each office to be filled at least thirty (30) days prior to the Annual Meeting. Other candidates may be nominated by the Board of Directors from the floor to be added to those selected by the Nominating Committee provided that the nominees willingness to serve has been determined in advance of the nomination.

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

The board will meet at least once per quarter.

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

(1) Orientation
The Board will comply with state planning year requirements (TCS-U-013) for new charter schools, including participation in regular meetings with staff from the NCDPI Office of Charter Schools. These meetings will address such topics as school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator.

At the beginning of their term, all new board members will be provided with an orientation by the School's Board Chair, accountant, and attorney specific to the mission, philosophy, educational model, bylaws, finances, charter contract, management agreement, current initiatives and issues of the School, conflicts of interest, ethics, and Open Meetings law requirements.

(2) Ongoing Development
All Board members will be required to participate in on-going professional development that will take place at each regularly scheduled board meeting. Topics may include, but are not limited to, the following: state assessments and reporting requirements; funding, funding changes, and budget implications; fiscal planning; legal requirements for charter schools; legislative updates; and understanding student assessment results.

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

The Board will adopt a Code of Ethics. The purpose of the Code of Ethics is to promote the honest and ethical conduct of the directors, officers, and employees of the Corporation, including: i) the ethical handling of actual or apparent conflicts of interest between personal and professional

relationships; ii) full, fair, accurate, timely, and understandable disclosure in periodic reports required to be filed by the Corporation; iii) compliance with all applicable governmental rules and regulations; iv) prompt internal reporting of violations of this Code of Ethics; and, v) accountability for adherence to the Code of Ethics. The Code of Ethics is intended to supplement but not replace any applicable state laws governing conflicts of interest

applicable to non-profit and charitable corporations and charter schools.

Conflict of interest exists when the personal or professional concerns of a board member or a staff member affect his or her ability to put the welfare of the organization before personal benefit. Board members will not participate in any discussions or vote on matters that would affect the transactions between the organization and another party that would benefit them or their personal/professional affiliations. Staff members who have an actual or potential conflict will not be involved in decision-making affecting such transactions. Conflict of Interest is detailed in Article IX of the Board Bylaws provided in Appendix H.

Directors shall avoid improper conduct arising from conflicts of interest and shall abide by all legal requirements governing conflicts of interests, including G.S. 55A-8-31. If any Director has or may have a conflict of interest in a matter pending before the Board, such member shall fully disclose to the Board the nature of the conflict or potential conflict. No transaction may be approved if it would constitute self-dealing.

Each director, officer and employee shall at the time of election, appointment, or employment, and annually thereafter, sign a statement which affirms that such person has received, read, understands, and will comply with the School's Code of Ethics.

There are no existing relationships that could pose actual or perceived conflicts if the application is approved.

If the board or committee has reasonable cause to believe that a person has failed to disclose actual or possible conflicts of interest or has violated policy, the person shall be informed of the basis for such belief and afforded an opportunity to explain the alleged violation or failure to disclose. If, after hearing the response of the person and making such further investigation as may be warranted in the circumstances, the board or committee determines that the person has failed to disclose an actual or possible conflict of interest or has violated policy, appropriate disciplinary and corrective action shall be taken.

7. Explain the decision-making processes the board will use to develop school policies.
The Board will rely on assistance and input from various professionals and stakeholders to develop school policies. Some of these groups may include legal counsel, accountants, School administrators and faculty, the PTO, parents, and other stakeholders. The board will also review objective data from appropriate sources to develop school policies. Some examples of these data may include parent satisfaction surveys, financial reports, academic performance reports, and similar sources.

While the Board will consider multiple data points in their decision-making process, they will keep the School's interests at the center of this discussion. They will always act and develop policies that support the mission of the School, protect students, and ensure the public trust.

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

The School expects to establish a Parent Teacher Organization (PTO) if sufficient interest is expressed. While PTOs are separate organizations from the school, it is expected that the PTO will work in collaboration with the School Director to support the needs of the School. This may include, but is not limited to organizing volunteers, raising funds for additional classroom resources and field trips, organizing parent education events, and disseminating news and information

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

The School will have a dispute resolution policy approved by the Board to address grievances between the School and parents, students, or others.

1. Any person with a complaint, including staff members, parents, students, or others, should first visit with the appropriate school educator or employee to discuss the perceived problem or concern in an effort to seek a satisfactory resolution.
2. If a satisfactory resolution cannot be reached, or if, for significant reasons, the individual feels they cannot meet with the appropriate school educator or employee, the individual can seek resolution through the School's Director.
4. If the dispute or concern cannot be resolved satisfactorily with the Executive Director, the individual may appeal to the Board of Directors. Any appeals to the Board will be sent to the Board Chairman in writing within 5 days of meeting with the Executive Director. The written appeal may be sent via email, regular mail, or fax. The Board Chairman will review the appeal and may meet formally or informally with the individual to gather more information. If the dispute can be resolved within the Board's existing policies, the Board Chairman may resolve the dispute. If the dispute has merit and is outside of existing policies, the Board Chairman may present the issue at the next regularly scheduled board meeting. The decision of the Board regarding the dispute or concern is final, provided that the dispute or concern does not involve matters related to an individual's protected liberty or property rights.
5. If no appeal is received by the Board Chairman within 5 days, the Executive Director's decision is final.

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

Include in the Appendices:

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

4. *A copy of the articles of incorporation from the NC Department of the Secretary of State. (Appendix I)*
5. *Copy of any board policies if adopted already (Appendix J).*
6. *Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix K).*

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

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

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

Name of the Company:
Address:
Website:
Phone Number:
Contact Person:
Fax:
Email:

1. *Explain how the contract with the specified EMO or CMO will be in the best educational and financial interest of the charter school. Please include an executed copy of the management agreement as Appendix L of the specified EMO or CMO.*
2. *What other EMO/CMOs were pursued and why did the applicant select this particular one? Please include information regarding other management organization's fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.*

3. *Provide and discuss student performance, governance performance and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the targeted student population. Nationally, what is the highest and lowest performing school of the EMO/CMO? Why are these two schools so different in overall achievement?*
4. *Describe how the governance structure will be affected; if at all, by the EMO/CMO and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO.*
5. *Provide a description of the relationship that will exist between the charter school employees and the Management Organization.*
6. *Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO; and if necessary, terminate the contract without significant obstacles.*
7. *Is the facility provided by the EMO/CMO?* N
   - If yes, include as Appendix M a detail of the buyout formula for the nonprofit board of directors to purchase the facility if a buyout formula or process exists.
8. *List the fund balance and surpluses for each school managed by the EMO/CMO over the last*

three years in North Carolina.

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

Private School Conversions: *complete ONLY if the proposed charter is a private school conversion. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.*
   X Not Applicable

Charter School Replication: *complete ONLY if the proposed charter is a replication of an existing charter school. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.*
   X Not Applicable

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

```
The positions anticipated for the School
.include: School Director
Assistant Director
Classroom Teachers
Special Education Teachers
Resource Teachers (reading, art, music, and/or
P.E.) Instructional Aides
Secretary/Clerical
Custodian
```

Staffing Plans, Hiring, and Management
Include the following information for the proposed charter school:

```
(1) Recruitment
Once a Director is hired, he/she will begin the process of recruiting,
interviewing, and recommend hiring teachers that share our educational
vision to staff the School. As with any school, high quality, effective
education begins with these teachers.

The majority of the staff will come from within the local community. As
necessary, the School will use all traditional means of recruitment
including newspaper, online ads, and professional recruiters.

(2) Retention
It is our desire to pay all regular employees wages and salaries that are
competitive with other employers in the marketplace in a way that will be
motivational, fair, and equitable. The Director will determine salary offers
for initial employment based on each candidate's knowledge, experience, and
evidence of success with the target student population and key elements of
the educational model.
```

The School is committed to providing a comprehensive benefits program for all eligible employees. In addition to receiving an equitable salary and having an equal opportunity for professional development and advancement, employees may be eligible for other benefits that will enhance their job satisfaction.

A good benefits program will be a solid investment in employees. The School Director and Board will periodically review the benefits program, as described below, and make modifications as appropriate to the School's condition. The School reserves the right to modify the benefits offered.

Teachers will have a voice in School leadership through staff meetings, regularly scheduled committee meetings, and the School Advisory Council. When teachers are held accountable for their students' instruction and have the ability to make decisions in their students' best interest, phenomenal things are possible.

We believe that competitive salaries and comprehensive benefits combined with teacher empowerment will encourage staff retention.

2. *Provide a description of the relationship that will exist between the charter school employees and the nonprofit board. Provide as Appendix O, a draft of the employment policies to be implemented by the proposed charter school.*

All employees will be employees of the Board. The Board will oversee the School Director. Other school employees will not have a direct relationship with the Board. The School Director will interview and recommend staff for hiring approval by the Board. The Director will be responsible for daily operations at the School and will serve as the educational leader, and supervise and evaluate staff employed at the School site.

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

As of the date of this application, no teachers have been hired. That notwithstanding, once a Director is hired, he/she will begin the process of recruiting, interviewing, and recommend staff for hiring approval by the Board that share our educational vision to staff the School. As with any school, high quality, effective education begins with these teachers.

We believe that the majority of the staff will come from within the local community. As necessary, the School will use all traditional means of recruitment including newspaper, online ads, and professional recruiters.

After narrowing the number of candidates based on initial application information, interviews will be scheduled and held. A conditional offer/no-offer decision will usually be based upon this interview. Upon the candidate's acceptance of the conditional offer, various employment papers will need to be completed and the appropriate reference and criminal background checks will be executed immediately. The Director will monitor these on a continuous basis. All employment will be in accordance with the laws of the United States and the State of North Carolina, which guarantee equal employment opportunity for all persons, regardless of race, gender, age, religion, national origin, or disability, and provide equal treatment

opportunity in all aspects of employment including working conditions, pay, benefits, and advancement.

Dismissal or termination is discussed below.

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

It is our desire to pay all regular employees salaries that are competitive in the local marketplace in a way that will be motivational, fair, and equitable. The School will comply with the requirement for full disclosure of salary ranges in compliance with NC Open Records Law. As referenced in the budget, the salary ranges are as follows:

School Director $70,000 - 90,000
Assistant Director $45,000 - 65,000
Classroom Teachers $35,000 - 45,000
Resource Teachers $35,000 - 45,000
Instructional Aides $18,000 - 24,000
Secretary/Clerical $24,000 - 32,000
Custodian $25,000 - 33,000

The School Director will determine salary offers for initial employment based on each candidate's knowledge, experience, and evidence of success with the target student population and key elements of the educational model. Compensation will vary with individual performance and in compliance with all applicable statutory requirements. The School will apply the same principles of fairness to all employees, regardless of organizational level, race, color, citizenship status, national origin, ancestry, gender, sexual orientation, age, religion, creed, physical or mental disability, marital status, veteran status, political affiliation, or any other factor protected by law.

Employee benefits will include:

Insurance Coverage
A comprehensive, quality insurance program will be provided to eligible employees in the areas of health, dental, and life insurance. Insurance will also be available to eligible family members.

Recognized Holidays
Regular full-time employees will be eligible for holiday pay. Recognized holidays include those school holidays, which are recognized by the public school district (according to the district calendar) in which the employee is employed with the Charter School. This does not include the summer holidays.

Sick Leave
Each full time employee may earn sick time at the end of each completed month of service.

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

(1) Grievance

The School will have a dispute resolution policy to address grievances between the School and parents, students, staff, or others, which has been detailed above. In summary,

1. Visit with the appropriate school employee to discuss the concern in an effort to seek a satisfactory resolution.

2. If a satisfactory resolution cannot be reached, the individual can seek resolution through the School's Director.

3. If the concern cannot be resolved satisfactorily with the School's Director, the individual may appeal to the Board. Any appeals to the Board will be sent to the Board Chair in writing within 5 days of meeting with the School's Director. The decision of the Board is final, provided that the concern does not involve matters related to an individual's protected liberty or property rights.

4. If no appeal is received by the Board Chair within 5 days, the School Director's decision is final.

(2) Termination

Employment with the School will be at will. Employment contracts will be issued for the purpose of specifying salary, position title, and duties. Employment dates will be included only as a convenience and will not bind either the employee or the School to a specific time period. The annual number of work days for employees will include a minimum of 185 instructional days, but may be adjusted by the School Director based on the needs of the School.

Employees will be free to terminate their employment with the School at any time, with or without reason. The School intends to provide its staff with the opportunity to respond to issues prior to action being taken by the Board. Likewise, the School will have the right to terminate the employee's employment, or otherwise discipline, transfer, or demote the employee at any time, with or without reason, provided it falls within the legal confines of the North Carolina wage and labor laws.

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

No positions will have dual responsibilities.

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

All teachers employed by the School will hold a Standard Professional 1 or 2 Professional Educator's License. Teachers for students with disabilities, ELL students and gifted students will be required to meet the following minimum qualifications: Bachelor's Degree in Elementary Education, Special Education (as appropriate), or similar; required license for EC, AIG, or ESOL; experience serving students in the target population to be taught; and positive work history.

The School will initially employ 1 full-time Exceptional Child (EC) teacher and is planning to add a second (part-time) EC teacher in year 2.

The School will hire appropriate staff certified in ELL/LEP and AIG based on the number and requisite needs of students. Additional staff may also be

employed or contracted with to provide support as needed.

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

The School Director will hold a School Administrator-Principal's or Superintendent's license and have earned a Master's degree or higher. Job responsibilities have been detailed above, but include executing and administering School policies, interviewing and recommending staff for hiring approval by the Board, serving as the educational leader, and supervising and evaluating staff employed at the School site.

The Assistant Director (AD) will hold a School Administrator-Assistant Principal license and have earned a Master's degree or higher. The AD supports the Director and serves as Acting Director in his/her absence. The AD is responsible for the oversight of all teaching faculty, curriculum design and improvement, coordination of classroom activities with internship activities, teacher professional development, and teacher assignment in close cooperation with the Director.

All teachers employed by the School, including classroom teachers, EC teachers, and resource teachers (reading, art, music, and/or P.E.) will hold a Standard Professional 1 or 2 Professional Educator's License. Teachers will provide a learning environment that is team-oriented, student-centered, and aligned with the School's mission, goals, and educational program design. Teachers are responsible for designing and implementing instruction, overseeing and monitoring individual student progress and the use of resources and equipment, appropriately enforcing the School's Code of Conduct, etc.

Instructional Aides (paraprofessionals) must have an Associate's degree or higher or have completed 2 years (48 semester hours) of college coursework. Under the supervision of a classroom teacher, instructional aides will provide instructional assistance to students in need of academic support.

Qualifications for the Office Manager and Secretary will include Associate's Degree (Bachelor's Degree preferred), experience with managing complex tasks involving a variety of resources, and demonstrated ability to manage the details of multiple tasks. The Office Manager is responsible for modeling the appropriate image for the School; creating a welcoming environment for students, staff, parents, and visitors; human resources and benefits administration; bookkeeping and related tasks; and providing administrative assistance and general office support to the Director. The Secretary is responsible for answering telephones and all other communications in a professional manner, and directing the caller to the appropriate extension; appropriately greeting and directing visitors in a manner that is respectful and professional; maintaining awareness of the physical control of entry into the reception area; and secretarial duties as assigned.

The Custodian will have considerable knowledge of the methods, equipment, and supplies used in the cleaning and appearance of buildings, and will be responsible for the routine maintenance of buildings, grounds, and equipment.

<u>Staff Evaluation and Professional Development</u>

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

The Director will be responsible as the School liaison to the licensure division at NCDPI for maintaining teacher licensure requirements and professional development.

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

(1) Mentoring

Mentor teachers will be assigned to any teacher who is in the first 3 years of teaching and holds a Standard Professional 1 License. Mentors will be selected who have evidence of success with our student population within the School's model. Mentors will be expected to provide logistical and emotional support, focus efforts on improving instruction and learning, and provide ongoing support and encouragement to their beginning teacher.

Time will be scheduled for mentors to observe their beginning teacher in the classroom, and for mentors and their beginning teacher to meet regularly.

Model Classrooms will be identified within the School to allow the scheduling of observations and discussions between new teachers and their assigned Mentor Teacher.

(2) Retention

As discussed above, we believe that competitive salaries and a comprehensive benefits program combined with teacher empowerment that gives teachers a voice in the School leadership and administration will encourage staff retention.

(3) Evaluation

Teacher evaluation will align with the North Carolina Educator Evaluation System (NCEES). The intended purposes of the School's evaluation process is to assess the teacher's performance in relation to the North Carolina Professional Teaching Standards, and the School's mission and goals, and to design a plan for professional growth.

Teachers will be evaluated on their abilities to meet the following standards:
*Demonstrating Leadership
*Establishing a Respectful Environment for Diverse Student
Populations *Knowledge of Content
*Facilitating Learning
*Reflecting on Practice
*Contributing to Student Academic Success

Evaluation will include the following processes:
*Training/Orientation on the evaluation purposes, process, forms, and schedule
*Self-assessment using the Rubric for Evaluating NC Teachers *Pre-Observation conference with the School Director to discuss the self-assessment, current professional growth plan, and the lesson to be observed
*Observation of at least 45 minutes or a full class period. Probationary teachers will be observed at least 3 times; career status teachers will be observed annually. During the year in which a career status teacher has a summative evaluation, the Director shall conduct at least 3 observations, including at least 1 formal observation.
*Post-observation conference within 10 school days of the formal observation to discuss and document on the Rubric the teacher's strengths and weaknesses as noted during the observation.
*Teachers collect artifacts as exemplars of their work, such as lesson plans, student work samples, and student achievement data.
*Summary Evaluation Conference to discuss the self-assessment, current professional growth plan, classroom observation results, and data/artifacts collected. During this conference, the Director will complete the Teacher Summary/End-of-Year Rating Form and discuss ratings with the teacher.
*Teachers who are rated at least Proficient on all the Standards will develop an Individual Growth Plan. Any teacher who is rated Developing on 1 or more standards will be placed on a Monitored Growth Plan. Any teacher who is rated Not Demonstrated on any standard will be placed on a Directed Growth Plan.

Beginning teachers must be rated "Proficient" on all 5 NC Professional Teaching Standards on the most recent Teacher Summary/End-of-Year Rating Form in order to be eligible for the Standard Professional 2 License. Probationary teachers must be rated as "Proficient" on all 5 NC Professional Teaching Standards on the most recent Teacher Summary/End-of-Year Rating Form before recommending that teacher for career status.

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

Professional learning will be connected to the specific performance data for the students to whom the teacher is assigned. Teachers and administrators will consider the academic progress of students in determining what professional learning is needed to increase student achievement.

Staff members may be asked to complete written survey instruments that address in-services/training that may be beneficial to them. In order to meet staff needs, the survey will have the respondents rate items on a Likert Scale. The items will include such things as project-based learning, collaborative teaching, behavior management, organizing groups for instruction, meeting the needs of EC and ELL/ESOL students, interpreting and using test data, using the School technology more effectively, working with parents/family members, inclusion, conflict resolution, ethics and professionalism, curriculum and instructional strategies, and final open sections for staff suggestions / comments.

A specifically tailored Professional Development program may be implemented utilizing the highest rated variables from the respondents' surveys. The methods of delivering the programs will include, but not be limited to large groups, small groups, individuals, and electronic functions such as development and training through computerized programs, video conferencing, and web-based delivery. The timeline will be to schedule staff development meetings at pre-School start-up times and then periodically throughout the school year. Staff will attend, as directed, per their position/perceived need.

The School plans to use Professional Learning Communities (PLC) as a component of the overall educational model and design. We believe that the collaboration, creativity, and sense of community in this model is how people learn best and is very similar to how the students will learn with Project Based Learning. Every teacher will be expected to participate in the PLC.

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

Prior to the initial year of operation, all staff will participate in 3 to 5 days of intensive training on the following topics:
* Differentiated Instruction
* Project Based Learning
* Technology Integration
* Higher-order competencies
* Literacy Instruction
* Data analysis to inform instruction
* Cooperative Learning
* Effective use of curriculum tools and resources, including assessments

In addition, all teachers will participate in an annual two-day professional development training at an "All Staff Retreat" prior to the beginning of the school year. Following this intense introduction to the education model, teachers will work together with their leadership team for school-specific pre-service training. A key component of the training will surround the instructional implementation of the education model in each grade level. Model Classroom videos will be viewed during the training to ensure teachers clearly understand how the model supports student learning and academic success.

A sample schedule of Professional Development prior to School starting may be as follows:

Day 1 & Day 2   All Staff Retreat:

Sample Agenda: Welcome Session Vision, Values, History and Goals
Team Building Activity
Keynote Address: Leadership in the Classroom
Whole Group Presentation on Differentiated Instruction
Break out Sessions

-Differentiated Instruction
-Teaching to the Left Brain and Right Brain
-Content areas/grade groups
-Best Practice Sharing
-Curricular/Instructional tools and resources

Days 3-8   School based; School specific

Day 3 8:00-3:00 Training on Differentiated Instruction and Instructional
                     Framework

Day 4   8:00-3:00 Project Based Learning Training

Day 5   8:00-11:00   Training on Technology Resources
        12:00-3:00   Training   on integrating technology into   Classroom
                     instruction

Day 6   8:00 - 11:00 Discovery Educational Assessments: training   on system
                     Use
        12:00 -3:00 - Discovery Educational Assessments: using data to inform
                     instruction

Day 7   8:00-11:00 Training on Effective Cooperative Learning Strategies
        12:00-1:30 Training on incorporating higher-order competencies into
                     instruction
        1:30-3:00 - Training on incorporating literacy instruction into all
                     content areas
Day 8 8:00-3:00 Training on all curricular resources: electronic and print
                     materials

5. Describe the expected number of days/hours for professional development throughout the school year, and
    explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.
Teachers will report to work eleven days prior to the first day of school.

Eight of these days will be used for professional development (64 hours),
while the other three days will be for the teachers to prepare for the
students to return to school.
During the school year, teachers will have two full days and nine half days
to devote to professional development (approximately 52 hours). In addition,
professional development sessions will be held after school at least once
per month for the months of September through May (minimum 9 hours).

The School's calendar will be designed to accommodate the days for
professional development activities by scheduling non-student days into the
instructional calendar. In addition, there are six Early Release days
scheduled into the instructional calendar to allow for afternoon
professional development activities for teachers on these days. The School
will assure that the instructional calendar includes 185 of instruction for
students as required.

Additionally, the daily schedule requires that teachers are on campus 30
minutes before students arrive and stay at least one hour beyond the end of
the student day. A minimum of one day per week after school will be devoted

to staff meetings, child study team meetings, parent conferences, professional learning community (PLC) meetings, and professional development training

sessions. A minimum of one of these meetings per month will be reserved for professional development.

Enrollment and Marketing:

Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions GS 115C.238.29F(g) (1-7) carefully.

Marketing Plan
Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflects 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-238.29F(g)(5)).

The School has a comprehensive plan that will attract the target population and ensure that enrollment projections are met. The School will use a variety of strategies to publicize the school. At all times, the School's admission and enrollment practices will comply with Federal guidelines (Charter Schools Program, Title V, Part B, Non- Regulatory Guidance) and with G.S. 115C-238.29(F)(g). The School intends to contract with proven, successful vendors with expertise in charter school marketing and media development. Their services will include brand development, images, logos, websites, collateral materials, blogs, print campaigns, and video production.

The School will develop a comprehensive marketing plan with outreach activities taking place from January through the School opening. Marketing efforts will begin with a website with video and text content that will provide families with information related to curriculum, enrollment, targeted student expectations, and staff qualifications. Visitors will be directed to this website through all communications as well as an ongoing Google "AdWords" online ad campaign.

The School will develop a comprehensive brochure and informational flyers to provide families with information, including the School's mission. The School will provide marketing materials in languages other than English and will also make bilingual staff available to answer parent questions. ~~Samples of similar materials are in Appendix U6.~~

The School will distribute information to the parents of appropriately-aged students, hold open houses, and advertise via the local media. The School will utilize local public radio and print media to make announcements regarding enrollment opportunities and parent information meetings. Marketing materials will be distributed in local shopping areas, public places, local youth programs, local athletic programs, and other areas as deemed appropriate to serve our mission and reach all families, including

those that are typically hard to reach. The School will canvass neighborhoods considered "harder to reach" and distribute the flyers with school information.

The School believes that this focused marketing approach will help to meet or exceed enrollment targets and achieve a racial/ethnic balance that accurately reflects the community at large.

Parent and Community Involvement

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

(1) Communication Prior to Opening
The School is developing a website to inform the community about the proposed school and to solicit input. After application approval, this website will continue to be used to engage parents and community members, recruit students, provide information about enrollment, and update parents and community about progress towards School opening.

Outreach meetings have been planned to inform the community about the School's application, school model, and possible opening. The first series of meetings were held in the fall of 2014. Subsequent meetings will be occurring throughout the implementation period.

As students enroll, the School will collect mailing addresses and email addresses to provide a means of communicating with the enrolled students and their families prior to opening. Periodically throughout the summer prior to school starting, the School will mail newsletters and information to the enrolled students. However, more frequently, the School will send regular email communications to parents and students regarding updates on the School facilities, documentation that needs to be provided on students prior to their attending school, and opportunities to attend open houses and other school functions to be held prior to opening.

These frequent email communications will provide the opportunity for the School to stay connected to the students and their families prior to the school opening, and provide the means for communicating important information to the families as they prepare for school. These newsletters and memos will also be mailed to the students' homes periodically in case families do not have access to or do not check email.

(2) Family Partnerships
The School realizes that its strength lies in the hands of its parents/guardians and the extent to which they become involved in the daily activities of the students. For this reason, the School will actively encourage the participation of parents/guardians in all of its activities. Opportunities for involvement may include, but are not limited to the following.

A School Advisory Council (SAC) will be formed to provide input from all stakeholders to the School administration and the Board.

As required by law, parents will be invited and encouraged to participate in the development of their child's IEP when a student meets the necessary requirements for Exceptional Children services.

Parents/guardians shall be asked to attend school events and volunteer for a minimum of 10 hours of service to the School each year their child is enrolled. Volunteer opportunities may include, but are not limited to: assisting teachers in classrooms; assisting in the cafeteria; assisting teachers with tasks outside of school, such as filing, preparing curriculum materials, etc.; mentoring students; volunteering with the School's Parent Teacher Organization, if one is formed; chairing a school committee; chaperoning field trips; and/or attending school events.

*The School shall hold at least 1 parent open house per semester.
*Parents or guardians will be given the opportunity to evaluate the School at least annually.
*Parents will be notified of the governing board's schedule of meetings and invited to attend and provide input.

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

(1) Enrollment
The School will enroll any eligible student without discrimination in accordance with 115C-238.29F(g)(5).

In year 1, the School will hold an open enrollment application period of not less than 30 days beginning on February 1, 2016. All applications will be assigned a number in the order received based on the grade level for which the student is applying.

In subsequent years, the School will provide currently enrolled families the opportunity to re-enroll for the following school year. This shall take place no later than March of each year. At that time, families will also be allowed to apply for additional students who qualify for preferential enrollment under sibling preference, in accordance with 115C-238.29F(g)(5a).

After the School has confirmed the number of available spaces for the upcoming academic year, an open enrollment period of at least 30 days will be held.

A student will have been determined to have accepted enrollment when he/she

has returned the acceptance letter with the appropriate parent/guardian signature along with the signed family agreement.

(2) Lottery
In the event that the number of applications exceeds the number of available spaces, the School will conduct a lottery. Numbers will be randomly selected for applicants for each grade level to determine which students are invited to enroll and which students will be on the waiting list. Students will be given 10 days from notice of acceptance to confirm attendance. If a student declines enrollment or fails to respond within the given time frame, the enrollment will be offered to the next student on the waiting list until all student stations are filled.

Enrollment preference will be given to the following populations as specified in 115C-238.29F(g)(5a):
1. Siblings of currently enrolled students
2. Siblings of students who completed 8th grade at the School and who were enrolled in at least 4 grade levels offered by the School
3. No more than 15% of the School's total enrollment may include children of the School's full-time employees and, for the first year of operation, children of the initial members of the School's Board of Directors
4. A student who was enrolled in the School within the 2 previous school years but left a) to participate in an academic study abroad program or a competitive admission residential program or b) because of the vocational opportunities of the student's parent

Students with disabilities and students served in English for Speakers of Other Languages programs shall have an equal opportunity of being selected for enrollment in the School.

(3) Enrollment Policies
The Board will adopt clear policies for Admissions and Enrollment similar to the draft language below:

WAITING LISTS - In the event that the number of applications exceeds the number of available spaces, the School will conduct a lottery. Numbers will be randomly selected for applicants for each grade level to determine which students are invited to enroll and which students will be on the waiting list. Students will be given 10 days from notice of acceptance to confirm attendance. If a student declines enrollment or fails to respond within the given time frame, the enrollment will be offered to the next student on the waiting list until all student stations are filled.

WITHDRAWALS AND TRANSFERS - Students who leave the School must notify the School office and classroom teacher in writing, return all textbooks and library, and verify that all lunch monies are paid in full.

RE-ENROLLMENT - A student who was enrolled in the School within the 2 previous school years but left a) to participate in an academic study abroad program or a competitive admission residential program or b) because of the vocational opportunities of the student's parent will be provided with an enrollment preference subject to space availability.

(4) Pre-admission Activities

No pre-admission activities will be required.

PROJECTED ENROLLMENT 2016-17 through 2020-2021

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME	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.
LEA #1 Wake County Schools LEA #2 LEA #3	

	2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
	LEA 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000
Kinderg Arten	88	0	0	88	0	0	88	0	0	88	0	0	88	0	0
Grade 01	66	0	0	88	0	0	88	0	0	88	0	0	88	0	0
Grade 02	66	0	0	66	0	0	88	0	0	88	0	0	88	0	0
Grade 03	66	0	0	66	0	0	66	0	0	88	0	0	88	0	0
Grade 04	66	0	0	66	0	0	66	0	0	66	0	0	88	0	0
Grade 05	44	0	0	66	0	0	66	0	0	66	0	0	66	0	0
Grade 06	0	0	0	50	0	0	75	0	0	75	0	0	75	0	0
Grade 07	0	0	0	0	0	0	50	0	0	75	0	0	75	0	0
Grade 08	0	0	0	0	0	0	0	0	0	50	0	0	75	0	0
	396			490			587			684			731		

V. OPERATIONS

Transportation Plan:

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

The School will ensure that transportation will not be a barrier to any student's ability to attend the School. The School will provide transportation for the School's students consistent with the state requirements of 115C-238.29F(h) and federal rules and regulations.

Transportation revenue and expenses are not included in the proposed budget. The Board anticipates that the majority of students will come from within 3-5 miles of the School and most parents desire to drop off their children. In this situation, the School will help connect families to support carpooling. However, we understand that this may not be the case with this School.

Should transportation be required in order to enroll eligible students, the School may contract with an outside provider in order to establish the capacity to provide proper, safe student transportation. The School will ensure that any transportation provider provides proof that:
*all personnel who may have contact with students have appropriate background clearance and picture identification that list the staff member's name and the name of the company.
*all vehicles are properly maintained and meet security and safety requirements.

*students are only being transported in approved vehicles and that there is no use of passenger vans.

The School will provide transportation for any student with a disability who has transportation indicated on the IEP.

School Lunch Plan:

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

The School will ensure that no child is lacking and daily meal and intends to contract with the School District or a private provider to provide food service in a way that will serve all eligible students. All food service may be provided in a manner consistent with the Food and Drug Administration (FDA) requirements for free/reduced price lunch.

The School will require that the provider show proof of the following: *All meals have been approved by a registered dietician
*All meals meet the requirements for free/reduced price lunch
*Proof of all applicable health and safety inspections
*Ability to deliver
*Meals are delivered in appropriate containers
*Non-nutritional items such as soda are not included

The School may, at the end of the first year of operation, apply for provider status through the Federal Government.

Civil Liability and Insurance (*GS 115C-238.29F(c)*):

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

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability		$1,000,000	$1,727.00
Officers and Directors/Errors and Omissions		$1,000,000	$3,332.00
Property Insurance		$325,000	$488.00
Motor Vehicle Liability		$1,000,000	$181.00
Bonding Minimum/Maximum Amount	$250,000	$250,000	$332.00

| Other | | $1,000,000 | $8,665.00 |
| Total Cost | ███████████████ | | $14,725.00 |

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

Health and Safety Requirements:

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C238.29F (a).

We, the Board members at Pine Springs Preparatory Academy 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.

_____

(Board Chair Signature)   (Date)

Facility:

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

What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. If a facility has been identified please fill out the Facility Form (Appendix Q).

A facility has not yet been identified. The Board anticipates leasing a facility that is approximately 65 square feet per student. The School will utilize a facility that meets the following requirements:
*Meets or exceeds all local building and fire/safety codes
*Has appropriate space for classrooms, specialty rooms, a media center, a multi-purpose room, and administrative areas
*Has adequate parking for staff, students, and visitors
*Is accessible to persons with disabilities
*Has at least 1 flushable toilet per 20 occupants and at least 1 sink per 40 occupants
*Has a monitored fire/burglary system

Although locating, securing, and renovating an appropriate facility in North Carolina can be challenging; managed appropriately, excellent facilities can be secured and renovated within a 120-150 day timeline. The School will have more than adequate time to open the School for the start of the 2016-17 school year. The following steps will be taken to secure a facility:

Oct-Dec 2015: Site Selection including site tours and analysis
Nov 2015-Jan 2016: Letter of Intent signed, design finalized
Dec 2015- Feb 2016 General contractor selected, lease signed
Jan-Apr 2016: Plans and permits submitted and approved Mar-

July 2016: Construction
July-Aug 2016: Regulatory approvals, including Certificate of Occupancy, FF&E installed, insurance secured

All efforts will be made to make certain that all settings are conducive to learning. This learning environment includes both the interior and exterior of the facility. A sample School site plan and layout are included in Appendix U7.

We will work closely with local officials to see that the School is in complete compliance with all zoning regulations, building and renovation permits, safety codes, occupancy permits, and all other applicable federal, state, and local laws and regulations. The School will pay particular attention to compliance in the following areas: fire exits, parking, traffic, sprinkler systems, alarm systems, and keeping inspections current.

A certificate of occupancy and any other required documentation shall be submitted to the NCDPI Office of Charter Schools at least 15 days before the first day of school.

Please attach copies of Facilities Inspections as Appendix R.

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.

We anticipate that the per square foot lease rate will be between $10-$16/sq. ft. depending on location, condition, etc.

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.*

The Board has every expectation that we will be able to open our School on time. At opening in Year 1, the School's immediate spatial needs will include 18 classrooms, 2-3 classrooms for educational support (art, music, special education, etc), a multi-purpose room, outdoor recreational space, and administrative space.

However, we also understand that unforeseen circumstances can occur. If the School opening is delayed to the point where we will not be able to open on-schedule, we will do the following:
1. Define the specifics of the delay and determine a realistic opening schedule.
2. Coordinate and communicate this information with Office of Charter Schools (OCS) personnel.
3. Determine whether the School can open on a delayed schedule.

Depending on the outcome of the above items, the School will proceed as follows:
Option 1: If the School can open on a delayed schedule, School staff will relay all relevant information to OCS, parents, and students.
Option 2: If the School cannot open on a delayed schedule, the School will temporarily lease and utilize appropriate space from a school or other

educational institution such as a Community College, Private Technical College, Charter School, etc. The School's immediate spatial needs will include 33 classrooms and administrative space. We will plan for all programs to be offered in temporary space. Contingency plans for temporary space and short-term leases will be in-place by February 2016.
Option 3: If the construction schedule is such that the School opening is delayed 7 or more months, the School will (as a last resort) request a one-year deferral for opening.

VI. FINANCIAL PLAN

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

Budget: Revenue Projections from each LEA 2016-17

SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL
 	
Refer to the Resource Manual Finance Section for guidance on estimated funding amounts
	State Funds: *Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.*
	
	   • *In year 1 – Base state allotments are determined by the LEA in which the student resides*
	   • *In year 2 and beyond- Base State allotments are determined by the LEA in which the school is located.*
	Local Funds: *Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.*
	Federal Funds: *Charter schools must qualify and apply for the individual federal grants based on their population of students.*
	
	REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS
	
	LEA #1920 - Wake County Schools
	
	| Revenue
		2014-2015 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2016-2017

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State Funds	$4,501.95	396	$1,782,772.20
Local Funds	$2,048.00	396	$811,008.00
Federal EC Funds	$3,768.11	39	$146,956.29
Totals			$2,740,736.49	

Total Budget: Revenue Projections 2016-17 through 2020-2021

INCOME: REVENUE PROJECTIONS	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
-State ADM Funds	$1,782,772	$2,205,956	$2,642,645	$3,079,334	$3,290,925
-Local Per Pupil Funds	$811,008	$1,003,520	$1,202,176	$1,400,832	$1,497,088
-Exceptional Children Federal Funds	$146,956	$184,632	$221,182	$257,731	$275,411
-Other Funds*	$0	$0	$0	$0	$0
-Working Capital*	$0	$0	$0	$0	$0
Z - TOTAL REVENUE	$2,740,736	$3,394,108	$4,066,003	$4,737,897	$5,063,424

*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 S.

Personnel Budget: Expenditure Projections 2016-17 through 2020-2021

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

BUDGET EXPENDITURE PROJECTIONS Personnel	2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Lead Administrator	1	$80,000	$80,000	1	$80,800	$80,800	1	$81,600	$81,600	1	$82,400	$82,400	1	$83,200	$83,200
Assistant Administrator	1	$55,000	$55,000	1	$55,550	$55,550	2	$56,100	$112,200	2	$56,650	$113,300	2	$57,200	$114,400
Clerical	2	$28,000	$56,000	3	$28,280	$84,840	3	$28,560	$85,680	3	$28,840	$86,520	3	$29,120	$87,360
Custodians	1.5	$30,000	$45,000	2	$30,300	$60,600	2	$30,600	$61,200	2	$60,900	$121,800	2	$31,200	$62,400
A - Total Admin and Support:	5.5		$236,000	7		$281,790	8		$340,680	8		$404,020	8		$347,360
Instructional Personnel:															
Core Content Teacher(s)	18	$40,000	$720,000	22	$40,400	$888,800	26	$40,800	$1,060,800	30	$41,200	$1,236,000	32	$41,600	$1,331,200
Electives/Specialty Teacher(s)	2	$40,000	$80,000	3	$40,400	$121,200	3.5	$40,800	$142,800	4	$41,200	$164,800	4.5	$41,600	$187,200
Exceptional Children Teacher(s)	1.5	$40,000	$60,000	2.5	$40,400	$101,000	3	$40,800	$122,400	3.5	$41,200	$144,200	4	$41,600	$166,400
Teacher Assistants	.5	$21,000	$10,500	2	$21,210	$42,420	3	$21,420	$64,260	5	$21,630	$108,150	5	$21,840	$109,200
B - Total Instructional Personnel:	22		$870,500	29.5		$1,153,420	35.5		$1,390,260	42.5		$1,653,150	45.5		$1,794,000
A+B = C - Total Admin, Support and Instructional Personnel:	27.5		$1,106,500	36.5		$1,435,210	43.5		$1,730,940	50.5		$2,057,170	53.5		$2,141,360
Administrative & Support Benefits															
Health Insurance	5.5	$6,436	$35,398	7	$6,219	$43,533	8	$6,578	$52,624	8	$6,803	$54,424	8	$7,114	$56,912

Retirement Plan—Other	5.5	$1,290	7	$7,095	$1,207	8	$8,449	$1,278	8	$10,224	$1,290	8	$10,320	$1,302	$10,416
Medicare, Soc.Security, Unemployment	5.5	$3,711	7	$20,411	$3,482	8	$24,374	$3,684	8	$29,472	$3,720	8	$29,760	$3,756	$30,048
D - Total Admin and Support Benefits:	16.5		21	$62,904		24	$76,356		24	$92,320		24	$94,504		$97,376
Instructional Personnel Benefits:															
Health Insurance	22	$5,935	29.5	$130,570	$6,040	35.5	$178,180	$6,226	42.5	$221,023	$6,360	45.5	$270,300	$6,264	$285,012
Retirement Plan—Other	22	$1,187	29.5	$26,114	$1,172	35.5	$34,574	$1,174	42.5	$41,677	$1,167	45.5	$49,598	$1,183	$53,827
Medicare, Soc. Security, Unemployment	22	$3,423	29.5	$75,306	$3,382	35.5	$99,769	$3,388	42.5	$120,274	$3,365	45.5	$143,013	$3,411	$155,201
E - Total Instructional Personnel Benefits:	66		88.5	$231,990		106.5	$312,523		127.5	$382,974		136.5	$462,910		$494,039
D+E = F - Total Personnel Benefits	82.5		109.5	$294,894		130.5	$388,879		151.5	$475,294		160.5	$557,414		$591,415
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	22		28	$298,904		32	$358,146		32	$433,000		32	$498,524		$444,736
B+E = H - Total Instructional Personnel (Salary & Benefits)	88		118	$1,102,490		142	$1,465,943		170	$1,773,234		182	$2,116,060		$2,288,039
G+H = J - TOTAL PERSONNEL	110		146	$1,401,394		174	$1,824,089		202	$2,206,234		214	$2,614,584		$2,732,775

Operations Budget: Expenditure Projections 2016-17 through 2020-2021

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Administrative & Support:						
Office:	Office Supplies	$16,000	$18,100	$18,426	$18,831	$19,421
Professional Contract	Contract Fees	$100,000	$95,000	$85,000	$75,000	$65,000
Professional Contract	Legal Counsel	$8,000	$10,000	$10,000	$10,000	$10,000
Facilities	Facility Lease/Mortgage	$415,800	$515,400	$616,350	$718,200	$767,550
	Maintenance	$8,000	$25,000	$25,501	$26,012	$26,500
	Insurance (pg19)	$14,725	$15,020	$15,320	$15,626	$15,939
Other	Marketing	$20,000	$75,000	$25,000	$25,000	$25,000
	Child nutrition	$10,000	$10,000	$10,000	$10,000	$10,000
Office:	Technology Support And Communications	$51,000	$51,450	$52,634	$53,845	$55,086
Professional Contract	Financial Services And Audit	$41,825	$56,061	$60,142	$63,870	$66,035
Facilities	Utilities – Gas, Water And Electric	$66,000	$90,000	$92,400	$94,866	$96,776
Transportation	Contracted Transportation	$41,580	$51,450	$52,634	$53,845	$55,086
Other	Miscellaneous	$10,000	$10,000	$10,000	$10,000	$10,000
	K - TOTAL Administrative & Support Operations	$802,930	$1,022,481	$1,073,407	$1,125,095	$1,222,393
Instructional:						
Books And Supplies	Curriculum, Software, And Materials	$167,626	$146,560	$142,475	$147,799	$150,149
Instructional Contract	Professional Services, EC, And Staff Development	$143,760	$198,097	$203,541	$233,950	$248,520
Books And Supplies	Classroom Equipment, Technology, And Furniture	$165,767	$106,500	$106,500	$126,500	$115,000
	L - TOTAL Instructional Operations	$477,153	$451,157	$452,516	$508,249	$513,699
	K+L = M - TOTAL OPERATIONS	$1,280,443	$1473638,	$1,525,923	$1,633,344	$1,736,092

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
J - TOTAL PERSONNEL	$1,401,394	$1,824,089	$2,206,234	$2,614,584	$2,732,775
M - TOTAL OPERATIONS	$1,280,443	$1473638	$1,525,923	$1,633,344	$1,736,092
J+ M =N TOTAL EXPENDITURES	$2,681,837	$3,297,727	$3732157	$4,247,928	$4,468,867
Z - TOTAL REVENUE	$2,740,736	$3,394,108	$4,066,003	$4,737,897	$5,063,424
Z - N = SURPLUS / (DEFICIT)	$58,900	$96,381	$333,846	$439,969	$594,587

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

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

I. How was the student enrollment number projected?
Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.
Provide the break-even point of student enrollment.

Consideration was given to areas of need when determining the location, grades to serve, and enrollment projections. Major factors considered were: total population, school age population, household size, household income, free and reduced lunch qualification, charter competition and performance, and public school performance. All indicators were factored using a 5 mile radius from the city center. Based on historical enrollment data, most students who are enrolled in a local charter will reside within a 3 to 5 mile radius of the School. (See Appendix A).

A total of 57,011 people reside within a 5 mile radius of downtown Holly Springs, North Carolina. The area has seen a 62.52% increase in overall population in the last 10 years. There are a total of 15,663 family groups, of which approximately 63% have children. About 31% of the population surrounding Holly Springs, North Carolina is below the age of 18 years old. Children between the ages of 0-5 make up 8.9% of the population surrounding Holly Springs, North Carolina.

Based on historical data, parents who reside in lower income areas, particularly those students who qualify for free and reduced lunch, are more likely to engage in school choice. About 28% of households within a 5 mile radius of Holly Springs, North Carolina reported total annual income of less than $50,000. The median household income for the area surrounding Holly Springs, North Carolina ranged from $45,544 to $126,176, compared to a state median of $46,450, as estimated for 2008-2012 by the Census' American Community Survey.

Currently, only one charter schools serving students in grades 6-12 is located within 5 miles of downtown Holly Springs, North Carolina. Southern Wake Academy has an enrollment of 245 students, and average test scores when compared to local schools. The area surrounding the city center of Holly Springs, North Carolina has sufficient population to add additional

school choice when compared to similar sized cities, especially given the continued rate of population growth.

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

In the School's financial statements, the Board will be able to see the budget to actual comparison, as well as notes to the financial statements which included projected and actual enrollment. Based on this information, the governing Board will be able to determine if the enrollment is significantly lower (or higher) than expected and can begin to determine the appropriate budget cuts. If needed, budget cuts will begin in the administrative level to ensure the quality of instruction of the School is maintained. If there are significant budget shortfalls, the Board will secure necessary operating and capital funds.

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

The total start-up related expense is projected to be approximately $150,000 during or prior to the first year of operations. The Board will secure the necessary operating and capital funds. The budget is balanced on expected state, county, and federal funds.

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

22:1 for K-5, and 25:1 for 6-8

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

(1) Contracted Services
The School has planned to contract for selected services critical to effective School operations.

LB&A, Certified Public Accountants, PLLC in cooperation with North Carolina Public Charter Schools Association will provide full service accounting services, including GAAP compilations, monthly bank reconciliations, and monthly financial statement preparation for Board members.

School Financial Services, Inc. (SFS), an experienced charter school specialist accounting firm, will provide Human Resources services including payroll and benefits.

The Board will partner with a proven, successful vendor with expertise in charter school marketing and media development. Their services include brand development, images, logos, websites, collateral materials, blogs, print campaigns, and video production.

David Hotstetler, with Lex-Is Services, has been retained as counsel for the School.

EC services, which cannot be provided by existing school staff (such as

speech/language services, occupational therapy, and physical therapy), will be contracted for with outside providers.

Critical to the selection of the School's providers is that each of these service providers has a leadership team with a deep understanding of and extensive experience in the provision of their respective services to schools in general and charter schools in particular. One or more members of the Board have established a strong understanding of the capabilities of the leadership team of each service provider and the character of key members of the leadership team. This has been a key element to evaluating each provider.

(2) Large Purchases

To purchase goods and services, a Purchase Request will require 2 or more people to approve. A Purchase Request will be initiated by the school employee or Board member making the request. The request will be approved by the site administrator or the designated Board member such as treasurer or similarly positioned member if one is delegated with this authority depending on Charter School Board policy. Typically RFPs over $10,000 need to be approved by the Charter School Board but Charter School Board can adjust this limit as per their policy. The purchase request will be processed by the financial services provider. The Charter School Board will set the amounts that the School Director may approve for purchase and the amounts the Charter School Board must approve.

The Purchase Request must be verified for transaction and budget authority. After the Purchase Request is processed, a Purchase Order will be generated by the financial services provider. Three copies of the Purchase Order will be generated. Two copies will be sent to the School, one copy to the originator of the Purchase Request, and the receiving copy to the designated person to receive the goods. The third copy will be the vendor copy used for order confirmation.

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

The Board stresses that first and foremost it is accountable to the students and their families. The School will provide an educational program of the highest caliber to promote enhanced academic success while remaining faithful to sound economic and budgetary principles through aligned responsibility and financial accountability. The School understands that with the receipt of public funds it becomes the keeper of public trust and must fiscally perform in a manner which reflects the highest standards.

The budgets reflect the collaborative effort of the Board of Directors, and LB&A, Certified Public Accountants, PLLC. By this team effort, these budgets are the product of leveraging the knowledge of the School's vision, environment, and instructional model with the practical value of an experienced accounting and budgeting for charter schools. The largest expenditure, of course, is instructional costs with approximately fifty percent (50%) of the budget dedicated to personnel, instructional supplies, textbooks, furniture and equipment, and technology. The largest portion of instructional costs is allocated to instructional salaries and benefits.

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

The School has budgeted surpluses (~~1.3~~2% - ~~5.7~~12%) each year that will be put into a general fund balance. Our long term goals are to have a minimum of 45 days of cash reserves by the end of year 5 and a minimum of 90 day cash reserves by the end of year 10. This goal will be achieved through careful budgeting and the use of sound financial management strategies.

The Board finance committee members will review monthly financial reports on a monthly basis. At each regularly scheduled board meeting, the finance committee will give a report and the whole board will be involved in major financial decisions.

If the School is able to maintain the budgeted surpluses and have a healthy general fund balance, the Board will analyze the needs of the School and apply the surplus appropriately.

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

We will seek to acquire a facility that includes landlord financing for any needed renovations. In this structure, the landlord will acquire and/or renovate a building suitable for use as a school. The terms of the lease will require the landlord to deliver the facility by July 1, 2016 or other deadline sufficient to start school in 2016, provide a turn-key facility to the specifications of the school. These specifications will include number of classrooms required, parking, outdoor recreation space, restrooms, common areas, administrative space, low voltage, signage, and other details. This type of lease limits the School's up-front investment, and gives the landlord a financial incentive to complete the facility on-time.

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

The School will not have assets from other sources.

Financial Compliance: (No more than a half of a page)
How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate recording keeping?
Internal controls are based on sound practice, such as segregation of duties or compensating controls, use of pre-numbered forms, limited access to cash, and monthly reporting to the Charter School Board and Authorizer. The business process also emphasizes the seamless and convenient delivery of service so that school staff can easily comply with internal controls and are able to concentrate on the educational process.

The internal control policy of the School shall be guided by the following broad principles:
*Responsibility will be clearly established.
*Adequate records will be maintained.
*Assets will be insured and inventoried, and appropriate employees bonded.
*Adequate procedures for cash receipts, cash disbursements, and record keeping will be in place.
*The School will undergo regular and independent audits.

Specific internal controls include, but are not limited to:
*Only one primary operating bank account will be maintained by the School (others may be maintained for internal funds).
*The bank statement will be opened intact by the reconciler.
*The bank statement will be reconciled by an employee who has access to neither the general ledger nor check-writing system.
*Items outstanding for 180 days will be investigated.
*All funds will be deposited to the bank account on a daily basis intact or whenever practical. At a minimum, no receipts will go longer than 3 days without being deposited.
*All checks received will be immediately stamped "For Deposit Only."
*Printed, pre-numbered receipts will be issued for all cash received whenever possible.
*All disbursements will be made by check (except for minor petty cash disbursements). Printed, pre-numbered checks will be used and voided checks will be maintained to complete the number sequence. (School personnel may be permitted use of a pre-paid debit card for emergency purchases or to facilitate local transactions where a card is required. This account is only resupplied after reconciliation of prior use with a complete and full accounting of expenditures supported by receipts.)
*Checks require two signatures.
*Checks will not be pre-signed under any circumstances.
*Checks for expenses other than payroll will be issued only upon verification by the School Director of receipt of the good or services ordered in good condition and correct quantity. The School may authorize disbursements for contracted services, leases, notes payable, ongoing commitments, etc., payables for goods/services that are confirmed as rendered/received by the School and within the limits of the approved budget.

*Appropriate documentation will be maintained for disbursements (invoice, contract, etc). All invoices will be reviewed and initialed for approval before a check is issued.

*Employees will be paid only upon verification of employment by Board

action.

*Appropriate legal forms (W-4, I-9, etc) must be completed prior to employees being paid.

*Property will be tagged and inventoried at least annually.

*Discrepancies in the property inventory will be investigated and reconciled.

*Financial statements will be reviewed by the Board monthly.

*The budget will be approved by the Board prior to the beginning of each fiscal year, evidenced by action.

*Budget amendments will be approved as necessary.

*Financial reports will be submitted to the sponsor as required.

*School financial records, including files for receipts, invoices, bank statements, and cancelled checks will be kept up-to-date and fully accessible at all times.

*An annual audit will be conducted by an independent CPA.

*Under no circumstances are School funds to be used for personal benefit or gain by administration or staff.

The School will establish an Accounting Manual that will provide a framework to understand the internal controls which will be in place to safeguard finances.

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

Not applicable. There are currently no known or possible related party transactions.

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

The annual audit will be completed
by: Rives and Associates, LLP
Jay Sharpe, CPA
702 Oberlin Road, Suite 410
Raleigh, NC 27605 919-832-6848

VII AGREEMENT. PAGE

Application Fee:

Pursuant to § 115C-238.29B(e) the charter school applicant must submit a $1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the September 26, 2014 5:00 pm EDT deadline. Payments will be accepted in the form of a check or credit card. The Credit card Form is found on the Office of Charter Schools website. Cash is not accepted.

*Application Note: The applicant must mail the check or credit card form along with a letter indicating the name of the proposed charter school, contact information and the enclosed payment amount to be received before or on the due date of September2 6, 2014 5:00 pm EDT. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.

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

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

I understand the requirements pursuant to G.S. 115C-238.29B(e).

Date:

Applicant Signature:

The foregoing application is submitted on behalf of Pine Springs Preparatory Academy *(name of non-profit corporation or individuals submitting application)*. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name:

Board Position: Ryan Monteleone Vice-~~Vice President~~ Chairman, Board of Directors

Signature: _____   Date: 10/28/15
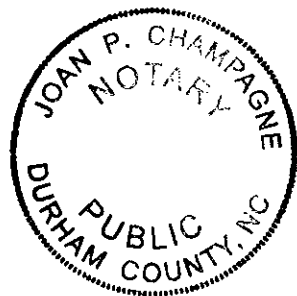
Sworn to and subscribed before me this
28 day of October , 20 15 .
Joan F. Champagne
Notary Public   Official Seal

My commission expires: 1-09 , 20 18

Appendices Summary

Appendix A – Community Support – no changes

Appendix B – Curriculum outline – no changes

Appendix C – Calendar – no content changes; new stationary

Appendix D – Student handbook – no changes

Appendix F – Organization Chart – changed

Appendix G – Board Forms Resumes Triangle Ed Org Pine Springs 2014 – no changes

Appendix H – Bylaws – no changes

Appendix I – Articles of Incorporation – no changes

Appendix J – Board of Directors Conflict of Interest and Ethics Provisions – no change

Appendix K – Meeting minutes – no change from original application

Appendix L – School Management Agreement – delete from application; see termination letter in Appendix V

Appendix M – Facility buyout – delete from application

Appendix N – Newpoint Financial Heath Letter – delete from application

Appendix O – Employee Handbook – no changes

Appendix P – Insurance Quote – no changes

Appendix T – Form 990 – delete from application

Appendix U – changes attached

Appendix V – copy of termination from Newpoint

App A

Attachment A

This Attachment is Not Applicable

App 1D

Table of Contents
Scope and Sequence Matrix

Counting and Cardinality

Counting and Cardinality (CC)	K	1	2	3	4	5	6
Compare numbers	•		■		■		■
Count by ones	■		■		■		■
Count by tens	■		■		■		■
Count objects	■		■		■		■
Count sets of objects	■		■		■		■
Find how many in all	■		■		■		■
Use one-to-one correspondence to count	■		■		■		■
Write numbers	■		■		■		■

Number and Operations in Base Ten

Number and Operations in Base Ten (NBT)	K	1	2	3	4	5	6
Addition							
Add decimals	■		■		■	•	■
Add whole numbers	■	•	■	•	■		■
Addition strategies	■	•	■	•	■		■
Estimate decimal sums	■		■		■	•	■
Estimation in 3-digit addition	■		■		■		■
Properties of addition	■	•	■	♦	■♦	•	■
Real-word problems	■		■		■	•	■
Counting Sequence							
Count backward	■		■		■		■
Count forward	■	•	■		■		■
Model whole numbers	■	•	■		■		■
Read whole numbers	■	•	■		■		■
Skip count	■	•	■		■		■
Write whole numbers	■	•	■		■		■
Division							
Divide decimals	■		■		■	•	■♦
Divide whole numbers	■		■		■	•	■♦
Division strategies	■		■		■		■
Remainders	■		■		■		■

Number and Operations in Base Ten
... Continued

Legend: ■ = shaded cell, • = Investigate and Analyze, ♦ = Apply and Extend

	K	1	2	3	4	5	6
Multiplication							
Area and array models	■		■		■		■
Equations	■		■		■	♦	■♦
Multiples of ten	■		■	•	■		■
Multiplication strategies	■		■		■•		■
Multiply decimals	■		■		■	•	■♦
Multiply whole numbers	■		■		■	•	■
Properties of multiplication	■		■		■	♦	■♦
Place Value of Decimals							
Compare and order decimals	■		■		■	•	■
Decimal notation	■		■		■	•	■
Read decimals	■		■		■	•	■
Round decimals	■		■		■	•	■
Write decimals in different forms	■		■		■	•	■
Place Value of Whole Numbers							
Compare whole numbers	■	•	■	•	■		■
Decompose into tens and ones	■•	•	■		■		■
Expanded form	■		■	•	■		■
Exponents	■		■		■	•	■♦
Make a ten	■	•	■		■		
Model whole numbers	■•	•	■		■		■
Order whole numbers	■		■		■		■
Place-value models	■	•	■		■		■
Powers of ten	■		■		■	•	■♦
Subtraction							
Estimate decimal differences	■		■		■	•	■
Estimation in 3-digit subtraction	■		■		■		■
Real-world problems	■		■		■	•	■
Subtract decimals	■		■		■	•	■
Subtract whole numbers	■	•	■•	•	■		■
Subtraction strategies	■	•	■	•	■		■

Number and Operations—Fractions

• Investigate and Analyze ♦ Apply and Extend

	K	1	2	3	4	5	6
Number and Operations—Fractions (NF)							
Addition with Fractions							
Add fractions	■		■		■	•	■
Add mixed numbers	■		■		■	•	■
Benchmark fractions	■		■		■	•	■
Rename fractions and mixed numbers to add	■		■		■	♦	■
Visual fraction models	■		■		■	♦	■
Word problems	■		■		■	•	■
Decimal Fractions							
Compare decimal fractions	■		■		■	•	■
Decimal notation	■		■		■	•	■
Equivalent fractions and decimals	■		■		■		■
Money and decimals	■		■		■		■
Place value of decimals	■		■		■	•	■
Write decimals	■		■		■	•	■
Division with Fractions							
Divide unit fractions	■		■		■	•	■
Fractions as division	■		■		■	•	■
Interpret division with fractions	■		■		■	•	■
Real-world problems	■		■		■	•	♦
Visual fraction models	■		■		■	•	♦
Fraction Equivalence							
Common denominators	■		■		■	♦	■
Compare and order fractions	■		■	•	■	♦	■
Equivalent fractions	■		■	•	■	•	■
Simplest form	■		■		■	♦	■
On the number line	■		■	•	■	♦	■
Use regions	■		■	•	■		■
Multiplication with Fractions							
Distributive Property	■		■		■	•	■
Find area of a rectangle with fractional measurements	■		■		■	•	■
Multiples of unit fractions	■		■		■	•	■
Multiply fractions	■		■		■	•	■
Multiply mixed numbers	■		■		■	•	■

Number and Operations—Fractions

... Continued

	K	1	2	3	4	5	6
Scale and multiplication of fractions	▪		▪		▪	•	▪
Visual fraction models	▪		▪		▪ •	•	▪
Word problems	▪		▪		▪ •	•	▪
Read and Write Fractions							
Fractions	▪		▪	•	▪		▪
Whole numbers as fractions	▪		▪	•	▪		▪
Subtraction of Fractions							
Estimate differences	▪		▪		▪	•	▪
Subtract fractions	▪		▪		▪ •	•	▪
Subtract mixed numbers	▪		▪		▪ •	•	▪
Subtraction with renaming	▪		▪		▪	•	▪
Visual fraction models	▪		▪		▪ •	•	▪
Word problems	▪		▪		▪	•	▪
Understand Fractions							
Part of a group	▪		▪	•	▪		▪
Part of a partitioned whole	▪		▪	•	▪		▪
On the number line	▪		▪	•	▪		▪
Unit fractions	▪		▪	•	▪		▪
Whole numbers and fractions	▪		▪	•	▪		▪

Ratios and Proportional Relationships

	K	1	2	3	4	5	6
Ratios and Proportional Relationships (RP)							
Concept of Ratio							
Fractions and ratio	▪		▪		▪		•
Model ratios	▪		▪		▪		•
Notation for ratio	▪		▪		▪		▪
Rate language	▪		▪		▪		▪
Write ratios	▪		▪		▪		▪
Rate and Ratio Reasoning							
Convert measurements	▪		▪		▪		•
Distance, rate, time formula	▪		▪		▪		•

Ratios and Proportional Relationships

... Continued

• Investigate and Analyze   ♦ Apply and Extend

	K	1	2	3	4	5	6
Equivalent ratios	▓		▓		▓		▓
Percent	▓		▓		▓		▓
Real-world problems	▓		▓		▓		♦
Unit rate	▓		▓		▓		•

The Number System

• Investigate and Analyze   ♦ Apply and Extend

	K	1	2	3	4	5	6
The Number System (NS)							
Addition and Subtraction of Decimals							
Add decimals	▓		▓		▓		▓
Subtract decimals	▓		▓		▓		▓
Common Factors and Multiples							
Greatest common factor	▓		▓		▓		•
Least common multiple	▓		▓		▓		•
Prime factorization	▓		▓		▓		•
Division with Fractions							
Divide fractions	▓		▓		▓		▓
Divide mixed numbers	▓		▓		▓		▓
Reciprocal and inverse operations	▓		▓		▓		▓
Visual fraction models	▓		▓		▓		▓
Division with Whole Numbers and Decimals							
Divide decimals	▓		▓		▓		▓
Divide whole numbers	▓		▓		▓		▓
Multiplication							
Multiply decimals	▓		▓		▓		▓
Rational Numbers							
Absolute value	▓		▓		▓		•
Compare and order rational numbers	▓		▓		▓		•
Find distance	▓		▓		▓		▓
Graph on the coordinate plane	▓		▓		▓		▓
Negative and positive numbers	▓		▓		▓		•
Opposites	▓		▓		▓		•

The Number System

... Continued

• **Investigate and Analyze**   ♦ **Apply and Extend**

	K	1	2	3	4	5	6
Plot on the number line							
Real-world problems							
Reflection on the axes							

Operations and Algebraic Thinking

• **Investigate and Analyze**   ♦ **Apply and Extend**

	K	1	2	3	4	5	6
Operations and Algebraic Thinking (OA)							
Addition							
Add whole numbers		•		•			
Addition strategies		•	•				
Additive comparison					•		
Basic facts		•	•	♦			
Decompose numbers		•					
Equal symbol		•					
Equations		•		•			
Estimate sums				•	♦		
Expressions							
Inverse of subtraction		•	♦				
Missing addend		•	♦				
Model addition		•	♦				
Multi-step word problems				•			
Plus symbol		•					
Real-world problems		•					
Three addends		•					
Word problems		•		•			
Write number sentences		•					
Division							
Basic facts				♦			
Division strategies				♦			
Equations				•			
Measurement quantities				•			
Model division				•			

Operations and Algebraic Thinking

... Continued

	K	1	2	3	4	5	6
Multi-step word problems						♦	
Relationship with multiplication				•	♦		
Remainders					•		
Strategies to divide				•	♦		
Understand division				•			
Factors and Multiples							
Common factors							♦
Common multiples							♦
Divisibility rules					•		
Even and odd numbers							
Factors							
Multiples							
Prime numbers					•	·	
Multiplication							
Arrays				♦			
Basic facts				•			
Equal groups				•			
Equations				•			
Even and odd numbers					♦		
Measurement quantities				•			
Model multiplication				•			
Multiplication strategies				•			
Multiplicative comparison					•		
Real-world problems				•			
Relationship with division				•			
Strategies to multiply				•			
Understand multiplication				•			
Number and Shape Patterns							
Even and odd numbers				•			
Function tables				•		♦	
Generate two numerical patterns						•	
Graph two numerical patterns on the coordinate plane						•	
Identify, generate, explain number patterns				•			
Patterns on facts tables				•			

Operations and Algebraic Thinking
... Continued

	K	1	2	3	4	5	6
Skip-counting patterns				•			
Write a rule					•	♦	
Numerical Expressions							
Evaluate numerical expressions						•	
Interpret numerical expressions						•	
Write numerical expressions						•	
Properties of Operations							
Additive Identity Property		•		•		♦	♦
Associative Property of Addition		•		•	•	♦	♦
Associative Property of Multiplication				•	•	♦	♦
Commutative Property of Addition		•		•		♦	♦
Commutative Property of Multiplication				•		♦	♦
Distributive Property				•		♦	♦
Identity Property of Multiplication				•		♦	♦
Zero Property of Multiplication				•		♦	♦
Subtraction							
Basic facts		•		♦			
Decompose numbers		♦					
Equal symbol		♦					
Equations		•		•			
Estimate differences				•	♦		
Expressions		♦					
Inverse of addition		•					
Minus symbol		•					
Missing numbers in subtraction		•					
Model subtraction		•					
Multi-step word problems				•			
Real-world problems		•		•			
Subtract whole numbers		•		•			
Subtract zero		•					
Subtraction strategies		•					
Word problems		•		•			
Write number sentences		•					

Expressions and Equations

• Investigate and Analyze   ♦ Apply and Extend

Expressions and Equations (EE)	K	1	2	3	4	5	6
Algebraic Expressions							
Equivalent algebraic expressions	■		■		■		■
Evaluate algebraic expressions	■		■		■		■
Identify parts of expressions	■		■		■		■
Model algebraic expressions	■		■		■		■
Write algebraic expressions	■		■		■		■
Dependent and Independent Variables							
Analyze relationships between variables	■		■		■		■
Express relationships between variables	■		■		■		■
Graph relationships	■		■		■		■
Linear equations	■		■		■		■
Translate between equations and table values	■		■		■		■
Equations							
Linear equations on the coordinate plane	■		■		■		■
Meaning of equality	■		■		■		■
Model equations	■		■		■		■
Solve one-variable equations	■		■		■		■
Symbols showing relations	■		■		■		■
Inequalities							
Graph inequalities with one variable	■		■		■		■
Identify solutions	■		■		■		■
Solutions of inequalities on a number line	■		■		■		■
Solutions of inequalities using substitution	■		■		■		■
Symbols showing relations	■		■		■		■
Write inequalities	■		■		■		■
Numerical Expressions							
Write numerical expressions	■		■		■		■
Evaluate numerical expressions	■		■		■		■

Measurement and Data

	K	1	2	3	4	5	6
Measurement and Data (MD)							
MEASUREMENT							
Length and Distance							
Add lengths	■		■		■		■
Benchmarks and relative size	■		■		■		■
Choose appropriate tool and unit	■	•	■		■		■
Compare lengths	■	•	■		■		■
Convert units	■		■		■	•	■
Customary system	■		■		■		■
Estimate length	■		■		■		■
Measure length	■	•	■		■		■
Measurements on a line plot	■		■		■		■
Metric system	■				■		■
Order lengths	■	•	■		■		■
Real-world problems	■	•	■		■		■
Subtract lengths	■		■		■		■
Transitive property	■	•	■		■		■
Liquid Volume and Capacity							
Benchmarks and relative size	■		■		■		■
Convert units	■		■		■	•	■
Estimate liquid volume	■		■	•	■		■
Measure liquid volume	■		■	•	■		■
Word problems	■		■	•	■	•	■
Mass and Weight							
Benchmarks and relative size	■		■		■		■
Compare weights	■		■		■		■
Choose the appropriate unit	■		■	•	■		■
Convert units	■		■		■	•	■
Estimate mass	■		■	•	■		■
Measure mass	■		■	•	■		■
Order weights	■		■		■		■
Word problems	■		■	•	■	•	■
Money							
Count coins and bills	■		■		■		■

Measurement and Data

... Continued

Legend: • Investigate and Analyze ♦ Apply and Extend

	K	1	2	3	4	5	6
Decimal point in money amounts			•				
Decimals and money					•		
Fractions and money					•		
Identify coins and bills			•				
Operations with money							
Real-world problems			•		•		
Symbolic notation			•				
Time							
A.M. and P.M.			•	•			
Clocks		•	•	•			
Convert units						•	
Elapsed time					•	•	
Equivalent units							
Fractions and time					•		
Real-world problems		•	•	•	•	•	
Tell time		•	•	•			
Units of time			•		•		
DATA							
Classify and count objects	•						
Interpret data							
Bar graph		•	•	•			
Compare data				•	•	♦	♦
Draw conclusions				•			
Frequency table				•	♦	♦	♦
Line plot				•	•	•	♦
Measurement data on a line plot				•		•	
Picture graph		•	•	•			
Real-world problems		•	•	•	•	•	♦
Tally chart		•	•	•			
Represent data							
Bar graph		•	•	•			
Frequency table				•	♦	♦	♦
Line plot				•	•	•	
Measurement data on a line plot				•	•	•	

Measurement and Data

... Continued

	K	1	2	3	4	5	6
Picture graph		•	•	•			
Tally chart		•	•	•			
GEOMETRIC MEASUREMENT							
Angles							
Concept of angle					•		
Related to circles					•		
Measure angles with a protractor					•		
Measure angles using an equation					•		
Sketch angles							
Area							
Concept of area				•			
Find area of a complex figure				•			
Find area of a rectangle				•			
Formula for area					•		
Real-world problems				•			
Relate area to multiplication and division				•			
Relate area to perimeter				•			
Units of area					•		
Perimeter							
Compare area and perimeter				•			
Find perimeter of a polygon				•			
Find perimeter of a rectangle				•			
Formula for perimeter					•		
Linear and area measures				•			
Real-world problems				•			
Relate area to perimeter				•			
Volume							
Attribute in solid figures						•	
Compare volumes						•	
Estimate volume						•	
Measure volume						•	
Real-world problems						•	
Volume as additive						•	

Geometry

	K	1	2	3	4	5	6
Geometry (G)							
Area							
Changing dimensions and area	▓		▓		▓		▓
Draw polygons on the coordinate plane	▓		▓		▓		▓
Find area of a composite figure	▓		▓		▓		▓
Find area of a parallelogram	▓		▓		▓		▓
Find area of a polygon	▓		▓		▓		▓
Find area of a trapezoid	▓		▓		▓		▓
Find area of a triangle	▓		▓		▓		▓
Formulas for area	▓		▓		▓		▓
Real-world problems	▓		▓		▓		▓
Coordinate Plane							
Define a coordinate system	▓		▓		▓	•	▓
Graph in the first quadrant	▓		▓		▓	•	▓
Ordered pairs	▓		▓		▓	•	▓
Real-world problems	▓		▓		▓	•	▓
Surface Area							
Find surface area of a cube	▓		▓		▓		▓
Find surface area of a prism	▓		▓		▓		▓
Find surface area of a pyramid	▓		▓		▓		▓
Nets	▓		▓		▓		▓
Real-world problems	▓		▓		▓		▓
Three-dimensional Shapes							
Attributes of three-dimensional shapes	▓	•	▓		▓		▓
Classify shapes	▓	•	▓		▓		▓
Compose and decompose shapes	▓	•	▓		▓		▓
Identify and describe shapes	▓	•	▓		▓		▓
Identify shapes in the environment	▓		▓		▓		▓
Make and draw shapes	▓	•	▓		▓		▓
Sort shapes	▓	•	▓		▓		▓
Two-dimensional Shapes							
Angles	▓		▓	•	▓	•	▓
Attributes of two-dimensional shapes	▓	•	▓	•	▓		▓
Classify angles	▓		▓		▓		▓

Geometry

... Continued

	K	1	2	3	4	5	6
Classify polygons						•	
Classify quadrilaterals					•	•	
Classify shapes		•		•			
Classify triangles by angles						•	
Classify triangles by sides							
Compose and decompose shapes		•		•			
Congruency						•	
Equal parts							
Identify and describe shapes		•		•			
Identify shapes in the environment							
Line symmetry							
Lines						♦	
Model and draw shapes		•		•			
Partition shapes		•		•			
Real-world problems						•	
Sort shapes		•					
Triangles				•			
Volume							
Formula for volume							
Fractional side lengths and volume							
Real-world problems							
Rectangular prism							
Use cubes to find volume							

Statistics and Probability

• **Investigate and Analyze**   ♦ **Apply and Extend**

	K	1	2	3	4	5	6
Statistics and Probability (SP)							
Display Data							
Box plot	●		●		●		●
Dot plot	●		●		●		●
Frequency table	●		●		●		●
Histogram	●		●		●		●
Statistical Questions							
Describe data collections	●		●		●		●
Distribution of data	●		●		●		●
Measure of center	●		●		●		●
Measure of variation	●		●		●		●
Recognize statistical questions	●		●		●		●
Summarize Data							
Box plot	●		●		●		●
Describe data collections	●		●		●		●
Describe distributions	●		●		●		●
Dot plot	●		●		●		●
Effects of outliers	●		●		●		●
Frequency table	●		●		●		●
Histogram	●		●		●		●
Interpret data displays	●		●		●		●
Mean as fair share and balance point	●		●		●		●
Measures of central tendency	●		●		●		●
Measures of variability	●		●		●		●

Scope and Sequence for CMP2

Deep understanding of the concepts and skills are developed in the units listed. In some cases, the topics are introduced in one unit and more fully developed in a later unit. In other cases, the topics are revisited in the same or other units in Connections questions, or are used to develop understanding of new concepts. The development of a concept includes understanding relationships among and between concepts, as well as developing skills, procedures, and algorithms.

As a problem solving curriculum, every unit helps students develop a variety of strategies for solving problems, such as building models, making lists and tables, drawing diagrams, and solving simpler problems.

Key: I = introduced   M = mastered   R = reinforced; applied

Number and Operations			
	Grade 6	**Grade 7**	**Grade 8**
Whole Numbers			
divisors, factors, greatest common factor	*Prime Time* IM *Bits and Pieces I* R *Shapes and Designs* R *Covering and Surrounding* R *Data About Us* R	*Variables and Patterns* R *Comparing and Scaling* R *Accentuate the Negative* R *Filling and Wrapping* R	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R
divisibility rules	*Prime Time* IM		*Growing, Growing, Growing* R *Say It with Symbols* R
multiples, least common multiple	*Prime Time* IM *Bits and Pieces I* R *Bits and Pieces III* R *Data About Us* R	*Comparing and Scaling* R	
even, odd numbers	*Prime Time* IM	*Variables and Patterns* R	*Say It With Symbols* R
prime numbers	*Prime Time* IM	*Filling and Wrapping* R	*Growing, Growing, Growing* R *Say It with Symbols* R
composite numbers	*Prime Time* IM		
squares	*Prime Time* IM *Shapes and Designs* R	*Stretching and Shrinking* R	*Looking for Pythagoras* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R
square roots	*Prime Time* I	*Stretching and Shrinking* I	*Looking for Pythagoras* IM
prime factorization	*Prime Time* IM *Shapes and Designs* R		*Growing, Growing, Growing* R
place value	*Prime Time* R *Bits and Pieces I* R	*Data Around Us* R *Data Distributions* R	
comparing	*Prime Time* R	*Variables and Patterns* R *Stretching and Shrinking* R *Comparing and Scaling* R *Data Distributions* R	*Thinking With Mathematical Models* R *Shapes of Algebra* R *Samples and Populations* R

Number and Operations (cont.)			
	Grade 6	**Grade 7**	**Grade 8**
exponential form (notation)	*Prime Time* IM *Bits and Pieces* III R	*Variables and Patterns* R *Stretching and Shrinking* R *Accentuate the Negative* R	*Growing, Growing, Growing* R *Say It with Symbols* R *Shapes of Algebra* R
laws of exponents			*Growing, Growing, Growing* IM *Say It with Symbols* R
Decimals			
place value	*Bits and Pieces I* IM *Bits and Pieces III* R	*Data Distributions* R	*Looking for Pythagoras* R *Growing, Growing, Growing* R
models	*Bits and Pieces I* IM *Bits and Pieces III* R	*Comparing and Scaling* R *Stretching and Shrinking* R	*Looking for Pythagoras* R
on a number line	*Bits and Pieces I* IM *Bits and Pieces II* R *Bits and Pieces III* R *Data About Us* R	*Variables and Patterns* R *Comparing and Scaling* R *What Do You Expect?* R *Data Distributions* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R
comparing and ordering	*Bits and Pieces I* IM *Bits and Pieces II* R *Covering and Surrounding* R *Bits and Pieces III* R *How Likely Is It?* R	*Variables and Patterns* R *Comparing and Scaling* R *Accentuate the Negative* R *What Do You Expect?* R *Data Distributions* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Growing, Growing, Growing* R *Samples and Populations* R
related to fractions and percents	*Bits and Pieces I* IM *Bits and Pieces II* R *Bits and Pieces III* R *How Likely Is It?* R *Data About Us* R	*Stretching and Shrinking* R *Comparing and Scaling* R *Filling and Wrapping* R *Data Distributions* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Growing, Growing, Growing* R
terminating and repeating decimals	*Bits and Pieces III* IM		*Looking for Pythagoras* R
estimating/benchmarks	*Bits and Pieces I* IM *Bits and Pieces II* R *Bits and Pieces III* R	*Comparing and Scaling* R *Filling and Wrapping* R *Data Distributions* R	*Looking for Pythagoras* R
rounding	*Bits and Pieces I* IM *Bits and Pieces III* R *How Likely Is It?* R	*Filling and Wrapping* R *Data Distributions* R	*Looking for Pythagoras* R *Growing, Growing, Growing* R
scientific notation			*Growing, Growing, Growing* IM
operations with	*Bits and Pieces III* IM *How Likely Is It?* R *Data About Us* R	*Stretching and Shrinking* R *Accentuate the Negative* R *Moving Straight Ahead* R *Filling and Wrapping* R *What Do You Expect?* R *Data Distributions* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Growing, Growing, Growing* R *Samples and Populations* R

Number and Operations (cont.)		
	Grade 6	**Grade 7**	**Grade 8**

Fractions

	Grade 6	Grade 7	Grade 8
comparing and ordering	*Bits and Pieces I* IM *Shapes and Designs* R *Bits and Pieces II* R *Covering and Surrounding* R *Bits and Pieces III* R *How Likely Is It?* R	*Variables and Patterns* R *Comparing and Scaling* R *Accentuate the Negative* R *What Do You Expect?* R *Data Distributions* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Growing, Growing, Growing* R *Shapes of Algebra* R *Samples and Populations* R
related to decimals and percents	*Bits and Pieces I* IM *Bits and Pieces II* R *Bits and Pieces III* R *How Likely Is It?* R *Data About Us* R	*Stretching and Shrinking* R *Comparing and Scaling* R *What Do You Expect?* R *Data Distributions* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Growing, Growing, Growing* R
equivalent	*Bits and Pieces I* IM *Shapes and Designs* R *Bits and Pieces II* R *Bits and Pieces III* R *How Likely Is It?* R	*Stretching and Shrinking* R *Comparing and Scaling* R *What Do You Expect?* R	*Growing, Growing, Growing* R *Samples and Populations* R
estimating/benchmarks	*Bits and Pieces I* IM *Bits and Pieces II* R *Bits and Pieces III* R *How Likely Is It?* R	*Comparing and Scaling* R *What Do You Expect?* R *Data Distributions* R	*Samples and Populations* R
models	*Bits and Pieces I* IM *Shapes and Designs* R *Bits and Pieces II* R *Bits and Pieces III* R *How Likely Is It?* R	*Comparing and Scaling* R *Filling and Wrapping* R *What Do You Expect?* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R
reciprocals	*Bits and Pieces II* IM	*Moving Straight Ahead* R	*Thinking With Mathematical Models* R
operations with	*Bits and Pieces I* I *Shapes and Designs* I *Bits and Pieces II* IM *Covering and Surrounding* R *Bits and Pieces III* R *How Likely Is It?* R *Data About Us* R	*Variables and Patterns* R *Stretching and Shrinking* R *Accentuate the Negative* R *Moving Straight Ahead* R *Filling and Wrapping* R *What Do You Expect?* R *Data Distributions* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Growing, Growing, Growing* R *Say It with Symbols* R

Ratio and Proportion

	Grade 6	Grade 7	Grade 8
ratios, rates, unit rates	*Bits and Pieces I* I *Shapes and Designs* I *Bits and Pieces II* I *Bits and Pieces III* I *How Likely Is It?* I *Data About Us* I	*Variables and Patterns* I *Stretching and Shrinking* I *Comparing and Scaling* IM *Moving Straight Ahead* R *Filling and Wrapping* R *Data Distributions* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Growing, Growing, Growing* R *Shapes of Algebra* R *Samples and Populations* R

MATHEMATICS CONTENT

Number and Operations (cont.)			
	Grade 6	**Grade 7**	**Grade 8**

equivalent ratios	*Bits and Pieces I* I
	Shapes and Designs I
	Bits and Pieces II I
	Bits and Pieces III I
	How Likely Is It? I
		Stretching and Shrinking IM
		Comparing and Scaling R
		Moving Straight Ahead R
		What Do You Expect? R
		Data Distributions R
			*Thinking With
			    Mathematical Models* R
			Looking for Pythagoras R
			*Growing, Growing,
			    Growing* R
			Samples and Populations R

proportions	*Bits and Pieces I* I *Bits and Pieces II* I *Bits and Pieces III* I *How Likely Is It?* I	*Stretching and Shrinking* I *Comparing and Scaling* IM *Moving Straight Ahead* R	

comparing proportional
   and nonproportional
   relationships
	Bits and Pieces I I
	Bits and Pieces III I
	How Likely Is It? I
	Data About Us I
		Variables and Patterns I
		Stretching and Shrinking I
		Comparing and Scaling IM
		Moving Straight Ahead R
		What Do You Expect? R
		Data Distributions R
			*Thinking With
			    Mathematical Models* R

scaling/scale factors	*Bits and Pieces I* I
	Bits and Pieces III I
	How Likely Is It? I
		Stretching and Shrinking IM
		Comparing and Scaling R
		What Do You Expect? R
			*Thinking With
			    Mathematical Models* R
			Looking for Pythagoras R
			*Growing, Growing,
			    Growing* R
			*Frogs, Fleas, and Painted
			    Cubes* R
			*Kaleidoscopes, Hubcaps,
			    and Mirrors* R
			Say It with Symbols R
			Shapes of Algebra R

scale factors with similar 3-dimensional figures		*Filling and Wrapping* IM	
estimating	*Bits and Pieces I* I *Bits and Pieces III* I *How Likely Is It?* I *Data About Us* I	*Stretching and Shrinking* I *Comparing and Scaling* IM *Filling and Wrapping* R *What Do You Expect?* R *Data Distributions* R	*Thinking With Mathematical Models* R

proportional reasoning	*Bits and Pieces I* I
	Bits and Pieces II I
	Bits and Pieces III I
	How Likely Is It? I
		Variables and Patterns I
		Stretching and Shrinking I
		Comparing and Scaling IM
		Moving Straight Ahead R
		Filling and Wrapping R
		What Do You Expect? R
		Data Distributions R
			*Thinking With
			    Mathematical Models* R
			Looking for Pythagoras R
			*Growing, Growing,
			    Growing* R
			*Kaleidoscopes, Hubcaps,
			    and Mirrors* R
			Say It with Symbols R
			Shapes of Algebra R

Percents			

related to fractions and
   decimals
	Bits and Pieces I IM
	Bits and Pieces II R
	Bits and Pieces III R
	How Likely Is It? R
	Data About Us R
		Stretching and Shrinking R
		Comparing and Scaling R
		What Do You Expect? R
		Data Distributions R
			*Thinking With
			    Mathematical Models* R
			*Growing, Growing,
			    Growing* R
			Say It with Symbols R
			Samples and Populations R

Number and Operations (cont.)			
	Grade 6	**Grade 7**	**Grade 8**
models	*Bits and Pieces I* IM *Bits and Pieces III* R *How Likely Is It?* R	*Stretching and Shrinking* R *Comparing and Scaling* R *What Do You Expect?* R	*Samples and Populations* R
estimating/benchmarks	*Bits and Pieces I* IM *Bits and Pieces II* R *Bits and Pieces III* R *How Likely Is It?* R *Data About Us* R	*What Do You Expect?* R *Data Distributions* R	*Samples and Populations* R
finding	*Bits and Pieces I* I *Bits and Pieces III* IM *How Likely Is It?* R *Data About Us* R	*Variables and Patterns* R *Stretching and Shrinking* R *Comparing and Scaling* R *Moving Straight Ahead* R *What Do You Expect?* R *Data Distributions* R	*Growing, Growing,* *Growing* R *Shapes of Algebra* R *Samples and Populations* R
percent of a number	*Bits and Pieces I* I *Bits and Pieces III* IM *How Likely Is It?* R *Data About Us* R	*Stretching and Shrinking* R *Comparing and Scaling* R *Moving Straight Ahead* R *What Do You Expect?* R *Data Distributions* R	*Growing, Growing,* *Growing* R *Say It with Symbols* R *Samples and Populations* R
solving problems with	*Bits and Pieces III* IM *How Likely Is It?* R	*Stretching and Shrinking* R *Comparing and Scaling* R *What Do You Expect?* R *Data Distributions* R	*Growing, Growing,* *Growing* R *Say It with Symbols* R *Samples and Populations* R
Integers			
models	*Bits and Pieces II* I	*Accentuate the Negative* IM *Data Distributions* R	
opposites/inverse operations		*Accentuate the Negative* IM *Moving Straight Ahead* R	*Thinking With* *Mathematical Models* R *Say It with Symbols* R *Shapes of Algebra* R
absolute value		*Accentuate the Negative* IM	*Thinking With* *Mathematical Models* R
comparing and ordering		*Accentuate the Negative* IM *Data Distributions* R	*Thinking With* *Mathematical Models* R *Shapes of Algebra* R
on a number line	*Bits and Pieces II* I	*Accentuate the Negative* IM *What Do You Expect?* R	*Thinking With* *Mathematical Models* R

operations with		*Accentuate the Negative* IM
		Moving Straight Ahead R
		What Do You Expect? R
			Thinking With
			  Mathematical Models R
			Frogs, Fleas, and Painted
			  Cubes R
			Say It with Symbols R
			Shapes of Algebra R

solving problems with	*Bits and Pieces II* I	*Accentuate the Negative* IM	*Say It with Symbols* R

MATHEMATICS CONTENT

Number and Operations (cont.)			
	Grade 6	**Grade 7**	**Grade 8**
Irrational Numbers			
models	*Covering and Surrounding* I *How Likely Is It?* I	*Filling and Wrapping* I	*Looking for Pythagoras* IM
pi	*Covering and Surrounding* IM *Bits and Pieces III* R *How Likely Is It?* R	*Variables and Patterns* R *Filling and Wrapping* R	*Looking for Pythagoras* R
Pythagorean Theorem			*Looking for Pythagoras* IM *Shapes of Algebra* R
square roots			*Looking for Pythagoras* IM *Shapes of Algebra* R
estimating			*Looking for Pythagoras* IM *Shapes of Algebra* R
Real Numbers			
defined			*Looking for Pythagoras* IM
Order of Operations	*Prime Time* I	*Accentuate the Negative* IM *Moving Straight Ahead* R	*Thinking With Mathematical Models* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R
Properties			
distributive	*Bits and Pieces II* I *Covering and Surrounding* I *Bits and Pieces III* I	*Accentuate the Negative* IM *Moving Straight Ahead* R	*Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R
commutative	*Prime Time* I	*Accentuate the Negative* IM *Moving Straight Ahead* R	*Say It with Symbols* R
associative		*Accentuate the Negative* I	*Say It with Symbols* IM
Data Analysis and Probability			
Data Investigation Note: Opportunities for students to question, collect, analyze, and interpret data occur in almost every unit.			
collecting data	*How Likely Is It?* I *Data About Us* IM	*Variables and Patterns* R *Moving Straight Ahead* R *Filling and Wrapping* R *What Do You Expect?* R *Data Distributions* R	*Thinking with Mathematical Models* R *Looking for Pythagoras* R *Growing, Growing, Growing* R *Samples and Populations* R

	Data Analysis and Probability (cont.)		
	Grade 6	**Grade 7**	**Grade 8**

analyze data	*Bits and Pieces III* I
	How Likely Is It? I
	Data About Us IM
		Variables and Patterns R
		Comparing and Scaling R
		Moving Straight Ahead R
		Filling and Wrapping R
		What Do You Expect? R
		Data Distributions R
			Thinking with
			  Mathematical Models R
			Looking for Pythagoras R
			Growing, Growing,
			  Growing R
			Samples and Populations R

interpret data	*Bits and Pieces III* I
	How Likely Is It? I
	Data About Us IM
		Variables and Patterns R
		Comparing and Scaling R
		Moving Straight Ahead R
		Filling and Wrapping R
		What Do You Expect? R
		Data Distributions R
			Thinking with
			  Mathematical Models R
			Looking for Pythagoras R
			Growing, Growing,
			  Growing R
			Samples and Populations R

samples	*How Likely Is It?* I *Data About Us* I	*What Do You Expect?* I	*Samples and* *Populations* IM
randomness	*How Likely Is It?* IM	*What Do You Expect?* R	*Samples and Populations* R

draw conclusions/make
  predictions
	How Likely Is It? I
	Data About Us IM
		What Do You Expect? R
		Comparing and Scaling R
		Moving Straight Ahead R
		Filling and Wrapping R
		Data Distributions R
			Thinking with
			  Mathematical Models R
			Looking for Pythagoras R
			Growing, Growing,
			  Growing R
			Samples and Populations R

compare data	*How Likely Is It?* I *Data About Us* I	*Variables and Patterns* I *Comparing and Scaling* I *Moving Straight Ahead* I *Filling and Wrapping* R *What Do You Expect?* I *Data Distributions* IM	*Thinking with* *Mathematical Models* R *Samples and Populations* R
conduct surveys	*How Likely Is It?* I *Data About Us* I	*Data Distributions* I	*Samples and Populations* R

evaluate methods of
  sampling
	How Likely Is It? I
	Data About Us I
		What Do You Expect? I
		Data Distributions I
			Samples and Populations
			  IM

Data Representation Note: Opportunities for students to create or use tables occur in almost every unit.			
line plots	*How Likely Is It?* I *Data About Us* IM	*Variables and Patterns* R *What Do You Expect?* R *Data Distributions* R	*Samples and Populations* R

single, double, stacked bar
  graphs
	Bits and Pieces I I
	Bits and Pieces III I
	How Likely Is It? I
	Data About Us IM
		Comparing and Scaling R
		Data Distributions R
			Growing, Growing,
			  Growing R
			Shapes of Algebra R
			Samples and Populations R

stem-and-leaf plots	*Data About Us* IM	*Data Distributions* R	*Samples and Populations* R

MATHEMATICS CONTENT

Data Analysis and Probability (cont.)			
	Grade 6	**Grade 7**	**Grade 8**
coordinate graphs	*Covering and Surrounding* I *Data About Us* I	*Variables and Patterns* IM *Moving Straight Ahead* R *Filling and Wrapping* R *Data Distributions* R	*Thinking with Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It With Symbols* R *Shapes of Algebra* R *Samples and Populations* R
tables	*Shapes and Designs* R *Covering and Surrounding* I *Data About Us* IM	*Variables and Patterns* IM *Comparing and Scaling* R *Moving Straight Ahead* R *Filling and Wrapping* R *Data Distributions* R	*Thinking with Mathematical Models* R *Looking for Pythagoras* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It With Symbols* R *Samples and Populations* R
frequency tables	*Data About Us* IM *How Likely Is It?* R	*Comparing and Scaling* R *Data Distributions* R	
circle graphs (pie charts)	*Bits and Pieces III* IM *Data About Us* R	*Data Distributions* R	*Shapes of Algebra* R *Samples and Populations* R
histograms			*Samples and Populations* IM
box-and-whisker plots (box plots)			*Samples and Populations* IM
scatter plots	*Data About Us* I	*Data Distributions* IM	*Thinking with Mathematical Models* R *Samples and Populations* R
analyze trends/trend lines	*Data About Us* I	*Variables and Patterns* I *Comparing and Scaling* I *Moving Straight Ahead* I *Data Distributions* I	*Thinking with Mathematical Models* IM *Samples and Populations* R
decide on appropriateness and effectiveness	*Bits and Pieces III* I *How Likely Is It?* I *Data About Us* IM	*Comparing and Scaling* R *Data Distributions* R	*Samples and Populations* R
Describing Data			
mode	*Data About Us* IM	*Data Distributions* R	*Samples and Populations* R
median	*Data About Us* IM	*Variables and Patterns* R *Accentuate the Negative* R *Data Distributions* R	*Samples and Populations* R
mean (average)	*Bits and Pieces III* I *Data About Us* IM	*Variables and Patterns* R *Accentuate the Negative* R *Data Distributions* R	*Thinking with Mathematical Models* IM *Samples and Populations* R
range	*Data About Us* IM	*Accentuate the Negative* R *Data Distributions* R	*Samples and Populations* R

Data Analysis and Probability (cont.)			
	Grade 6	**Grade 7**	**Grade 8**
outliers	*Data About Us* I	*Data Distributions* I	*Samples and Populations* IM
choose the best data descriptor	*Data About Us* IM	*Data Distributions* R	*Samples and Populations* R
shape of data	*Data About Us* I	*Data Distributions* IM	*Samples and Populations* R
data distribution	*Data About Us* I	*Data Distributions* IM	*Samples and Populations* R
quartiles, interquartile range (IQR)			*Samples and Populations* IM
maximum, minimum	*Covering and Surrounding* I	*Data Distributions* IM	*Frogs, Fleas, and Painted Cubes* R *Samples and Populations* R
Probability			
predicting, computing	*How Likely Is It?* IM	*Variables and Patterns* R *Stretching and Shrinking* R *Comparing and Scaling* R *What Do You Expect?* R *Data Distributions* R	*Thinking With Mathematical Models* R *Shapes of Algebra* R *Samples and Populations* R
equally and unequally likely outcomes	*How Likely Is It?* IM	*What Do You Expect?* R	*Shapes of Algebra* R
certain, possible, impossible events	*How Likely Is It?* IM	*What Do You Expect?* R	
experimental	*How Likely Is It?* IM	*Variables and Patterns* R *Comparing and Scaling* R *What Do You Expect?* R	
theoretical	*How Likely Is It?* IM	*Stretching and Shrinking* R *Comparing and Scaling* R *What Do You Expect?* R	
dependent and independent events		*What Do You Expect?* IM	
expected value	*How Likely Is It?* I	*What Do You Expect?* IM	
fair and unfair games	*How Likely Is It?* IM	*What Do You Expect?* R	
lists, charts, tree diagrams, area models	*How Likely Is It?* I	*Variables and Patterns* I *Stretching and Shrinking* I *Comparing and Scaling* I *What Do You Expect?* IM	
counting techniques	*How Likely Is It?* I	*What Do You Expect?* IM	*Say It with Symbols* R
simulations/experiments	*How Likely Is It?* IM	*Variables and Patterns* R *Moving Straight Ahead* R *What Do You Expect?* R	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Samples and Populations* R

MATHEMATICS CONTENT

Measurement			
	Grade 6	**Grade 7**	**Grade 8**
Angles			
estimating	*Shapes and Designs* IM *Bits and Pieces III* R *How Likely Is It?* R	*Variables and Patterns* R *Stretching and Shrinking* R *Comparing and Scaling* R *Data Distributions* R	*Looking for Pythagoras* R *Kaleidoscopes, Hubcaps, and Mirrors* R
measuring	*Shapes and Designs* IM *Bits and Pieces III* R *How Likely Is It?* R	*Stretching and Shrinking* R *Comparing and Scaling* R	*Looking for Pythagoras* R *Kaleidoscopes, Hubcaps, and Mirrors* R
of similar polygons		*Stretching and Shrinking* IM *Comparing and Scaling* R	*Looking for Pythagoras* R *Kaleidoscopes, Hubcaps, and Mirrors* R
triangle, special right			*Looking for Pythagoras* IM
Perimeter			
polygons	*Shapes and Designs* I *Covering and Surrounding* IM *Bits and Pieces III* R	*Variables and Patterns* R *Stretching and Shrinking* R *Moving Straight Ahead* R *Filling and Wrapping* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Frogs, Fleas, and Painted Cubes* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Say It with Symbols* R *Shapes of Algebra* R
circles (circumference)	*Covering and Surrounding* IM *Bits and Pieces III* R	*Variables and Patterns* R *Stretching and Shrinking* R *Moving Straight Ahead* R *Filling and Wrapping* R	*Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Say It with Symbols* R *Shapes of Algebra* R
irregular polygons	*Covering and Surrounding* IM *Bits and Pieces III* R	*Stretching and Shrinking* R *Filling and Wrapping* R	*Looking for Pythagoras* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Say It with Symbols* R
constant perimeter, changing area	*Covering and Surrounding* IM	*Variables and Patterns* R *Moving Straight Ahead* R	*Thinking With Mathematical Models* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R
relationships of perimeters of similar figures		*Stretching and Shrinking* IM *Comparing and Scaling* R	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Shapes of Algebra* R

Measurement (cont.)			
	Grade 6	**Grade 7**	**Grade 8**
Area			
rectangles	*Prime Time* I *Bits and Pieces I* I *Shapes and Designs* R *Bits and Pieces II* I *Covering and Surrounding* IM *Bits and Pieces III* R	*Variables and Patterns* R *Stretching and Shrinking* R *Comparing and Scaling* R *Moving Straight Ahead* R *Filling and Wrapping* R *What Do You Expect?* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Frogs, Fleas, and Painted Cubes* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Say It with Symbols* R *Shapes of Algebra* R
triangles	*Covering and Surrounding* IM *Bits and Pieces III* R	*Variables and Patterns* R *Stretching and Shrinking* R *Moving Straight Ahead* R *Filling and Wrapping* R	*Looking for Pythagoras* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Say It with Symbols* R
parallelograms	*Covering and Surrounding* IM *Bits and Pieces III* R	*Variables and Patterns* R *Stretching and Shrinking* R *Filling and Wrapping* R	*Frogs, Fleas, and Painted Cubes* R *Kaleidoscopes, Hubcaps, and Mirrors* R
circles	*Covering and Surrounding* IM *Bits and Pieces III* R	*Variables and Patterns* R *Stretching and Shrinking* R *Moving Straight Ahead* R *Filling and Wrapping* R	*Looking for Pythagoras* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Say It with Symbols* R *Shapes of Algebra* R
irregular polygons	*Bits and Pieces I* I *Bits and Pieces II* I *Covering and Surrounding* IM *Bits and Pieces III* R	*Stretching and Shrinking* R *Filling and Wrapping* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Say It with Symbols* R *Shapes of Algebra* R
trapezoids	*Covering and Surrounding* I		*Frogs, Fleas, and Painted Cubes* IM *Say It with Symbols* R
constant area, changing perimeter	*Covering and Surrounding* IM	*Variables and Patterns* R	*Thinking With Mathematical Models* R *Frogs, Fleas, and Painted Cubes* R

Measurement (cont.)		
Grade 6	**Grade 7**	**Grade 8**
relationships of areas of similar figures		*Stretching and Shrinking* IM *Comparing and Scaling* R *Moving Straight Ahead* R *Filling and Wrapping* R *What Do You Expect?* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Shapes of Algebra* R
Volume			
models	*Data About Us* R	*Filling and Wrapping* IM *What Do You Expect?* R	*Frogs, Fleas, and Painted Cubes* R
cubes		*Filling and Wrapping* IM *What Do You Expect?* R	*Looking for Pythagoras* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R
prisms		*Filling and Wrapping* IM *What Do You Expect?* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Frogs, Fleas, and Painted Cubes* R
cylinders		*Filling and Wrapping* IM	*Looking for Pythagoras* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Say It with Symbols* R *Shapes of Algebra* R
cones		*Filling and Wrapping* IM	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Say It with Symbols* R
pyramids		*Filling and Wrapping* IM	*Looking for Pythagoras* R *Say It with Symbols* R
spheres		*Filling and Wrapping* IM	*Say It with Symbols* R
irregular figures		*Filling and Wrapping* IM	*Say It with Symbols* R
similar figures and scale factors		*Filling and Wrapping* IM	

Measurement (cont.)			
	Grade 6	**Grade 7**	**Grade 8**
effects when the dimensions of a solid are changed proportionally		*Filling and Wrapping* IM	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R
Surface Area			
flat patterns (nets) for solid figures	*Covering and Surrounding* R *How Likely Is It?* R	*Filling and Wrapping* IM	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Frogs, Fleas, and Painted Cubes* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Say It with Symbols* R *Shapes of Algebra* R
models		*Filling and Wrapping* IM	*Thinking With Mathematical Models* R *Looking for Pythagoras* R
cubes		*Filling and Wrapping* IM	*Thinking With Mathematical Models* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R
prisms		*Filling and Wrapping* IM	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Shapes of Algebra* R
cylinders		*Filling and Wrapping* IM	*Thinking With Mathematical Models* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Shapes of Algebra* R
pyramids	*How Likely Is It?* I	*Filling and Wrapping* I	*Looking for Pythagoras* I
irregular figures			*Say It with Symbols* I
formulas		*Filling and Wrapping* IM	
Finding Missing Lengths			
similar figures using ratios or scale factor		*Stretching and Shrinking* IM *Comparing and Scaling* R *Moving Straight Ahead* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Kaleidoscopes, Hubcaps, and Mirrors* R

MATHEMATICS CONTENT

Measurement (cont.)			
	Grade 6	**Grade 7**	**Grade 8**
on a coordinate grid			*Looking for Pythagoras* IM *Shapes of Algebra* R
using the Pythagorean Theorem			*Looking for Pythagoras* IM *Growing, Growing, Growing* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Say It with Symbols* R *Shapes of Algebra* R
Indirect			
similar triangles		*Stretching and Shrinking* IM *Comparing and Scaling* R	*Looking for Pythagoras* R *Kaleidoscopes, Hubcaps, and Mirrors* R
solving problems with		*Stretching and Shrinking* IM *Comparing and Scaling* R	*Looking for Pythagoras* R *Kaleidoscopes, Hubcaps, and Mirrors* R
Units of Measure			
converting within the same measurement system	*Shapes and Designs* R	*Moving Straight Ahead* R *Filling and Wrapping* R	
converting among customary and metric		*Comparing and Scaling* R *Moving Straight Ahead* R *Data About Us* R	
Geometry			
Line			
parallel lines	*Shapes and Designs* IM	*Stretching and Shrinking* R *Moving Straight Ahead* R	*Looking for Pythagoras* R *Shapes of Algebra* R
perpendicular lines	*Shapes and Designs* IM	*Moving Straight Ahead* R	*Looking for Pythagoras* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Shapes of Algebra* R
transversals	*Shapes and Designs* IM	*Stretching and Shrinking* R	*Kaleidoscopes, Hubcaps, and Mirrors* R
midpoints	*Shapes and Designs* IM	*Stretching and Shrinking* R	*Looking for Pythagoras* R *Shapes of Algebra* R
Angles			
classifying	*Shapes and Designs* IM		
congruent	*Shapes and Designs* IM	*Stretching and Shrinking* R	*Looking for Pythagoras* R *Kaleidoscopes, Hubcaps, and Mirrors* R

Geometry (cont.)			
	Grade 6	**Grade 7**	**Grade 8**
complementary and supplementary		*Stretching and Shrinking* IM *Filling and Wrapping* R	
of a polygon	*Shapes and Designs* IM	*Variables and Patterns* R *Stretching and Shrinking* R	*Looking for Pythagoras* R *Kaleidoscopes, Hubcaps, and Mirrors* R
n-gon angle sum	*Shapes and Designs* IM *Bits and Pieces III* R	*Variables and Patterns* R *Moving Straight Ahead* R	*Kaleidoscopes, Hubcaps, and Mirrors* R *Shapes of Algebra* R
on a circular grid	*Shapes and Designs* IM		
Polygons			
properties of	*Shapes and Designs* IM		*Looking for Pythagoras* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Shapes of Algebra* R
regular	*Shapes and Designs* IM	*Variables and Patterns* R *Moving Straight Ahead* R	
tilings/tessellations	*Shapes and Designs* IM	*Stretching and Shrinking* R	*Kaleidoscopes, Hubcaps, and Mirrors* R
diagonals	*Shapes and Designs* IM	*Variables and Patterns* R *Moving Straight Ahead* R	*Looking for Pythagoras* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Kaleidoscopes, Hubcaps, and Mirrors* R
triangles, classifying	*Shapes and Designs* IM	*Stretching and Shrinking* R *Moving Straight Ahead* R *Filling and Wrapping* R	*Looking for Pythagoras* R *Kaleidoscopes, Hubcaps, and Mirrors* R
quadrilaterals, classifying	*Shapes and Designs* IM	*Stretching and Shrinking* R *Moving Straight Ahead* R	*Looking for Pythagoras* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Shapes of Algebra* R
similar		*Stretching and Shrinking* IM *Moving Straight Ahead* R *Filling and Wrapping* R	*Looking for Pythagoras* R *Growing, Growing, Growing* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Shapes of Algebra* R
congruent	*Covering and Surrounding* I *How Likely Is It?* I	*Stretching and Shrinking* I	*Looking for Pythagoras* I *Kaleidoscopes, Hubcaps, and Mirrors* IM

MATHEMATICS CONTENT

Geometry (cont.)			
	Grade 6	**Grade 7**	**Grade 8**
enlarging and shrinking (dilations)		*Stretching and Shrinking* IM *Moving Straight Ahead* R	*Looking for Pythagoras* R *Growing, Growing, Growing* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Shapes of Algebra* R
drawing on coordinate grid		*Stretching and Shrinking* IM *Moving Straight Ahead* R	*Looking for Pythagoras* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Shapes of Algebra* R
Pythagorean Theorem			*Looking for Pythagoras* IM *Say It with Symbols* R
Circles			
Relationship between radius/diameter/circumference	*Covering and Surrounding* IM	*Filling and Wrapping* R	*Looking for Pythagoras* R *Frogs, Fleas, and Painted Cubes* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Shapes of Algebra* R
Three-Dimensional Figures			
cubes		*Filling and Wrapping* IM	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Frogs, Fleas, and Painted Cubes* R
prisms		*Filling and Wrapping* IM	*Looking for Pythagoras* R
cylinders/spheres/cones		*Filling and Wrapping* IM	*Looking for Pythagoras* R *Kaleidoscopes, Hubcaps, and Mirrors* R
pyramids		*Filling and Wrapping* IM	*Looking for Pythagoras* R
base plans/top, side, and front views		*Filling and Wrapping* R	*Frogs, Fleas, and Painted Cubes* R
spatial visualization	*Covering and Surrounding* I *How Likely Is It?* I	*Filling and Wrapping* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Frogs, Fleas, and Painted Cubes* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Shapes of Algebra* R

Geometry (cont.)			
	Grade 6	**Grade 7**	**Grade 8**
Transformations			
reflections	*Shapes and Designs* I	*Accentuate the Negative* I	*Frogs, Fleas, and Painted Cubes* I *Kaleidoscopes, Hubcaps, and Mirrors* IM *Shapes of Algebra* R
rotations	*Shapes and Designs* I		*Kaleidoscopes, Hubcaps, and Mirrors* IM
translations		*Stretching and Shrinking* I *Accentuate the Negative* I	*Frogs, Fleas, and Painted Cubes* I *Kaleidoscopes, Hubcaps, and Mirrors* IM *Shapes of Algebra* R
combinations of transformations			*Kaleidoscopes, Hubcaps, and Mirrors* IM
symmetry	*Shapes and Designs* IM		*Frogs, Fleas, and Painted Cubes* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Shapes of Algebra* R
constructing symmetric figures			*Kaleidoscopes, Hubcaps, and Mirrors* IM *Shapes of Algebra* R
dilations		*Stretching and Shrinking* IM *Accentuate the Negative* R	*Kaleidoscopes, Hubcaps, and Mirrors* IM *Shapes of Algebra* R
algebraic rules/properties for		*Stretching and Shrinking* I	*Kaleidoscopes, Hubcaps, and Mirrors* IM
on a coordinate plane	*Shapes and Designs* I	*Stretching and Shrinking* I *Accentuate the Negative* I	*Looking for Pythagoras* I *Kaleidoscopes, Hubcaps, and Mirrors* IM *Shapes of Algebra* R
Algebra			
Patterns			
look for and describe	*Covering and Surrounding* I *Data About Us* I	*Variables and Patterns* IM *Comparing and Scaling* R *Accentuate the Negative* R *Moving Straight Ahead* R *Filling and Wrapping* R *Data Distributions* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Samples and Populations* R

Algebra (cont.)			
	Grade 6	**Grade 7**	**Grade 8**
numerical	*Covering and Surrounding* I *Data About Us* I	*Variables and Patterns* IM *Comparing and Scaling* R *Moving Straight Ahead* R *Filling and Wrapping* R *Data Distributions* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Samples and Populations* R
geometric	*Covering and Surrounding* IM	*Variables and Patterns* R *Accentuate the Negative* R *Filling and Wrapping* R	*Thinking With Mathematical Models* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R
rates of change		*Variables and Patterns* I *Comparing and Scaling* IM *Accentuate the Negative* R *Moving Straight Ahead* R *Filling and Wrapping* R ·	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R
rules	*Shapes and Designs* I *Covering and Surrounding* I	*Variables and Patterns* IM *Comparing and Scaling* R *Moving Straight Ahead* R *Filling and Wrapping* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Samples and Populations* R
analyzing and making predictions from	*Covering and Surrounding* I	*Variables and Patterns* IM *Comparing and Scaling* R *Moving Straight Ahead* R *Filling and Wrapping* R *Data Distributions* R	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R
functions	*Covering and Surrounding* I	*Variables and Patterns* IM *Comparing and Scaling* R *Moving Straight Ahead* R *Filling and Wrapping* R	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Samples and Populations* R
Variables/Expressions			
dependent, independent		*Variables and Patterns* IM *Moving Straight Ahead* R	*Thinking With Mathematical Models* R

Algebra (cont.)			
	Grade 6	**Grade 7**	**Grade 8**
coefficients		*Variables and Patterns* I *Comparing and Scaling* I *Moving Straight Ahead* IM	
like, constant, linear terms		*Variables and Patterns* I *Comparing and Scaling* I *Moving Straight Ahead* IM	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Shapes of Algebra* R
evaluating		*Variables and Patterns* I *Moving Straight Ahead* IM	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Shapes of Algebra* R
equivalent		*Variables and Patterns* I *Moving Straight Ahead* I	*Growing, Growing, Growing* I *Frogs, Fleas, and Painted Cubes* I *Say It with Symbols* IM *Shapes of Algebra* R
factored form/ expanded form		*Accentuate the Negative* IM *Moving Straight Ahead* R	*Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R
Relationships			
continuous/ discrete		*Variables and Patterns* IM *Accentuate the Negative* R	*Thinking With Mathematical Models* R
linear	*Data About Us* I	*Variables and Patterns* I *Comparing and Scaling* I *Accentuate the Negative* I *Moving Straight Ahead* IM *Filling and Wrapping* R *Data Distributions* R	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Shapes of Algebra* R *Samples and Populations* R
nonlinear	*Covering and Surrounding* I *Data About Us* I	*Variables and Patterns* I *Moving Straight Ahead* I *Filling and Wrapping* I *Data Distributions* I	*Thinking With Mathematical Models* IM *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Shapes of Algebra* R

MATHEMATICS CONTENT

Algebra (cont.)		
	Grade 6	**Grade 7**	**Grade 8**
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inverse		*Variables and Patterns* I
		Moving Straight Ahead I
			Thinking With
			  Mathematical Models IM
			Frogs, Fleas, and Painted
			  Cubes R
			Say It with Symbols R
			Shapes of Algebra R

exponential growth/
  exponential decay
			Growing, Growing,
			  Growing IM
			Frogs, Fleas, and Painted
			  Cubes R
			Say It with Symbols R
			Shapes of Algebra R

quadratic	*Covering and*
	  Surrounding I
		Filling and Wrapping I	*Frogs, Fleas, and Painted*
			  Cubes IM
			Say It with Symbols R
			Shapes of Algebra R

slope		*Variables and Patterns* I
		Moving Straight Ahead IM
			Thinking With
			  Mathematical Models R
			Looking for Pythagoras R
			Growing, Growing,
			  Growing R
			Shapes of Algebra R

slopes of perpendicular lines/parallel lines		*Moving Straight Ahead* IM	*Looking for Pythagoras* R *Shapes of Algebra* R
Equations, Linear			

tables for		*Variables and Patterns* I
		Comparing and Scaling I
		Moving Straight Ahead IM
			Thinking With
			  Mathematical Models R
			Growing, Growing,
			  Growing R
			Frogs, Fleas, and Painted
			  Cubes R
			Shapes of Algebra R

graphs for		*Variables and Patterns* I
		Comparing and Scaling I
		Accentuate the Negative I
		Moving Straight Ahead IM
			Thinking With
			  Mathematical Models R
			Growing, Growing,
			  Growing R
			Frogs, Fleas, and Painted
			  Cubes R
			Say It with Symbols R
			Shapes of Algebra R
			Samples and Populations R

fitting to a graph		*Moving Straight Ahead* IM
		Data Distributions R
			Thinking With
			  Mathematical Models R
			Growing, Growing,
			  Growing R
			Frogs, Fleas, and Painted
			  Cubes R
			Say It with Symbols R
			Shapes of Algebra R
			Samples and Populations R

Algebra (cont.)			
	Grade 6	**Grade 7**	**Grade 8**
Slope-intercept form $y = mx + b$		*Variables and Patterns* I *Moving Straight Ahead* IM *Data Distributions* R	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Say It with Symbols* R *Shapes of Algebra* R *Samples and Populations* R
Standard form $ax + by = c$			*Shapes of Algebra* IM
writing		*Variables and Patterns* IM *Comparing and Scaling* R *Moving Straight Ahead* R	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Shapes of Algebra* R *Samples and Populations* R
solving with tables		*Variables and Patterns* I *Comparing and Scaling* I *Moving Straight Ahead* IM	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Shapes of Algebra* R
solving by graphing		*Variables and Patterns* I *Comparing and Scaling* I *Moving Straight Ahead* IM	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Shapes of Algebra* R
solving symbolically		*Variables and Patterns* I *Moving Straight Ahead* IM	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Shapes of Algebra* R
solving with graphing calculator		*Variables and Patterns* I *Moving Straight Ahead* IM	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R

Algebra (cont.)			
	Grade 6	**Grade 7**	**Grade 8**
solving systems of		*Variables and Patterns* I *Moving Straight Ahead* I	*Thinking With Mathematical Models* I *Frogs, Fleas, and Painted Cubes* I *Say It with Symbols* I *Shapes of Algebra* IM
formulate given a problem situation (and vice versa)	.	*Variables and Patterns* I *Comparing and Scaling* I *Moving Straight Ahead* IM	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Shapes of Algebra* R *Samples and Populations* R
Equations, Quadratic			
writing			*Frogs, Fleas, and Painted Cubes* IM *Say It with Symbols* R
graphs for	*Covering and Surrounding* I	*Variables and Patterns* I *Moving Straight Ahead* I	*Frogs, Fleas, and Painted Cubes* IM *Say It with Symbols* R *Shapes of Algebra* R
solving			*Frogs, Fleas, and Painted Cubes* I *Say It with Symbols* IM *Shapes of Algebra* R
finding roots			*Frogs, Fleas, and Painted Cubes* I *Say It with Symbols* IM *Shapes of Algebra* R
inequalities			*Shapes of Algebra* I
Equations, Nonlinear			
models		*Variables and Patterns* I *Moving Straight Ahead* I	*Thinking With Mathematical Models* IM *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R
cubic			*Thinking With Mathematical Models* I *Frogs, Fleas, and Painted Cubes* I *Say It with Symbols* I

Algebra (cont.)			
	Grade 6	**Grade 7**	**Grade 8**
exponential		*Variables and Patterns* I	*Thinking With Mathematical Models* I *Growing, Growing, Growing* IM *Say It with Symbols* R *Shapes of Algebra* R
inverse		*Variables and Patterns* I *Moving Straight Ahead* I	*Thinking With Mathematical Models* IM *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Shapes of Algebra* R
of circles			*Shapes of Algebra* IM
Graphing			
explore shapes of graphs	*Data About Us* I	*Variables and Patterns* IM *Comparing and Scaling* R *Moving Straight Ahead* R	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Shapes of Algebra* R *Samples and Populations* R
ordered pairs	*Data About Us* I	*Variables and Patterns* IM *Stretching and Shrinking* R *Comparing and Scaling* R *Accentuate the Negative* R *Moving Straight Ahead* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Shapes of Algebra* R *Samples and Populations* R
polar coordinates	*Shapes and Designs* IM		
equations		*Variables and Patterns* I *Comparing and Scaling* I *Moving Straight Ahead* IM *Data Distributions* R	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Samples and Populations* R
inequalities		*Variables and Patterns* I *Moving Straight Ahead* I	*Thinking With Mathematical Models* I *Say It with Symbols* I *Shapes of Algebra* IM
systems of linear inequalities			*Shapes of Algebra* IM

Algebra (cont.)			
	Grade 6	**Grade 7**	**Grade 8**
using a table	*Covering and Surrounding* I *Data About Us* I	*Variables and Patterns* IM *Comparing and Scaling* R *Moving Straight Ahead* R	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R
with a graphing calculator		*Variables and Patterns* IM *Moving Straight Ahead* R	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R
slope		*Variables and Patterns* I *Comparing and Scaling* I *Moving Straight Ahead* IM	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Say It with Symbols* R *Shapes of Algebra* R *Samples and Populations* R
x-intercept		*Variables and Patterns* I *Moving Straight Ahead* IM	*Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Shapes of Algebra* R *Samples and Populations* R
y-intercept		*Variables and Patterns* I *Moving Straight Ahead* IM	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Shapes of Algebra* R
maximum and minimum	*Covering and Surrounding* I	*Filling and Wrapping* I	*Frogs, Fleas, and Painted Cubes* IM *Say It with Symbols* R
systems of equations		*Variables and Patterns* IM *Moving Straight Ahead* R	*Thinking With Mathematical Models* R *Frogs, Fleas, and Painted Cubes* R *Shapes of Algebra* R

Problem Solving Skills			
	Grade 6	**Grade 7**	**Grade 8**

	Grade 6	Grade 7	Grade 8

drawing a diagram	*Bits and Pieces I* R
	Bits and Pieces II R
	Bits and Pieces III R
	How Likely Is It? R
		Stretching and Shrinking R
		Accentuate the Negative R
		Filling and Wrapping R
		What Do You Expect? R
			*Thinking With
			   Mathematical Models* R
			Looking for Pythagoras R
			*Frogs, Fleas, and Painted
			   Cubes* R
			*Kaleidoscopes, Hubcaps,
			   and Mirrors* R

looking for a pattern	*Bits and Pieces I* R
	Shapes and Designs R
	Bits and Pieces II R
	*Covering and
	   Surrounding* R
	Bits and Pieces III R
	How Likely Is It? R
	Data About Us R
		Variables and Patterns R
		Stretching and Shrinking R
		Comparing and Scaling R
		Moving Straight Ahead R
		Filling and Wrapping R
		Data Distributions R
			*Thinking With
			   Mathematical Models* R
			*Growing, Growing,
			   Growing* R
			*Frogs, Fleas, and Painted
			   Cubes* R
			*Kaleidoscopes, Hubcaps,
			   and Mirrors* R
			Say It with Symbols R

making a graph	*Covering and
	   Surrounding* R
	Data About Us R
		Variables and Patterns R
		Stretching and Shrinking R
		Comparing and Scaling R
		Moving Straight Ahead R
		Data Distributions R
			*Thinking With
			   Mathematical Models* R
			*Growing, Growing,
			   Growing* R
			*Frogs, Fleas, and Painted
			   Cubes* R
			Shapes of Algebra R
			Samples and Populations R

making a table	*Shapes and Designs* R
	*Covering and
	   Surrounding* R
	Bits and Pieces III R
	Data About Us R
		Variables and Patterns R
		Comparing and Scaling R
		Moving Straight Ahead R
		Filling and Wrapping R
		Data Distributions R
			*Thinking With
			   Mathematical Models* R
			Looking for Pythagoras R
			*Growing, Growing,
			   Growing* R
			*Frogs, Fleas, and Painted
			   Cubes* R
			Say It with Symbols R
			Samples and Populations R

simulating a problem	*Prime Time* IM
	*Covering and
	   Surrounding* R
	How Likely Is It? R
		Variables and Patterns R
		Moving Straight Ahead R
		What Do You Expect? R
		Data Distributions R
			*Thinking With
			   Mathematical Models* R
			*Growing, Growing,
			   Growing* R
			Samples and Populations R

try, check, revise	*Prime Time* IM
	Bits and Pieces I R
	Shapes and Designs R
	Bits and Pieces II R
	Bits and Pieces III R
	How Likely Is It? R
	Data About Us R
		Stretching and Shrinking R
		Comparing and Scaling R
		Accentuate the Negative R
		Moving Straight Ahead R
			*Thinking With
			   Mathematical Models* R
			Looking for Pythagoras R
			*Growing, Growing,
			   Growing* R
			*Kaleidoscopes, Hubcaps,
			   and Mirrors* R
			Say It with Symbols R

MATHEMATICS CONTENT

Problem Solving Skills (cont.)			
	Grade 6	**Grade 7**	**Grade 8**
write an equation	*Shapes and Designs* R *Covering and Surrounding* R	*Variables and Patterns* R *Comparing and Scaling* R *Accentuate the Negative* R *Moving Straight Ahead* R *Filling and Wrapping* R	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Shapes of Algebra* R
Reasonableness			
justify answers	*Prime Time* IM *Bits and Pieces I* R *Bits and Pieces II* R *Bits and Pieces III* R *How Likely Is It?* R *Data About Us* R	*Variables and Patterns* R *Stretching and Shrinking* R *Comparing and Scaling* R *Accentuate the Negative* R *Moving Straight Ahead* R *Filling and Wrapping* R *What Do You Expect?* R	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Say It with Symbols* R *Samples and Populations* R
make and test conjectures	*Prime Time* IM *Bits and Pieces I* R *Shapes and Designs* R *Bits and Pieces II* R *Bits and Pieces III* R *How Likely Is It?* R *Data About Us* R	*Stretching and Shrinking* R *Comparing and Scaling* R *Accentuate the Negative* R *Moving Straight Ahead* R *Filling and Wrapping* R *What Do You Expect?* R *Data Distributions* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Shapes of Algebra* R *Samples and Populations* R
reason from graphs	*Covering and Surrounding* R *Data About Us* R	*Variables and Patterns* R *Stretching and Shrinking* R *Comparing and Scaling* R *Accentuate the Negative* R *Moving Straight Ahead* R *Data Distributions* R	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Shapes of Algebra* R *Samples and Populations* R
recognize patterns	*Bits and Pieces I* R *Shapes and Designs* R *Bits and Pieces II* R *Bits and Pieces III* R *How Likely Is It?* R	*Variables and Patterns* R *Stretching and Shrinking* R *Comparing and Scaling* R *Accentuate the Negative* R *Moving Straight Ahead* R *Filling and Wrapping* R *Data Distributions* R	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Say It with Symbols* R *Shapes of Algebra* R
validate conclusions using mathematical properties	*Prime Time* IM *Bits and Pieces I* R *Shapes and Designs* R *Bits and Pieces II* R *Covering and Surrounding* R *Bits and Pieces III* R *How Likely Is It?* R *Data About Us* R	*Variables and Patterns* R *Stretching and Shrinking* R *Comparing and Scaling* R *Accentuate the Negative* R *Moving Straight Ahead* R *Filling and Wrapping* R *What Do You Expect?* R *Data Distributions* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Say It with Symbols* R *Shapes of Algebra* R *Samples and Populations* R
Communication Student explanations are requested throughout in Problems, in the ACE, and in teacher questioning from the teacher's guides.			

Pine Springs Preparatory Academy – Instructional Calendar - Sample

Explanation	Day	Month	Date
All –Staff Retreat (Professional Development)	Thursday	August	14
All –Staff Retreat (Professional Development)	Friday	August	15
School –Based Professional Development	Monday	August	18
School –Based Professional Development	Tuesday	August	19
School –Based Professional Development	Wednesday	August	20
School –Based Professional Development	Thursday	August	21
School –Based Professional Development	Friday	August	22
Teacher Workday/Meetings	Monday	August	25
Teacher Workday/Meetings	Tuesday	August	26
Teacher Workday/Meetings	Wednesday	August	27
FIRST DAY OF SCHOOL	Thursday	August	28
Labor Day (Holiday)	Friday	August	29
Early Release (students) – Professional Development ½ Day for Teachers	Monday	September	1
Progress Reports	Tuesday	September	2
Early Release (students) - Professional Development ½ day (teachers)	Thursday	September	25
Columbus Day (School Out for Students and Teachers)	Thursday	October	2
Early Closing/ End of 1st Nine Weeks	Thursday	October	2
Daylight Savings Time Ends	Monday	October	9
No school for Students/Parent – Teacher Conference Day	Sunday	October	13
Report cards Distributed	Tuesday	November	2
Student and Teacher Holiday	Friday	November	4
Thanksgiving (Holiday for all)	Wednesday	November	7
	Thursday	November	26
		November	27

Appendix C

Thanksgiving (Holiday for all)	Friday	November	28
Progress Reports	Wednesday	December	3
Winter Break Begins	Monday	December	22
Holiday	Thursday	January	1
Holiday	Friday	January	2
Return from Winter Break	Monday	January	5
Martin Luther King's Birthday (Holiday for All)	Monday	January	19
Early Release/End of 1st Semester	Tuesday	January	23
First Day of Second Semester	Monday	January	26
Report Cards Distributed	Friday	January	30
President's Day (School Out for Teachers and Students)	Monday	February	16
Early Release/ Parent – Teacher Conference Day	Thursday	February	19
Progress Reports	Thursday	February	26
Daylight Savings Time Begins	Sunday	March	8
Early Release/End of the 9 Weeks	Friday	March	27
Report Cards Distributed	Friday	April	3
Spring Break	Mon-Fri	April	6-10
Progress Reports	Thursday	May	7
Memorial Day (Holiday for All)	Monday	May	25
Early Release/Last Day of School	Wednesday	June	17
Teacher Workdays	Thur-Fri	June	18-19