NORTH CAROLINA CHARTER APPLICATIONS

NC Public Charters

Organization Information

Organization Name *
Faith Academy

Email *
faithacademy@chartersuccesspartners.com

Telephone *
919-479-1442

Fax
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Address *
PO Box 182

Unit/Suite

Zip Code *
28041

City *
Faith

State *
North Carolina

Application Type *
Acceleration

Proposal Type *
Standard

Operator Type *
Independent

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Primary Contact Name
George Wilhelm

Has the School Leader Been Identified?
○ Yes   ○ No

8/5/2020

Do you have any Corporate Partnerships?
○ Yes   ◉ No

Proposed Leader Name *

Proposed School Leader Current Job/Position *

List any principal/leadership programs the proposed leader is currently enrolled in or have completed

Opening Year *
2021

Enrollment Projections

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5	Year at capacity
K-12	500	600	740	840	940	6

Team Members Roaster

Name	Title	Position	Email Address
Cory Draughon	Chief Executive Officer	Consultant	cory@chartersuccesspartners.com
Jennifer Adler	Operations Director	Consultant	jennifera@chartersuccesspartners.com

Board Members Roaster

Name	Street Address	Zip Code	Email	Expertise
Chris Sease	115 A E. Council St	28144	chris@seaselaw.com	Law
Howard Torrence II	322 Edgewood Park Ct	28088	howardtorrence10@gmail.com	Education
Janna Griggs	725 Jackson Road	28146	janna@savinggracefarm.com	Non-profit; Education
Elizabeth Morrow	104 E. Barrington Ct	28146	lizmorrow@live.com	Finance

	Street Address	Zip Code	Email	Expertise	8/5/2020
Tim Williams	309 N. Main Street	28041	trwrx71956@yahoo.com	Government	
Gene Miller	305 Stuart Street	28144	genemiller305@gmail.com	Education; Operations; Finance	
George Wilhelm	5760 Mt. Hope Church Road	28146	wilhelm.outfitters@gmail.com	Government	

1. Application Contact Information   8/5/2020

Q1. Organization Type

◯ Municipality

◉ Nonprofit Corporation

Q2. Name of the nonprofit organization

Faith Academy Charter School

Q3. Has the organization applied for 501C3 nonprofit status?

◯ Yes

◉ No

Q4. The next few questions will inquire about the person who will serve as the primary contact for this Application. The primary contact will serve as the contact for follow-up, interviews, and notices regarding this Application.
Please provide the Primary Contact's Title/Relationship to Non-Profit

Board Chair

Q5. Primary Contact's
Mailing AddressCity, State, Zip

P.O. Box 504

Faith, NC

28041

Q6. Primary Contact's Primary Telephone Number

704-798-2687

Q7. Primary Contact's Alternate Telephone Number

N/A

Q8. Geographic County in which charter school will reside

Rowan County

Q9. LEA/District Name

Rowan-Salisbury School District

Q10. Projected School Opening Month

August

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

◯ Yes

◉ No

Q12. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan outlined above.

Faith Academy will open with grades K-7 in year one with 80 students in kindergarten, 60 students in first through fifth grade, 80 in sixth grade, and 40 in seventh grade for a total of 500 students. We will add a grade level each year until we are a K-12 school serving 1040 students in year six. We based our rationale on the number of students in the Rowan-Salisbury LEA, the desire to keep classes sizes small to create the culture and community integral to our mission, and our ability to offer our CTE pathways in the high school.

Q13. Projected Enrollment Demographics

Q14. Certification of Originality

Per State Board of Education policy CHTR-013, the State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high- quality charter schools. In considering whether to accelerate the planning year, the applicant must meet the following requirements:

Q15. Demonstrate a clear and compelling need for the accelerated planning year.

In March of 2019, the Rowan County school board voted to move forward with a redistricting plan that would close several schools, including Faith Elementary School. The plan would move Faith students and most of the staff to Koontz Elementary School in Salisbury, displacing Koontz students to other schools.

The idea of closing Faith Elementary has been floated by the school board since 2016 and is on the table again for the 2021-22 school year.

Parents in the Town of Faith and other towns in Rowan County want to know where their children are going to go to school. They want to have a community school where their children can become part of the same cohort of students who will travel through their elementary, middle, and high school years together.

An accelerated planning year is needed to provide parents with a neighborhood option should Faith Elementary and other schools in Rowan County close and/or be redistricted.

Q16. Demonstrate an exceptional need for the charter school in the proposed location.

As mentioned above, with Rowan County School District's imminent redistricting plan, families want a school that will welcome their participation and input. They want a school where their kids can grow up together. Most importantly, they want equal access to a quality education to all students of Rowan County. Faith Elementary has earned a B on the NC State Report Card for the last three years, exceeding growth in 2017 and again in 2019. Koontz Elementary, on the other hand, has earned an F four out of the last six years - consistently since 2017. Schools only 5 miles apart from each other should not provide their students such vastly different educational outcomes. Moving the Koontz Elementary students to other schools in the area that are also performing below Faith Elementary levels will not solve the problem. By having a charter school in the Town of Faith that students from all over Rowan County can attend, that will have a weighted lottery for economically disadvantaged students, that will use Project Based Learning and socio-emotional teaching strategies, parents will have a choice in the school and the type of education their children receive.

Q17. Agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award?

◉ Yes

◯ NO

Q18. Is a facility identified by the applicant that is feasible for opening on an accelerated schedule?

◉ Yes

○ No
8/5/2020

Q19. **Demonstrate that the facility identified by the applicant is feasible for opening on an accelerated schedule**

Faith Academy has entered into an agreement with Darrin Brown, a local resident, to purchase 27 acres of land upon preliminary charter approval. Faith Academy and Mr. Brown have signed a Letter of Intent which describes the property thusly: "The property, identified as O N Main Street 20.91AC Parcel Id No. 412 300 and O Faith Road 5.00AC Parcel Id No. 412 013 which will be suitable land for a K-12 school campus, with access to sufficient electric, water/sewer and internet utilities, located in the town known as Faith in Rowan County, NC (the "Property"), with respected legal descriptions to be provided in the Purchase Agreement. The Property will include the land, improvements thereon (if any), and all of Seller's rights under the existing

leases, contracts, agreements and other rights and obligations relating to the Property..."

Faith Academy has had the property evaluated by a real estate developer who will install modular units on the property before the school opens in 2021. During the first year, construction will be completed on the land.

If, for an unforeseen reason, the modular units won't be ready in time, Faith Academy has secured use of Faith Lutheran Church's facilities.

Q20. **Attach Appendix A1 Acceleration Evidences to demonstrate that you have a facility secured for opening on an accelerated schedule.**

☑ Upload Required   **File Type:** pdf, image, excel, word, text   **Max File Size:** 10   **Total Files Count:** 5

Comments :

Faith Academy has a primary facility option as identified by the attached Letter of Intent agreed signed by the seller. Faith Academy also has a commitment from a local church to house the school as a back-up option for opening the school.

Evidence :

📄 PDF	📄 PDF
FaithLutheranCommitment.pdf	**Letter of intent to purchase 7 21 2020 ...**

Q21. **Please write a brief statement about your unique mission and educational program.**

Our mission to be a "a challenging and supportive learning environment where students address real-world problems to become successful citizens and community leaders in a rapidly changing world" is so important to the residents of Rowan County. People in the area of Faith give back to their community, they work together to solve problems, and they believe in the foundation a good education provides. They recognize that the world is changing rapidly, but believe that by teaching children how to solve problems and think critically, the children will succeed no matter what that world looks like.

8/5/2020

Our educational program, centered around Project Based Learning, socio-emotional learning at all levels, and a life skills curriculum will teach our children the fundamentals to help them succeed as independent, healthy adults who contribute meaningfully to their society.

Q22. **List the local, state, and national nonprofit partnerships committed to assisting the school.**

The nonprofit organization Faith Community Endowment has agreed to assist Faith Academy with our school. The FCE's mission is "inspiring the children and youth of Rowan County by supporting community schools and youth organizations in Faith, North Carolina." Within the organization they have a Charter School Committee who has fundraised for marketing efforts and rallied community support for the school.

The Faith American Legion Auxiliary Unit 327 is also committed to assisting the school. They pledge to add monetary support into their yearly budget for Faith Academy, honor teachers during American Education Week each November, sponsor a club, volunteer as experts in history, gardening, science, and other areas, and assist with fundraising, and tutoring.

Faith Citivan Club is a yet another non profit that plans to support the school. They look forward to supporting the school personnel on staff appreciation day by providing refreshments. Their members will also volunteer as classroom aids, expert speakers, and tutors. They have also budgeted money to be donated to the school for supplies and materials.

Letters from these organizations can be found in Appendix O.

Q23. **Please describe the potential for Economic and Educational development of the region.**

Rowan County, home to bucolic farms, wineries, and sleepy downtowns with historic trolleys, is centrally located between Charlotte and Winston-Salem. According to the Rowan EDC website (https://rowanedc.com/), "nearly 4 million persons live within 60 miles of Rowan County." Major construction has recently been completed between Salisbury (Faith's neighboring town) and Charlotte, literally paving the way for commuter relocation and more business development.

Supporting this point is the Village at Granite, a new construction neighborhood of 3-4 bedroom houses aimed at families, according to the builder's website (https://www.lgihomes.com/community.cfm?id=villageatgranite&utm_source=newhomesource.com&utm_medium=referral&utm_campaign=NewHomeSource%20Clicks), with "community parks for families to enjoy. Children can run and play on the play structures. At lunchtime, enjoy a picnic under the covered pavilion. Sidewalks lining both sides of the street throughout the neighborhood offer safety. They are perfect for riding bikes or evening strolls." Village Granite is on a 109-acre site and the developers are planning for further phases which could include "40 units of multifamily housing and some commercial development."

Chewy, a pet supply retail fulfillment center, recently built a 700,000 square foot distribution center just north of Salisbury. The Rowan EDC says it is one of the biggest economic development projects ever announced for the county. County Commission Chairman Greg Edds said that this development (https://www.wbtv.com/2020/01/03/chewycom-distribution-facility-going-up-quickly-rowan/)has "created interest in the county from other developers."

Q24. Describe the presence or absence of any mentoring by a successful organization that has experience in creating public schools.

The Faith Academy Board of Directors has entered into a contract with Charter Success Partners. CSP has been in operation since 2012. While they provide financial reporting, accounting and payroll, and student information services for schools across the state, they offer comprehensive operational services to a select few schools. They will support Faith Academy's operations, so the Faith administration and Board can truly focus on the school's mission.

All members of CSP's operational leadership team are former educators and administrators with experience in NC public charter schools. Several have served on the boards of charter schools and CSP's chief executive office and chief administrative officer have experience starting new charter schools: Voyager Academy and Ascend Leadership Academy, respectively.

Q25. Describe any obstacles to educational reform efforts that leave chartering as an available option.

The Faith Community Endowment and others in the area have tried several different means to reform the education offerings in the Rowan-Salisbury LEA, especially at the elementary school level. When the Rowan-Salisbury School Board announced its plans to close certain schools, including Faith Elementary over 100 concerned community members gathered at the Rowan County Fairgrounds (https://www.salisburypost.com/2019/03/18/faith-elementary-school-parents-supporters-discuss-possible-school-closing/) to discuss options, but the school board has said those aren't feasible. Parents started the "Save Faith Elementary School" petition with over 300 signatures to keep school open. There have been "Letters to the Editor" in the local paper and the Faith Community Endowment earmarked money to help with educational reform. Part of the issue is that Faith Elementary School is one of the only elementary schools to earn a B on the state report card and to have met growth. The plan is to move Faith Elementary students and their teachers to nearby Koontz Elementary School and then find new schools for the over 200 Koontz students and their teachers. Educational reform like closing Koontz and bringing those students to Faith Elementary was suggested, but not approved by the school board. In order to improve the quality of education in Rowan County, a school of choice that can serve students who come from high or low performing schools and provide them with equitable access and community feel, a charter school is the best option.

Q26. Describe your commitment to work with a successful charter school board as a guiding mentor.

The Faith Academy board toured Falls Lake Academy with Amy Hobgood, Executive Director of FLA. They spent several hours discussing Falls Lake Academy's history, facility process, leadership structure, programmatic offerings and general charter school operations. Amy Hobgood agreed to work with the Faith Academy Board to provide connection to FLA's board and mentorship through this application. Faith Academy will also work with the Ascend Leadership Academy and Alamance Community School board of directors for mentoring assistance. Both schools have recently completed the RTO process and provide a unique, timely perspective on opening considerations.

Q27. How long has the board of directors existed?

Faith Academy's Board of Directors has existed since January of 2020. However, several members of the board have been

working towards Faith Academy since 2019 when the Faith Community Endowment began a search for the feasibility of establishing a community school in the Town of Faith. They began a charter school committee consisting of four of their members who now serve on the board.

Q28. **Describe whether the proposed board has previously operated or currently operates a successful public charter school.**

The proposed board has not previously or currently operated a public charter school. However, several members have served on other nonprofit boards and/or have experience in the administrative setting of a school.

8. General - Mission, Purposes, and Goals   8/5/2020

8.1. Mission and Vision

Q29. The mission statement of the proposed charter school is as follows (35 words or less)
Faith Academy creates a challenging and supportive learning environment where students address real-world problems to become successful citizens and leaders in a rapidly changing world.

Q30. What is the vision of the proposed school? What will the school look like when it is achieving the mission?
Faith Academy students are engaged citizens, aware of, and actively seeking solutions to real-world problems within and beyond their own community boarders. While they strive to improve their world, they also learn skills to improve their own self-efficacy, emotional intelligence, and problem-solving skills. Through Faith Academy's use of Project Based Learning and our Life Skills course offerings students will learn the fundamentals to help them succeed as independent, healthy adults who contribute meaningfully to their society.

Q31. 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. Additionally, how it will reflect the socioeconomic status of the LEA, SWD population, and ELL population of the district? See G.S. 115C-218.45(e).
We aim for our targeted population to at least match the demographic breakdown of the Rowan-Salisbury LEA if not exceeding it in terms of a diverse racial and ethnic composition. According to the National Center for Education Statistics, the Rowan-Salisbury LEA is 74% white, 16% black, 7% Hispanic, 1% Asian, and 1% two or more races.

 It is estimated that 22% of families in Rowan County with children aged 5-17 live below the poverty line. Therefore, we will have a weighted lottery reserving 22% of our seats for students who qualify for the Free and Reduced Lunch Program. We will also offer free and/or reduced lunches to those who qualify.

Our building will be ADA compliant so that 6% of students with a disability do not find our facilities a barrier to their education.

Q32. What are the enrollment trends and academic performance outcomes of surrounding schools in the selected community? What elements of your educational model will meet the needs of your target student population?
According to the LEA's NC Report Card, the Rowan-Salisbury LEA has an attendance record of 94% compared to the state's 95% in elementary through high school.

The In-School Suspension Rate is 380.26 per 1000 students compared to the state's 156.19. Their long-term suspension rate (190.55 per 1000 students) is also higher than the state's (138.66).

Of the 34 schools in the LEA, three earned a B, and only one of those schools was an elementary school – none were middle schools. There are 14 C schools, 11 D schools, and three F schools. Only two of the school's exceeded growth. 16 met growth and 15 did not. The English Learner Progress is almost four percentage points behind the state.

62% of Rowan-Salisbury students are not proficient in math, compared to the state's 41%. The percentage of students scoring a level 3 is close: 16% to the state's 18%, but the gap widens at level 4. 18% of the LEA is a level 4; 28% of the state is. Less than 5% of the LEA students scored a level 5 compared to 13% of the state.

In English Language Art/Reading Performance, 32% of the LEA scored a level 1 compared to the state's 23%. Level 2 is close (23% and 20% respectively) and the level 3 was identical at 12%. However, when it comes to high performing students, the gap widens again. 28% of the LEA scored a 4 and 5% scored a 5. For the state the numbers were 35% and 11%.

Science Performance tells a similar story: 40% of the LEA scored a level 1 or 2 compared to 25% of the state, and 50% scored a level 4 or 5 compared to 66% of the state.

With students attending from all over the LEA, Faith Academy's academic model will need to meet the needs of the students where they are while providing appropriate challenges for improvement. There are several facets of the model that will meet the needs of our targeted student population.

First, Project Based Learning has been shown to strengthen the skills of all students – not just high achievers. Having PBL projects flow through science and social studies will provide real-world context for the learning and provide students with hands-on practice of concepts versus rote memorization. For English Language Arts and Reading, as well as Math, we will use a workshop model. Reading will be done in small guided reading groups, allowing for differentiated texts at the students reading guided level. The focused instruction ensures adequate mastery for a range of student skills. The same is true in math where differentiated guided math groups help students build confidence and learn skills and strategies to solve increasingly challenging problems. Voyager Academy in Durham and Falls Lake Academy in Creedmoor both pull students with a wide range of skills from several LEAs and use PBL and similar guided workshops. Their scores are much higher than Rowan-Salisbury and they outperform the state percentages as well. Voyager Academy is a K-12 school that earned a B and exceeded growth in 2018-19. Only 21% of its students were not proficient in math, compared to Rowan-Salisbury's 62%, and the state's 41%. 56% of its students earned a level 4 or 5, more than double the Rowan-Salisbury percentage. In ELA, 69% of Voyager students scored a level 4 or 5. Voyager students truly excel in science were 53% earned a level 5, compared to the state's 24%. Falls Lake Academy also earned a B and met growth this year. 65% of its students earned a level 4 or 5 in math, 60% in ELA, and 81% in science. Our board has been communicating with both campuses, has visited, and reviewed their programs. Therefore, we feel confident that our educational model will meet the needs of our students.

Second, our Responsive Classroom, Capturing Kids Hearts, and Restorative Justice programs will lower acts of bullying and harassment, suspensions and expulsions, and other referrals by helping with the socio-emotional learning our students need.

Third, our life skills curriculum in the middle school and our CTE pathways in the high school will prepare our students with the skills they need to be successful after high school.

Q33. **What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA in grades 9-12).**

The total projected enrollment of Faith Academy will be 1,040 students in grades K through 12. FA will achieve total enrollment in year 6 of operation with an enrollment of 80 students per grade level.

Rowan County's Average Daily Membership is 18,758 for those grades served. Since we anticipate 90 percent of our students enrolling from Rowan County, we would be enrolling 4.9 percent of their ADM.

We anticipate 10 percent of our students will be from Cabarrus County whose total enrollment for grades K through 12 is 32,400. We will be enrolling .32 percent from the LEA.

Q34. **Summarize what the proposed school will do differently than the schools that are now serving the targeted population. What will make this school unique and more effective than the currently available public-school options?**

While some of the school's in the Rowan-Salisbury LEA offer Problem Based Learning (similar to Project Based), many don't and not at the elementary school level. All Faith Academy elementary and middle school students will be exposed Project Based Learning through their social studies and science classes, learning the 8 essential elements to prepare students to be capable leaders: Key Knowledge and Understanding, Success Skills, Challenging Problem or Question, Sustained Inquiry, Public Product, Authenticity, and Reflection. FA high school students will apply these elements in each of their classes. Through these experiences, students will practice and develop habits of mind and characteristics of life-long learners including persisting, thinking flexibility, striving for accuracy and precision, questioning and posing problems, creating, imagining and innovating, and thinking interdependently.

Rowan-Salisbury is also known for its use of technology with its digital curriculum and 1 to 1 student to computer/tablet ratio. Starting in 3rd grade, students can bring their devices home with them. Faith Academy will be stepping back from that. We recognize that digital learning is an important skill for our students to have in order succeed in a 21st century world. Our middle schoolers and high schoolers will track their project work by creating digital portfolios, for example. But rather than have our youngest learners be 1 to 1 while they are in school, we will have a computer lab and mobile laptop carts. We believe that there are other important life skills: balancing a budget, creating a nutritionally dense meal plan, typing, public speaking, and more. Our students will take a variety of life skills course throughout their time at FA, helping them become well-rounded citizens and members of their community. These life skills electives will merge into a CTE pathway from 9-12th grade that will be required for graduation. When our 12th graders are ready to graduate, aside from being college ready, they will also be career ready with the skills to enter the workforce in carpentry, electrical trades, teaching, early childhood development, and food services.

We will use a system of classroom management called Responsive Classroom (RC) in the elementary and middle school. RC's main goal is promoting optimal student learning and creating a caring community of students and staff. It is a research-based program that shows students learn best when they feel safe, challenged, and happy. The main components of RC are Morning Meeting, Hopes and Dreams, Rule Creation, Guided Discovery, and Logical Consequences. During the first six weeks of school, students spend time learning the rules, routines, and procedures that will foster our students as independent learners and will help our classrooms run smoothly. The middle school will "apply the defining characteristics of Responsive Classroom–developmental responsiveness, engaging academics, positive community, and effective management–to the unique needs of young adolescents, with the goal of promoting strong academic and social emotional skills." The high school will continue this socio-emotional learning with a program called Capturing Kids' Hearts.

These learning methodologies separate FA from the local LEAs and will give our teachers the tools to guide our students as they become engaged citizens finding meaning in their learning.

Q35. Describe the relationships that have been established to generate support for the school. How have you assessed demand for the school? Briefly describe these activities and summarize their results

Faith Academy grew out of a town-wide desire for a school of choice. When the Rowan-Salisbury school district announced plans to close Faith Elementary School and redistrict the students of Koontz Elementary, over 100 people gathered at the Rowan County Fairgrounds to come up with a plan. It was from this meeting that the Faith Community Endowment formed a charter school committee that began researching the feasibility of starting a charter school. When it became clear that there was desire and need, our board was formed. Over the last year, we have established so many great relationships from offers to use the Jaycee athletic fields when we have sports teams to 5 churches coming together to say they will help sponsor clubs and refreshments on our early release days and three local organizations promising support to people offering their expertise in volunteer capacities from marketing and website development to EC consulting.

More formal assessment for the demand of the school has been done through our interest list which has 347 subscribers. 159 families have registered for accounts in SchoolMint our enrollment and lottery software. 748 people follow us on Facebook. 328 people have taken our survey. Of those people, 97 percent think that Rowan and the surrounding counties would benefit from a charter school with our mission. Only 17 percent are satisfied with their current school options.

Because Covid-19 prevented in person gatherings and forced us to cancel our events, we held a Zoom webinar in April and a Zoom Town Hall in July. Both were well attended with 60 and 30 families respectively. We've sent mailers to 800 families and, with the help of the Faith Community Endowment, placed a half page ad in *The Salisbury Post*, the local newspaper.

Q36. Attach Appendix A: Evidence of Community/Parent Support.
Provide evidence that demonstrates parents and guardians have committed to enrolling their children in your school. You must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).

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

Evidence :
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PDF
FA Appendix A.pdf
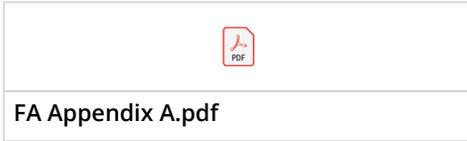
8.2. Purposes of the Proposed Charter School

Q37. **In one page or less, describe how the proposed charter school will achieve one or more of the six legislative purposes, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations..**
The Six Legislative Purposes of a Charter School are: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.

Faith Academy will meet all 6 legislative purposes of a charter school as outlined below:

1.   It will "create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site" by selecting teacher-leaders to serve on a leadership team with administrators. This leadership team will participate in one of the most valued and praised literacy professional development programs: Heinemann in Reading & Writing Workshop & Fountas & Pinnell Guided Reading, Phonics, Spelling, & Word Study, allowing them to take ownership of the learning program at FA. The leadership team will participate in intensive PD to develop instructional coaches, share best practices, & build the capacity of instructional staff. Furthermore, teachers will work collaboratively to plan Project Based Learning units, rubrics, and models that will become the standard by which projects are planned and executed.

2.   FA will be held "accountable for meeting measurable student achievement results." FA will implement with fidelity an educational plan that utilizes a data- driven approach to teaching and learning. The educational plan will incorporate research-based materials and instructional methods, enabling all students to make adequate yearly progress to meet grade level expectations for proficiency & growth. FA will administer mClass, NC Check-ins, and EOGs. All teacher evaluation data will be uploaded into NCEES to provide open communication with the LEA and state, but FA will also administer evaluation tools via iForms or a similar app to measure teacher effectiveness as it relates to student growth and our specific academic and social curriculum. These collective reports will be shared with the Governing Board to help the Board review & assess student achievement. ACS will strive for a consistent & fair evaluation of each student. K-5th grade report cards will be standards based, reflecting student performance as well as indicators of success for expected grade level performance. 6th-12th grade report cards will use a ten-point grading scale. All report cards will describe the students' current levels of mastery in expected grade level content areas. Home reports will also include performance assessment data as it becomes available, such as the mClass Assessment. All scores will be available through the NC Accountability program (ABC Reports, NC Report Cards) as required by Read to Achieve, and also on the school website, through newsletters and during on-site conferences. Our school calendar has been created to include fall and spring parent-teacher conference days.

3.   FA will "provide parents & students with expanded choices in the types of educational opportunities that are available within the public school system." FA will have an intentional instructional focus on PBL and a programmatic plan that requires communication, cooperation, and collaboration from all stakeholders to ensure student achievement and parent satisfaction. Furthermore, our required life skills classes, our service-learning requirements, and our empathy initiative and use of responsive classroom all provide families with expanded educational opportunities. Parents will have the chance to learn about our educational plan and enroll their children in a school that offers a unique experience to meet more than the basic academic needs of the whole child.

4.   FA will "improving student learning" by promoting high student achievement for all children. A highly qualified teacher who will use proven, research-based instructional methods will be hired for every core-subject area classroom. Through the training and professional development in literacy, math, and Project Based Learning, in addition to the mClass reading assessment data & math assessment data, the teachers will have valuable information enabling them to identify students' strengths & weaknesses, target specific areas in need of improvement, and measure progress through ongoing performance assessments and portfolios. The workshop model enables teachers to meet the individual needs of all students by allowing them to practice grade-level expectations with individual leveled resources. Students will practice reading and writing with text selections aligned to their guided reading level of proficiency, thus allowing teachers to differentiate instruction and meet the needs of all students. Our students will also work on projects in science and social studies that teach critical thinking and support 21st century learning and skills.

5.   FA is dedicated to "increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students." Through its use of Project Based Learning, Responsive Classroom, and guided, leveled workshops, the school is uniquely designed to meet the needs of all students by meeting the requirements and ideals of the Every Student Succeeds Act of 2015 (ESSA): advancing equity by upholding critical protections for America's disadvantaged and high-need students; requiring that all students in be taught to high academic standards that will prepare them to succeed in college and careers; ensuring that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards; and maintaining an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

6.   FA will "encourage the use of different and innovative teaching methods." The leadership team will build connections and skill development across disciplines by bringing content-area teachers and administrators into the conversation about literacy instruction, creating a space for cross-content projects, shared understandings of ELA standards, and community building. Training is also provided to help leaders and teachers understand and work with the measures of student learning. Prior to opening, all teachers will participate in a five-day training tailored to the needs of the school that includes: The Reading & Writing Workshop Model/Lucy Calkins Units of Study, Fountas and Pinnell Guided Reading, Phonics, Spelling, and Word Study, and focused training in Project Based Learning instruction. We will also have ongoing professional development throughout the year, some with other PBL schools to ensure that teachers develop a specialized skill set in delivering grade

level standards-based projects aligned to the NC Social Studies and Science Essential Standards to engage students and

activate prior knowledge and measure student growth. The professional development will be tailored to the unique needs of the students, teachers and FA.

8.3. Goals for the Proposed Charter School

Q38. **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.**

The Faith Academy Board has established a wide range of goals to measure the overall success of the school. The Managing Director and contracted service providers will present reports detailing the success of goals at each monthly board meeting.

Student Enrollment Goal:

FA will meet 98% target enrollment for the first year and 100% target enrollment for years 2-5.

As measured by:

PowerSchool data

Budget V. Actual Expense Reports Goal:

FA will meet 95% budget expectations in the first year. It will operate within a budget, maintaining a 5% yearly surplus to build a reserve fund.

As measured by:

contracted financial services monthly and annual budget reports

financial auditor reports

budget surplus amounts

EC, ELL, AIG and Safety Regulations Compliance Goal:

FA will achieve 100%compliance.

As measured by:

reports (as made available) through NCDPI

Highly Qualified Staff Goal: FA will have 100% Highly Qualified teachers in all core subject areas

As measured by:

updated NCDPI teacher retention reports

Average Daily Attendance Goal: FA will have an average daily attendance goal of 95%

As measured by:

monthly and ongoing PowerSchool reports

Good Citizenship Conduct Goal:

All FA teachers will faithfully implement the Responsive Classroom and Capturing Kids Hearts approaches to teach students accountability and have a safe learning environment, resulting in a low rate of office referrals and suspensions.

As measured by:

Responsive Classroom observations and walk-throughs conducted by administration

A suspension rate, measured by PowerSchool, of less than 3% yearly

Office referral reports

Project Based Learning Academic Goal:

FA students will annually engage in at least three PBL projects aligned with the NC Essential Standards in science and social studies in the elementary and middle school. FA high school students will annually engage in at least two PBL per subject area. FA families will attend at least two out of the three Project Celebrations and/or the Exhibition Night.

PBL rubrics

PBL teacher planning forms and reflections

Attendance at project celebrations

Active Citizenship Goal:

FA will promote community awareness, help students grow empathy, and provide at least three service-learning opportunities with which 100% of its students will participate earning K-5 students 5 community service hours a year and 6-12 students 10 community service hours a year.

As measured by:

Classroom teacher PBL project requirements

Teacher logs of student service hours and ongoing service activities

Lesson plans based on empathy read-alouds

Life Skills Goal:

FA middle school students will participate in at least one life skills course annually to help them succeed as independent members of their community. FA high school students will complete a CTE pathway, earning 4 credits in order to graduate from Faith Academy High School.

As measured by:

Course curriculum offerings

Student schedules

Overall Academic Goal:

FA will exceed the overall proficiency scores of LEA and NC students. In year one, students will earn 50% in reading in math and 63% in science. In year two, students will earn 53% in reading and math and 66% in science. Each year after, the percentage will continue to increase.

As measured by:

Benchmark assessment data

NC EOG growth assessment data

NC EOG tests and NC Accountability Model

Q39. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?

It is the responsibility of the Faith Academy School Board to provide oversight and support that requires and enables FA to meet all of its goals set forth for the first five years and as listed above. Therefore, the Board of Directors will consistently assess FA's mission and the work FA does to achieve it.

The Governing Board will hold monthly, open meetings that the lead administrator will attend to present reports inclusive of enrollment, academics, compliance, fundraising efforts, community relations and so forth.

At each board meeting, the Board will review the lead administrator's assessment of data relating to student academic achievement. This will include benchmark assessment data, student performance on EOG testing, and other pertinent academic performance data (Lexile scores, math competency, etc.). Board members and the lead administrator will actively compare student performance with the LEA and state averages with the goal of consistently outperforming both entities. Teachers and students will also be invited regularly to board meetings to share projects, articulate unique features of the learning environment and celebrate academic success. During this time student work will be shared and board members will have the opportunity see specific artifacts representative of the educational program. This data will help determine that FA is guiding students to find meaning through learning by exploring real-world statements.

The Governing Board will work cooperatively with its contracted service providers to ensure fiduciary responsibility. The FA Board will receive and review monthly financial statements and academic progress reports to ensure that expenditures and academic results are consistent with FA's goals. The Board will contract with an independent financial services provider to ensure appropriate segregation of financial duties and reporting. Each year the Board will revenue the audits and set appropriate budgets that utilize the school's revenue and resources to meet the previously identified goals. They will discuss long term financial goals and make appropriate budgetary decisions that will help the school achieve these goals. Any changes to the operating budget will require board approval.

The Governing Board will review survey data collected each spring as well as academic data to measure FA's success and to provide feedback that will be used to create a School Improvement Plan aligned to the North Carolina Continuous Improvement Model. Board members will also review student retention and enrollment growth to determine the academic program's effectiveness. The Board will execute changes where necessary and continually assess the program metrics to determine the efficacy of the school's education program. The Board of Directors will continually participate in a continuous improvement process to ensure advancement.

At the end of each year, the Governing Board will know that FA is working towards its mission statement by reviewing the student achievement reports and comparing them with other LEA schools. The PBL program implemented by professionally trained teachers will improve students' understanding and mastery of science and social studies. The Board will also confirm that students are participating in community events, empathy and service-learning activities to graduate engaged citizens.

9.1. Instructional Program

Q40. **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**

Faith Academy is an institution that infuses leadership and citizenship into every level fo the academic curriculum. It facilitates student empowerment and problem-solving through its education program, allowing its students to develop skills necessary to make their community and the world beyond a better place.

In our elementary and middle school, our reading core curriculum will meet the guidelines for NC Standard Course of Study (NCSCOS) and include the six components of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension and oral language. Teachers will also work with readers in a phonics, spelling, and word study program developed by Fountas and Pinnell. We will utilize the Reading Units of Study developed by Lucy Calkins and Teachers College Reading and Writing Project (TCRWP) out of Columbia University to assist with the reading pacing and scope and sequence K-8. Students will also receive instruction in various levels and genres of text. Small group instruction will be given at their guided reading instructional level, in addition to differentiated literacy work stations to support specific learning goals/targets.

The Units of Study in Writing (USW) developed by Lucy Calkins and TCRWP will help develop the students' mastery in multiple writing genres. USW also contains inclusive grammar and conventions instructional plans embedded into the Writers' Workshop and assists in the pacing and the scope and sequence to ensure a variety of genres are taught K - 8.

In the elementary school, NC Social Studies and Science Essential standards will be taught throughout Reading and Writing Workshop, as well as through Project Based Learning (PBL) projects, hands-on experiments, and extension activities. For example, a first grader studying animal habitats may use an Interactive Read Aloud, such as Stellaluna during Reading Workshop. During Writing Workshop, they'd craft a non-fiction piece of writing that describes their chosen animal's habitat. PBL projects will be utilized to teach the majority of the NC Science and Social Studies standards, so a project could include designing a habitat for the chosen animal or a plan to protect said habitat.

The math core curriculum will be aligned to NCSCOS and will include small, guided math groups, math work stations, vocabulary, shared writing, math journaling, math talks, calculation, and word problems. We will develop a scope and sequence of materials to facilitate a specific pace of instruction, providing students with every opportunity for success in the classroom and on assessments.

The PBL component will increase the instructional focus for science & social studies which will be taught through standards-based projects aligned to the NC standards, field experiences, guest experts, science experiments, multiple levels of non-fiction science and social studies texts for general knowledge and research, educational technology for research(site licenses for instructional programs facilitated by instructional staff), other related activities, and multiple forms of real-life applications for research, data gathering and assessment. The workshop model teaches important skills such as deep comprehension, writing in a range of genres, problem solving, and independence. Instructional strategies and expectations for all teachers will be clearly defined. All teachers will be formally trained by experts in Reading and Writing Workshop and Guided Reading, so that they can deliver the standards-based curriculum and understand the instructional strategies on which they will be informally and formally evaluated.

High school teachers will be thoroughly trained in how to execute specific tuning protocols in their classrooms called cogenerative dialogues. These protocols will guide students through small group discussions with the objective of allowing students to share with their instructor what they know, what they want to know, and how the subject relates to their own realities. Students will follow a protocol (Appendix O) with the goal of identifying specific ways that the instructor can integrate elements of the students own realities into the classroom environment. Teachers will then take the collected data and combine their content expertise to create effective lesson plans and projects that are culturally relevant to the student and also accountable to the standard course of study.

FA middle and high school will use the NC Accountability Model to assess student proficiency in reading, math, and science. To prepare students for state testing, students will participate in Benchmark assessments three times a year. This will assess student progress and provide data for teachers to inform lesson planning. Students will also maintain a digital portfolio that will contain final products from project work and a leadership portfolio. These digital portfolios will also track each student's progress towards their annual academic goals. The middle and high school will execute Presentations of Learning (POL) annually where students will be required to defend their learning in particular projects or classes while the elementary school will have smaller, more frequent project culminations at the end of their units Finally, teachers will use best practices to incorporate formative assessments in their classrooms on a daily basis. This would include project rubrics, exit slips, strategic questioning techniques, and student self-assessments.

Meeting the specific needs of our targeted student population is the primary objective of our instructional model. All of the major instructional foundations of our instructional model integrate the student perspective and allow them to share data about their specific learning needs. instructional programs and our PBL model meet the needs of our targeted population by increasing the use differentiation of learning materials, scaffolding, student choice and engagement, and varied level group learning - all of which will help us close any achievement gaps, teach our students how to learn, and build cohesive learning communities.

Q41. **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.

In order to meet our goals, the school will design and implement effective classroom environments. Research by indicates that the physical and instructional environment play integral roles in school success(Preventing School Failure v41 p53-6, 1997). Within the classrooms, the physical environment will appropriately meet the needs of the students by grade level. For example, elementary classrooms will include student tables for group and center work with a gathering area rug for whole group instruction. Young students will be seated in small clusters at tables to promote language interaction and social/emotional skill development, whereas older students may require flexibility in seating to accommodate instructional style and specific class activities. Therefore, in the middle and high school, students will have single-person desks appropriate for independent learning and an appropriate testing environment, but the desks can be easily configured for collaborative activities and tasks. No matter the grade, teacher's desk will allow a broad view of the classroom and all students.

Because "an aesthetically pleasing environment can influence behavior," our classrooms will include space for classroom libraries and independent work areas. Wall space may be used to display work or materials, post class rules, provide schedules and feedback charts, list daily assignments, and highlight new skills. Bulletin boards and walls should be visually appealing, uncluttered, and changed appropriately. When possible, students should be involved in designing the various areas (Preventing).

"Classroom Spaces That Work" discusses the importance of setting up classrooms to fit the needs of the students, not the adults. So our children will be able to be seen over any shelves with taller shelves placed along the perimeter. Displays meant for children will be at their eye level whenever possible. We will also plan the amount of space needed for the students, planning an approximate space of at least 800 square feet per classroom with additional rooms for science, Lego/engineering, music, physical education, and multi-purpose spaces. We will plan enough room for circle time and table work with "elbow room" and the ability to space our their materials. For comfort and safety, we will plan for around nine inches between children when they line up for exits; our passageways will allow children to move about the room freely, allowing two children to walk past each other comfortably. We will also plan for our children with special needs. How the classroom design will accommodate children with special needs is essential to our planning, so they will feel a sense of belonging in the community, in addition to meeting ADA guidelines.

The average student to teacher ratio will be 1:20 in all grades, allowing for individualized attention. Support staff for EC, AIG and ELL students will provide additional small group instruction.

Q42. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model. Provide evidence that the chosen curriculum has been successful with the target student population, how the plan will drive academic improvement for all students, and how it has been successful in closing achievement gaps

Faith Academy's foundation is a data-driven model of instruction; we have researched a variety of core curriculum materials to promote increased academic achievement. We will provide curriculum directly aligned to the mission of the school and the NCSCOS. Teachers College Reading and Writing Project (TCRWP) was developed by Lucy Caulkins to help teachers educate their students despite the increasing expectations and standards in reading and writing. We will provide the curriculum needed to promote and support the workshop model of instruction in reading, writing, and math to improve student performance. FA will select grade level fiction and non-fiction text selections to meet ELA standards (as part of the

Guided Reading program & the Reading & Writing Units of Study in grades K-8). The guided-reading text sets and the mentor texts satisfy the requirements for all genres and achievement levels in reading and writing at every grade level. All assessment materials will measure ongoing progress in literacy including inventories, running records, conferencing, as well as oral and written comprehension.

Performance assessments have the potential to play a powerful role in accelerating learning. Therefore, all students will participate in the expected NC Beginning of Grade (BOG), End of Grade (EOG) and End of Course (EOC) tests for accountability purposes. Our teachers' goals will be driven by their class baseline data and individual student data and aligned to the present levels of their students' performance. FA will have intervention materials and leveled readers for small groups and MTSS, such as the Fountas & Pinnell Leveled Literacy Intervention Kits and supplemental curriculum materials for ELL and EC students, such as Wilson Reading. Teachers will get feedback from leadership based upon the progress and gains for their class of students throughout the year during benchmarking and at the end of the year standardized assessments. We will set initial and sequential goals for academic performance for all students and subgroups. After baseline assessments are administered, site based leadership will coordinate with the staff to determine school-wide performance goals to measure the effectiveness of the educational program based upon student learning outcomes. Teachers will share progress with parents through progress reports, report cards, conferences, and homework folders.

The PBL projects will have a driving question, be planned with the end in mind, and aligned to the NC science and social studies standards. The Buck Institute for Education's PBL 101, PBL in the Elem. School, and PBL for 21st Century Success will be used as resources and guides. In the elementary and middle school, PBL units will be executed in the science and social studies classes with connection in Reading and Math. In the high school, students will participate in PBL in both their core and CTE pathway courses. This pedagogy is designed to ensure students make connections with the curriculum and the world outside of the classroom. One of the major foundations of PBL is the inclusion of student choice throughout the learning process. When executed effectively PBL encourages students to be accountable to their own learning which fosters increased student engagement and achievement. Our curriculum plan focuses on growing our students' social competence through the use of cogenerative dialogues within the classroom. Teachers will include cogenerative dialogues in their classroom periodically to allow students to co-construct certain areas of the classroom and provide input for aspects of their project work. the intent of these dialogues is for students to share their own expertise about learning and ensure their cultural realities are considered when instructional decisions are made.

FA will follow the Responsive Classroom approach in grades k-8. Responsive Classroom and The First Six Weeks of School is an integral part of our social/emotional curriculum. During the first few weeks of school, students and staff discuss their hopes and dreams and establish the rules and routines for the school year. Each morning begins with a Morning Meeting. Morning Meeting gives children a consistent time and place to explore and practice social skills. It also nurtures empathy by offering children an opportunity to take care of others and build sense of community within the classroom. With the RC Middle School approach, they apply the defining characteristics of RC developmental responsiveness with the goal of promoting strong academic and social emotional skills: engaging academics, positive community, and effective management to the unique needs of adolescents. The high school will follow Capturing Kids' Hearts with the goal of growing student self-efficacy and leadership by helping each student form real connections within the school.

By considering the student perspective in the major elements of our curriculum plan, our targeted population will benefit immensely. FA's targeted population will consist of a group of students from various socio-economic backgrounds and educational ability levels in Rowan County. Our curriculum plan is designed to consider the student perspective and to facilitate a student-teacher partnership in the classroom. Students will be invested in the learning community as a relevant stakeholder whose individual needs and perspective will have a compelling influence when instructional decisions are made. In conjunction with this, teachers will receive professional development in culturally responsive pedagogy, and training in AIG, ELL, and other identified student groups based on the needs of our student population.

Q43. **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**

Faith Academy is an institution that infuses self-efficacy, emotional intelligence, and problem-solving skills into the academic curriculum and facilitates student empowerment through its educational program. To create this collaborative environment teachers will be expected to master very specific techniques and classroom strategies to achieve the schools mission.

The first strategy teachers will need to master is creating a community in the classroom. To do this, elementary and middle school teachers will be trained in the Responsive Classroom. High school teachers and administration will also be trained in Capturing Kids' Hearts, a process that results in fewer discipline referrals, improved attendance, higher student achievement, lower dropout rates, and higher teacher satisfaction.

Teachers will also be expected to master the execution of Project Based Leadership projects. Teachers will be effective at using the 8 essentials necessary to implement effective project based learning projects. These essentials of PBL include Student Voice/Choice, challenging problem/driving question, sustained inquiry, critique/revision, authenticity, public product, reflection, and key knowledge/success skills. Teachers will be adept at crating projects that involve all of these elements of the traditional project based learning and use the cogenerative dialogue process to give students the opportunity to provide input on possible driving questions, public presentations, and culminating events for their various projects. Teachers will also be able to link these projects with the local community to give students the opportunities to positively impact their community through project work.

By implementing these instructional practices our targeted student population will benefit as they will be able to contribute their unique perspective to the learning environment. Students will be full stakeholders in the community and be encouraged through these specific instructional strategies to take ownership of their learning. Research suggests that by allowing students to have a significant stake in the learning community it will improve their engagement and achievement. Students will also experience real world applications of their curriculum through their PBL instruction. Student achievement will increase as students will realize the relevance of their instruction and make consistent connections with the curriculum and the world outside of the classroom.

Q44. **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**

8/5/2020

FA elementary and middle school will participate in the NC Accountability model and Read to Achieve. We will also implement a variety of assessments (mClass (K-3), NC DPI Math assessments and math tasks (K-2), NC Check-ins for reading (4-8) and math (3-8), BOG reading for 3rd grade, EOG/EOC's, and CSAs internal assessments) accurately measuring student achievement and readiness for promotion to each subsequent grade level.

Some internal assessments will include K-8 BOY & EOY writing assessment using Writing Pathways (Lucy Calkins)rubrics and PBL rubrics for each standards-based project. A compilation of these measures of student learning will create a true picture of the students' independent mastery of reading, writing, math, and project work. The reading passages, anchor texts, and units of study (including fiction, non- fiction, poetry, informational text) books include science and social studies content to encourage a cross-curricular approach to teaching. The inter-disciplinary curriculum model means that students are asked to transfer and build upon what is taught in one subject area while working in another area. We believe this has enormous power to accelerate student learning and increase student academic and social/emotional growth. The interdisciplinary curriculum is about application, transference, and assessment-based learning. FA will administer the beginning, mid-year and end of year math assessments and math tasks available on the DPI websites and Tools4Teachers, as we intend to include the scope and sequence for math instructions. will supplement the math program with manipulatives, materials, online math site licenses, such as IXL and iLearn, and other resources to measure student proficiency and growth in math.

At the high school level, FA will apply the NC Accountability model as the foundation of our assessment model. In conjunction with the NC mandated testing we will apply strategic forms of formative assessment throughout the school year including Benchmark testing. We will administer these assessments three times a year to measure student proficiency throughout the school year. Quarterly each student will receive performance based report cards that indicate student proficiency in the standard course of study. Included with our PBL projects will be detailed rubrics that measure student performance based on the standard course of study and the PBL learning objectives. With their project work students will also be required to participate in Presentations of Learning (POL) at the end of the school year. This process will require students to defend their learning and make connections between their final products, the standard course of study, and the PBL learning objectives. Students will also participate in the Scholastic Reading Inventory (SRI) periodically throughout the school year to measure their overall Lexile level in relation to their grade level. This data along with EOG/EOC testing proficiency, classroom performance (achieving a proficiency rating), participation in Presentations of Learning (POL), and the assessment of each student's project work in their digital portfolio will determine promotion from grade level to grade level. Also the implementation of our Mutli-Tiered system of support (MTSS) will provide appropriate interventions for students who are targeted as being "at risk". This will ensure that any student who falls behind will be provided with the necessary interventions to make up any proficiency gaps before transitioning to the next grade level.

Our High School students will follow the Future Ready Core Course Requirements for graduation. They will be required to have a concentration in Career and Technical Education(CTE) by earning 4 credits in one of our five pathways: Carpentry Career Pathway, Electrical Trades Career Pathway, Teaching/Training Career Pathway, Early Childhood Development and Services, and Food Products & Processing Systems Career Pathway. Each student will be enrolled in either Principles of

Family and Human Services or Construction Core in their ninth grade year. They will then take one course a year to follow their chosen pathway. In their 12th grade year students will be required to take a CTE Advanced Studies course and complete a yearlong service project where they utilize their pathway expertise to make a positive impact on their community. The project will consist of a research paper, an elaborate process, a final product, and a final public presentation of learning. This culminating project, our curriculum, and PBL pedagogy is designed to prepare students for their post-secondary education and future careers by providing opportunities for students to apply their newly acquired skills in real-world scenarios. FA will also offer Spanish as a Foreign Language elective for any student who aspires to attend a Four-year college or university after high school.

The school will follow the NC grade level expectations for all subject areas to ensure that all students are prepared for each subsequent grade level. All students will be required to meet the grade level expectations and will be measured on the NC Standards based report cards. Student learning will be demonstrated through the ongoing assessments, portfolios, and projects in reading, writing, social studies, science, and math. After the 3rd grade reading EOG, 3rd grade students will participate in the reading portfolio assessments, when appropriate, and will attend a reading summer camp if necessary.

Students who are academically at risk will be identified through MTSS. A Student Success Plan documenting goals and interventions individualized for each student will be created. These students will be placed in Tier 2 with interventions. Their progress will be documented based upon formal assessments and inventories. Students who fail to progress with Tier 2 interventions will move to Tier 3 for more intense interventions. Students performing below grade level expectations will be continuously monitored and meetings will be routinely conducted with the stakeholders (teachers, administrators, support personnel, and parents) to determine whether a student is making adequate progress with the interventions in place. If a student is not making progress after 10 weeks with Tier 3 interventions in place, all stakeholders will meet to determine if an Exceptional Children's referral is warranted.

Students who are below grade level expectations according to the standards based report cards, who fail their required courses of study, and who fail the NCEOG's or EOC's may need to be retained by the school. Students in the middle and high school may be offered course recovery in the summer through a virtual program, if appropriate, for promotion to the next grade level. It is understood that all students exiting our school program at the culmination of 8th grade must have completed all course & grade level requirements per NC Statutes that enable them to register and enter 9th grade in any NC public high school.

Q45. **Describe in a brief narrative below on how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.**

Faith Academy's calendar reflects our commitment to students by providing teachers opportunities for on-going professional development with 6 1/2 days throughout the school year because of our early release Mondays. When parents see that the time set aside for professional development is used effectively by receiving reports about student academic and social-emotional growth and progress, they recognize the benefits for their students far outweigh the scheduling inconvenience. When a community sees their school making steady upward progress, they understand and embrace the role of effective professional development.

Two of the seven teacher workdays throughout the year will be set aside for fall and spring parent-teacher conferences. During the springl break, FA will endeavor to provide a 2 to 3 day enrichment and remediation camp for students. During the summer, teachers will provide summer camp and enrichment options for students such as cooking, car maintenance, wilderness skills, etc. Scholarships will be available for students who want to attend a camp, but cannot afford to pay.

We will try to closely align our calendar with the local LEA's to be mindful of our families with siblings at surrounding elementary and high schools. By closely aligning the calendar, families will have an easier time coordinating child care, transportation, and address other difficulties for parents with children on different school schedules.

Q46. **Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning.**

Faith Academy Elementary School will start at 8:15am and end at 3:15pm on Tuesdays through Friday. Mondays will be our Early Release day. Classes will still begin at 8:15am, but will conclude at 1:15pm to allow teachers time to meet for professional development and cross-curricular Project Based Learning development. In Kindergarten, students will spend 120 minutes in literacy every Tuesday through Friday. They will spend 60 minutes in math and another 60 minutes in "Project Work" which is the incorporation of science and social studies into Project Based Learning. The rest of the kindergarten day is made up of specials (music, art, etc) for 45 minutes and components of Responsive Classroom such as "Morning Meeting," "Empathy Read Alouds/Service Learning," and "Closing Circle." On Mondays, literacy and math both meet for an hour; project work for 30 minutes. On Tuesdays through Fridays 1st-3rd grade spends 125 minutes in literacy, 70 in math, and 60 in Project Work. They also have specials and the Responsive Classroom components. On Mondays, literacy and math both meet for an hour; project work for 30 minutes.

The elementary school workshop model will help students become proficient and avid readers, expressive writers, and critical thinkers. Students will have protected blocks of time for instruction & application. The differentiated workstations allows students to get up and move. This includes explicit instruction in all content areas utilizing research based curriculum resources aligned to the NCSCOS and a technology-enriched component for student access to a wide variety of textual resources to demonstrate learning. Responsive Classroom will help students flourish and PBL will really allow them to immerse themselves in their work - tying all their classes together.

Faith Academy Middle School will start at 8:15am and end at 3:00pm on Tuesdays through Fridays. Mondays will be our Early Release day. Classes will still begin at 8:15 am, but will conclude at 1:00pm to allow teachers time to meet for professional development and cross-curricular Project Based Learning development. Each core subject (language arts, mathematics, science, and social studies) will meet for 65 minutes Tuesday through Friday and 60 minutes on Mondays. There is one 65 minute elective block every Tuesday, Wednesday, Thursday, and Friday. Electives will cycle through four 9-week courses. In keeping with our mission, at least two of those electives must be "life skills" classes such as public speaking, culinary arts, first aid/CPR, personal finance, and sewing. Other electives will include music, art, and physical education. Electives will not meet on Mondays and the core subjects will meet for 60 minutes each.

The middle school schedule is optimal for student learning because our teachers are specialists in subject areas. With 65 minute classes, they are able to focus on their area of expertise for an extended area of time rather than having to combine subjects like math/science and English/Social Studies to afford longer time for project work. The 65 minute blocks of time also maximize the attention span of a middle schooler by being broken up break up into smaller chunks of direct instruction, collaborative groups, and project work. Having four core classes a day also does not overwhelm the students with too many transitions during the day or too much homework at night. They still have plenty of choice in electives, allowing them to explore their talents and build important skills. Advisory helps them find that time to connect with their peers and a trusted adult, assuring them they are not alone during these turbulent years.

Faith Academy High School will begin at 8:10am and end at 2:50pm on Tuesdays through Fridays. Mondays will be our Early Release day. Classes will still begin at 8:10am, but will conclude at 12:50pm to allow teachers time to meet for professional development and cross-curricular Project Based Learning development. The classes will operate on an A Day/B Day schedule Tuesday through Friday with four periods/subjects of 80 minutes each day. Students will also have "Smart Lunch" on those days. Smart Lunch is a 40 minute block that allows students to eat lunch for 20 minutes and attend advisory for the other 20. On early release days, students will proceed through their A Day/B Day schedule on alternating weeks with classes lasting 55 minutes.

An A Day/ B Day schedule of 80 minutes per subject allows our students time to fully immerse themselves in the learning and project work. It allows time for classes to blend direct instruction with guided work, independent learning, conferences, and reflections. Students do not need to switch courses mid year as they would on block - this is especially important at the high school level when students are taking AP classes and engaging in year long projects for the advanced CTE course. For students who may need recovery credit or remediation, or those who wish to take advantage of the varied electives our school will offer, the 8 periods in a week allows more space in the schedule. An A Day/B Day schedule will also give our students the flexibility to spend time at Rowan-Cabbarus Community College (less than 5 miles from our school site). Qualifying students will be able to take classes in either the CTE pathway or the College Transfer Pathway (https://www.rccc.edu/highschool/). Furthermore, students will have more time/days to complete homework.

Q47. Describe a typical day for a teacher and a student in the school's first year of operation

At Faith Academy, regardless of the grade level, subject, or academic ability of the students, there are certain hallmarks of learning a visitor should expect to see in our school: collaboration between students, between students and teachers, between teachers and teachers, and between teachers and administration; community volunteers assisting with lunch coverage, read aloud, guest presentations, and more; targeted instruction differentiated for the students whether during Reading Writing Workshop, science, social studies, math, or Project Based Learning; teachers facilitating learning; daily objectives on the walls; and essential questions posted which students are working to answer.

At the elementary, middle, and high school, teachers will arrive at least 30 minutes before the students' instructional time. Administrators will be stationed at each entrance to the school to great each child by name as they are dropped off and, when time comes for them to report to class, their teacher will greet them outside the classroom. Each morning begins with

a Morning Meeting. Morning Meeting gives children a consistent time and place to explore and practice social skills. It also nurtures empathy by offering children an opportunity to take care of others and build sense of community within the classroom. With the RC Middle School approach, they apply the defining characteristics of RC developmental responsiveness with the goal of promoting strong academic and social emotional skills: engaging academics, positive community, and effective management to the unique needs of adolescents.

During class time, the workshop model will help students become proficient and avid readers, expressive writers, and critical thinkers. Students will have protected blocks of time for instruction & application. This includes explicit instruction in all content areas utilizing research based curriculum resources aligned to the NCSCOS and a technology-enriched component for student access to a wide variety of textual resources to demonstrate their learning. The lessons begin with a whole group mini-lesson with the learning objective. Anchor charts developed by the students and teacher during the lesson are utilized as a teaching tool. During the "mini-lesson," teachers set the purpose for learning and scaffolding for students. Teachers open the lesson with an explicit explanation of the expected student learning objective ("I Can" statements). After the mini-lesson, students work in small groups as they rotate through literacy or math work stations. Work stations are designated for specific learning purposes, designed to provide appropriate materials to help students work independently or collaboratively while meeting literacy and math goals. While students are engaged at the work stations practicing the strategies or objectives they've just been taught, the teacher provides guided/direct instruction to a small group of students, differentiated for their instructional level. During Writing Workshop, teachers will conference with students to meet the individual needs of students by assessing their understanding, re-teaching those who need additional support, and challenge those who are ready to "go deeper" into content mastery.

In science and social studies, students will practice their project culmination, preparing for parents and community members to visit the next day to hear about their learning. During specials, grade level teachers will meet together for common planning time. The students' day ends with closing circle. Teachers remain at least another 30 minutes to reset for the next day.

Middle school students will take advantage of their movement breaks to get outside and burn off some pent up energy. They will make connections during advisory and immerse themselves in their project work during the 65 minute class time. They will leave at the end of the day feeling a sense of accomplishment.

Over at the high school, students are prepared for their classes thanks to the A Day/B Day schedule. They've greeted their teacher outside their first period class and have begun the review work challenge posted at the front of the room. They move from that task to a brief, direct instruction lesson building on previous knowledge before breaking into collaborative groups for additional practice or project work. They use the 5 minutes between classes to say hi to friends, grab a drink of water from the water fountain, and find their way to their next class. At the start of second block, they tune into the daily announcements and news. After second block, it's time for Smart Lunch. Students use the time to eat with friends or with

clubs and then head to Advisory where they share their day, meet with their advisor about grades or schedules, and share their successes and struggles with each other. Third and fourth block follow before the day ends. Many students stay after for sports, clubs, and tutoring before heading home.

Q48. Will this proposed school include a high school?

◉ Yes

◯ No

Q49. High School Greaduation and Post Secondary ReadinessDescribe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered

Faith Academy will adhere to the Future-Ready Core course requirements to ensure our students are prepared for the globally competitive workforce and post-secondary education. Once our high school students complete the Future-Ready core requirements they will possess the skills necessary to succeed in college and their desired careers. Students at FA will follow a very prescribed curriculum through the various grade levels. Each grade level will have a social studies, English, math, and science teacher to deliver instruction for the core subject areas. Each High School core teacher will also teach an elective course in their discipline to provide elective course options for our students. High school students will also have to take at least one CTE course each year. Students will be required to achieve 4 credits in the CTE Pathways (Carpentry Career Pathway, Electrical Trades Career Pathway, Teaching/Training Career Pathway, Early Childhood Development and Services, and Food Products & Processing Systems Career Pathway) to meet graduation requirements. They will then take one course a year to follow their chosen pathway. In their 12th grade year students will be required to take a CTE Advanced Studies course and complete a yearlong service project where they utilize their pathway expertise to make a positive impact on their community. The project will consist of a research paper, an elaborate process, a final product, and a final public presentation of learning.

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

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

Percent Grade 4.0 Grade Scale

100 - 97 (A+) 4.0

96 - 93 (A) 4.0

92 - 90 (A-) 3.7

89 - 87 (B+) 3.3

86 - 83 (B) 3.0

82 - 80 (B-) 2.7

79 - 77 (C+) 2.3

76 - 73 (C) 2.0

72 - 70 (C-) 1.7

69 - 67 (D+) 1.3

66 - 63 (D) 1.0

62 - 60 (D-) 0.7

Below 60 (F) 0.0

Students who take honors/A.P. classes will receive additional weight. Students will receive .5 for honors classes and 1.0 for AP courses. FA will use the weighted GPAs to determine class rank. FA will use Powerschool to create transcripts.

Q50. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

Our High School students will follow the Future Ready Core Course Requirements for graduation. They will be required to have a concentration in Career and Technical Education(CTE) by earning 4 credits in Carpentry Career Pathway, Electrical Trades Career Pathway, Teaching/Training Career Pathway, Early Childhood Development and Services, or Food Products & Processing Systems Career Pathway. Completing the CTE Advanced Studies course and a yearlong service project where they utilize their expertise to make a positive impact on their community, our socio-emotional pedagogy, PBL method is designed to prepare students for their post-secondary education and future careers by providing opportunities for students to apply their newly acquired skills in real-world scenarios. FA will also offer Spanish as a Foreign Language elective for any student who aspires to attend a four-year college or university after high school.

Q51. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements

We believe that our Capturing Kids' Hearts training will allow all teachers the ability to connect with our students, helping them with the "invisible backpacks" they carry. Additionally, having an advisor who follows them and their progress throughout their high school career will be a touchstone for the student. It will ensure that students don't fall through the cracks.

Academically, we will apply a multi-tiered framework of interventions that will follow the North Carolina adopted model of Multi-tiered Systems of Support (MTSS). The concept of MTSS is to promote school improvement through engaging, research-based academic and behavioral practices. It employs a systems approach using data-driven problem-solving to maximize growth for all students. Our systematic approach will include a 20-30 minute period every school day designated for strategic interventions to address the needs of our "at risk" students.

We will also offer credit recovery over the summer for students who need to to retake certain classes in order to meet the graduation requirements.

Q52. Attachments Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve).

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

☑ Upload Required   **File Type:** pdf, image, excel, word, text   **Max File Size:** 28   **Total Files Count:** 5

Evidence :

PDF
FA Curriculum K-12 Appendix B.pdf

Q53. If applicable, attach Appendix C: 9-12 Core Content Electives
Provide a visual description of what courses (both core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.

Q54. Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)
☑ Upload Required   **File Type:** pdf, image, word   **Max File Size:** 30   **Total Files Count:** 3

Evidence :

PDF
2021-22 FA Calendar .pdf

Q55. Attach Appendix E: Daily and Weekly Schedule
Provide a sample daily and weekly schedule for each grade band (K-5, 6-8, and 9-12) the school ultimately plans to serve.

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○

Evidence :

PDF	PDF
Faith Daily and Weekly Schedule .pdf	Faith Daily and Weekly Schedule .pdf

9.2. Special Populations and "At-Risk" Students

Q56. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students

All FA students will participate in district and state assessments including: NC Math Check-ins, mClass Reading Assessments, EOGs in reading, math, and science, and EOCs. FA expects all students to work towards a higher level of proficiency on their end-of-year assessments. For example: students will improve achievement levels 1-2, 2-3, 3-4, 4 -5; that they will maintain within the expected achievement levels at or above grade levels of 3, 4, or 5; or demonstrate more than one year's growth within achievement levels 1 or 2 as indicated by the developmental scale score of the Assessments. At-risk students may include those below grade level expectations, those with frequent tardies or absences, those with excessive behavior referrals or those who demonstrate other symptoms of concerns.

FA will identify at-risk students through the NC Child Find program and by implementing a focused Multi-Tiered Student System of Support model (MTSS) team to assess and address the students' needs and to provide ongoing support as deemed appropriate. The MTSS model is a data-based framework for instructional delivery that uses a multi-tiered approach to provide high-quality instruction and intervention matched to student needs. It utilizes learning rates across time to inform important instructional decisions. We will have a systematic approach at each elementary, middle, and high level. Our systematic approach at the high school will include a 20-30 minute period every school day designated for strategic interventions to address the needs of our "at risk" students. Our MTSS program will move through the following tiers:

Elementary School Tier 1: Core, Universal Instruction & Supports. General academic and behavior instruction and support will be provided to all students in all settings. The workshop model approach to instruction lends itself to differentiated instruction since reading, writing, and math instruction is conducted for whole group, as well as small group instruction at the students' individual instructional level. This method of instruction is good for all students.

Elementary School Tier 2: Targeted, Supplemental Interventions and Supports. This tier will provide more targeted instruction and interventions and supplemental support in addition to and aligned with the core academic and behavior curriculum.

Elementary School Tier 3: Intensive, Individualized Interventions & Supports. This is the most intense tier of instruction and intervention based upon individual student need. It is provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports. It includes increased time, narrowed focus, reduced group size.

All academically "at-risk" students will be placed on a Student Success Plan (SSP) maintained by the MTSS Team of administrators, teachers, parents, instructional leaders, and counselors. They will address the student's need for additional support for students below level or failing to make gains. The SSP will document all current levels of performance on assessments and will be a tool for ongoing progress monitoring. FA's master schedule is designed to provide protected MTSS instructional time in each core subject, with a minimum of 90 minutes for reading/language arts and a secured time in the schedule for interventions and support. Teachers will incorporate the areas of deficiency stated in the SSP into their MTSS block.

Teachers will be trained in MTSS in order to understand their responsibility to provide alternative forms of instruction, curriculum, and assessment in order to remediate students and help them progress towards grade- level proficiency. Teachers will have access to research-based intervention materials and activities to provide remediation in reading, writing, and mathematics, such as Leveled Literacy Intervention Kits K-8 developed by Fountas and Pinnell, MyON Reading, and iLearn Math. Behavioral interventions will be implemented for at-risk students whose behavior is negatively impacting their learning. Point cards, task cards, and behavior contracts will be used as needed. FA's goal is to meet the needs of each student where they are, supporting their development, growth, and progress.

Middle and High School Tier 1: Core Differentiated Instruction

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

Middle and High School Tier 2: Supplemental Instruction. In this tier students receive instruction that is supplemental to their regular core instruction. Once students are identified they will participate in the strategic interventions during the 20-30 minute MTSS period. Each grade level will collaborate to determine what skills, concepts, or curriculum objectives need to be remediated and develop a plan for the students based on their ability. The objective of this tier is to provide interventions on top of the differentiated core instruction that specifically meets the needs of the identified students based on formative data analysis. Approximately 15% of students will consistently benefit from this level of intervention. If students are still not successful after receiving this additional level of interventions they will move to tier 3.

Middle and High School Tier 3: Intensive Interventions

Students who participate in Tier 3 will benefit from small group intensive instruction in conjunction with the interventions of tiers 1 and 2. Students will receive small group instruction from a curriculum specialist with the objective of targeting and closing any gaps in proficiency. This instruction will not replace students' regular core instruction but will be in addition to it. This tier should service about 5% of our student

population. Students who are not successful under this level of intervention will be considered for eligibility to receive exceptional children services.

Similarly to the plan at the elementary school level, in addition to the MTSS program, FA will provide other intervention strategies to support students who are considered "at risk". We will employ online educational resources to address student needs. We will also include

personalized student success plans that apply research based interventions to address the specific needs of each student.

Grade level teams will develop these plans and communicate their importance to all of the necessary stakeholders.

Meetings will take place periodically to assess student progress. This team will determine if more intensive interventions are

necessary or if the applied interventions are appropriate.

Q57. Describe the extent to which one or more of the founding board members has experience working with special populations (students with disabilities, students with 504 Plans, ELs, students identified as gifted, and students at risk of dropping out). If no founding board members have experience working with special populations, describe the school's pre-opening plan to prepare for special populations.

One of our founding board members has a degree in Therapeutic Horsemanship and has been teaching children with disabilities for over 15 years. While her experience has been primarily in relation to equine assisted activities and therapies, working with her clientele has given her experience with reading IEPs, working on goals associated with IEPs, and attending to the specific needs of each child. She understands many of the needs that students with disabilities and 504s have and has some experience working with teachers and therapists to set, assess and attain goals.

Another of our founding board members worked at A.L. Brown High School as a Job Coach in the Occupational Course of Study Department (OCS). The student population of the department was students with high functioning autism, behavioral challenges, learning disabilities, a learning plan. He worked with the students in a smaller class setting which allowed for individual attention and curricular differentiation to match their learning objectives. As part of his job responsibilities, he accompanied the junior and senior level students to job sites where he monitored and reported on their work. He worked directly alongside the lead OCS teacher to make sure these students were successful.

As a whole, the Faith Academy Board will do our due diligence to ensure we are aware of specific requirements pertaining to the needs of the special populations and have appropriate educated and experienced staff to help implement plans and programs/services.

Q58. Explain how the instructional plan and curriculum will meet the needs of English Learners (EL), including the following:a. Methods for identifying EL students (and avoiding misidentification).b. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for EL students.c. Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.d. Means for providing qualified staffing for EL students.

FA strives for equity among all our students, including those who are English Language learners (ELL). Therefore, we will provide opportunities and interventions for ELL learners, supporting them in the classroom with the objective of improving their overall language skills.

Students entering FA must complete a home language survey per NC-GCS-K-000 (16 NCAC 6D.0106). If the student's primary language is not English, FA will administer the WIDA-ACCESS Placement Test. All testing and services are guided at the state level by the NCDPI Curriculum & Instruction Division.

A committee comprised of the parents, ELL liaison, and teacher will meet to enter the student into an approved ELL program. The school will employ specific instructional programs, such as Houghton Mifflin Harcourt's "On Our Way to English" curriculum and ACCESS English resources, ensuring academic success and equitable access to the core academic program for our ELL students. An ELL-endorsed staff member will provide instructional staff with strategies for meeting the additional needs ELL students. Some of these approved methods for supporting instruction supported through LEARN NC are providing alternative instruction whenever the class lessons are extremely difficult for the ELL student; arranging small discussion and talking activities that permit students to practice verbal skills; utilizing additional techniques, such as cueing, modeling elicitation, and chunking; utilizing graphic organizers such as webbing and semantic maps; modifying lesson objectives according to the language level of the ELL student; using manipulatives to help students visualize the math concepts; allowing students to use computational aids such as number lines, counters, and computation charts. We will provide equitable access to services needed, and ensure provisions and accommodations are made for the student. The workshop model approach to instruction with PBL and technology resources will naturally assist these students in any grade level (as outlined above when describing the MTSS model). Literacy support will be offered for these students and the core program will be inclusive of ELL appropriate tests that offer students a chance to demonstrate appropriate progress and growth as they move towards mastery of expectations.

The MTSS meetings as described for students failing to make academic progress will be used to monitor the progress of the ELL students. An ELL liaison will provide teachers with instructional strategies needed in the classroom to support the ELL and internal benchmark data will be disaggregated to determine learning gains and academic progress for these students. A SSP will be used to show the areas of success and growth that the student maintains. It further identifies the type of help needed to equip the student with the ability achieve high standards of proficiency and to comprehensively communicate in English. In addition, all ELL students will be referred to Tier 2 of MTSS where the MTSS Team will meet to discuss interventions and strategies to support the ELL student's continued academic success. The ELL strategies will be documented in lesson plans, in the SSP, in the ELL folder. The effectiveness of these ELL strategies will be determined by the teacher observations, student achievement, and progress on ACS benchmarks, and assessments, EOG/EOC assessments, administrative classroom walk-throughs, and fidelity checks from ELL resource teacher. ELL students who continue to make academic gains and show a minimum of "basic" performance levels on NC EOG's shall meet the criteria to begin exiting the student from the ELL program.

Q59. Explain how the school will identify and meet the needs of gifted students, including the following:a. Specific research-based 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 gifted students; and means for providing qualified staffing for gifted students.

FA will provide an academic program where all students are motivated to achieve their ultimate potential. This includes students who are identified as Academic and Intellectually Gifted. We will identify these students by using a variety of formative assessment data collected by our teachers and administrators. This includes benchmark assessment data, classroom performance, and proven Cognitive Abilities tests. Once the screening process is completed and students

identified. FA will create Individualized plans for each student based on their giftedness. These plans will provide specific strategies that allow the student to participate in enrichment activities that accelerate the students learning. These include but are not limited to Science Olympiad, Math Superstars, Geography Bee, Spelling Bee, National Honor/Junior Honor Society, and the use of other digital academic resources that provide content based on the students ability level.

At the elementary school level, incoming students will be identified as AIG through the use of records from their previous schools. For kindergartners or previously enrolled students, criteria includes superior academic achievement as demonstrated on BOG, EOG, EOC, NC Math Check-ins, mClass Reading Assessments scores. Teachers & parents of students identified as gifted candidates may also complete Renzulli checklists that identify academic and behavioral indicators for AIG students. With parental consent, students who meet the criteria will receive a gifted screening(OLSAT). A certified, trained specialist will administer the test; the AIG team composed of AIG certified teachers will analyze the results. Students who meet criteria will be recommended to our AIG program after having an initial "placement for services" meeting with our AIG Team. A Differentiated Education Plan (DEP) will be developed to address students' individual needs.

Our workshop model naturally lends itself to enrichment and differentiation at all of the highest levels of Bloom's Taxonomy. Students will have access to higher levels of fiction & non-fiction texts, technology infused instruction, small group instruction at their level in reading, writing, & math, and challenging PBL projects. In a review of research on gifted students in the regular classroom, Johnson and Ryser (1996) describe five overall areas for differentiation: modifying content, allowing for student preferences, altering the pace of instruction, creating a flexible classroom environment, & using specific instructional strategies. The Workshop model and PBL components are natural supports for an AIG student. They each allow students to "go deeper" into their instructional level. The AIG Team will meet with the AIG provider, the parents and the students to set appropriate goals which may be academic, social or emotional at its core. All gifted students will have measurable goals to meet & demonstrate higher level critical thinking skills, the opportunity for presentations of culminating projects and benchmark assessments of specific goals set for each individual child. AIG students will have the opportunity for curriculum compacting in the general classroom in order to have extended time on their hands-on learning projects. Norm referenced and criterion referenced test data will be used to measure grade level performance progression. Portfolios and authentic projects will be incorporated into their daily instruction to ensure that all gifted students stay engaged and on task. We will provide opportunities for AIG students to compete in local, state, and national competitions including, but not limited to: Science Olympiad, The Spelling Bee, The National Geographic Geo Bee, & Lego Robotics competitions. They will have field experiences as part of their enrichment opportunities. All students with a DEP are monitored annually by the AIG Team to determine the appropriate service delivery options for the following year to increase progress towards established, and updated goals for performance.

In their core classes, middle and high school identified students will be grouped homogeneously in their Language Arts and Math classes. These ability groupings will allow teachers to teach each class based on their level and meet their individual needs. In the the higher level classes teachers will be able to accelerate AIG students by providing activities, readings, and assignments that push them to maximize their ability.

Our Project Based Learning curriculum will also benefit our AIG students. While participating in these relevant projects students

will have the ability to determine their level of depth based on the detailed rubrics provided. Each rubric will explicitly state what is

required of the student to receive an assessment of distinguished, accomplished, proficient or developing. Each level will be differentiated

by the depth of knowledge shown by the student and their proficiency at making the necessary connections between the project and the objectives within the standard course of study. Also all project based learning projects provide an element of student choice and voice. This will allow AIG students to make decisions about their own learning based on their interests and motivations.

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

9.3. Exceptional Children

Q60. Identification and RecordsExplain 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.

Faith Academy will be in complete compliance with the Individuals with Disabilities Education Improvement Act, the federal Child Find mandate, and Section 504 of the Rehabilitation Act. We will ensure that all students receive a free and appropriate education. FA will identify students who have previously been found eligible for EC services/protected under Section 504.

The first step in the process will be to identify students who qualify for the Special Education program. During the enrollment process administration will review the records of our incoming students from their previous schools to determine if previous IEPs or 504 plans exist. Once identified we will contact the student's parents and previous school to obtain more documentation in regards to the IEP or 504. The EC teachers and administration will then review the records and coordinate a plan to make sure it is applied in the school setting appropriately. These teachers will use the Comprehensive Exceptional Children Accountability System to update, revise, and track each individual student's IEP. This program is used widely in school districts across North Carolina. Administration will designate a member of the faculty as the 504 coordinator. This employee's job will be to update and maintain 504 plans for all students with existing plans.

Q61. Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed. Include how the school will avoid misidentification of special education students.

For students who have not been previously identified to receive special education services, FA will have a distinct plan to locate and evaluate these students. At the first level teachers will use classroom observations, formative assessment data, and other evaluations to identify students who are suspected of having a disability. Teachers, administration, and parents will join together to create an individualized student success plan (SSP) that will provide interventions at the classroom level with the goal of addressing any deficiencies the student may have. After approximately 4 weeks these interventions will be assessed. If the team determines that the interventions put in place were successful, then the plan will continue and the students success will continue to be monitored. If the initial interventions are not successful the team will move to more intensive research based interventions under the Student Assistance Program (SAP). If these more intensive interventions do not contribute to improved student achievement it may be determined that the student will need to be evaluated for Special Education services. FA will utilize the services of a licensed Psychologist to administer the various evaluations that identify learning disabilities. Based on the written evaluation of the Psychologist, the IEP team will determine if the student qualifies for Special Education services. If it is determined that the student qualifies, an IEP will be written and implemented immediately. If it is determined that the student does not qualify for Special Education services he/she may or may not be referred for 504 services.

Q62. **Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:a. Requesting Records from previous schoolsb. Record Confidentiality (on site)c. Record Compliance (on site)**

In addition to cumulative files, separate files are maintained for EC records and 504 Plans. These files are accessible only by authorized individuals in accordance with state and federal policy. EC files will be organized with the most current IEP forms on top and previous years' forms arranged chronologically in descending order, with initial placement documentation at the bottom of the file. Record request forms will be used to request records from previous schools. Once the enrollment manager receives this signed form from the parent, it is faxed to the previous school. If the records are not received in a timely manner, a follow-up process is followed with documentation of contact attempts. Student records are maintained in locked cabinets in a secure area of the school. We will comply with the Family Educational Rights and Privacy Act (FERPA) and state policies related to reading, inspecting, and copying a student's educational records. All school employees will receive training, at least annually, related to the confidential nature of student records. ACS's EC Facilitator will receive training on the use of the Compliance Checklist published by DPI. This will be used as a self-evaluation tool. Should areas of non-compliance be noted, the school will take necessary steps to correct them.

Q63. **Exceptional Children's ProgrammingExplain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.**

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

Q64. **Describe the specific educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities. How will the school ensure students' access to the general education curriculum?**

FA will provide a variety of resources, supports, and strategies to ensure all students, including those with disabilities, are provided with the support necessary for their success. Students with disabilities will be provided with specific accommodations, and modifications depending on the severity of their disability. To fulfill these requirements we will

provide the necessary classroom spaces to execute "pull out" and self-contained instruction. We will serve most students in the general education setting using an inclusion model. This model allows students with disabilities to participate in classes with their non-disabled peers. In these classes an Exceptional Children's teacher co-teaches the curriculum with the regular education teacher to provide support for all students. These methods will be utilized to guarantee that students with disabilities are provided with a free and appropriate public education (FAPE) in the least restrictive environment. Professional development will be provided to teachers and other staff as necessary to help meet the needs of students with disabilities.

Q65. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).

We will comply with state policy NC 1501 to ensure that students with disabilities receive a FAPE. A full continuum of services will be provided to meet the needs of enrolled students. Decisions related to addressing the needs of students with disabilities will be made through the collaboration of a team. For students with an IEP, this team will consist of the student, if appropriate, parents, EC provider(s), general education teachers, and the LEA representative. For students with a 504, a team of no less than three individuals who know the student, have knowledge about the student's disability, and are knowledgeable about instructional aids/accommodations form the collaborative decision-making team.

Q66. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.

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

Q67. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.

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

9.4. Student Performance Standards

Q68. Describe the student performance standards for the school as a whole.

Faith Academy will have high standards and expectations for our students in all areas pertaining to our mission. Our students' proficiency rates in reading, math, and science will exceed the state and LEAs average. Through the implementation of the Scholastic Reading Inventory (SRI) we will expect that a significant amount of our students will have Lexile levels that are at or above grade level. Through Benchmark assessments we will measure core subject area proficiency and expect that our students are on grade level. We expect that our High School students will perform above

district and state averages on the English II, Math I, and Biology EOCs. We also track our High School students ACT performance and other college readiness metrics in relation to state and district averages. Any student who is not on grade level in any category will receive targeted interventions through our MTSS program. Teachers will work with administration to analyze this assessment data to improve instruction, and remediate subject area concepts where necessary. We will also evaluate students based on their proficiency in the learning objectives associated with the Common Core/NC Essential Standards and PBLe. Students and parents will receive detailed reports quarterly identifying where each student meets, exceeds or falls below grade level expectations.

Q69. 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.

In addition to any state or federally mandated tests, we will use the following data to drive instruction and improve the curriculum over time for the benefit of the students:

- mClass reading assessments and NC Check-in in reading and math three times per year to track student growth in grades K-8.
- Students will also take the math assessments and math tasks available through NCDPI curriculum. We will administer other formative, baseline, and summative assessments including: spelling inventories, running records, explicit writing rubrics, PBL rubrics, Developmental Reading Assessments, reading comprehension passages, math skills inventories and checklists, K-2 Skills Checklists, Fountas & Pinnell's Benchmark Assessment System , Oral Reading Fluency Checks, etc.
- 100% participation in Project Celebrations/Presentations of Learning (POL) and Exhibition Day annually. At these events students will defend their learning by presenting their PBL projects projects to a public audience.
- 100% participation in the creation and maintaining of each middle and high school student's Digital Portfolio. This online portfolio will house each student's project work, CTE progress, and annual academic goals.
- Completion of Community Service Hours annually.

In time, evaluations of student mastery on common grade-level standards provide valuable early warning information and feedback. Teachers can adjust instruction based on student performance.The data will be used to develop Personalized Learning Plans and SSPs to ensure students are on track to master the required standards. The data will be analyzed in a timely manner to determine action steps for student improvement or adjust school-wide initiatives. FA's balanced assessment system will contribute to a common understanding of the assessment tools and data needed to continually make informed instructional decisions and ensure learner needs are not ignored or subject to ineffective assessment measures.

Participation in PBL presentations, the digital porfolios, and the community service hours will also help us assess student learning in skills like voice and choice, public speaking, questioning, and reflection. They will help us improve our curriculum to help us achieve our mission, benefiting our students.

Q70. 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.

Students are expected to meet adequate levels of performance in reading, writing, mathematics, and science for each grade level. These levels of performance identify students who must receive remediation and may be retained. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. FA will use various indicators to determine performance levels, including multiple measures using appropriate grade level assessments and teacher judgment. Teacher judgment factors may include, but are not limited to: previous retentions, observations, checklists, student portfolios, classroom assessments, and current grades. If a student is in danger of retention, the teacher, parent, and principal will work together to ensure a plan to prevent retention. EOY and EOC state assessments in reading, math, and science provide more evidence for evaluating student performance. Third grade students who do not pass the end-of-grade assessment for reading are subject to additional requirements under the state's Read to Achieve law. Students in grades 6 - 8 are required to achieve a grade of "D" or higher in ELA, math, science, and social studies in order to be promoted to high school. Students in grades 6 and 7 who fail a subject will have the opportunity to participate in course recovery. Students in 9-12 are required to earn a grade of "D" or higher in each class to receive credit. If it is a course needed for graduation, students who fail a subject will have the opportunity to participate in credit recovery. Unless a special education student is on an alternative curriculum per the student's IEP, that student is held to the same policies in effect for general education.

Promotion criteria is communicated to parents through the distribution of the Pupil Progression Plan at the start of the school year. Parents are kept informed of their child's progress formally in writing twice quarterly: once via a progress report at mid-quarter, and secondly via a report card distributed at the end of each quarter. Parents are also notified of their child's assessment scores after each test administration. They will have access to their child's grades through progress reports, report cards and PowerSchool. They may schedule conferences and contact the teacher as necessary. After the first indication that a student is below grade level and may be "at-risk" for retention, the teacher develops an SSP, which is signed by the students parents or guardians. The SSP is updated in writing at least quarterly, with progress communicated more frequently in an informal manner. The ultimate decision for promotion or retention is made by the lead administrator.

Q71. **Provide the public charter school's exit standards for graduating ALL students. These standards should set forth what students in the last grade served will know and be able to do. Be sure to include plans for students at risk of dropping out.**

Our 12th grade students will need to meet certain criteria to graduate from high school at Faith Academy. 12th grade student's advanced CTE course will be an independent study course where they will complete an individual yearlong community service project. In completing this project students will use the skills amassed during their time at FA to identify an area where they can add value to their community. This means that students will find a need or cause within their local community and use their expertise and leadership skills to contribute to the need/cause they identified. The 12th grade CTE Teacher will guide the students through the school year and assure students are meeting deadlines, mastering certain skills, and achieving the learning objectives of the PBL pedagogy. The final project will consist of a research paper, a final product, a public presentation, and a portfolio (aspect of each student's digital portfolio) that documents each student's learning throughout the project. This project will have an elaborate rubric and students will have to exhibit their project and defend their learning at the final Presentation of Learning (POL) their Senior year. This culminating project will be required in order for students to meet their graduation requirements. Our students will also follow the Future Ready Core Course Requirements. As a part of these requirements we will require students to achieve 4 credits in one of our offered CTE pathways for graduation.

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

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

9.5. School Culture and Discipline

Q72. **Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development**

Our culture and guiding beliefs centers around serving the community through citizenship and leadership. Students at Faith Academy are an integral part of their school, the town of Faith, their own town, their state, their country, and even the world. They matter and they have positive contributions to make to their communities.

We will create this culture through our integration of Responsive Classroom, Capturing Kids' Hearts, PBL, and our Life Skills/CTE pathways. Responsive Classroom (https://www.responsiveclassroom.org/about/research/) "is associated with higher academic achievement, improved teacher-student interactions, and high quality instruction." Capturing Kids' Hearts (https://flippengroup.com/capturing-kids-hearts/flippen-research/) has research showing that "students who feel more connected to school are more likely to have positive health and education outcomes" and absenteeism goes down, grades go up, and peer and teacher relationships are formed.

The characteristics of PBL - sustained inquiry, authenticity, student voice and choice, reflection, critique and revision, public product, and a challenging problem or question - empower students to solve problems outside their classroom walls. Effective project work is also "grounded in a strong learning community (https://www.kqed.org/mindshift/40082/how-to-create-the-learning-community-project-based-learning-demands), one teachers create and must regularly foster." Hands on practical skills learned in their life skills classes and CTE courses will also help them feel like they have marketable, useful skills for positively contributing to their communities.

Q73. **Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter the school mid-year.**

Prior to the first day of school, our teachers will be trained in PBL. According to grade level, teachers and administration will be trained in Responsive Classroom and Capturing Kids' Hearts with ample time to plan how to integrate this training into their lessons. In Responsive Classroom, during the first few weeks of school, students and staff discuss their hopes and

dreams and establish the rules and routines for the school year. Each morning begins with a Morning Meeting. Morning

Meeting gives children a consistent time and place to explore and practice social skills. It also nurtures empathy by offering children an opportunity to take care of others and build sense of community within the classroom. With the RC Middle School approach, they apply the defining characteristics of RC developmental responsiveness with the goal of promoting strong academic and social emotional skills: engaging academics, positive community, and effective management to the unique needs of adolescents.

All elementary school teachers and advisory teachers will make contact with their students before school starts, letting them know they are welcome and values and trying to ease any apprehension the students may have about school.

Small class sizes, our unique curriculums, and our advisories will help create the culture we seek. When a student joins mid-year, they will have a buddy assigned to them to show them the ropes. Their base teacher or advisor will be sure to spend extra time with them to tell them about the school, and being given voice and choice will help them acclimate to the school.

Q74. **Provide a brief narrative that delineates how student conduct will be governed at the proposed charter school and how this plan aligns with the overall mission and proposed Education Plan of the charter school. Be sure to include:a. Practices the school will use to promote effective discipline.b. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.c. An explanation of how the school will take into account the rights of students with disabilities in regard to these actions that may or must lead to suspension and expulsion.d. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.**

FA strives to create an atmosphere promoting respect, self-control, empathy, equity, and confidence. Therefore, how student conduct is governed is an important part of FA. To help students learn what is expected of them, our Code of Conduct (COC) will be provided to families prior to the school year. Students and parents will sign that they have read, understood, and agree to our behavioral expectations. The COC outlines and defines the infractions that may lead to in-school consequences and, if necessary, suspension and expulsion. The following offenses may lead to a consequence ranging from in-school disciplinary action to suspension/expulsion:

* Infractions of class/school rules

* Contraband items

* Academic Dishonesty

* Trespassing

* Inappropriate interpersonal/sexual behavior

* Disrespect & noncompliance

* Harassment, abusive, offensive language

* Bullying: physical, written, or verbal aggression, or threat of

* Theft or destruction

* Possession of weapons, drugs, or alcohol

Teachers and staff will spend time familiarizing students with the rules and routines necessary to create a respectful classroom climate and culture, ensuring everyone can learn and that the classroom operates safely and efficiently. By establishing an ongoing curriculum in self-control, social participation, and mutual respect, the Responsive Classroom and Capturing Kids' Hearts approach accepts the potential of children to learn these things. RC proactively teachers by helping children practice appropriate attitudes and behaviors rather than reacting to inappropriate ones. There are logical consequences implemented for rule breaking so students learn from the experience. FA will implement the discipline plan to support our mission of academic and social development for all students by providing a logical consequence that seeks to remediate and change negative behavior, not punish it.

Students who have behavioral difficulties will be referred to the MTSS team to develop a plan that meets the needs of the students. This plan can include Tier 2 or 3 interventions and behavioral support, such as behavior contracts, point cards, and task cards. The managing director may impose a short-term or long-term suspension when a student willfully engages in conduct that violates a provision of the COC authorizing such consequences. For short-term suspensions, the student will be provided an informal hearing including the basis for the accusations and the opportunity to respond to the charges. The principal may impose a short-term suspension without providing the student a hearing if the presence of the student creates a direct and immediate threat to the safety of other students or staff, or substantially disrupts or interferes with the education of other students or the maintenance of discipline at the school. The Board will provide the student a hearing before imposing a long-term suspension. The lead administrator will give notice to the student's parent of the long-term suspension recommendation. Long-term suspension hearings shall be conducted in accordance with state law, providing procedural due process.

No person at our school shall be discriminated against in any education program, activity or other related service based on race, color, religion, gender, sex, age, national origin or disability. We will adhere to all federal and state laws regarding discipline of all students, including students protected under IDEA & 504 legislation. If a student with a disability receives a suspension that exceeds 10 days or is suspended more than 10 days throughout the school year a Manifestation Determination hearing will be required. The purpose of this hearing is to make sure students with disabilities do not receive discriminatory disciplinary actions for behaviors that result from their disabilities.. Once a child with a disability has been removed from their current placement for a total of 10 school days in the same school year, we will provide, necessary services.

9.6. Certify

Q75. **This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application**

⚪ Yes

⚫ No

Q76. **Explanation (optional):**

Faith Academy, in the preparation of this application, researched and sought advice from other charter schools in the state with similar educational models. Some parts of this subsection are modeled from those schools with the permission from the school's Board of Directors.

10.1. School Governing Body

Q77. Name of Private Non-profit

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

Faith Academy Charter School Inc

Accepted Creation Filing for NC Secretary of State attached.

Evidence :

1b_56334510_487f0aa4a3bc4c6a927b0...

Q78. Mailing Address

Faith Academy

P.O. Box 182

Faith, NC

28041

Q79. Street Address

5760 Mt. Hope Church Road

Q80. City/State/Zip

Salisbury, NC, 28146

Q81. Phone (xxx-xxx-xxxx)

(704) 798-2687

Q82. Fax: (xxx-xxx-xxxx)

N/A

Q83. Name of Registered Agent and Address

George Wilhelm

5760 Mt. Hope Church Road

Salisbury, NC, 28146

Q84. The private non-profit listed as the responsible organization for the proposed charter school has 501(c)(3) status.

- **Federal Tax-Exempt Status (NCGS 115C-218.15)**

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

○ Yes

◉ No

○ N/A. The applicant is a tax-exempt municipality

Q85. **If applicable, attach Appendix F Federal Documentation of Tax-Exempt Status**

Q86. **Federal Tax ID:**

85-2067737

Evidence :

PDF
EIN Faith Academy.pdf

10.2. Governance

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

Q87. **Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization**

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

Resources :

X

Evidence :

X
FA Initial Members of the Nonprofit O...

Q88. **Describe the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator**

The Faith Academy Board of Directors will have a number of responsibilities and duties regarding the operation of the school. A primary goal will be ensuring the mission of the school is continually upheld and providing clear measurable objectives for the school's administration including working with the school's faculty to evaluate how effectively FA's

educational program is working towards achieving the mission of the school. The Board will also provide the lead administrator with annual measurable goals relating to the various aspects of the educational plan and assist with creating action steps to attain these goals.

The Board of Directors main responsibilities are maintaining the school's financial budget, procuring a facility, hiring key personnel, evaluating the lead administrator, monitoring programs/services and maintaining a safe and secure learning environment. The Board will also ensure school compliance with all local, state, and federal laws.

The Board will also continually consider the school's mission when creating policies and procedures and reviewing educational and extracurricular programs. On matters involving involving academic performance, personnel changes, facility additions, financial allocations, and growth/sustainability of the charter school, the Board will collaborate with school administration.

The Board will maintain a pragmatic and fiscally responsible budget that is reviewed monthly, determining financial allocations as necessary, and regulating the budget to maintain a minimum 5% surplus that ensures the school's financial independence for the future.

FA's board will recruit, hire and supervise the lead administrator for the school. It will publicize the vacancy utilizing national educational recruiting sites, charter school conferences, job fairs, job posting websites, and local college teaching programs to identify high-quality candidates. After identifying at least 3 qualified candidates, the Board will conduct interviews and determine the lead administrator based on their administrative experience, integrity, and commitment to student achievement. The Board will give priority to candidates with leadership experience specifically in charter schools. They will also seek candidates who have the propensity for maintaining the original mission of the school and sustaining the educational programs already established.The lead administrator will be directly supervised by the Board of Directors and subjected to an annual performance review. They will report to the Board at the monthly meetings to track progression towards annual goals and the implementation of the school's unique education program.

Q89. **Describe the size, current and desired composition, powers, and duties of the governing board**
Faith Academy's board is currently comprised of seven members. At any time, there will be no less than five and no more than nine members. The Board will fix the exact number of members, within these limits, by Board resolution or amendment of the Bylaws.

The founding members are all residents of Rowan county and the majority were raised in or right outside of Faith Township. They have diverse professional experiences: law enforcement, finance, education, real estate, law, medicine, non-profit management, even equine therapy. Many of our board members have served or currently serve in volunteer capacity for other non-profits in their community. They are united in their vision for a quality school of choice in Faith.

All board members have agreed to uphold the mission and vision of the school and serve in its best interest. The Board is required to attend monthly board meetings, participate in the decision making process, partake in professional development, and engage with the school community. Additionally, members will serve on committees as needed. Extensive debate will proceed each vote and votes will pass with a majority in agreement.

The board chairman - principle officer of the organization - sets the agenda for each meeting, leads the meeting, and appoints all subcommittees. The vice-chairman executes the chairman's duties when the chairman is not present. The secretary keeps minutes for each meeting, keeps a copy of the charter and bylaws with amendments for reference at said meetings, gives notice of the meetings, and communicates board decisions with school stakeholders. The treasurer keeps adequate and correct accounts of the board's properties, receipts, and disbursements, makes the accounts available at all times for inspection by other board members, handles deposits and withdrawals on behalf of the board, and prepares any financial reports needed.

The founding board is currently serving a one year term. In July 2021, members will begin their second terms of staggered lengths: 3, 4, or 5 years. Upon a term's expiration, the member must wait at least one year before reapplying to serve on the board again. FA will be intentional about maintaining a balance of community members and parents who represent the make-up of Faith and the surrounding neighborhoods. All newly elected board members will receive a "New Board Member Training and Orientation" prior to beginning service.

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

Upcoming board meeting dates and the previous month's minutes are and will continue to be posted on the school's website. All meetings have an "open to the public" session where comments and questions from the public will be accepted.

Q90. Describe the founding board's individual and collective qualifications for implementing the school design successfully, including capacity in such areas as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent/community engagement.

Faith Academy's Board of Directors is especially suited to implement the school design. Almost all of the board members have experience serving on other boards and/or working for or volunteering with non-profit organizations. One of our board members is a former alderman and mayor; another a lawyer. Therefore, the board will be familiar with and adept at handling governance issues as they arise.

Our Vice-Chair is the retired Assistant Superintendent of Operations having worked for both the Rowan-Salisbury and Winston-Salem Forsyth County Schools. He also holds an Advanced Degree for School Finance Officer from the NC Department of Instruction. Several of our board members also work with youth through the local PTAs, their own non-profit providing therapeutic riding and equine assisted activities to people with special needs, Boy Scouts of America, coaching, and teaching. These experiences will allow them to engage parents and community, assess performance management, and evaluate the school leadership.

While the Board will has researched certain tenets of the charter such as Faith Academy's use of Project Based Learning, Responsive Classroom, Restorative Justice, and a life skills curriculum, the board also recognizes that a lead administrator who is versed in up to date education research and has expertise in choosing curriculum that corresponds to the North Carolina Standard Course of Study will be a necessary and valuable asset when planning curriculum, instruction, and assessment. An effective Board focuses on "how well" a school is doing in those areas and fulfilling the mission, trusting the lead administrator to focus on the "how."

Q91. 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.

At each monthly board meeting, the Board will review reports from any committee, our service provider, and the lead administrator. These reports plus first hand experience being. a a part of the school will help ensure that it is an educational and operational success. The Board will annually evaluate the performance of the school's lead administrator. The lead administrator will be evaluated based on the measurable goals pre-determined by the Board. These SMART goals will be directly aligned with the mission of the school. The Board will determine if the school and administration met expectations, exceeded expectations, or did not meet expectations at the annual performance review.

As FA grows we will involve all stakeholders including parents in the decision making process. FA will be intentional about having a balance of community members and parents serve on the board to ensure diversity and equity. We will provide board orientation for all newly elected board members and require them to participate in professional development aligned with the mission of school. We will also post monthly board meeting minutes on the school website and all board meetings will have an "open to the public" session where comments and questions from the public will be accepted.

Additionally, our School Improvement Team and the PTA will provide opportunities for all key stakeholders including parents to provide meaningful contributions to the educational and operational success of the school.

Q92. 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?

In 2019, the Faith Community Endowment, a non-profit whose mission is "inspiring the children and youth of Rowan County by supporting community schools and youth organizations in Faith North Carolina," began researching the feasibility for establishing a community school in Faith. The FCE appointed a Charter School Committee to research the possibility of establishing a charter school. After the Charter School Committee presented their findings and the FCE decided to begin the process of seeking approval for a charter, it was decided to create a new non-profit for the charter school process.

FCE chose four members from their membership: our board chair, secretary, treasurer, and one additional member chosen for her experience running a non-profit organization. The CSC then began its recruitment in the Rowan County area. Our vice chair was chosen for his knowledge of school system as a former administrator. The other two members were chosen because of their work with the youth and knowledge of the law.

Applications for board member positions will be accepted on-line year round via the school's website. However, in the event of a vacancy, the Board will notify the public via the school's website and social media outlets. Board members may also share the information on their personal social media platforms. After at least two weeks of posting the vacancy, board members will individually rank the strengths of the applicants based on their responses to the application. At least the top three applicants will be invited to participate in interviews with the Board. The board will then meet in close session to determine a viable replacement. The selected individual will serve out the remaining term of the previous board member and will be eligible for a full term when the shortened term has been completed. This will all be in accordance with the bylaws of Faith Academy. If it is necessary for a board member to be replaced, provisions will be made so that the replacement candidate receives the necessary professional development and training to adequately serve.

Q93. Describe the group's ties to and/or knowledge of the target community.

Our board is strongly connected to the target community. The Board Chairman is a lifelong resident of Faith. He is the district chairman for the Scouts of Rowan County and the president of the Faith Community Endowment. The Vice Chair is a retired Assistant Superintendent of Operations for Rowan-Salisbury School district and serves on six boards in the community: State Employees Credit Union, Communities in Schools, Nazareth's Child and Family Connection (Vice Chairman), Church Council (Chairman) First United Methodist Church, and the Salisbury Civitan Club (District Area Director). The Secretary is another lifelong resident of the town. Furthermore, he is the former alderman and mayor of the town of Faith and a former advisory council member for Faith School and Erwin Middle School. The Treasurer is a member of the both Faith and Salisbury Elementary's PTAs. One of the other members graduated from the Rowan-Salisbury school district and now practices law in Salisbury, the next town over from Faith. He sits on the Board of Managers at the East Rowan YMCA, the Capital Appeals Committee and inFaith Committee at Christiana Lutheran Church, the Court Appointed Committee for the Rowan County Bar, and is a past president of the 27th District Bar. While the 6th board member grew up half an hour outside of Faith, she now lives in Salisbury where she is the Executive Director of Saving Grace Farm, a nonprofit organization that provides therapeutic riding and equine assisted activities to people with special needs. The 7th board member lives in the neighboring town of Landis. He is currently the STEM and Exploring Director for the Boy Scouts of America Central NC Council.

Four of the board members are also members of the Faith Community Endowment, a community-based organization which holds fundraisers and plans community building events for the area. Faith and the surrounding towns are a tight-knit community where almost everyone knows everyone else and they are all willing to lend a hand to help their children succeed. The Faith Academy board is comprised of people who are a valuable part of that community.

Q94. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.

The Faith Academy Board of Directors will meet no fewer than 10 times annually. Meetings will be held monthly in accordance with the Faith Academy bylaws. The Board will also hold an annual meeting in March of each year. The dates, times, and locations of the meetings will be posted on the school website. The Board will schedule additional meetings as necessary and notify the public of the meeting dates at least 48 hours before they begin.

Q95. 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.

New board members will receive the New Board Member Training and Orientation. The agenda for this orientation includes: Why Schools Need a Board,

Accountability, Organizational Chart, Governing VS. Managing, Fiduciary Responsibility, Meeting Priorities, and Background of School. All new board members will also be required to read the board policies and Articles of Incorporation prior to beginning their term.

Just as Faith Academy board members believe in the value of professional development for the school's staff, they also recognize that it is important for the Board to stay abreast of charter school legislation, board governance, and educational advancements. Every month the board meets, there will be a professional development component on the agenda.

All board members will receive an annual fiscal responsibility training provided by Charter Success Partners at the August meeting to prepare for the beginning of the school year. They will end the year with a review the parliamentary procedures concerning board meetings such as the open meeting laws and an evaluation/reflection of their board's effectiveness at the June meeting each year so they are prepared for the upcoming new board terms.

During the other months, board members will rotate leading discussion based on articles or resources of topics pertinent to charter school boards. They will make use of the Office of Charter Schools and organizations like the National Charter School Institute to find topical and thought-provoking resources for any challenges the board is facing, areas in which the board would like to grow, or trending topics. Some areas of professional development might include: handling parent grievances, leadership purpose, disciplining students with disabilities, serving educationally disadvantaged students, building partnerships with between districts and charter schools, and school safety.

Q96. 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

Faith Academy's Board of Directors will uphold the highest standards of ethics and morality. These standards are aligned with the Code of Ethics for NC Educators created by the North Carolina Department of Public Instruction. Board members will also abide by all local, state, and federal law. Any action that is deemed unethical can be subject to review by a subcommittee determined by the board chairman or vice chairman. Based on their findings this subcommittee can

recommend the removal of the involved board member. If a board member is removed, they will have the opportunity to appeal the decision within a two week time frame. This appeal will be resolved by a third party arbitrator pre-selected by the board.

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

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

Q97. Explain the decision-making processes the board will use to develop school policies.

When making decisions, the FA board will always consider first what is in the best interest of students. This philosophy will be supported by the inclusion of a variety of perspectives from different stakeholders. When developing policy, board members will be sure to gather an abundance of information including relevant data, policy precedents, and local, state, and federal guidelines. Board members will then discuss the policy for an appropriate amount of time in an open forum in which key staff and other relevant stakeholders will have the opportunity to participate. If necessary, board members will then move to closed session to discuss allowed topics consistent with GS 143.318.11. At this time they will also share their individual opinions and work collaboratively towards a collective solution. The goal of this process is to find solutions or policies that achieve full agreement among the board members. When this is not possible, policy decisions will be made by a majority vote. Once the vote has been taken and a decision made the policy will take place in accordance with the timeline outlined by the board. Even in dissent, board members will be expected to support all policy decisions made by the Board of Directors to relay a unified front.

Q98. 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.

FA will have an Advisory Council/School Improvement Team (SIT) comprised of administrators, teachers, parents, high school students (when the high school opens), and community members bringing all voices together for equity and inclusion when planning how FA can fulfill it's mission. The SIT will analyze data regarding school culture and academic performance to develop a strategic plan for improvement. This plan will be be taken under advisement by the lead administrator and Board.

FA will have a Parent-Teacher Association (PTA) that will help execute school-related community events, coordinate fundraising and volunteer opportunities, manage carpool, and provide support to teachers in areas like lunch coverage, trip chaperones, and Exhibition Day set-up/break-down. This positive relationship between faculty and family will create a safe space for parents to express their views and constructive critiques regarding FA, aiding in the positive school culture and

climate.FA middle school students will also form a student council comprised of peer-elected student. Student Council will meet under the supervision of a staff member while they plan events aimed at strengthening school culture such as pep rallies, celebrations of academic achievement, community involvement with the community, and student concern resolution. Once the high school opens it will also have a student council.

In year two of operation, FA will open a chapter of National Junior Honor Society (https://www.njhs.us/) for its students. The students selected based on criteria from the national organization will meet with a faculty member to provide community service inside the school and out in the community. Students will be expected to mentor younger children, provide peer tutoring, and assist in school leadership roles. The high school will also open a National Honor Society chapter during the first year of eleventh grade.

To execute its restorative justice philosophy, FA's administration will establish a Student Justice Council comprised of middle and high school students who apply and are recommended by their teachers. When a student exhibits behaviors conflicting with the school code of conduct, teachers and administration will have the ability to refer a student to the SJC. After referral, the student is mandated to attend a small group mediation where 1 administrator, 1 teacher, and 3 students will constitute a quorum. After the mediation, the council will recommend a plan for the offending student to make amends and reintegrate into the learning community. Most students will be referred to the SJC for minor infractions. However, suspended students would also be required to meet with the council to determine necessary steps to re-enter the learning community after the suspensions has been served. SJC will also meet administration monthly to discuss the health of the school climate and provide ideas for achieving the school's mission. The council's objective is student empowerment - students own every aspect of the learning community and have the opportunity to hold one another accountable for their behavior.

Q99. **Discuss the school's grievance process for parents and staff members**

Faith Academy encourages concerned community members to communicate any grievances with the appropriate school leader. Ideally, parents will contact the involved staff members and set up a conference to discuss the grievance. If the situation can not be resolved by the parties directly involved it should follow the procedures below:

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

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

Step 3: The party requesting an appeal will make a written appeal to the Board of Directors describing the nature of the grievance. The lead administrator will provide objective data that was discovered during their investigation.

Q100. Attach Appendix G Organizational Chart

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

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

Evidence :

Faith Academy Org Chart.pdf

Q101. Attach Appendix H Charter School Board Member Information Form and Resume

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

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

Resources :

Evidence :

FA Board Information Questions Com...

Q102. Attach Appendix I Charter School Board Member Background Certification Statement and Completed Background Check for Each Board Member

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

Resources :

Evidence :

FA Background Check Appendix I.pdf

When advertising teaching vacancies, the school will:

1. Create detailed job descriptions that outlines teacher responsibilities and duties.

2. Post job opportunities on the school website, Teachers to Teachers website, job search sites like Indeed, social media, and within local universities.

3. Participate in teacher job fairs

4. Employ personal networks and connections to identify individuals with specific skills sets aligned with FA's educational mission.

5. Offer a competitive salary with the option of participating in a retirement plan and healthcare system.

The lead administrator will be responsible for the hiring process and will employ grade level team members to make the hiring process collaborative once the faculty has been established. In order to retain these highly qualified candidates, FA will use specific strategies including the following:

1. Empowering teachers regarding curricular decisions; giving them a voice in the decision making process.

2. Utilizing teacher talents in order to foster their leadership abilities.

3. Creating a culture and climate that requires collaboration and teamwork.

4. Providing professional development opportunities that allow teachers to grow as educators

5. Providing ongoing feedback on teacher performance.

Q107. If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Provide specific evidence that demonstrates the capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. If no candidate has been identified, provide the job description or qualifications, and discuss the timeline, criteria, and recruiting/selection process for hiring the school leader

We have identified both our Lead Administrator and our Dean of Students who will help us launch Faith Academy on the right track. Our lead administrator, Sarah Hensley, has a Bachelor of Arts in Art Education, a Masters of Education, Certificate of Advanced Study in Curriculum and Teaching, and a Doctorate in Educational Leadership. She has been a teacher, assistant principal, and principal at both the elementary and middle school levels. She also spent 13 years as the Director of Elementary Education for the Rowan-Salisbury School System. In this role, she supported the elementary division of 20 schools with the implementation of the NC Standard Course of Study, provided training and resources for administrators, teachers, and support staff in accountability standards and assessments including hiring, training, disciplinary action and termination in compliance with legal guidelines and requirements and created opportunities for students in cultural arts and citizenship activities, designed and provided enrichment experiences outside the school environment to support and extend curriculum and connect to real world living for all grade levels. Dr. Hensley believes that all students need to be able to

share their ideas and take risks. They are able to do this when the teacher creates a community of learners and facilitates them with the solving of real-life tasks. She coaches her teachers to guide their students in their learning, allowing the students find ways to resolve problems. Dr. Hensley has copious experience helping struggling schools succeed. She has worked with diverse student populations. She has been an educational consultant with both private and public schools. She currently volunteers as the Interim Director of the Child Development Center at First United Methodist Church of Salisbury. She earned the Child Development Center five stars and reopened it after its closing due to Covid-19.
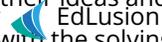
Our Dean of Students is a Nationally Board Certified teacher with twenty years experience. In addition to her Bachelor's degree in elementary education and her Masters Degree in Child and Family studies, Kelly Reinholz holds a Birth-Kindergarten licensure, Academically and/ or Intellectually Gifted licensure, and is currently obtaining a post master's certificate in administration. She will have this certificate before the 2021-22 school year. Ms. Reinholz serves on her Teacher Led Design helping drive decisions about the school's budget, instruction, staff development and hiring. She's a member of the School Improvement Team, and vice-president of the PTA, among many other roles.

Like Dr. Hensley, Ms. Reinholz believes in creating a safe community for the students where they feel empowered to take ownership of their work. They believe in supporting teachers and helping them plan lessons centered on real-world problems. With their experience running schools, teaching, designing programs, and making connections with students, we believe they are an excellent team for Faith Academy.

Q108. **Attach in Appendix O the School Leader's ResumeIf school leader has been identified, include the school leader's one-page resume in Appendix O.**

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

Comments :
Resumes are attached here and in Appendix O.

Evidence :

PDF	PDF
Kelly Reinholz Resume (1).pdf	**SH One page resume Appendix O.pdf**

Q109. **Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.**

8/5/2020

Faith Academy's Board of Directors will be responsible for setting policy consistent with the mission of the school. The lead administrator will report directly to the Board and be responsible for implementing said policies. School employees report directly to the lead administrator. Additionally, the lead administrator is responsible for all recruitment and hiring, with board approval, of all employees at the school. The director will also be responsible for evaluating, and terminating all teaching and support personnel. All employees will be "at will" and will be terminated or retained annually based on the summative assessment by school administration.

Q110. **Outline the school's proposed salary range and employment benefits for all levels of employment.**

Faith Academy will provide competitive salary ranges for all full and part time employees with the goal of retaining highly qualified employees. All teaching personnel will receive compensation based on the NC Department of Instruction salary scale plus supplement pay. This supplement will be competitive with the local school systems and will ultimately be set by FA's Board of Directors based on the availability of funds. Full time staff will have the opportunity to participate in a retirement system equivalent to the NC Retirement System. They will also receive health benefits from

Paid Time Off (PTO) will be offered to all full time employees at a rate of 1 PTO day per month. All staff members will be 10 month employees excluding school administration who will be 12 month employees. Once the School Improvement Team, one of its initial tasks will be determining an equitable and fiscally responsible incentive program for performance based teacher bonuses.

Q111. **Provide the procedures for handling employee grievances and/or termination**

FA encourages all staff members to communicate any grievances with their school leader. Administration will have an open door policy to allow teachers to share their grievances. If a staff member has a grievance that cannot be resolved informally, they will follow the following procedures: Step 1: The staff member shall communicate their grievance with the lead administrator in writing within five days of the incident. The lead administrator will return communication with the person filing the grievance within 48 hours. This communication will include information about how the situation has been resolved or to set up a conference with the individual bringing the grievance. If the grievance involves the lead administrator, the written grievance shall be directed to the Board chairman.

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

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

8/5/2020

Q112. Identify any positions that will have dual responsibilities and the funding source for each position

At this time, we we are not planning on having any positions which have dual responsibilities.

Q113. Describe the plans to have qualified staffing adequate for the anticipated special needs population and means for providing qualified staffing for EL and gifted students

We anticipate that our EC population will represent approximately 10 percent of our student body, similar to the Rowan-Salisbury LEA. In year one that would be close to 50 students. In order to have adequate staffing for those students, we will employ 2 full-time EC teachers, giving them a case load of 25 students each. In year two, we will add a teaching assistant dedicated to helping the EC department. We will continue to increase the numbers of EC teachers and EC TAs so that by year six, we will have 4 EC teachers and 3 EC TAs. We have funds in the budget for contracting for services such as Speech and Occupational Therapy should the need arise.

7 percent of the local LEA's population are EL students. When fully enrolled in year six, this would be between seven and eight students. In our hiring, we plan to seek those teachers who speak more than one language and/or who are EL certified. By year three, when we have ninth graders, we will have a Spanish teacher who will also be responsible for assisting our EL population.

While we will seek to employ teachers who have their AIG certification, we will not have separate "pull out" classes for AIG students. Our AIG students, much like our EC and EL students will be wonderfully served by our use of Project Based Learning for differentiating their work, our leveled grouping in literacy and math workshops, our robust after school offerings, our consistently small class sizes, and our dedicated teachers who will receive professional development in all three areas.

Q114. Provide a narrative detailing the roles and responsibilities, qualifications, and appropriate licenses that each position must have to be hired by the school's board of directors and effectively perform the job function(s).

The Lead Administrator shall have a Masters Degree in Educational Leadership and hold a North Carolina School Administrator Licensure and Certification or a Doctoral degree in an educational field. They should also have a minimum of three years relevant teaching experience. Experience as a school administrator and with using Project Based Learning, opening a school, and working in a North Carolina Charter School is preferred. Responsibilities include, but are not limited to:

- Serving as educational leader of Faith Academy
- Implementing and championing the mission and vision of Faith Academy with students, families, staff, and community
- Implementing governance policies as established by the Board of Directors
- Conducting the hiring, supervision, leadership, and evaluation of faculty and staff
- Facilitating positive relationships between students, staff, parents, community volunteers, and the board
- Providing and/or leading meaningful professional development opportunities for staff and faculty
- Promoting a culture of learning, cooperation, and kindness among staff, faculty, and the student body
- Overseeing the business functions of the school including preparing an annual operating budget in conjunction with the board
- Overseeing the scheduling of school functions and activities
- Attending all board meetings and prepare assigned items in board report
- Working to further the operational goals of the school

- Participating in an annual evaluation by the Board of Directors

- Making recommendations and decisions regarding disciplinary action and dismissal of staff in consultation with the board
- Ensuring compliance with the FA Charter, North Carolina State Board of Education, and applicable government laws and regulations
- Fostering a positive relationship with other schools in the area and the community at large
- Assisting in fundraising development by communicating with prospective donors, applying for grants, and serving as an ambassador of Faith Academy

Our Dean of Students shall have a Masters degree in School Administration, Curriculum and Instruction or another field of education. They should have a minimum of three years relevant teacher experience. Experience as a school administrator, with using Project Based Learning and a socio-emotional learning program (such as Responsive Classroom and Restorative Justice), and working in a North Carolina Charter School is preferred. Responsibilities include, but are not limited to:

- Exemplifying the values of our mission and strive to ensure equity for our students and their families.
- Supporting the Lead Administrator in the execution of all of their responsibilities and the day to day operations of the school.
- Supporting the educational program and provide guidance for teachers in their daily instruction.
- Handling disciplinary matters as well as student/parent grievances
- Serving as the 504 coordinator
- Counseling students
- Providing and/or leading meaningful professional development opportunities for staff and faculty
- Overseeing the school's curriculum and educational program

Our Core Teachers shall have a Bachelors Degree from a four year institution and be certified by NCDPI in their content area and grade level or be working towards certification. Prior teaching experience is preferred, but not required. Core teacher roles and responsibilities include, but are not limited to:

- exemplifying the values of our mission
- creating a positive learning environment for students
- executing lesson plans consistent with the mission of the school and aligned with the NC Standard Course of Study
- participating in their Professional Learning community and all professional development activities
- evaluating student performance in an equitable and timely manner
- communicating effectively with all stakeholders including parents, students, and administration.

Our Elective/Specials Teachers shall have a Bachelors Degree from a four year institution in their area of expertise and be certified by NCDPI in their elective area or be working towards certification. Prior teaching experience is preferred, but not required. Elective teacher roles and responsibilities include, but are not limited to:

- exemplifying the values of our mission
- creating a positive learning environment for students
- executing lesson plans consistent with the mission of the school and aligned with the NC Standard Course of Study
- participating in their Professional Learning community and all professional development activities

Our Exceptional Children's teachers shall have a Bachelors Degree from a four year insitution and be certified by NCDPI in Special Education. EC teacher roles and responsibilities include, but are not limited to:

- exemplifying the values of our mission and striving to ensure equity for our students and their families
- creating a positive learning environment for students
- executing lesson plans that are consistent with the mission of the school, aligned with NC Standard Course of Study, and are aligned to the student's IEP
- participating in their Professional Learning Community and all professional development activities.
- valuate student performance equitably and in a timely manner
- communicating effectively with all stakeholders including parents, students, and administration.
- ensuring that students with IEPs receive their services.
- ensuring that FA is in compliance with all federal and state regulations regarding students with disabilities.
- providing support for Regular Education teachers in the classroom where appropriate.

Our counselors shall have a Master's Degree in counselor education from a four year institution and be certified by NCDPI. Counselor roles and responsibilities include, but are not limited to:

- exemplifying the values of our mission and strive to ensure equity for our students and their families
- assist with individual student planning
- performing responsive counseling services and referrals for assistance
- consulting and collaborating with parents, teachers, administration and community agencies.

Our office staff shall possess a high school diploma or equivalent. They should have excellent communication and organizational skill and have a proven track record of reliability and ability to multi-task. Office staff responsibilities include, but are not limited to:

- exemplifying the values of our mission
- proficiency in the software programs within Microsoft Office Suite.
- providing phone coverage and relaying correct information regarding the operation of the school
- assisting student sign-ins
- assisting parents and visitors
- performing clerical tasks as deemed necessary by school administration
- assisting with the distribution of lunch including ensuring eligible students receive their free or reduced lunch
- assisting with substitute/teacher leave management
- creating the teacher duty schedule

10.4. Staff Evaluations and Professional Development

Q115. **Identify the positions responsible for maintaining teacher license requirements and professional development.**

Faith Academy will contract with a licensure expert to help our teachers maintain license requirements and troubleshoot any licensure issues with individual teachers. This person will also meet regularly with any lateral entry teachers to encourage them on their path to becoming fully licensed. The Lead Administrator as well as the rest of the admin team will work together to schedule and create thoughtful professional development aligned with FA's mission and the needs of its teachers.

Q116. **Provide a detailed plan noting how the school will mentor, retain and evaluate staff in a format that matches the school's mission and educational program. Plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.**

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

FA will provide a superior Beginning Teacher(BT)-Mentor program and also an on-going high quality professional development plan. BT support programs are often inadequate. Even when new teachers are well prepared by their School of Education, they are often are given the most challenging students with very little support. Research has shown that nearly half of all teachers leave the profession within their first five years, so an excellent beginning teacher and mentoring program is critical to their success. Coaching from veteran teachers is a very important aspect to the growth and development of a new teacher. At FA, we will have a meaningful and valuable BT program that will provide the necessary support for novice teachers. This includes the comprehensive evaluation cycle, monthly BT meetings, and participation in the BT-Mentor program. In the BT-Mentor program, an experienced teacher is matched with a BT; they meet weekly to discuss school policies, classroom management, effective instruction, and best practices. The mentor teachers receive mentor training to support the BT in all aspects of the profession. Once they are certified as "mentor teachers" they will provide on the job observations and coaching. We will also have opportunities for BTs to observe outstanding veteran teachers at FA and other charter schools to learn best teaching practices and strategies, so they can analyze and reflect on their own teaching and classroom practices. We will have a licensure consultant on hand to help all of our teachers maintain

their licenses and encourage those who are lateral entry to continue on the journey. We believe that this model will give 8/5/2020
them confidence and competence leading to more effective teaching practices and higher retention rates among our
beginning teachers.

All teachers will participate in Professional Learning teams (PLT) three times a week. During these required meetings,
beginning teachers will have the ability to collaborate with veteran teachers and participate in tuning protocols designed to
address dilemmas the teachers are facing. These meetings will provide additional mentorship for beginning teachers from
colleagues on their grade level or in their subject area. Veteran teachers will also feel supported by these protocols.

We have allocated a large portion of the budget for whole staff professional development. We also have funds set aside for
individual requests for professional development. Meaningful, purposeful, and individualized professional development has
been shown to increase teacher development as well.

Q117. Describe the core components of the professional development plan and how these components will support the effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

A high quality teacher is the most important school-related factor influencing student achievement. Therefore, professional
development for both new and experienced educators is a significant component for students' academic and socio-
emotional success. FA teachers, beginning and career, must have ongoing and purposeful professional development that is
aligned to the education/curriculum plan and also have opportunities to learn from each other. Ongoing professional
development provides teachers with new research and best teaching practices on children's learning, new technology,
innovative curriculum resources, and more. The best professional development is ongoing, purposeful, collaborative, and is
connected to the educational goals, the curriculum plan, and the assessment data. It is also derived from working with
students and understanding their strengths and needs. This type of professional development is a key strategy that FA will
use to ensure that all teachers, teacher assistants, and administrators are following the educational plan, meeting the
academic and social-emotional goals of the school, and continuing their professional growth.

FA's effective PD program will engage outside consultants who are experts in Project Based Learning, Reading and Writing
Workshop, Guided Reading, Math Workshop, Responsive Classroom, and Capturing Kids' Hearts to provide PD to our staff.
We will also call upon FA staff members who are experts in specific curriculum areas to provide ongoing PD throughout the
year. Last, but not least, we will have Professional Learning Teams consisting of teams of teachers, on their grade level and
also vertically on other grade levels, to focus on the needs of all students. They will learn, collaborate, and problem-solve
together to ensure all students are growing academically and socially. We will use a variety of schedules and ways to provide
this collaborative learning and work time for teachers.

Q118. 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 beginning of the 2021-22 school year, Faith Academy's teachers will be required to attend a week long orientation during which they will become proficient in the use of the various systems and technologies required to complete their responsibilities: Powerschool, Google Docs, and the NC Educator Effectiveness System (NCEES) for example. Teachers will also receive extensive training on the unique elements of the instructional plan. This will include training on how to execute tuning protocols in their PLTs, the components of leading a Responsive classroom, the Project Based Learning (PBL) pedagogy, the workshop model for reading, writing, and math. It will also include training specific to our student population. The Lead Administrator and admin team will be responsible for coordinating these trainings executed by both outside consultants and in-house veteran "teacher experts." Where necessary, these trainings will be outsourced to other educational organizations or institutions. However, as our bandwidth of teacher experts grows, more and more professional development will be prepared by FA's faculty.

During the summer prior to the 2020-21 school year, teachers will have the opportunity to collaborate and plan on their own within the school building. School administration will open the building for optional teacher workdays to facilitate this collaboration and classroom set-up. Teachers will also have access to online resources for professional development including Edivate. Throughout the school year teachers will receive continual strategic professional development aligned with the school's mission and academic and social-emotional goals. A specific school calendar has been developed to facilitate the on-going PD throughout the year.

Q119. 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.

A new school with new teachers and staff from multiple backgrounds and experiences requires a great deal of professional development on the front-end to ensure everyone starts the year with the same training and expectations. We want the Faith Academy staff feel prepared impart great lessons and also have time for classroom set-up, benefit meetings, and all other required tasks. Therefore, we will have five days of PD in the summer before the official school calendar begins. Once the official school year begins, there will be three full teacher workdays before students start for classroom set-up and organization, Open House, and short one to two hour professional development sessions to help clarify and solidify the previous PD.

There will be 6 1/2 professional development days spaced throughout the school year, so our teachers' learning and growth will be on-going and purposeful. PD topics will be determined by our mission and the curriculum plan. We will decide on relevant PD for the staff through discussions with teachers at the weekly curriculum and data meetings and also through teacher observations, evaluations, and classroom walk-throughs. Sept., Oct., Nov. Feb., and April will have one 1/2 day early release for students for teacher PD and 2 full days in the spring. On early release days, FA will do its best to offer after school and enrichment options for parents who are unable to pick up their children early from school.

FA values its relationships with families and knows it is important for all families to meet with teachers to learn how their students are performing academically and socially. We want there to be frequent, honest and open communications; therefore, two of the seven teacher workdays throughout the year will be set aside for fall and spring parent-teacher conferences.

The daily schedule and staffing structure will also contribute to opportunities for teacher collaboration and professional development. Once a week, during "Specials" core grade level teachers will meet with administrators for guidance and support regarding the FA curriculum and assessment data/MTSS. One day per week, during a lunch block, the EC teachers and the Specials/Elective teachers, and Counselor will meet with administrators for guidance and support regarding the integration of grade level projects, curriculum needs, student concerns, and assessment data/MTSS. A second time during the week, the grade level teams will be required to work together and develop their lesson plans for the next week. One time per week, the EC teachers will have a common time to meet and plan for students in the Exceptional Children's program. One time per week, the Special teachers will have a common time to meet and plan for grade level projects.

10.5. Marketing, Recruitment, and Enrollment

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

Q120. Marketing PlanMarketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).

Faith Academy aims to serve Rowan County with a small percentage of students from Cabarrus County. More specifically, we aim to target families who currently attend Faith Elementary School, which is at risk for shutting down. Many in the community have voiced desire for another option for schooling in Faith. We will also appeal to students who desire to blend academics with hands-on learning through our offering of Life Skills classes in the middle school and our CTE pathways in the high school. Although those families will be a focal point, we will be inclusive and non-discriminatory to ensure opportunities are presented to those in all surrounding geographic areas and to ensure a diverse population that reflects the demographic composition of the district in which the school is located. Because we are seeking acceleration, we've already begun to market to the are and will continue to or begin to implement the following strategies to market to our prospective families:

- Develop a digital presence by creating a website that describes the mission of the school and vision of the school, advertises upcoming events, introduces our board members and lists upcoming meetings, frequently asked questions about our school and NC charters schools, and other pertinent information. The website will also give families the opportunity to sign up for an interest list via Schoolmint. By doing this, they will receive information about the school as it continues through the charter application process and create an account future applications. Our website can be found at https://www.faithacademync.org/ (https://www.faithacademync.org/).

- Develop a Facebook campaign to create interest via social media. This page will provide relevant information about the school and target individuals in the Rowan County area with elementary through high school aged children. Interested

applicants will be able to "like" the page and share it with their own network of friends.
https://www.facebook.com/faithacademypatriots (https://www.facebook.com/faithacademypatriots)

- Offer virtual events via Zoom. Because of Covid-19, we have begun to host these on-line "town-hall" events in which a presentation is given and ample time for questions and answers are provided at the end. A recording of the events are posted online afterward for review on both our social media platform and our website. As social distancing requirements are eased, these sessions will be in-person, outdoors, in common spots in Rowan County. One location that will be commonly used will be Faith Park. In-person sessions will follow the same format as online sessions.

- Conduct in-person events when such events are able to be safely held, Faith Academy will hold a variety of open-house events at the facility if it is ready or nearby in Faith. These events will provide community members with an opportunity to see the facility and speak with staff about the school. Instructors will be encouraged to participate in these events to build relationships with school families.

- Send a monthly or bimonthly newsletter to people who have subscribed to our interest list.

- Use our board members' extensive connections in the community. We plan to use their word-of-mouth and any connections they may be able to provide within Rowan County. We will provide marketing materials for them to distribute to their networks, as well as invitations for relevant events throughout the school year.

- Establish a connection with the local newspaper in Rowan County, *The Salisbury Post*. We have already run a 1/2 page advertisement with them and plan to continue this business relationship open. *The Salisbury Post* offers both print and digital options, therefore, widening our audience. We aim to run smaller notices with *The Salisbury Post* when we have informational events or other community activities.

- Utilize a promotional video series that will explain different program aspects, as well as answer frequently asked questions. These will be posted online and readily accessible to current and prospective families.

- Provide a variety of informational graphics and other print materials that can easily be distributed virtually and physically. We have already begun to utilize this process by mailing 800 postcards containing information about our school's mission and interest list, targeting addresses listed as residences with children.

- Take part in community events. Prior to its cancellation, our board had secured a float in Faith's 4th of July parade, one of the biggest Fourth of July celebrations in the state of North Carolina and held annually since 1946. The town's July 4th events are sponsored by Faith Civitan, Faith Jaycees, Faith American Legion, and the Legion Auxiliary. We had also planned to participate in Nazareth Child and Family Connection's 114th Annual Fun Fest prior to its cancellation. Nazareth Child and Family Connection is a non-profit agency that provides residential care and outpatient substance abuse and mental health

counseling. The event includes a car show, a concert, a raffle, and other entertainment. If these events are held next year, we will participate as both are wonderful opportunities to meet potential students and parents.

- Distribute t-shirts and other branded items to develop name recognition and familiarity and participate in local community service events.

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

Q121. Describe how parents and other members of the community will be informed about the school.

Faith Academy believes that parents and community members are important stakeholders in the educational process. We seek to build upon the connections we have already established with members of the local community to maintain engagement and receive both input and feedback. We plan to keep grassroots engagement in a few ways:

Faith Academy has a newsletter that is sent to families and interested parties at least once a month or more, depending on events and school progress. This newsletter will be expanded as the school is developed. The newsletter will highlight important engagement events and activities in the near future, as well as any relevant school updates.

Our lead administrator and eventually our principals will send out weekly communications either via video, phone call, or email.

Furthermore, our Project Based Learning philosophy requires that student projects have a public presentation piece. Parents and community members will be invited to Project Celebrations at the elementary and middle school level and "Showcase Night", which will highlight student projects and work at the high school level. These presentations will also provide parents with a background on curriculum and the school's educational focus.

Project Based Learning and our mission also mean that interaction with the community is integral for our students' success. Students will be required to complete community service hours. Our seniors will need to complete a service learning project in their CTE pathway. We will also recruit experts to help with our projects and to judge the students' presentations.

Q122. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.

We believe that parents and the local community are allies in the educational process. We will proactively build partnerships with these allies to enhance our effectiveness and the overall academic achievement of our students. After receiving approval for our charter we will continue to communicate to stakeholders all pertinent information that relates to the school. This will include the utilization of our website that outlines the school calendar, policies, events, board members, and

other relevant updates. We will also continue to employ our social media platforms to advertise and inform our local community. Through our Facebook and Twitter accounts we will encourage interested families to share their email addresses so we can add them to our listserv. By building this database of contacts we will have the ability to have steady stream of communication with prospective applicants. We will also continue to participate in community meetings, hold open houses, and send out monthly newsletters. This will provide opportunities to forge partnerships with prominent community organizations that will be mutually beneficial for these organizations and the students of FA.

During the school year, we will continue to push enrollment through events and community engagement. Community events run by board members, Faith Community Endowment's Charter School Committee, and other volunteers will be strategically placed throughout the year, with AT LEAST 1 event occurring every other month. Events will include, but will not be limited to, open house nights, festivals, and fundraising events at local eateries. If Covid-19 restrictions are lifted, we will participate in the Rowan County Fair in September, in October or November when the charter is approved, we will host a FallFest party in the town of Faith, we will participate in a town-wide community service event during the winter season in addition to assisting the Citivan Club with the Town of Faith Christmas Tree Lighting and the American Legion Community Santa Visit, the Junior Auxiliary Annual Pancake Breakfast in February, the FunFest in June, and the Fourth of July celebration.

We will use the following benchmarks to indicate suitable recruitment practices over time:

In October/November, we will have increased our interest list by 50%. At the end of January, after our open enrollment window has been open for a month, we will have applications for at least 50% of our seats. By the time our open enrollment window closes, we will have enough students for a lottery. We will continue to recruit throughout the spring with the goal of having 50% more applications than we have seats by July. Any offers will be verified and processed by the end of April. As responses come in, we will bring applications off of our waitlist as necessary. We have a structure to document and track withdrawal trends from year to year, helping us to zone in on the anticipated grade levels that will need extra marketing focus for enrollment for each recruitment season. Feedback from families will be collected each year through surveys. This will encourage families to stay involved with the school, and boost efficacy.

Q123. Describe how students will be given an equal opportunity to attend the school. Specifically, describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at-risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.

Faith Academy will be a community school. This means that we will give equal opportunity for all students to attend our school. It is part of the reason why we are dedicated to offering bus transportation, free and reduced lunches, and a weighted lottery. In terms of our outreach, we've already sent 800 mailers to communities with larger percentage rates of households with children. Once our charter is improved, we will send out a mailer in English and Spanish focusing on apartment complexes and townhouses in the area.

We have plans to place fliers in many of the preschools in Rowan County, especially those that are free or accept childcare waivers such as the Salisbury-Rowan Community Action Agency, East Spencer Head Start, Livingstone Head Start, Price Head Start, West Rowan Head Start, Westside Head Start, Wiley Lash Head Start, and WOT Fleming Early Head Start.

Fliers in English and Spanish will be placed in high-traffic areas, such as laundromats, community centers, churches, and local grocery stores. We plan to host at least 3 tabling events outside of these high-traffic areas to assist with outreach efforts.

Q124. What established community organizations would you target for marketing and recruitment?

Faith Township and the surrounding areas have many established community organizations we could target for marketing and recruitment. As mentioned above, we would work with the Nazareth Family and Child Connection, the Salisbury-Rowan Community Action Agency, the Sapona District Boy Scouts of America Central North Carolina Council, Faith Citivan Club, and the Faith American Legion. In addition, five churches in Faith have agreed to help with Faith Academy and we could recruit there. They include Faith Lutheran Church, Faith Baptist Church, Shiloh Reformed Church, Lyerly Memorial Church, and Mt. Hope Church.

10.6. Parent and Community Involvement

Q125. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.

Throughout the planning year FA will continue its communication efforts with the public, informing them of any updates, events, and meetings. To achieve this, we will utilize our social media platforms (Facebook, Instagram, Twitter). Via social media and our website, we will encourage interested parties to add their email address to our listerv for announcements and (at least) monthly newsletters. We will also share the links to our website which will outline the school calendar, policies, events, board members, and board meeting dates. We will mail letters to the homes of accepted students welcoming them to Faith Academy and offering times to meet with faculty for questions about the school and help with registration.

Perhaps most importantly, we will also continue to participate in community meetings and attend local events, including hosting our own get togethers so students can begin to form a bond. Extending a hand to the community and being part of these events will help form relationships with organizations in the area that will be valuable assets to our school. We will have a ribbon cutting and cook-out event, a food and school supply drive, as well as a parent/student orientation prior to the opening of school where families can tour the school and meet their teachers. During this event, the lead administrator will meet with families to reinforce what has already been communicated on-line and during other presentations and events: the culture of the school and how parents can help us achieve it through communication with teachers, attendance at Student Led Conferences (SLC), exhibition nights, and volunteering.

Q126. 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.

There will be several opportunities to engage parents in the life of Faith Academy - a couple of which will be required. First, parents will participate in Student Led Conferences (SLC) twice a year. These conferences will take place at the conclusions of the first and third academic quarters. At the first conference, students will share their leadership binders (or digital

portfolios for the upper grades) - a collection of work assessing their mastery of skills and a reflection of their Project Based Learning work as well as the goals they have set for the school year. They will also discuss their self-identified strengths and weaknesses and the action steps they have chosen to achieve their goals for the school year. At the second conference, students will evaluate their progress towards their annual goals. They will also discuss any adjustments that are necessary to achieve their goals before the end of the school year. During the conference, the parents and teacher will listen, ask questions, and provide guidance where necessary. If parents have specific questions about academic concerns, policies, or behavior, they can schedule a separate appointment with the teacher.

There will be other events where parents and community members can celebrate student achievement throughout the year including project culminations where students publicly present the products created through their PBL and articulate their learning. Also, FA will host at least one Exhibition Night a year - an aspect of the PBL program that gives students another opportunity to share their unique talents and become comfortable presenting in front of adults from the local community. Through this event students are also able to develop their leadership skills and celebrate their achievements. It will give these stakeholders the opportunity to engage in partnerships with FA and strengthen their support for student learning.

Parents and community members who have completed the appropriate background checks will be welcome to volunteer in our classroom in various capacities from sharing a skill or trade, presenting a story or craft, assisting with lunches, or providing coverage during testing. We also hope to build an active PTA.

Q127. If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.

Citizenship begins at home, is reinforced in school, and takes roots in the community. Therefore, it is integral that Faith Academy enlists parents and the local communities as allies in achieving our mission. Additionally, building partnerships beyond the classroom are shown to enhance overall student achievement.

Through Project Based Learning focus on voice and choice and Cogenerative Dialogues, we will hear from our students and local teachers about the issues facing our families and the community. Our students will have the opportunities and the tools to create programs to serve those needs.

In addition, once we have a National Junior Honor Society and/or National Honor Society, we will offer programs such free tutoring, parents night out, and curriculum refreshers so parents can assist their students with their homework.

10.7. Admissions Policy

Q128. Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:a. 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.b. Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.c. Clear

policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.d. Explanation of the purpose of any pre-admission activities (if any) for students or parents.e. Clear policies and procedures for student withdrawals and transfers.

In order to apply for admission to Faith Academy, a student must only be a resident of the state of North Carolina. FA will not discriminate based on race, color, creed, national origin, ethnicity, gender/gender expression, sexual orientation, or religion. FA will also not deny any student based on previous academic performance or special needs. To obtain admission to FA, potential students must go through the application process. The application period will begin on January 2nd, 2021 and run through March 1st, 2021. No criteria for admission will be used except the completed application. The application will be available and completed via our website. A paper application will be available upon request.

If the number of applications exceeds the number of available spaces, a lottery will be held to fill vacant seats for the next school year. After seats are filled, the drawing will continue to determine the order of a waiting list. Current year waiting lists dissolve when the next enrollment period begins.

Parents will be asked to confirm both their student's current grade as well as the grade for the coming year. Parents wishing to have their child considered for retention must still submit their student for the subsequent grade level; if admitted the student will be evaluated by the managing director and child's teacher before a retention decision is made. If an admitted student's retention decision was made after the child's name was drawn for enrollment in a specific grade level, the managing director reserves the right to withdraw or uphold acceptance.

Once enrolled, students are not required to enroll during subsequent enrollment periods. In late winter or early spring, parents will be asked to sign a letter of intent for the coming year to allow the school to plan appropriately for the lottery.

FA will follow all rules and regulations regarding enrollment priority as specified required by applicable North Carolina law.

Faith Academy may give enrollment priority under the following circumstances as stated in G.S. 115C-238.29F(g). The priorities shall be executed in the following order as space permits in each grade:

1. Children of Faith Academy's current Board members and full time employees are admitted before the public lottery, regardless of impact on the enrollment cap for those grade levels in which they are admitted. Students given this priority must not exceed 15% of ALA's total school enrollment.

2. Siblings of currently enrolled students who were admitted to the charter school in a previous year. For the purposes of this section, the term "siblings" includes any of the following who reside in the same household: half siblings, step siblings, and children residing in a family foster home.

3. If siblings apply for admission to FA and a lottery is needed, FA will allow the family to enter one surname into the lottery to represent all of the siblings applying at the same time. If that surname of the siblings is selected, then all of the siblings shall be admitted to the extent that space is available and does not exceed the grade level capacity.

4. A student who was enrolled in another charter school in the State in the previous school year that does not offer the student's next grade level.

FA's Board of Directors will hire a third-party firm to administer the public lottery to ensure transparency in the lottery process.

The school will post the results of the lottery on the website within 5 business days of the lottery. If a student has been admitted to the school, the parent/guardian of the student will be contacted via email unless they indicated on their application that they did not have access to email. If the parent is unable to receive email, an acceptance letter will be mailed to the child's residence.

Applicants drawn during the application process must reply to accept or decline admission to Faith Academy within 5 business days and 10 days to complete registration. Should a parent decline the enrollment offer or not respond before the deadline, the school may offer admission to the next name on that specific grade's waiting list. Applicants who are accepted off the waitlist have 48 hours from notification to accept or decline admission and 5 business days to complete registration. If enrollment is declined and then a parent later decides they would like to send their student after all, they will be asked to submit a new application and they will be placed on the waitlist in the next available spot.

As spots at the school become available, the parent/guardian of the student will be contacted via email. If the parent does not have access to email and has specified that on their application, the school will mail a letter of acceptance to the child's residence.

FA reserves the right to refuse to enroll any student currently under a term of expulsion or suspension by his or her school until that term is over.

FA reserves the right to refuse to enroll a student if a parent willingly and knowingly provided incorrect information on the enrollment application.

If a student has accepted enrollment at the school, but does not appear at the school in the first 2 days of school, the school will make reasonable attempts to contact the parents. If there is no response from the parent by the 3rd day of school, the school reserves the right to remove the student from their enrollment roster and offer the next student on the waitlist the spot.

If the school or the 3rd Party contractor makes an error in the lottery, such as leaving a student out, the entire lottery for the affected grade level(s) will need to be redrawn.

If a mistake is made by an applicant resulting in the applicant not being placed at the appropriate grade level in the lottery, the applicant will not be admitted and may submit a corrected application, which will be subject to the process followed for students applying after the enrollment period.

If too many students were included in the lottery at a grade level or if a student name was duplicated in the lottery at a grade level, the student or students who should not have been included (or the duplicate with the lower priority placement number, as applicable) will be removed, and any applicants with placement numbers behind the applicants who were removed will be advanced in order on the list.

If a student name is duplicated in the lottery and the school administration determines that the student was intentionally registered more than one time, the student will be assigned the lowest priority placement number assigned to the student in the lottery.

If an applicant has been incorrectly placed in a grade because a parent wishes to have their student retained, the applicant will not be admitted and may submit a corrected application, which will be subject to the process followed for students applying after the enrollment period.

Q129. Weighted LotteryDoes your school plan to use a weighted lottery?
The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited, lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:
1. **In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.**
2. **A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones, unless the charter school is operated by a municipality OR the charter school was converted from a traditional public school. Municipal charter schools may give enrollment priority to domiciliaries of the municipality in which the school is located (G.S. 115C-218.45(f)(7)), and charter schools that were converted from traditional public schools shall give admission preference to students who reside within the former attendance area of the school (G.S. 115C- 218.45(c)).**

3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically, and legally sound practices, protocol, and research. 8/5/2020

- ◉ Yes
- ◯ No

Q130. **If the applicant is requesting to use a weighted, or otherwise limited, lottery, please provide the following:**
1) A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted orlimited lottery

Our goal is to empower all families, regardless of where they can afford to live, the ability to pursue high-quality innovative options for their children's' education. FA requires the utilization of the weighted lottery in order to ensure increased equity for all students. As our vision states, Faith Academy students are engaged citizens, aware of, and actively seeking solutions to real-world problems within and beyond their own community borders." By mirroring the economic breakdown of their community, we are mirroring the world in which our students live.

According to "The Benefits of Socioeconomically and Racially Integrated Schools and Classrooms," published by The Century Foundation in 2016: "Racially and socioeconomically diverse schools offer students important social-emotional benefits by exposing them to peers of different backgrounds. The increased tolerance and cross-cultural dialogue that result from these interactions are beneficial for civil society." The benefits include: reducing racial bias and countering stereotypes, improving students' satisfaction and intellectual self-confidence, and enhancing students' leadership skills. All of those benefits align with our mission and vision.

There are additional academic benefits cited in the same article: higher average test scores, students more likely to enroll in college, students less likely to drop out, reduction of the racial achievement gap, classrooms that encourage critical thinking, problem solving, and creativity. Our mission states that Faith Academy is "a challenging and supportive learning environment where students address real-world problems to become successful citizens and community leaders in a rapidly changing world." A weighted lottery that provides seats for children who qualify for the National Lunch Program would increase our racial and economic diversity, integrating our classrooms, and therefore helping all students achieve the benefits cited above and mentioned in our mission.

Q131. **2) A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.**

Faith Academy will use a weighted lottery for economically disadvantaged students by weighting a student's individual chances in the general lottery. Applicants can voluntarily identify as economically disadvantaged when applying for the weighted lottery. Only students who meet the criteria of being economically disadvantaged are eligible for the weighted lottery. The additional "weight" for economically disadvantaged students will be calculated each year to maximize the probability that 22% of the students enrolled at FA will be economically disadvantaged. FA will continue to use a weighted lottery and the 22% EDS target for students admitted through the lottery until 22% of the students enrolled at the school are identified as economically disadvantaged.

FA will assess eligibility for the weighted lottery by using an optional form for economically disadvantaged status. The form will be clearly labeled as optional and will state that "No specific information from your weighted lottery application will be obtained beyond eligibility status, and the information will not be retained", in addition to stating that the family gives consent for the school to verify their economically disadvantaged status. For economically disadvantaged students, FA will verify the status by using household income and/or free and reduced lunch eligibility. The verification will not take place until a student has been enrolled through selection in the weighted lottery.

If a family is selected for enrollment through a weighted lottery, they must provide supporting documentation of eligibility during FA's regular enrollment process. If a family is unable to provide the supporting documentation necessary to qualify for the weighted lottery, FA will contact the family to offer assistance in the process. However, if the family is still unable to provide the documentation, the applicant will be returned to the general waiting list.

Q132. 3) The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.

At FA, we will develop a student body that reflects Rowan County's diversity and positively leverages its differences. We know that economically diverse learning communities lead to better outcomes for all students. Furthermore, this fulfills the mandate of the Charter School legislation by providing increased learning opportunities for all students with a special emphasis on expanded learning experiences for students who are identified as at-risk of academic failure.

Central Park School for Children in Durham, NC implemented a similar lottery, setting aside 15% of seats for students who qualify for the National School Lunch Program in 2013-14 and 25% in 2014-15, all the way to 40% in 2016-17. By doing so, they increased the socio-economic diversity from 6% in Year 0 to 18% in Year 3 (2015-16). Their website notes that, as of 2014-2015, the achievement gap still existed, but that their EDS had "the highest EOG proficiency rate of all twelve Durham Charter Schools." With our strong educational plan, we believe that over the first five years of operation, FA will be able to close the achievement gap between students who are economically disadvantaged and those who are not.

A report titled, "Diverse Charter Schools: Can Racial and Socioeconomic Integration Promote Better Outcomes for Students?" published by the "Poverty & Race Research Action Council" and "The Century Foundation," states: "lotteries not based on individual race that weight students based on family income, geography, parents educational status, or the racial makeup of a neighborhood, for example can be a powerful tool for creating a diverse student body." One of the school's studied in the report "simply reserves the first 60 percent of seats in their lottery for low-income students," a plan similar to what FAI is proposing.

However, a weighted lottery alone is not enough to guarantee a diverse student body or academic achievement. The school must still be high-quality with "a focus on academic quality and in-demand specialties." Project Based Learning, reading and writing workshops, and math workshops are examples of academic quality that ACS will offer and to which the report speaks. A weighted lottery, quality academic programs, and a goal of 100 percent highly qualified teachers will coalesce into a high-performing school with strong academic results.

When discussing school culture, the report posits: "Creating a successful diverse charter school requires more than ensuring diversity of students who walk through the front door. In order to reap the academic, social, and cognitive benefits of diversity, schools must ensure that all students have equitable educational opportunities and all cultures or backgrounds

are respected." FA's use of the Responsive Classroom model, its various groupings within the classroom, and its removal of barriers by providing transportation as well as offering free and reduced lunches will create equal opportunities for the children it serves.

Q133. **This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application**

○ Yes

◉ No

Q134. **Explanation (optional):**

Faith Academy, in the preparation of this application, researched and sought advice from other charter schools in the state with similar educational models. Some parts of this subsection are modeled from those schools with the permission from the school's Board of Directors.

Q135. **I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application**

◯ Yes

◉ No

Q136. **Explanation (optional):**

Faith Academy, in the preparation of this application, researched and sought advice from other charter schools in the state with similar educational models. Some parts of this subsection are modeled from those schools with the permission from the school's Board of Directors.

11.1. Transportation Plan

Q137. Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. Include budgetary assumptions and the impact of transportation on the overall budget. The details of this plan should align with the mission, identified need for the charter school, targeted student population, and the budget proposal.
If you plan to provide transportation, include the following:a. Describe the plan for oversight of transportation options (e.g., whether the school will provide its own transportation, contract out for transportation, attempt to contract with a district, or a combination thereof) and who on the staff will provide this daily oversight.b. Describe how the school will transport students with special transportation needs and how that will impact your budget.c. Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services

A. Faith Academy will provide transportation options for all students and parents. While we anticipate that most of our children will have transportation provided by their families, we recognize that providing their own transportation will create barriers for other families. To alleviate that hardship for our students, we will lease at least two buses that will service students in the geographic areas of our schools. We will select specific drop zones where parents will be able to meet bus drivers to transfer their children to the care of our bus drivers for transport to the school. This will allow families who do not live in the immediate vicinity of the school the option of not having to drive the entire distance to the facility. Instead they will meet the bus in public locations closer to their own residence. Each geographic area will have 2-3 public drop zones and drivers will keep strict schedules to ensure promptness and efficiency. Public drop zones will be at universally known landmarks like popular shopping centers, churches and community centers. School administration will select the location of the drop zones based on its proximity to a majority of students who have need for the transportation service. Administration will guarantee that these locations are practical for a large concentration of students. Administration will also continually evaluate the safety of the drop zone locations and set distinct procedures to ensure the safety of all students. The practice of providing drop zones will alleviate transportation dilemmas for our families and also be an efficient use of the school's transportation resources. We will also offer a Before/After school program for families who need extended care services. In year one, the lead administrator will work with our transportation director to provide daily oversight. After year one, the responsibility will belong to one of the building principals.

School administration will employ an online system where parents will be able to communicate with one another to organize carpool rides for their children with other families who live near them. The system will be accessible through the school website, and families will have the flexibility to coordinate transportation throughout the school year.

As FA grows, we will evaluate the transportation budget annually and determine whether additional funding is necessary to obtain additional resources. ACS's goal is to provide no cost transportation options to all students to guarantee that no student is denied access to the school based on a lack of transportation.

B) If students with special transportation needs are enrolled at Faith Academy, we will contract with a special needs transport group to provide transportation to and from the school. There are currently four such companies in the area. Factoring the cost of at least two surplus budgets, drivers, gas, and maintenance, we have budgeted $60,000 for year one with additional funds each year thereafter. If our transportation budget is not adequate to cover this additional expense, we will use funds from our surplus to ensure transportation for the students.

C)FA will comply with all state and federal laws and regulations related to transportation services. Buses will be receive federal and state inspections annually by a certified mechanic as required and quarterly by the school transportation director. Our drivers will have all required CDL licenses, background checks, and clean driving records.

11.2. School Lunch Plan

Q138. Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal.If the school intends to participate in the National School Lunch Program, include the following components in the response:a. How the school will comply with applicable local, state, and federal guidelines and regulations; b. Any plans to meet the needs of low-income students; andc. Include how the school intends to collect free- and reduced-price lunch information from qualified families. If a school intends to participate in the Community Eligibility Provision, describe the methodology the school will use to determine eligibility.

Faith Academy will ensure that every child is provided with a meal on a daily basis. Students will have the opportunity to bring their own lunch or pre-order their lunch from FA's selected vendors. FA will set up an online ordering system where families can select food options from local restaurants. The vendors will then deliver the meals to the assigned students on the date it was selected. All meal options will meet the nutritional guidelines of the National School Lunch program. The online system will manage all payments and food orders to help with the efficient distribution of meals.

FA has identified My Hot Lunchbox as a potential vendor for our school lunch program. My Hot Lunchbox offers nutritious meals with vegetarian, gluten free, and dairy free options. It provides a worry-free food service program for school administrators. It also provides the necessary equipment and staff members as necessary to meet the needs of each school. My Hot Lunchbox will work with area restaurants to set up menus at different price points for each day of the week. If there is a problem with a vendor, the school administrator will call My Hot Lunchbox who will work to rectify the problem.

FA will comply with the guidelines of the National School Lunch Program in regards to its free and reduced lunch population.

Students will fill out free and reduced lunch applications at the beginning of the year to determine if they qualify for the program. FA will contract with local vendors to provide lunch at no charge or at a reduced cost for qualifying students. Students who forget their lunch will be provided with lunch from a surplus supply of meals. We have allocated funds in our budget to cover the costs of the surplus meals and profits from the vendor program will offset a portion of these costs.

11.3. Civil Liability and Insurance

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

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

Q139. Complete the attached table, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.

Please see attached spreadsheet.

Resources :

Evidence :

Faith Academy Charter School Insuran...

Q140. Attach Appendix L: Insurance Quotes

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

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

Evidence :

Appendix L- 2020 FACS Premium Estim...

11.4. Health and Safety Requirements

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

Q141.

We, the Board members will develop a written safety plan and policies to be shared with staff, parents and students and be available upon inspectionfrom the Department of Public Instruction and local Health Departments.

The Board Chair must sign this question.

Signature

Comments :

When our board chair was a sheriff, the North Carolina Department of Justice used his school safety plan as a model for NC Schools.

Q142. Start-Up PlanProvide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).

Faith Academy will follow the most up to date Ready to Open Progress Report (such as this one (https://files.nc.gov/dpi/documents/charterschools/planning/sessions/1/rto-framework.pdf)) as a framework to develop the required plans and procedures for the school. The Board and Lead Administrator will also attend any planning year trainings that occur prior to approval from the State Board of Education. Please see the attached spreadsheet for our detailed start-up plan.

Evidence :

📄 PDF

Faith Academy Start Up Plan - Board o...

Q143. Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.

There will undoubtably will be some challenges to starting a new school. We anticipate that their might be delays in construction related to weather, that Covid-19 might cause us to alter our marketing plan or restructure our school day, and we know that there are no start-up funds from the state. We expect to address these challenges in a few different ways. If our construction is delayed, our first plan will be to lease mobile units for the property. After that, we will partner with one of the churches or businesses in town to lease space for year one operations. We've already adapted our marketing practices because of Covid-19 restrictions and we will continue to reach out while staying within the health and safety guidelines of

our county and state. We plan to bring our lead administrator on payroll by January 2021. If we need to draft a new schedule or distance learning plan, we will have their expertise as well as that of our mentor board, and the expertise of Charter Success Partners. The lack of start-up funds will also be alleviated by resources put forth from Charter Success Partners.

11.5. Facility

Q144. What is your plan to obtain a building? Identify specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation
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

Faith Academy has a relationship with an established real estate developer who has worked with several charter schools in North Carolina. This company designed and constructed the elementary, middle and high School buildings at Voyager Academy Charter School in Durham. They also have a relationship with the Discovery Charter School in Northern Durham. FA has established a similar relationship with this real estate developer and will execute a similar plan for attaining a building as the schools listed above.

The Faith Academy Board has a Letter of Intent to purchase a 27 acre parcel of land from a local community member after the preliminary approval of the charter. Upon charter approval, the developer and FA's Board of Directors will complete the land purchase and begin construction on a new facility. In the second year of operation, FA will occupy the new facility.

FA's Board will ensure that the new facility is in compliance with all local building codes and regulations. The Board will also collaborate with the local city/county Inspections department to implement all necessary inspections to meet building and land use regulations. The facility will satisfy all safety and fire standards to guarantee the health, safety, and welfare of all occupants.

Q145. Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.

Our long term facility plans include a permanent structure built on our 27 acres. While the building is under construction, we will have modular units on site. The Board will consult with the development company on building design and necessary capacities. We plan to allocate at least 65 square foot per student, with an average of 20 students in each classroom. The building will house over 60 classrooms when we are a K-12 school, the full K-12 facility will be over 65,000 square feet.

Our kindergarten classrooms will all have outer doors leading to a separate playground. There will be a second playground with climbing structures for the elementary school. The middle and high school will have athletic fields and a basketball court. The development company will ensure that outdoor spaces like playgrounds and athletic fields are included in the school site. The board will work with reputable licensed architects and engineers to produce plans that meet all applicable building codes, city and state requirements, etc.

In the short-term we will work with a developer to purchase a site already under a Letter of Intent to purchase. The developer will place modulars on the site for the first year of school. These modulars will be place on the site in a way that will allow permanent construction to begin contemporaneous to school being held in the modulars. The intended development company has already visited and reviewed the location and provided this course of action as a feasible plan for both the short term August 2021 start date and long term permanent campus.

In addition to the Letter of Intent securing the long term site for the school and review of the aforementioned site with the development company, our school secured a back-up site for the August 2021 opening. As evidenced in the application, a local church has agreed to lease their classroom facilities to the school for the first year. The developer has also provided a timeline for opening in the back-up church location, which fits well within the timeline for an August 2021 start date.

The budget for the short and long term facility options is based on years of experience working with NC charter schools in both build to suit development agreements and temporary site build out. The facility budget used recent pricing for price per square foot from similar size projects, an average of 65 square feet per student, and typical lease terms in recent NC charter school development agreements. By using rates from comparable development agreements that closed during 2020 we feel confident the budgeted amount for the facility is reasonable.

Q146. **Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, and other spaces**

In addition to the space mentioned above, there will be an art and music room in each building. There will be two computer labs: one for the elementary grades and one for the middle school. The high school will house a media center that will have research materials, age appropriate reading materials, and a class set of computers. There will also be mobile laptop carts in each building. The middle school section of the building will have a gymnasium as will the high school. The high school gymnasium will double as our auditorium. Each building will have a mixed media room that can be used for life skills or CTE courses, equipped with an area for cooking, sewing, et cetera. The high school will have a lab space for the electronics classes, a woodworking room, an a child development room.

We will work with the development company on all other necessary spaces such as a teacher workroom, offices, and supply rooms.

Q147. **What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location**

The cost breakdown per square foot for the proposed facility is $200 per square foot. This cost is comparable to other NC charter school development projects closed in 2020. Those comparable projects were representative of a number of well-know charter development firms. It is also comparable to other facility rates in the Faith, NC area as demonstrated by an average lease per square foot rate of $20.00 per square foot for a brand new facility.

Q148. 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

In our first year of operation, FA will utilize mobile classroom units as construction on the permanent facility takes place. If unforeseen circumstances arise and we are not able to inhabit the permanent facility at the beginning of year 2, we will add additional mobile classroom units to accommodate our increased student enrollment. The school will not have any financial obligation until construction is completed on the permanent facility and an educational certificate of occupancy is obtained.

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

We currently have an agreement with Faith Lutheran Church to use their building as our contingency plan.

Q149. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

One of our board members has a total of 29 actual years working for NC public schools. For 9.5 of those years, he was the Finance Officer with Clinton City and Lexington City Schools and also Lexington City Schools. As an added responsibility, he managed the maintenance and capital projects. While in Lexington, he was promoted to Assistant Superintendent for Operations which included finance, maintenance, food service and transportation. In 1995, he was hired as Asst. Supt. of Rowan Salisbury Schools with responsibility for all operations including capital projects, such as over-site on a 42 million dollar capital improvement plan that included two new schools and renovations at most of the other 28 school sites. When he went to Winston-Salem Forsyth County Schools in 2001, he had the same responsibilities including a $150 million dollar building program. In 2005, Winston-Salem Forsyth passed a $250 million dollar bond. It was our board member who put that bond proposal together and started a number of those projects. He was responsible for finding and purchasing property for the 12 new schools, hiring the architects, hiring the contractors, and over-seeing the total building projects. He came back to RSS in 2006 assuming the same job he had when he left in 2001. There he built two more schools and did numerous renovations on the other buildings such as roofs, HVAC systems, building additions, painting, paving roads and parking lots, utility additions, athletic facilities and etc. He was also responsible for the budgets and financing for projects at all the various systems where he worked.

Q150. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

◉ Yes

○ No

Q151. Explanation (optional):

12.1. Charter School Budget

Q152. If applicable, attach Appendix M: Revenue Assurances.Assurances are needed to confirm the commitment of any additional sources of revenue.

Please see Appendix O here.

Evidence :

📄 PDF
FA Appendix 0.pdf

**Q153. Attach Appendix N: Proposed Budget for Year 1 through Year 5
Click "Resources" (to the right of this text) to access and download the Budget Template.**

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

Resources :

📊

Evidence :

📊
Charter Application Budget Template -...

12.2. Budget Narrative

Q154. How was the student enrollment number projected?

The student enrollment number was projected by looking at the percentage of students in the Rowan Salisbury LEA and the number of students currently attending Faith Elementary and the surrounding schools. We sought to find a balance between meeting the demand for a school of choice while staying true to our ethos of community while sustaining a budget.

Q155. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection

Whether or not Faith Elementary School closes, Faith Academy will provide a school choice option to parents where there is currently very little. There is only one other charter school in Rowan County: a K-5 STEAM school. We believe parents will be interested in this choice since it offers a unique educational model, will serve their students from K to 12, will help them learn marketable skills, and will be higher performing than other schools in the LEA.

Q156. Provide the break-even point of student enrollment

In order to maintain all expenses and staffing at the current projected budget for year 1, the school will need to enroll a minimum of 471 students to break-even. However, we are prepared to make adjustments to expenses as needed should enrollment fall short of projections.

Q157. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated

If anticipated revenues are lower that estimated due to per student allotment reductions or lower student enrollment, the school is prepared to take steps to ensure solvent fiscal operation. The school will take the following steps: apply for grants, fundraise through parent organizations, seek additional corporate donations, reduce staff positions, and adjust the amount of money spent on instructional supplies, staff development, hardware and software to align with the lower student enrollment and number of staff positions. FA would do as little as possible to affect the overall teaching program.

Q158. Does the budget rely on sources of funds other than state, county, and federal (e.g., loans, donations, etc.)? If so, please provide the source and amount. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices.

Not at this time. Faith Academy will not rely on sources of funds other than state, county, and federal funding in years 1 through 5. FA plans to apply for grants and seek corporate sponsorships; however these funds will be used for supplemental materials or positions and not required operational budgetary items.

Q159. Provide the student to teacher ratio that the budget is built on

20 to 1

Q160. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully

As mentioned in the "Facility" section, one of our board members has a total of 29 actual years working for NC public schools. For 9.5 of those years, he was the Finance Officer with Clinton City and Lexington City Schools and also Lexington City Schools. As an added responsibility, he managed the maintenance and capital projects. While in Lexington, he was promoted to Assistant Superintendent for Operations which included finance, maintenance, food service and transportation. In 1995, he was hired as Asst. Supt. of Rowan Salisbury Schools with responsibility for all operations including capital projects, such as over-site on a 42 million dollar capital improvement plan that included two new schools and renovations at most of the other 28 school sites. When he went to Winston-Salem Forsyth County Schools in 2001, he had the same responsibilities including a $150 million dollar building program. In 2005, Winston-Salem Forsyth passed a $250 million dollar bond. It was our board member who put that bond proposal together and started a number of those projects. He was responsible for finding and purchasing property for the 12 new schools, hiring the architects, hiring the contractors, and over-seeing the total building projects. He came back to RSS in 2006 assuming the same job he had when he left in 2001. He was also responsible for the budgets and financing for projects at all the various systems where he worked.

Our treasurer is a CPA and works as an accountant at a CPA firm. She is also part owner of a rental real estate business for which she does the bookkeeping.

A third member is the executive director of a nonprofit for which she manages and reviews the budget to ensure successful implementation of the financial plan.

Q161. Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated

If one or more high needs students with disabilities are enrolled at Faith Academy, we might need to use our surplus or contingency funds to hire appropriate staff to support them.

Q162. If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance.

The founding board members attended the NC Association of Public Charter Schools conference in the summer of 2019. We met with several vendors at the conference to discuss our vision for starting a charter school in Faith, NC. After the conference we met with vendors providing services such as payroll, benefits, fundraising, accounting, etc. Through the evaluation process we solicited proposals and decided to engage with Charter Success Partners, taking official action to engage with their firm for services in December 2019. We will continue to review their services as well as other vendors on a continuing basis; this review will mainly be done through monthly reports provided by the vendor on the contracted deliverables.

The board will also establish a finance committee who will complete the following monthly check to ensure source documentation and financial reports are being reviewed.

1. Check the 'Net Gain (Loss)' on the Balance Sheet matches the same periods 'Surplus/(Deficit)' in YTD column on the current budget report.
2. Check 01. Bank Statement(s) and 02. Bank Recon Summary for all accounts - check that the Ending Balance on the bank statement matches the Statement Balance on the Bank Recon and that the Difference on the Bank Recon is $0.00. Sign the 02. Bank Recon Summary for each account.
3. Review the EOY projection column and corresponding notes on the current month's budget report, make adjustments and notes to the EOY projection column. Compare the Surplus/(Deficit) to the prior month EOY projection. Ask the appropriate school personnel for highlights to the changes to the EOY projection.
4. Finance committee report to the full Board of Directors on a monthly basis, including the following items:

Total Revenue MTD and YTD

Total Expenses MTD and YTD

Total Surplus MTD and YTD

EOY Projected Revenue and Expenses

EOY Projected Surplus/(Deficit) and highlight changes from prior month projection.

8/5/2020

Q163. **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**

Faith Academy plans to contract for student information and financial management services, custodial services, speech therapy, psychological services, and other services required for legally compliant delivery of EC services. For these services and any future contracts for services, the school will follow the following steps:

1. The school's lead administrator will receive multiple bids for any contract over $5,000.

2. The bidding vendors must provide proof of insurance, background checks, and any other necessary liability coverage.

3. Vendors will provide references and experience specifically related to NC charter schools.

4. Recommendations will be taken to FA's Board of Directors.

Q164. **Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs**

The school's budget is designed to support the school's activities through alignment to the programmatic offerings and mission as identified in this charter. The board worked closely with a financial representative from Charter Success Partners to design the budget based on years of experience working with NC charter schools. The board driven approach ensured the financial model was built based on the intended mission and curricular offerings outlined in the charter. Staffing assumptions in the budget were based on course offerings and intended average class size. The budget also took into consideration historical spending trends of NC charter schools of similar size who offer transportation, free and reduced lunch. The school is committed to providing transportation as demonstrated through the funds allotted to drivers, bus purchases and maintenance. The facility estimates are based on recent facility projects that closed during 2020, and budgeted to fit well within the limit of expense devoted to facility costs as a percent of overall budget.

The facility expense represents the following percent of budget in each year:

Year 1 - 14.68%

Year 2 - 15.37%

Year 3 - 16.22%

Year 4 - 15.09%

Year 5 - 15.68%

Q165. **What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.**

Faith Academy will carry a fund balance average of 5% in our first five years of operation. The school's operational goal is to achieve a minimum cumulative fund balance of 90 days' cash on hand by the end of the first quarter of each of the first five years. The fund balance will be developed using careful consideration and planning for expenditures so that they do not exceed expected minimum revenues. FA believes the allotted general fund balance amount will provide security while allocating the majority of funds to support student instruction.

Q166. Provide a description of proposed financing structure. Include financing of facilities, other asset financing and leases

FA will enter into a partnership with an experienced charter school developer. Through the developer agreement, the school will first lease mobile classrooms. The mobile classrooms will be placed on land purchased for the mobile classroom site and long term site for the permanent building. The school will lease mobile classrooms for the first two year of operation, during which time construction on the permanent facility will take place. FA will transfer operations to the permanent facility at the beginning of year two. The developer will lease the permanent structure to the school with an option to purchase. FA plans to exercise the options to purchase in year six.

Q167. Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends.

Currently, Faith Academy does not have any assets from other sources. When FA receives approval for its planning year, the administration plans to begin soliciting donations as a 501c3 organization from corporations for furniture and technological equipment.

12.3. Financial Compliance

Q168. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate recording keeping?

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

Q169. Provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved)

Currently there are no known related party transactions.

Q170. Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number and fax number. If a firm has yet to be identified, please list the firms the board has investigated

The Faith Academy Board is currently investigating the three following auditors:

Potter and Company

106 Welton Way, Mooresville, NC 28117

Phone: (704) 662-3146

Fax: (704) 662-8435

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Les Merritt, CPA-CFP Pc

1014 N. Arendell Ave, Zebulon, NC, 27597

Phone: (919) 269 - 8553

Fax: (919) 269-8551

Thomas, Judy, and Tucker

4700 Falls of Neuse Road, Suite 400, Raleigh, NC 27609

Phone: (919) 571 - 7055

Fax: (919) 516- 0277

Q171. Sign the attached Charter School Required Signature Certification document and upload it as a PDF or image file.

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

Resources :

📄 [W]

Evidence :

📄 PDF
FA Charter School Required Signature ...

Q172. Sign the attached Contracting Certification Form document and upload it as a PDF or image file.

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

Resources :

📄 [W]

Evidence :

📄 PDF
FA Contracting Certification Form (1).p...

Q173. **Was this application prepared with the assistance of a third-party person or group?**

⦿ Yes

◯ No

Q174. **Give the name of the third-party person or group:**

Charter Success Partners

Q175. **Fees provided to the third-party person or group:**

$0

Pursuant to G.S. 115C-218.1(c) the charter school applicant must submit a $1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by **July 24, 2020 at 5:00 pm EST** for Fast Track and Accelerated applications, and **July 24, 2020 at 5:00 pm EST** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash is not accepted.

Q176. ***Application Note:** **The applicant must mail the certified check along with the Application Fee Payment Form before or on the due date of July 24, 2020 at 5:00 pm EST for Fast Track and Accelerated applicants, and July 24, 2020 at 5:00 pm EST for traditional timeline applicants.** Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.
Payments should be made payable to North Carolina Department of Public Instruction:
North Carolina Department of Public Instruction

Office of Charter Schools

6307 Mail Service Center

Raleigh, NC 27699-6307

☑ I understand

Q177. Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.

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

Resources :

[W]

Evidence :

[PDF]

Faith Academy App Signature page..pdf
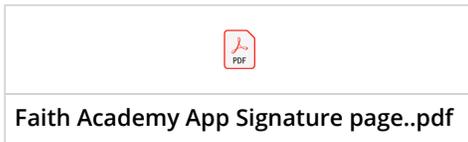
Q178. Complete

☑ I have finished the application

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

Faith Academy will use non-discriminatory procedures and will follow the Equal Opportunities Law to prohibit all discrimination of applicants and employees. The Board will defer all hiring decisions to the managing director who will execute the following procedures in the hiring process:

1. Reduce the pool of applicants to a select group of highly qualified candidates.

2. Assemble an interview team that includes school administration and teacher representatives from the vacant positions grade level.

3. Invite the selected applicants to participate in an interview.

4. Select the candidate to fill the vacant position based on the counsel from the interview team.

5. Conduct three reference checks on the selected candidate.

6. Conduct criminal history background checks in accordance with state law on all potential employees.

7. Have the selected teacher candidate sign a 1-year "at will" contract.

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

ARTICLES OF INCORPORATION
FAITH ACADEMY CHARTER SCHOOL

(a nonprofit corporation)
Pursuant to N.C. Gen. Stat. § 55A-2-02, the undersigned corporation submits these Articles of Incorporation ("Articles") for the purpose of forming a nonprofit corporation under the laws of the State of North Carolina.

ARTICLE I
The name of the corporation is FAITH ACADEMY CHARTER SCHOOL, INC. (the "Corporation").

ARTICLE II
The period of duration of the Corporation shall be perpetual.

ARTICLE III
The Corporation is organized as a charitable corporation, as defined in N.C. Gen. Stat. §55A-1-40(4), exclusively for charitable, educational, scientific or literary purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code (the "Code"). As used in these Articles, references to the Code shall mean the Internal Revenue Code of 1986, as the same may be amended from time to time, and references to a particular Code section shall include the corresponding provisions of any future United States internal revenue law.
The purposes for which the Corporation is organized are:
(a)To establish and operate a North Carolina charter school, chartered under Chapter 115C, Article 14A (§115C-218 et seq.; "Charter School Act") of the North Carolina General Statutes; and
(b)To engage in any and all other lawful activities that are appropriate to carry out and fulfill any or all of the foregoing purposes. The foregoing clauses shall be construed as both objects and powers, and such enumeration of specific purposes, objects, and powers shall not be deemed to limit or restrict in any manner the general powers of the Corporation and the Corporation shall have and may exercise all powers conferred on a nonprofit corporation by the laws of the State of North Carolina, now or hereafter in effect. In furtherance of its purposes, the Corporation shall have the power to receive and
allocate contributions, funds, property, or other benefits within the discretion of its Board of Directors ("Board") to any organization that qualifies as an exempt organization under Section 501(c)(3) of the Code, or the corresponding provisions of any subsequent federal tax laws.

ARTICLE IV
The street address and county of the initial registered office of the Corporation is as follows:
5760 Mt Hope Church Road, Salisbury, NC 28146-2339

The mailing address of the initial registered office is
P.O. Box 182 Faith, North Carolina 28041 –Rowan County

The street address and county of the principal office of the corporation is:
5760 Mt Hope Church Road, Salisbury, NC 28146-2339

The name of the initial registered agent of the Corporation at such address is
George Wilhelm

ARTICLE V
The name and address of the incorporators are:
George Wilhelm
P.O. Box 504
Faith, NC 28041

Gene Miller
305 Stuart Street
Salisbury, NC 28144

Tim Williams
309 North Main Street
Faith, NC 28041

Elizabeth Morrow
104 E. Barrington Ct.
Salisbury, NC 28146

Janna Griggs
725 Jackson Road
Salisbury, NC 28146

Howard Torrence II
322 Edgewood Park Ct.
Landis, NC 28088

Chris Sease
115 A E. Council St.
Salisbury, NC 28144

ARTICLE VI
The Corporation shall have no members.

ARTICLE VII
The Corporation is intended to qualify as a tax-exempt, charitable, educational, scientific or
literary organization within the meaning of Section 501(c)(3) of the Code. The affairs of the
Corporation shall be conducted in such manner as to qualify for tax exemption under that Code
section and any related Code section. No part of the net earnings of the Corporation shall inure to
the benefit of, or be distributable to its trustees, directors, officers, or other private persons,
except that the Corporation shall be authorized and
empowered to pay reasonable compensation for services rendered and to make payments and
distributions in furtherance of the purposes set forth in these Articles of Incorporation.

No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation (provided, however, that the Corporation, in this regard, may, but is not required to, elect to be governed by the objective expenditure limits of Section 501(h) of the Code), and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Articles, the Corporation shall not carry on
any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

ARTICLE VIII
Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation as required by North Carolina law (N.C. Gen. Stat. §55A-14-03). Specifically, and only as long as required by state law pursuant to the Charter Act or its successor provisions, all net assets of the charter school purchased with public funds shall be deemed the property of the local school administrative unit in which the charter school is located. To the extent otherwise allowed by law, all assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE IX
The number, manner of election or appointment, the qualifications and the term of the directors of the Corporation shall be as set forth in the bylaws of the Corporation adopted by the directors. Such provisions shall not be in conflict with the provisions and requirements of the North Carolina Nonprofit Corporation Act (as it may be amended from time to time).

ARTICLE X
To the fullest extent permitted by the North Carolina Nonprofit Corporation Act, the North Carolina Business Corporation Act to the extent that it applies, and the North Carolina Charter School Act (as these Acts now exist or may hereafter be amended), no
person who is serving or who has served as a director of the Corporation shall be personally liable to the Corporation for monetary damages for breach of duty as a director. No amendment or repeal of this Article, nor the adoption of any provision to these Articles inconsistent with this Article, shall eliminate or reduce the protection
granted herein with respect to any matter that occurred prior to such amendment, repeal or adoption, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from

federal income tax under Section 50l(c)(3) of the Code, or (b) by a corporation, contributions to which are deductible under the Code.

ARTICLE XI
In addition to the powers granted to corporations under the laws of the State of North Carolina, the Corporation shall have full authority to adopt bylaws, policies and programs for the regulation of its internal affairs and the conduct of its business in such form and method as are not in conflict with or in violation of such laws, except as prohibited by the provisions of these Articles.

ARTICLE XII
These Articles shall be effective upon filing.
This is the __9__ day of __June__ 2020.

George A Wilhelm
George Wilhelm
Incorporator

Faith Academy 2021-2022 Calendar   Appendix D

July 2021

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2021

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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021

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26	27	28	29	30		

October 2021

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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021

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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021

S	M	T	W	T	F	S
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2022

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23	24	25	26	27	28	29
30	31					

February 2022

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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022

S	M	T	W	T	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2022

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

First Day of School – August 23
Last Day of School – June 8th (Early Release)
Inclement Weather Make Up days:
10/25, 2/14, 2/15, 3/25, 6/8, 6/9

Quarter1 – Aug. 23 – Oct.22 (Report Cards: Oct. 30th) 43
Quarter 2 – Oct. 25 – Jan. 17 (Report Cards: Jan. 22nd) 45
Quarter 3 – Jan. 18 – Mar. 25 (Report Cards: April 1st) 44
Quarter 4 – March 28– June 7 (Report Cards: June 4) 43

[ ] Optional Teacher Workdays
[ ] Required Teacher Workdays
[ ] Holidays/No School
[ ] Remote Instruction Days (ALA students receive instruction virtually)

Faith Academy will adhere to the State requirement of at least 1025 instructional hours

INSURANCE PEOPLE

Below are the **estimated annual premiums** for **Faith Academy Charter School**

Property Premium Estimate		**$3,950**
Building	$3,500,000	
Contents	$250,000	
Deductible	$1,000	
Form	Special	
Equipment Breakdown Included		

General Liability Premium Estimate			**$1,892**
Rating Basis:	Students	450	
	Faculty	65	
Limits:			
Per Occurrence Limit	$1,000,000		
Annual Aggregate	$3,000,000		
Sexual Abuse & Molestation	$1,000,000 per occurrence		
	$3,000,000 aggregate		
Employee Benefits	$1,000,000 per occurrence		
	$3,000,000 aggregate		

School District & Educators Legal Liability (D&O/ E&O)
Premium Estimate		**$4,277**
	$1,000,000 per occurrence	
	$2,000,000 aggregate	
Additional Defense	$100,000/$50,000/$100,000	

Named insured includes the insured Organization (School Entity), it's school board, School Committee, Board of Trustees, Board of Governors or similar governing body, elected or appointed members of the Board of Education, Board of Trustees, School Directors, School Committee, Board of Governors or similar governing board, Employees, Student Teachers, School Volunteers, and students while serving in a supervised internship program sponsored by the "educational institution".

Wrongful Act to include any actual or alleged act, error, omission, misstatement, misleading statement, neglect, or breach of duty by or on behalf of the Insured Organization, including educational malpractice or failure to educate, negligent

instruction, failure to supervise, inadequate or negligent academic guidance of counseling, improper or inappropriate academic placement or discipline.

INSURANCE PEOPLE

Fidelity Bond Estimate		**$332**
Limit	$250,000	
Auto Premium Estimate		**$2,300**
Two School Buses		
Limit of Liability	$1,000,000	
Head of Class Endorsement		**$82**
Workers Compensation Premium Estimate		**$13,486**
Statutory State - NC		
Employers Liability	$500/ $500/ $500	
Payroll Estimate	$2,295,000	
Umbrella Premium Estimate		**$2,387**
Limit of Liability	$1,000,000	
TOTAL ESTIMATED PREMIUM		**$28,706**
Student Accident Coverage		$7.00/ student

These premiums are subject to change based on Underwriter review and approval of completed applications.

Disclaimer: The abbreviated outlines of coverages used throughout this proposal are not intended to express legal opinion as to the nature of coverage. They are only visuals to a basic understanding of coverages. The policy terms, conditions, and exclusions will prevail. Please read the policy forms for specific details of coverage

07/06/2020

Enrollment Projections Year 1 through Year 5

In the following tables, please list for each year and grade level, the numbers of students that the school rea
please indicate any plans to increase the grade levels offered by the school over time and be sure these fig

The numbers in the following tables are projections, or estimates, and do not bind the State to fund the sch

LEA #1:	**800 Rowan-Salisbury County Schools**

What percentage of

LEA #2:	**130 Cabarrus County Schools**

What percentage of

LEA #3:	

What percentage of

Grade	Year 1			Year 2		
	LEA #1 800	LEA #2 130	LEA #3	LEA #1 800	LEA #2 130	LEA #3
Kindergarten	60	20		60	20	
Grade 1	45	15		60	20	
Grade 2	45	15		45	15	
Grade 3	45	15		45	15	
Grade 4	45	15		45	15	
Grade 5	45	15		45	15	
Grade 6	60	20		60	20	
Grade 7	30	10		60	20	
Grade 8				30	10	
Grade 9						
Grade 10						
Grade 11						
Grade 12						
LEA Totals:	**375**	**125**	**0**	**450**	**150**	**0**

For the first two years the State will fund the school up to the maximum projected enrollment for each of th
subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).

asonably expects to enroll. In addition,
ures match those on the initial cover page.

ɔol at any particular level.

	Year 3			Year 4			
LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	
800	130		800	130		800	
60	20		60	20		60	
60	20		60	20		60	
60	20		60	20		60	
45	15		60	20		60	
45	15		45	15		60	
45	15		45	15		45	
60	20		60	20		60	
60	20		60	20		60	
60	20		60	20		60	
60	20		60	20		60	
			60	20		60	
						60	
555	185	0	630	210	0	705	

ɔse years as set forth and approved in the projected enrollment tables. However, in

Year 5	
LEA #2	**LEA #3**
130	
20	
20	
20	
20	
20	
15	
20	
20	
20	
20	
20	
20	
235	**0**

Budget: Revenue Projections from each LEA Year 1

State Funds: Charter schools receive an equivalent amount per student as the local education agenc
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 stude
>>> *In year 2 and Beyond:* Base State allotments are determined by the LEA in w

Local Funds: Charter schools receive a per pupil share of the local current expense of the LE

State EC Funds: Charter schools receive a per pupil share of state funds per student with disabilities
are limited to 12.75% of the local education agency's average daily membership (ADM).

Federal EC Funds: Charter schools must qualify and apply for the individual federal grants based on

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOUR

LEA #1:		800 Rowan-Salisbury County Schools
Revenue	**Approximate Per Pupil Funding**	**Projected LEA ADM**
State Funds	$5,734.34	375
Local Funds	$2,292.50	375
State EC Funds	$4,509.25	38
Federal EC Funds	$1,514.35	38
		Total:

LEA #2:		130 Cabarrus County Schools
Revenue	**Approximate Per Pupil Funding**	**Projected LEA ADM**
State Funds	$5,439.00	125
Local Funds	$2,244.71	125
State EC Funds	$4,509.25	13
Federal EC Funds	$1,514.35	13
		Total:

LEA #3:		
Revenue	**Approximate Per Pupil Funding**	**Projected LEA ADM**
State Funds		
Local Funds		
State EC Funds		
Federal EC Funds		
		Total:

y (LEA) receives per student receives

ent resides.
hich the school is located.

EA in which the student resides.

s (school-aged 5 through 21). Funds

o their population of students.

RCE DOCUMENTS

	Approximate funding for Year 1
	$2,150,377.50
	$859,687.50
	$169,096.88
	$56,788.13
	$3,235,950.00

	Approximate funding for Year 1
	$679,875.00
	$280,588.75
	$56,365.63
	$18,929.38
	$1,035,758.75

	Approximate funding for Year 1
	$0.00

Total Budget: Revenue Projections Year 1 through Year 5

All per pupil amounts are from the most current information and would be approximations for Year 1.

Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying on one to meet budgetary goals.

These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in Year 1.

For local funding amounts, applicants will need to contact their local offices or LEA.

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4
State ADM Funds	$ 2,830,253	$ 3,396,303	$ 4,188,774	$ 4,754,824
Local Per Pupil Funds	$ 1,140,276	$ 1,368,332	$ 1,687,609	$ 1,915,664
State EC Funds	$ 225,463	$ 270,555	$ 333,685	$ 378,777
Federal EC Funds	-	$ 75,718	$ 112,062	$ 127,205
Other Funds*				
Working Capital*				
TOTAL REVENUE:	$ 4,195,991	$ 5,110,907	$ 6,322,129	$ 7,176,471

*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate add those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the opera provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of th 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

federal funding in year

	Year 5
$	5,320,875
$	2,143,719
$	423,870
$	142,349
$	**8,030,812**

litional questions by
ating budget, please
iese funds. If these

M.

Personnel Budget: Expenditure Projections

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary
Administrative & Support Personnel															
Lead Administrator	1	$ 85,000	$ 85,000	1	$ 90,000	$ 90,000	1	$ 90,000	$ 90,000	1	$ 90,000	$ 90,000	1	$ 90,000	$ 90,000
Assistant Administrator	0		$ -	1	$ 65,000	$ 65,000	1	$ 65,000	$ 65,000	1	$ 65,000	$ 65,000	1	$ 65,000	$ 65,000
Finance Officer	0		$ -	0		$ -			$ -			$ -			$ -
Clerical	1	$ 35,000	$ 35,000	1	$ 35,000	$ 35,000	2	$ 35,000	$ 70,000	2	$ 35,000	$ 70,000	3	$ 35,000	$ 105,000
Food Service Staff	0		$ -	0		$ -			$ -			$ -			$ -
Custodians	0		$ -	0		$ -			$ -			$ -			$ -
Transportation Staff	1	$ 15,000	$ 15,000	2	$ 15,000	$ 30,000	2	$ 15,000	$ 30,000	3	$ 15,000	$ 45,000	3	$ 15,000	$ 45,000
Counselor			$ -	1	$ 55,000	$ 55,000	2	$ 55,000	$ 110,000	2	$ 55,000	$ 110,000	2	$ 55,000	$ 110,000
Athletic Director			$ -			$ -			$ -	1	$ 52,500	$ 52,500	1	$ 52,500	$ 52,500
Dean of Students	1	$ 55,000	$ 55,000	1	$ 55,000	$ 55,000	1	$ 55,000	$ 55,000	1	$ 55,000	$ 55,000	1	$ 55,000	$ 55,000
*** Edit text as needed. ***			$ -			$ -			$ -			$ -			$ -
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Total Admin and Support:	4		$ 190,000	7		$ 330,000	9		$ 420,000	11		$ 487,500	12		$ 522,500
Instructional Personnel															
Core Content Teacher(s)	25	$ 45,000	$ 1,125,000	30	$ 45,000	$ 1,350,000	37	$ 45,000	$ 1,665,000	42	$ 45,000	$ 1,890,000	47	$ 45,000	$ 2,115,000
Electives/Specialty Teacher(s)	8	$ 45,000	$ 360,000	9	$ 45,000	$ 405,000	10	$ 45,000	$ 450,000	14	$ 45,000	$ 630,000	16	$ 45,000	$ 720,000
Exceptional Children Teacher(s)	2	$ 47,500	$ 95,000	2	$ 47,500	$ 95,000	3	$ 47,500	$ 142,500	3	$ 47,500	$ 142,500	3	$ 47,500	$ 142,500
Instructional Support	0		$ -			$ -			$ -			$ -			$ -
Teacher Assistants	4	$ 20,000	$ 80,000	5	$ 20,000	$ 100,000	6	$ 20,000	$ 120,000	7	$ 20,000	$ 140,000	8	$ 20,000	$ 160,000
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Total Instructional Personnel:	39		$ 1,660,000	46		$ 1,950,000	56		$ 2,377,500	66		$ 2,802,500	74		$ 3,137,500
Total Admin, Support and Instructional Personnel:	43		$ 1,850,000	53		$ 2,280,000	65		$ 2,797,500	77		$ 3,290,000.00	86		$ 3,660,000

Benefits	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total
Administrative & Support Benefits															
Health Insurance	4	$ 6,200	$ 24,800	7	$ 6,200	$ 43,400	9	$ 6,200	$ 55,800	11	$ 6,200	$ 68,200	12	$ 6,200	$ 74,400
Retirement Plan--NC State			$ -			$ -			$ -			$ -			$ -
Retirement Plan--Other	4	$ 2,850	$ 11,400	7	$ 2,829	$ 19,800	9	$ 2,800	$ 25,200	11	$ 2,659	$ 29,250	12	$ 2,613	$ 31,350
Life Insurance			$ -			$ -			$ -			$ -			$ -
Disability	4	$ 475	$ 1,900	7	$ 471	$ 3,300	9	$ 467	$ 4,200	11	$ 443	$ 4,875	12	$ 435	$ 5,225
Medicare	4	$ 689	$ 2,755	7	$ 684	$ 4,785	9	$ 677	$ 6,090	11	$ 643	$ 7,069	12	$ 631	$ 7,576
Social Security	4	$ 2,945	$ 11,780	7	$ 2,923	$ 20,460	9	$ 2,893	$ 26,040	11	$ 2,748	$ 30,225	12	$ 2,700	$ 32,395
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Total Admin and Support Benefits:			$ 52,635			$ 91,745			$ 117,330			$ 139,619			$ 150,946
Instructional Personnel Benefits															
Health Insurance	39	$ 6,200	$ 241,800	46	$ 6,200	$ 285,200	56	$ 6,200	$ 347,200	66	$ 6,200	$ 409,200	74	$ 6,200	$ 458,800
Retirement Plan--NC State			$ -			$ -			$ -			$ -			$ -
Retirement Plan--Other	39	$ 2,846.15	$ 111,000	46	$ 2,973.91	$ 136,800	56	$ 2,997.32	$ 167,850	66	$ 2,990.91	$ 197,400	74	$ 2,967.57	$ 219,600
Social Security	39	$ 2,639	$ 102,920	46	$ 2,628	$ 120,900	56	$ 2,632	$ 147,405	66	$ 2,633	$ 173,755	74	$ 2,629	$ 194,525
Disability	39	$ 426	$ 16,600	46	$ 424	$ 19,500	56	$ 425	$ 23,775	66	$ 425	$ 28,025	74	$ 424	$ 31,375
Medicare	39	$ 617	$ 24,070	46	$ 615	$ 28,275	56	$ 616	$ 34,474	66	$ 616	$ 40,636	74	$ 615	$ 45,494
Life Insurance			$ -			$ -			$ -			$ -			$ -
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Total Instructional Personnel Benefits:			$ 496,390			$ 590,675			$ 720,704			$ 849,016			$ 949,794
Total Personnel Benefits:			$ 549,025			$ 682,420			$ 838,034			$ 988,635			$ 1,100,740
Total Admin & Support Personnel (Salary & Benefits):	4		$ 242,635	7		$ 421,745	9		$ 537,330	11		627,118.75	12		$ 673,446
Total Instructional Personnel (Salary & Benefits):	39		$ 2,156,390	46		$ 2,540,675	56		$ 3,098,204	66		$ 3,651,516	74		$ 4,087,294
TOTAL PERSONNEL:	43		$ 2,399,025	53		$ 2,962,420	65		$ 3,635,534	77		$ 4,278,635	86		$ 4,760,740

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

Operations Budget: Expenditure Projections

The following list of expenditure items is presented as an example. Applicants should modify to meet their needs.

OPERATIONS BUDGET: Administrative and Support	Year 1	Year 2	Year 3
Office			
Office Supplies	$ 7,500.00	$ 9,000.00	$ 11,070.00
Paper	$ 7,500.00	$ 9,000.00	$ 11,070.00
Computers & Software	$ 20,000.00	$ 24,000.00	$ 29,520.00
Communications & Telephone	$ 20,000.00	$ 24,000.00	$ 29,520.00
Copier leases	$ 10,000.00	$ 12,000.00	$ 14,760.00
Memberships	$ 5,000.00	$ 6,000.00	$ 7,380.00
Postage	$ 1,500.00	$ 1,800.00	$ 2,214.00
Non-Capitalized Hardware	$ 2,000.00	$ 2,400.00	$ 2,952.00
Capitalized Hardware	$ 5,000.00	$ 6,000.00	$ 7,380.00
Equipment Leases	$ 10,000.00	$ 12,000.00	$ 14,760.00
Other			
*** Insert rows and edit text as needed. ***			
Management Company			
Contract Fees	$ -		
Other	$ -		
*** Insert rows and edit text as needed. ***			
Professional Contract			
Legal Counsel	$ 15,000.00	$ 18,000.00	$ 20,000.00
Student Accounting	$ 45,000.00	$ 54,000.00	$ 66,420.00
Financial	$ 65,000.00	$ 78,000.00	$ 95,940.00
EC Services	$ 25,000.00	$ 30,000.00	$ 36,900.00
ESL Services	$ 5,000.00	$ 6,000.00	$ 7,380.00
Psychological Services	$ 12,000.00	$ 14,400.00	$ 17,712.00
Speech Services	$ 10,000.00	$ 12,000.00	$ 14,760.00
Technology	$ 36,000.00	$ 40,000.00	$ 48,000.00
Licensure	$ 7,950.00	$ 9,540.00	$ 11,734.20
Audit	$ 10,250.00	$ 12,300.00	$ 15,129.00
Other			
*** Insert rows and edit text as needed. ***			
Facilities			
Facility Lease/Mortgage	$ 616,000.00	$ 785,400.00	$ 1,025,640.00
Maintenance	$ 17,500.00	$ 21,000.00	$ 25,830.00
Custodial Supplies	$ 25,000.00	$ 30,000.00	$ 36,900.00
Custodial Contract	$ 75,000.00	$ 90,000.00	$ 110,700.00
Insurance (pg19)	$ 28,706.00	$ 34,447.20	$ 42,370.06
Landscaping	$ 18,500.00	$ 22,200.00	$ 27,306.00
Security	$ 29,000.00	$ 34,800.00	$ 42,804.00
Other			
*** Insert rows and edit text as needed. ***			
Utilities			

Electric	$	45,000.00	$	54,000.00	$	66,420.00
Gas	$	8,000.00	$	9,600.00	$	11,808.00
Water/Sewer	$	10,000.00	$	12,000.00	$	14,760.00
Trash	$	4,000.00	$	4,800.00	$	5,904.00
Other						
*** Insert rows and edit text as needed. ***						

Transportation						
Buses	$	30,000.00	$	15,000.00	$	18,450.00
Gas	$	20,000.00	$	24,000.00	$	29,520.00
Oil/Tires & Maintenance	$	10,000.00	$	12,000.00	$	14,760.00
Other						
*** Insert rows and edit text as needed. ***						

Other						
Marketing	$	20,000.00	$	20,000.00	$	25,000.00
Child nutrition	$	50,000.00	$	60,000.00	$	73,800.00
Travel	$	5,000.00	$	6,000.00	$	7,380.00
Background Checks	$	4,600.00	$	5,520.00	$	6,789.60
Bank Fees	$	750.00	$	900.00	$	1,107.00
Database (Linq)	$	5,000.00	$	6,000.00	$	7,380.00
Other						
*** Insert rows and edit text as needed. ***						
Total Administrative & Support Operations:	$	1,341,756.00	$	1,628,107.20	$	2,059,229.86

OPERATIONS BUDGET: Instructional	Year 1	Year 2	Year 3
Classroom Technology			
Software	$ 15,000.00	$ 18,000.00	$ 22,140.00
Internet Services	$ 3,500.00	$ 4,200.00	$ 5,166.00
Non-Capitalized Hardware	$ 40,000.00	$ 48,000.00	$ 59,040.00
Capitalized Hardware	$ 25,000.00	$ 30,000.00	$ 36,900.00
Other			
*** Insert rows and edit text as needed. ***			
Instructional Contract			
Staff Development - Schoolwide	$ 15,000.00	$ 18,000.00	$ 22,140.00
Staff Development - Individual	$ 5,000.00	$ 6,000.00	$ 7,380.00
NC Charter Conference	$ 4,500.00	$ 5,400.00	$ 6,642.00
Other			
*** Insert rows and edit text as needed. ***			
Books and Supplies			
Instructional Materials	$ 65,000.00	$ 78,000.00	$ 95,940.00
Curriculum/Texts	$ 15,000.00	$ 18,000.00	$ 22,140.00
EC Instructional Supplies	$ 2,500.00	$ 3,000.00	$ 3,690.00
Library Supplies	$ 5,000.00	$ 6,000.00	$ 7,380.00
Copy Paper	$ 10,000.00	$ 12,000.00	$ 14,760.00
Testing Supplies	$ 3,500.00	$ 4,200.00	$ 5,166.00
Other			
*** Insert rows and edit text as needed. ***			
Total Instructional Operations:	$ 209,000.00	$ 250,800.00	$ 308,484.00
TOTAL OPERATIONS:	$ 1,550,756.00	$ 1,878,907.20	$ 2,367,713.86

Applicants may amend this table and the position titles to fit their Education and Operations Plans.

Year 4	Year 5
$ 12,326.45	$ 13,793.29
$ 12,326.45	$ 13,793.29
$ 32,870.52	$ 36,782.11
$ 32,870.52	$ 36,782.11
$ 16,435.26	$ 18,391.06
$ 8,217.63	$ 9,195.53
$ 2,465.29	$ 2,758.66
$ 3,287.05	$ 3,678.21
$ 8,217.63	$ 9,195.53
$ 16,435.26	$ 18,391.06
$ 22,000.00	$ 24,000.00
$ 73,958.67	$ 82,759.75
$ 106,829.19	$ 119,541.86
$ 41,088.15	$ 45,977.64
$ 8,217.63	$ 9,195.53
$ 19,722.31	$ 22,069.27
$ 16,435.26	$ 18,391.06
$ 50,000.00	$ 50,000.00
$ 13,066.03	$ 14,620.89
$ 16,846.14	$ 18,850.83
$ 1,082,620.00	$ 1,259,600.00
$ 28,761.71	$ 32,184.35
$ 41,088.15	$ 45,977.64
$ 123,264.45	$ 137,932.92
$ 47,179.06	$ 52,793.37
$ 30,405.23	$ 34,023.45
$ 47,662.25	$ 53,334.06

$	73,958.67	$	82,759.75
$	13,148.21	$	14,712.84
$	16,435.26	$	18,391.06
$	6,574.10	$	7,356.42
$	20,544.08	$	22,988.82
$	32,870.52	$	36,782.11
$	16,435.26	$	18,391.06
$	25,000.00	$	25,000.00
$	82,176.30	$	91,955.28
$	8,217.63	$	9,195.53
$	7,560.22	$	8,459.89
$	1,232.64	$	1,379.33
$	8,217.63	$	9,195.53
$	2,226,966.80	$	2,530,581.07

Year 4	Year 5
$ 24,652.89	$ 27,586.58
$ 5,752.34	$ 6,436.87
$ 65,741.04	$ 73,564.22
$ 41,088.15	$ 45,977.64
$ 24,652.89	$ 27,586.58
$ 8,217.63	$ 9,195.53
$ 7,395.87	$ 8,275.98
$ 106,829.19	$ 119,541.86
$ 24,652.89	$ 27,586.58
$ 4,108.82	$ 4,597.76
$ 8,217.63	$ 9,195.53
$ 16,435.26	$ 18,391.06
$ 5,752.34	$ 6,436.87
$ 343,496.93	$ 384,373.07

$ 2,570,463.74	$ 2,914,954.14

Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4
Total Personnel	J	$ 2,399,025.00	$ 2,962,420.00	$ 3,635,533.75	$ 4,278,635.00
Total Operations	M	$ 1,550,756.00	$ 1,878,907.20	$ 2,367,713.86	$ 2,570,463.74
Total Expenditures	N = J + M	$ 3,949,781.00	$ 4,841,327.20	$ 6,003,247.61	$ 6,849,098.74
Total Revenue	Z	$ 4,195,991.25	$ 5,110,907.00	$ 6,322,128.95	$ 7,176,470.70
Surplus / (Deficit)	= Z - N	$ 246,210.25	$ 269,579.80	$ 318,881.34	$ 327,371.96

Year 5	
$	4,760,740.00
$	2,914,954.14
$	7,675,694.14
$	8,030,812.45
$	355,118.31

Date of this notice: 07-21-2020

Employer Identification Number:
85-2067737

Form: SS-4

Number of this notice: CP 575 A

FAITH ACADEMY CHARTER SCHOOL INC
5760 MT HOPE CHURCH RD
SALISBURY, NC 28146

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you
EIN 85-2067737. This EIN will identify you, your business accounts, tax returns, and
documents, even if you have no employees. Please keep this notice in your permanent
records.

When filing tax documents, payments, and related correspondence, it is very important
that you use your EIN and complete name and address exactly as shown above. Any variation
may cause a delay in processing, result in incorrect information in your account, or even
cause you to be assigned more than one EIN. If the information is not correct as shown
above, please make the correction using the attached tear off stub and return it to us.

Based on the information received from you or your representative, you must file
the following form(s) by the date(s) shown.

                Form 1120   09/15/2021

If you have questions about the form(s) or the due date(s) shown, you can call us at
the phone number or write to us at the address shown at the top of this notice. If you
need help in determining your annual accounting period (tax year), see Publication 538,
Accounting Periods and Methods.

We assigned you a tax classification based on information obtained from you or your
representative. It is not a legal determination of your tax classification, and is not
binding on the IRS. If you want a legal determination of your tax classification, you may
request a private letter ruling from the IRS under the guidelines in Revenue Procedure
2004-1, 2004-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note:
Certain tax classification elections can be requested by filing Form 8832, *Entity
Classification Election*. See Form 8832 and its instructions for additional information.

IMPORTANT INFORMATION FOR S CORPORATION ELECTION:

If you intend to elect to file your return as a small business corporation, an
election to file a Form 1120-S must be made within certain timeframes and the
corporation must meet certain tests. All of this information is included in the
instructions for Form 2553, *Election by a Small Business Corporation*.

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly, which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, *Electronic Choices to Pay All Your Federal Taxes*. If you need to make a deposit immediately, you will need to make arrangements with your Financial Institution to complete a wire transfer.

The IRS is committed to helping all taxpayers comply with their tax filing obligations. If you need help completing your returns or meeting your tax obligations, Authorized e-file Providers, such as Reporting Agents (payroll service providers) are available to assist you. Visit the IRS Web site at www.irs.gov for a list of companies that offer IRS e-file for business products and services. The list provides addresses, telephone numbers, and links to their Web sites.

To obtain tax forms and publications, including those referenced in this notice, visit our Web site at www.irs.gov. If you do not have access to the Internet, call 1-800-829-3676 (TTY/TDD 1-800-829-4059) or visit your local IRS office.

IMPORTANT REMINDERS:

* Keep a copy of this notice in your permanent records. **This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you.** You may give a copy of this document to anyone asking for proof of your EIN.

* Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.

* Refer to this EIN on your tax-related correspondence and documents.

If you have questions about your EIN, you can call us at the phone number or write to us at the address shown at the top of this notice. If you write, please tear off the stub at the bottom of this notice and send it along with your letter. If you do not need to write us, do not complete and return the stub.

Your name control associated with this EIN is FAIT. You will need to provide this information, along with your EIN, if you file your returns electronically.

Thank you for your cooperation.

(IRS USE ONLY)   575A   07-21-2020 FAIT B 9999999999 SS-4

Return this part with any correspondence
so we may identify your account. Please   CP 575 A
correct any errors in your name or address.

                                                                9999999999

Your Telephone Number Best Time to Call DATE OF THIS NOTICE: 07-21-2020
(   )   -   EMPLOYER IDENTIFICATION NUMBER: 85-2067737
_____ _____   FORM: SS-4   NOBOD

INTERNAL REVENUE SERVICE   FAITH ACADEMY CHARTER SCHOOL INC
CINCINNATI OH   45999-0023   5760 MT HOPE CHURCH RD
||.|..|.|.|.|.|..|.|..|.|.|.||.|..||...||.|..||.|.|.|.| SALISBURY, NC 28146

NORTH CAROLINA

Department of the Secretary of State
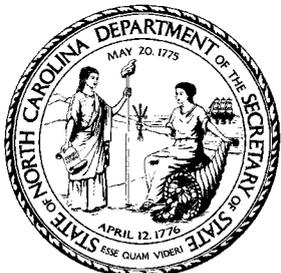
To all whom these presents shall come, Greetings:

I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

FAITH ACADEMY CHARTER SCHOOL, INC.

the original of which was filed in this office on the 13th day of July, 2020.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 13th day of July, 2020.

Elaine F. Marshall

Secretary of State

Scan to verify online.

Certification# C202017501457-1 Reference# C202017501457-1 Page: 1 of 5
Verify this certificate online at https://www.sosnc.gov/verification

ARTICLES OF INCORPORATION
FAITH ACADEMY CHARTER SCHOOL

(a nonprofit corporation)

Pursuant to N.C. Gen. Stat. § 55A-2-02, the undersigned corporation submits these Articles of Incorporation ("Articles") for the purpose of forming a nonprofit corporation under the laws of the State of North Carolina.

ARTICLE I

The name of the corporation is FAITH ACADEMY CHARTER SCHOOL, INC. (the "Corporation").

ARTICLE II

The period of duration of the Corporation shall be perpetual.

ARTICLE III

The Corporation is organized as a charitable corporation, as defined in N.C. Gen. Stat. §55A-1-40(4), exclusively for charitable, educational, scientific or literary purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code (the "Code"). As used in these Articles, references to the Code shall mean the Internal Revenue Code of 1986, as the same may be amended from time to time, and references to a particular Code section shall include the corresponding provisions of any future United States internal revenue law.

The purposes for which the Corporation is organized are:

(a)To establish and operate a North Carolina charter school, chartered under Chapter 115C, Article 14A (§115C-218 et seq.; "Charter School Act") of the North Carolina General Statutes; and

(b)To engage in any and all other lawful activities that are appropriate to carry out and fulfill any or all of the foregoing purposes. The foregoing clauses shall be construed as both objects and powers, and such enumeration of specific purposes, objects, and powers shall not be deemed to limit or restrict in any manner the general powers of the Corporation and the Corporation shall have and may exercise all powers conferred on a nonprofit corporation by the laws of the State of North Carolina, now or hereafter in effect. In furtherance of its purposes, the Corporation shall have the power to receive and allocate contributions, funds, property, or other benefits within the discretion of its Board of Directors ("Board") to any organization that qualifies as an exempt organization under Section 501(c)(3) of the Code, or the corresponding provisions of any subsequent federal tax laws.

ARTICLE IV

The street address and county of the initial registered office of the Corporation is as follows:
5760 Mt Hope Church Road, Salisbury, NC 28146-2339

The mailing address of the initial registered office is
P.O. Box 182 Faith, North Carolina 28041 –Rowan County

The street address and county of the principal office of the corporation is:
5760 Mt Hope Church Road, Salisbury, NC 28146-2339

The name of the initial registered agent of the Corporation at such address is
George Wilhelm

ARTICLE V
The name and address of the incorporators are:
George Wilhelm
P.O. Box 504
Faith, NC 28041

Gene Miller
305 Stuart Street
Salisbury, NC 28144

Tim Williams
309 North Main Street
Faith, NC 28041

Elizabeth Morrow
104 E. Barrington Ct.
Salisbury, NC 28146

Janna Griggs
725 Jackson Road
Salisbury, NC 28146

Howard Torrence II
322 Edgewood Park Ct.
Landis, NC 28088

Chris Sease
115 A E. Council St.
Salisbury, NC 28144

ARTICLE VI
The Corporation shall have no members.

ARTICLE VII
The Corporation is intended to qualify as a tax-exempt, charitable, educational, scientific or
literary organization within the meaning of Section 501(c)(3) of the Code. The affairs of the
Corporation shall be conducted in such manner as to qualify for tax exemption under that Code
section and any related Code section. No part of the net earnings of the Corporation shall inure to
the benefit of, or be distributable to its trustees, directors, officers, or other private persons,
except that the Corporation shall be authorized and
empowered to pay reasonable compensation for services rendered and to make payments and
distributions in furtherance of the purposes set forth in these Articles of Incorporation.

No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation (provided, however, that the Corporation, in this regard, may, but is not required to, elect to be governed by the objective expenditure limits of Section 501(h) of the Code), and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Articles, the Corporation shall not carry on
any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

ARTICLE VIII
Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation as required by North Carolina law (N.C. Gen. Stat. §55A-14-03). Specifically, and only as long as required by state law pursuant to the Charter Act or its successor provisions, all net assets of the charter school purchased with public funds shall be deemed the property of the local school administrative unit in which the charter school is located. To the extent otherwise allowed by law, all assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE IX
The number, manner of election or appointment, the qualifications and the term of the directors of the Corporation shall be as set forth in the bylaws of the Corporation adopted by the directors. Such provisions shall not be in conflict with the provisions and requirements of the North Carolina Nonprofit Corporation Act (as it may be amended from time to time).

ARTICLE X
To the fullest extent permitted by the North Carolina Nonprofit Corporation Act, the North Carolina Business Corporation Act to the extent that it applies, and the North Carolina Charter School Act (as these Acts now exist or may hereafter be amended), no
person who is serving or who has served as a director of the Corporation shall be personally liable to the Corporation for monetary damages for breach of duty as a director. No amendment or repeal of this Article, nor the adoption of any provision to these Articles inconsistent with this Article, shall eliminate or reduce the protection
granted herein with respect to any matter that occurred prior to such amendment, repeal or adoption, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from

federal income tax under Section 50l(c)(3) of the Code, or (b) by a corporation, contributions to which are deductible under the Code.

ARTICLE XI
In addition to the powers granted to corporations under the laws of the State of North Carolina, the Corporation shall have full authority to adopt bylaws, policies and programs for the regulation of its internal affairs and the conduct of its business in such form and method as are not in conflict with or in violation of such laws, except as prohibited by the provisions of these Articles.

ARTICLE XII
These Articles shall be effective upon filing.
This is the _9_ day of _June_ 2020.

George Wilhelm
Incorporator

Sarah Hensley, Ed.D

205 West Glenview Drive, Salisbury, North Carolina 28147

PROFESSIONAL SUMMARY

Enthusiastic educational leader eager to contribute to the success of Faith Academy through hard work, attention to detail, and excellent organizational skills. Clear understanding of the mission, vision, and responsibilities of the Lead Administrator in creating a successful charter school.

EDUCATION

Doctorate in Educational Leadership - The University of North Carolina at Charlotte
Certificate of Advanced Study Curriculum And Teaching - UNC- Charlottte
Master of Education - The University of North Carolina at Charlotte
Bachelor of Arts: Art Education Greensboro College

PROFESSIONAL EDUCATOR'S LICENSE

Superintendent
Principal (Grades K - 12)
Elementary Education (Grades K- 6)
Curriculum Instructional Specialist
Middle Grades Language Arts (Grades 6 - 9) Art (Grades K-12)

WORK HISTORY

Interim Director, 03/2020 to 08/2020
Child Development Center of First United Methodist Church of Salisbury - Five Star

Director of Elementary Education 07/1999 to 07/2012 Rowan-Salisbury School System Supported 20 elementary schools with the implementation of the _NC Standard Course of Study_, provided training and resources for administrators, teachers, and support staff in accountability standards and assessments including hiring, training, disciplinary action and termination in compliance with legal guidelines and requirements.

Principal Corriher Lipe Middle School, 07/1994 to 07/1999 Rowan-SalisburySchool System _"School of Distinction"_ based on End of Grade test results the school exceeded its expected growth goal. Named a _"Top 25 School "_ by North Carolina Department of Instruction. Received two grants from the Cannon Foundation for fifty-thousand dollars for technology upgrade and fifty-thousand for Public Safety for a School Resource Officer. Named _"Principal of the Year"_

Principal Henderson Elementary School, 07/1988 to 07/1994 Rowan Salisbury School System Reorganized current school structure from grades 4 and 5 to grades K - 5 during transitional district merger. _Named "Principal of the Year"_

Assistant Principal and Teacher Knox Middle School 07/1986 - 07/1988 Named _"Teacher of the Year"_

Teacher - Charlotte - Mecklenburg School System 07/1985 - 07/1986

Kelly Reinholz

106 Devonshire Lane
Salisbury, NC 28146
(704) 213-1454 cell
(980) 332-0227 home
reinhokc@rss.k12.nc.us

_____

PROFILE

- Dedicated and goal-driven educational leader committed to the social and academic growth of every student
- Strong commitment to the development of students and staff and to providing a safe and engaging learning environment
- Trustworthy professional with strong communication skills to develop meaningful and lasting relationships with all members of the school community
- Solid team player that positively collaborates with the whole school community

_____

EDUCATION & CREDENTIALS

Post Master's Certificate in School Administration (2018-Current)
The University of North Carolina at Charlotte

National Board Certification (2009)

Academically & Intellectually Gifted Certification (2009-2011)
Winston-Salem State University

The Master of Education in Child and Family Studies: Early Education (Birth-Kindergarten Licensure) (2004-2006)
The University of North Carolina at Charlotte

Elementary Education, B.A.: Concentration in English and Communications (1995-1999)
The University of North Carolina at Charlotte

_____

PROFESSIONAL TEACHING EXPERIENCE

- Faith Elementary 2005-Present

- Rockwell Elementary 2000-2004

- China Grove Elementary 1999-2000

North Carolina General Assembly
House of Representatives

REPRESENTATIVE HARRY WARREN
ROWAN COUNTY - 77TH DISTRICT

OFFICE ADDRESS: 533 LEGISLATIVE OFFICE BUILDING
                   300 N. SALISBURY STREET
                   RALEIGH, NC 27603-5925
TELEPHONE: (919) 733-5784
                   (919) 754-3135 FAX
EMAIL: harry.warren@ncleg.net
DISTRICT: P.O. BOX 2521
                   SALISBURY, NC 28145
HOME: (704) 603-8898
CELL: (704) 650-4227

COMMITTEES:

GOVERNMENT, VICE-CHAIR
COMMERCE AND JOB DEVELOPMENT
COMMERCE AND JOB DEVELOPMENT
    SUBCOMMITTEE ON ALCOHOLIC BEVERAGE
    CONTROL
EDUCATION
FINANCE
INSURANCE
PUBLIC UTILITIES

July 15, 2020

To Whom It May Concern:

Please consider this to be my official statement of support for the community of Faith, North Carolina to start and operate a Charter School. Faith is a proud and traditional American community that cherishes its children and will strive to provide the very best education they possibly can for them. Once the steering committee has completed the application process, providing all required and requested information, I strongly encourage awarding them a charter to establish their locally owned and operated charter school.

Most Sincerely,

Rep. Harry Warren
NC State House of Representatives
District 76, Rowan County

ROWAN COUNTY SHERIFF'S OFFICE
KEVIN L. AUTEN, SHERIFF

232 NORTH MAIN STREET, SALISBURY, NORTH CAROLINA 28144
TELEPHONE: 704-216-8700   FAX: 704-216-8674

July 20, 2020

TO WHOM IT MAY CONCERN:

I, Sheriff Kevin Auten of Rowan County, submit this letter is in support of the establishment of a Charter School in the Town of Faith, NC. It is my opinion that a charter school would be a tremendous benefit to the citizens of the Town of Faith and to all of the citizens of Rowan County. I am a life long resident of Rowan County and have worked at the Rowan County Sheriff's Office for the past 32 years, and I have been Sheriff for the past 11 years. I have been a big supporter of education all of my life, and I feel that the added option of a Charter School in Faith, NC will provide local students with a location to excel and to become better prepared to meet the challenges that today's world presents us.

I am available to discuss my recommendation at 704-216-8700 should you have any questions or concerns. Thanks for taking the time to consider my recommendation!

Sincerely,

Kevin Auten
Sheriff of Rowan County

cc: file

www.rowansheriff.org

Greg Edds, Chairman
Jim Greene, Vice-Chairman
Mike Caskey
Judy Klusman
Craig Pierce

Aaron Church, County Manager
Carolyn Barger, Clerk to the Board
John W. Dees, II, County Attorney

Rowan County Board of Commissioners

130 West Innes Street • Salisbury, NC 28144
Telephone 704-216-8180 • FAX 704-216-8195

July 13, 2020

North Carolina Department of Public Instruction
301 N Wilmington St
Raleigh, NC 27601

Dear North Carolina Department of Public Instruction:

I have served Rowan County as both a County Commissioner and as a member of the Rowan County Board of Education. I would like to provide my full endorsement and support to Faith Academy.

I believe providing Faith Academy with a charter will be in the best interest of the citizens of Rowan County. I have also spoken to many citizens who support this endeavor. I know many of the Faith Academy Board members both personally and professionally. I have no doubt this Academy will be expertly ran and be a shining example of what a charter school should be. I am excited at this opportunity for Rowan County.

Sincerely,

Michael D. Caskey, Jr.
Rowan County Commissioner

Michael D. Caskey Jr.

TOWN OF FAITH
NORTH CAROLINA

Est. 1903

Post Office Box 37
100 North Main Street
Faith, North Carolina 28041-0037
Telephone: (704) 279-7500
Facsimile: (704) 279-0408
Email: clerk@webkorner.com

To whom it may concern,

We, the Town of Faith Board of Alderman, wish to express our full support of Faith Academy coming to our Town. We have been told that our community school, after 92 years, will close following the 2020-2021 school year. Our community school has been an asset and a major part of the backbone of our Town. It has brought many residents to our Town and nearby areas by the reputation of education the students receive from our school. This can continue with Faith Academy.

The Town of Faith is a small community and one of the smallest municipalities (pop. 827) in North Carolina. Economically, we lack the footprint for major businesses or any substantial growth to stimulate our local economy. We are supported by several small businesses in Town and look to them as the heartbeat of our community. With Faith Elementary closing, we will lose our largest customer on our water and sewer account, which we still carry a rather healthy loan on, from USDA. We rely on families out of Town bringing their students to our community, as they will patronize our small businesses when they are bringing their students to school and picking them up in the afternoon. When Faith Academy opens its doors, the heart of our town will continue to beat!

We, as a Board, are thankful for the vision of our local non-profit, Faith Community Endowment, and their willingness to put in the time and effort to see that education will continue in a small, community school. The Board will support any student that wishes to attend Faith Academy and will aid in any way possible for the success in their education. We believe that the primary years of education are the foundation for the success of every students' future. We hope that their foundation will be built as a Faith Academy Patriot.

As a Patriot loves and defends their country, we, the Town of Faith, will love, defend and support any student that will become a Faith Academy Patriot.

Sincerely,

Charles L. Moody, Jr.
Mayor, Town of Faith

To whom it may concern,

My husband and I will have a third-grader and a child starting kindergarten in the fall of 2021. We moved back to our hometown of Faith, NC after being away for several years due to Graduate school and my husband's employment obligations. We knew we would come back home eventually to raise our family where we both grew up. When we received the news that our school would close after the 2020-2021 school year we were devastated, to say the least. Our small, community school was a big reason why we wanted our roots to continue to grow in Faith, NC. We are proud that it has been one of the top schools in the county for many years. We know this will continue at Faith Academy. The success of our school is contributed to the teachers and all the local volunteers that are in the school on a weekly basis.

We are excited to hear that Faith Academy will be coming to Faith. Faith is a small, tight knit community and we, along with everyone else, will support Faith Academy just as we did for Faith Elementary. Both of our children will be applying for entrance to Faith Academy. Faith Academy has 100% of our support along with any child that wishes to attend. We hope you strongly consider accepting Faith Academy as our new Charter School so our children can continue a great education here in our hometown.

Sincerely,

Holly Williams Moody

North Carolina General Assembly
House of Representatives

REPRESENTATIVE HARRY WARREN
ROWAN COUNTY - 77TH DISTRICT

OFFICE ADDRESS: 533 LEGISLATIVE OFFICE BUILDING
                    300 N. SALISBURY STREET
                    RALEIGH, NC 27603-5925
TELEPHONE: (919) 733-5784
                    (919) 754-3135 FAX
EMAIL: harry.warren@ncleg.net
DISTRICT: P.O. BOX 2521
                    SALISBURY, NC 28145
HOME: (704) 603-8898
CELL: (704) 650-4227

COMMITTEES:

GOVERNMENT, VICE-CHAIR
COMMERCE AND JOB DEVELOPMENT
COMMERCE AND JOB DEVELOPMENT
    SUBCOMMITTEE ON ALCOHOLIC BEVERAGE
    CONTROL
EDUCATION
FINANCE
INSURANCE
PUBLIC UTILITIES

July 15, 2020

To Whom It May Concern:

Please consider this to be my official statement of support for the community of Faith, North Carolina to start and operate a Charter School. Faith is a proud and traditional American community that cherishes its children and will strive to provide the very best education they possibly can for them. Once the steering committee has completed the application process, providing all required and requested information, I strongly encourage awarding them a charter to establish their locally owned and operated charter school.

Most Sincerely,

Rep. Harry Warren
NC State House of Representatives
District 76, Rowan County

North Carolina General Assembly

Senate

SENATOR CARL FORD
33RD DISTRICT

OFFICE: 608 LEGISLATIVE OFFICE BUILDING
                300 N. SALISBURY STREET
                RALEIGH, NC 27603-5925
PHONE: (919) 733-5665
EMAIL: carl.ford@ncleg.net
DISTRICT: PO BOX 1388
                KANNAPOLIS, NC 28082

COMMITTEES:

ADMINISTRATIVE PROCEDURE OVERSIGHT
APPROPRIATIONS, GENERAL GOVERNMENT AND
                INFORMATION TECHNOLOGY
GENERAL GOVERNMENT
HEALTH CARE
JOINT LEGISLATIVE PROGRAM EVALUATION
                OVERSIGHT COMMITTEE
NORTH CAROLINA COURTS COMMISSION
PROGRAM EVALUATION
REDISTRICTING AND ELECTIONS
STATE AND LOCAL GOVERNMENT
TRANSPORTATION

June 16, 2020

North Carolina Department of Public Instruction
6301 Mail Service Center
Raleigh, North Carolina 27699-6301

Dear North Carolina Department of Public Instruction,

I am writing in support of Faith Academy's application for public charter school. Faith Academy's application is vital to the community, as it will serve Rowan County, as well as multiple surrounding counties, with a quality source of education that is needed in our community. A public charter school is what our community needs with the offer of a quality tuition-free education.

A public charter school's education will transform our community through being a school of choice. I believe that the leaders of this school will develop the educational models and culture to fit each and every child. This will accommodate children that learn differently, come from a variety of backgrounds, have different interests, and thrive in different environments. With the option of different models of learning applied in the classroom, parents will want to send their children to a school that will benefit their needs. I believe that Faith Academy will serve as the school of choice for many parents to send their children to.

Faith Academy's mission statement states, "Faith Academy is a challenging and supportive learning environment where students address real-world problems to become successful citizens and community leaders in a rapidly changing world." This mission statement is what our community in Rowan County, as well as other surrounding counties, needs.

I would like to emphasize my full support for this application and ask that the North Carolina Department of Public Instruction give it full and fair consideration.

Sincerely,

Senator Carl Ford
North Carolina Senate

ELM Tree Education, LLC
every learner matters

June 29, 2020

To Whom It May Concern:

I am writing in support of the Faith Charter School. I have worked in education for 30 years and 15 of those years were spent in Rowan County. I am very aware of the community of Faith, and they are one of the most supportive groups of education in Rowan County.

I believe the many changes that have occurred in the local school system prompted the community to construct a charter school. The group of organizers are very organized and have spent a great deal of time planning for a new school within the local community. Because of this, I believe the Faith Academy will be highly successful.

I look forward to seeing the school open and watching them thrive.

Sincerely,

Kelly L. Feimster

Kelly Feimster

Owner, Elm Tree Education, LLC.

Faith Civitan Club
Faith, NC

To the future Faith Academy,

We are delighted with the plan of having Faith Academy in our small town community. We welcome having this new school to help develop young students into future leaders.

As a community civic club, we plan to support Faith Academy. Our club members will support the school personnel with Teacher/Staff appreciation days by providing refreshments. Civitan Club Motto is "Builders of Good Citizenship", and we will honor students who have shown good citizenship. Club members and our families plan to volunteer as tutors, read to classes, and help with classroom projects. We have also budgeted monies to be donated to the school for materials and supplies needed.

We are looking forward to having Faith Academy open and to our partnership with the school.

Sincerely,

William J Howell
Faith Civitan Club President, 2019 - 2021

Faith American Legion Auxiliary Unit 327

Faith NC

State Board of Education:

Our local organization is very excited to continue supporting a local community school in Faith NC.

One of the many programs in our organization is to support education for our youth.

We will continue to add into our yearly budget monetary support for the future Faith Charter School.

We will honor teachers during American Education Week in November.

We will volunteer where needed at Faith Academy.

Hopefully, we could sponsor a club to promote Americanism …another one of our programs.

We have experts in our organization that could and would volunteer to serve a History Club, a Science/Garden Club and tutor in the After School Monday Early Release Days.

We would be available to assist with future fundraising drives for uniforms for the sports teams.

Our Unit 327 was formed in 1947 and we have always and will continue to support our local schools.

Gloria Wilhelm

1st Vice President

Faith Matters
FAITH LUTHERAN CHURCH

FAITH EVANGELICAL LUTHERAN CHURCH (NALC)
205 S. Main Street, P.O. Box 669
Faith, NC 28041
(704) 279-2500

July 20, 2020

To Whom it May Concern:

The Church Council of Faith Lutheran Church has agreed to allow Faith Academy
Charter School to use our facilities if the need arises as they begin the 2021-2022 school
year. In addition, we look forward to supporting the school in a variety of ways
including, but not limited to, providing volunteers. We look forward to welcoming them
to our community.

Sincerely,

Barbara S Moose

Barbara Moose, President
Faith Lutheran Church Council

Preliminary – Not For Sales, Conveyance, or Recordation

This plat is subject to any rights-of-way, easements,
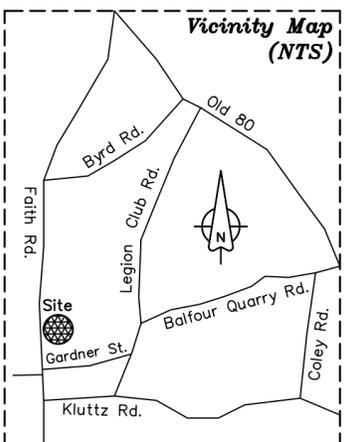or agreements of record prior to date of survey.

N/F
Intertape Polymer
Woven USA, Inc.
Deed Book 1320, Page 608
Tax Map 412, Parcel 013-02
Zoned: I-1

N/F
Betty Faye Martin Brown
Estate File 12E – 920
Deed Book 1030, Page 472
(Back Title)
Tax Map 412, Parcel 317
Zoned: I-1

Tie Line
316.47'
N 87°05'27" W

1/2" E.I.R.
1/2" E.I.R.
1/2" E.I.R.

Commercial Building

Darrin S. & Sharon S. Brown
Deed Book 1311, Page 287
Tax Map 412, Parcel 013
Zoned: R-1

Stone
Tie Line
85.13'
S 79°24'56" E

S 77°56'01" E
92.88'
1/2" E.I.R.

Tie Line
153.60'
S 16°04'03" (T)
228.53' (T)

N/F
Scott L. Masten
Deed Book 1015, Page 683
Tax Map 412, Parcel 013-01

I, Darrin W. Jones, certify that this plat was drawn under my
supervision from an actual survey made under my supervision
(deed description recorded in Deed Book 1311, Page 287); that
the boundaries not surveyed are indicated as dashed lines drawn
from information in referenced deeds and maps; that the ratio of
precision is 1 : 10,000 + ; and that this map meets the
requirements of The Standards of Practice for Land Surveying in
North Carolina (21 NCAC 56. 1600), and was prepared in
accordance with G.S. 47-30 as ammended.
Witness my original signature, registration number and seal
this ____ day of ____, 2020.
Preliminary
_____
Darryl W. Jones, P.L.S. (L-4331)

New Tract
2.484 ACRES
A Portion of
Tax Map 412, Parcel 300
DB 1311, PG 287

NEW LINE
with Easement
267.92'
S 42°46'04" W

100 Year Flood Plain
Zone AE
F.I.R.M. Map# 3710566700J

Quarry Creek
Centerline of Creek
48" CMP
Approximate
100 Year Flood Plain

Quarry
Crane Base

609.45'
S 87°00'00" E
131.01'
3/8" E.I.P.
1,255.70' (T)
484.79'
1/2" E.I.R.
74.93'
3/4" E.I.R.

S 03°00'00" E
80.00'

430.63'
N 87°00'00" W NEW LINE
N.I.P.

Map Book 9995, Page 4229 Sheet 2
20' Sanitary Sewer Easement

Soil Road

Darrin S. & Sharon S. Brown
Deed Book 1311, Page 287
Tax Map 412, Parcel 300
20.601 Remaining Acres
Zoned: B-3

Map Book 9995, Page 8681

Property Lines with Centerline

L1	N 07°00'01" E	95.60'
L2	N 04°31'42" E	95.62'
L3	N 00°22'52" W	90.70'
L4	N 04°55'53" W	105.17'
L5	N 05°41'25" W	345.35'
L6	N 05°41'25" W	75.91'
L7	N 06°19'28" W	165.13'
L8	N 06°51'35" W	104.98'

NEW LINES

L9	S 72°00'35" W	52.55'
L10	S 72°00'35" W	30.74'

Map Book 9995, Page 8681

18" RCP
End of Road

20' Sanitary Sewer Easement
Approximate
100 Year Flood Plain

N/F
Larry H. Rogers
Deed Book 621, Page 088
Deed Book 573, Page 013
Tax Map 412, Parcel 107
Zoned: R-1

Control Corner
Flat Iron
345.64'
N 81°50'01" W
1/2" E.I.P

608.86'
S 18°53'26" W

567.20'
S 07°09'50" W

Stone Pointe Dr.
60' R/W

"Stone Pointe"
Map Book 9995, Page 4239

Vicinity Map
(NTS)

Byrd Rd.
Old 80
Legion Club Rd.
Faith Rd.
Site
Balfour Quarry Rd.
Coley Rd.
Gardner St.
Kluttz Rd.

N/F
William T. Smith
Deed Book 621, Page 089
Deed Book 591, Page 978
Tax Map 412, Parcel 214
Zoned: R-1

ROWAN COUNTY
FILED FOR REGISTRATION AT _____ O'CLOCK _____.M.
_____, 202___ AND REGISTERED IN MAP BOOK
9995, PAGE _____
J. E. BRINDLE, REGISTER OF DEEDS
ASSISTANT/DEPUTY

Town of Faith
County of Rowan
State of North Carolina
This Property is located in the Subdivision Jurisdiction
of the Town of Faith, North Carolina and this Minor
Subdivison was approved.

This Subdivision Plat has been found to comply with the provisions of the
Subdivision Ordinance of the Town of Faith and is approved this date by
the Board of Aldermen for recording in the Office of the Register of Deeds.

Mayor, Town of Faith _____ Date _____

Subdivison Administrator
Town of Faith _____ Date _____

I hereby certify that I am the owner of the property shown and described hereon, which was conveyed
to me by deed recorded in Book 1311, Page 286, and that I hereby acknowledge this plat and
allotment to be my free act and deed and hereby establish the minimum building lines, and dedicate to public
use as streets, alleys, crosswalks, easements, parks and other spaces forever as shown or indicated. Furthur,
I certify that the property as shown hereon is within the subdivision regulation jurisdiction of the Town of Faith.

Owner _____ Date _____
Owner _____ Date _____

I, _____, Review Officer of the County of Rowan,
certify that the map or plat to which this certification is affixed meets
all statutory requirements for recording.

Review Officer _____ Date _____

Subdivison Administrator _____ Date _____

Basis of Bearing
Deed Book 1311, Page 287

Plat of
Minor Subdivison
New 2.484 Acre Tract
Being
A Portion of
The Land Described in
Deed Book 1311, Page 287
Survey for

Darrin S. & Sharon S. Brown

Litaker Township, Rowan County, NC
Tax Ref : Tax Map 412, Parcel 300
Deed Ref : Deed Book 1311, Page 287
Survey Date : July 20, 2020
Scale: 1" = 100'

0'   100'   200'   300'

30.52'
5/8" E.I.R.
288.77'
N 73°51'01" W
319.29' (T)
Stone
1/2" E.I.P
Base RR Iron
Control Corner
3/4" E.I.P.
3/4" E.I.P.
Former Line
N/F

N/F
Okey J. Lambert, Jr.
Deed Book 940, Page 444
Tax Map 412, Parcel 035

N 75°24'48" W
83.65'
N 75°42'42" W
82.48'
N 75°29'42" W
95.78'
S 78°21'55" E
47.91' (Tie)

N/F
Jamie H. Deutsch
ML 33 – 681
Tax Map 412, Parcel 033
Zoned: R-1

N/F
Andrew N. Frick
Deed Book 1108, Page 739
Tax Map 412, Parcel 328

N/F
Ronnie D. Hatley
Deed Book 872, Page 237
Tax Map 412, Parcel 032

R/W per DB 621, Page 089

NCGS Faith Azimuth Mark
Note: NCGS "Faith" NOT RECOVERED

562.27' R/W
S 13°03'04" W

Darryl W. Jones
Professional Land Surveyor
534 Fairbluff Ave.
Salisbury, NC 28146
980-234-5189

Notes :
1. The ratio of precision is 1 : 10,000 +
2. This Survey CREATES a New Subdivision of Land
   Located in the Subdivision Jurisdiction of
   the County of Rowan, North Carolina.
3. Area by Coordinate Method.
4. No NCGS Monuments within 2000' – NCGS "Faith" Not Recovered.
5. This Property is NOT located in a water supply watershed.

The Faith Academy Board had several events in the works to get the word out about our school. Covid-19 had other plans, causing us to cancel an event at the American Legion in Faith, putting an end to the FunFest where we were going to have a booth, shutting down the famous Fourth of July celebration. Since community events were cancelled, we went virtual hosting a **Zoom webinar on April 26th attended by over 60 families and a Zoom Town Hall on July 19th attended by 30 more families.**

We wanted to ensure that we were reaching all families though – not just ones who are on social media or would be off of work on a Sunday evening. To that end, **we sent mailers to 800 households with children in the communit**y, letting them know about Faith Academy. We also ran **a half page ad in** *The Salisbury Post*.

The response to our outreach has been nothing but positive. Families in Faith and the surrounding areas are committed to enrolling their children in our school. **347 families have signed up for our interest list** which keeps them abreast of the school's timelines, developments, and upcoming events.

Of those families, **159 have registered for a SchoolMint account**. SchoolMint is the lottery and enrollment system we will use. By registering for an account, these families will be ready to apply for a seat during the open enrollment period. **As shown by the SchoolMint data below, most of those people heard about Faith Academy from friends, family, or colleagues not affiliated with the school highlighting the fact that people are talking about Faith Academy and sharing their desire for the school.**
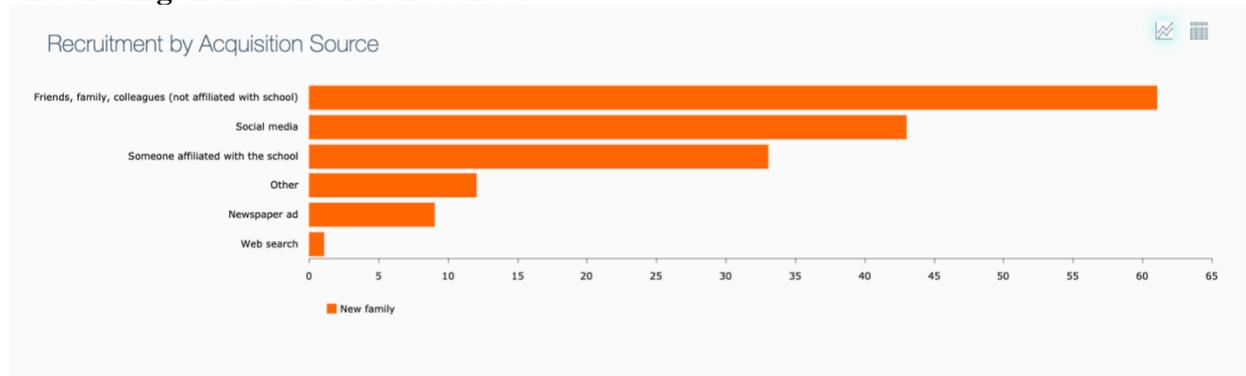
Our social media presence also indicates people's desire to stay informed. We have created a Facebook page (www.facebook.com/faithacademypatriots/) that has garnered, as of July 20, 2020, **724 total page likes, 748 page followers, 127,375 impressions (the number of times content from our page was seen), 1,154 engagements (likes, comments, etc), 2,194 clicks (on ads, posts, etc) , and 709 total video views**.
The images below from our Facebook page highlight the reach and impressions we've had on the community:
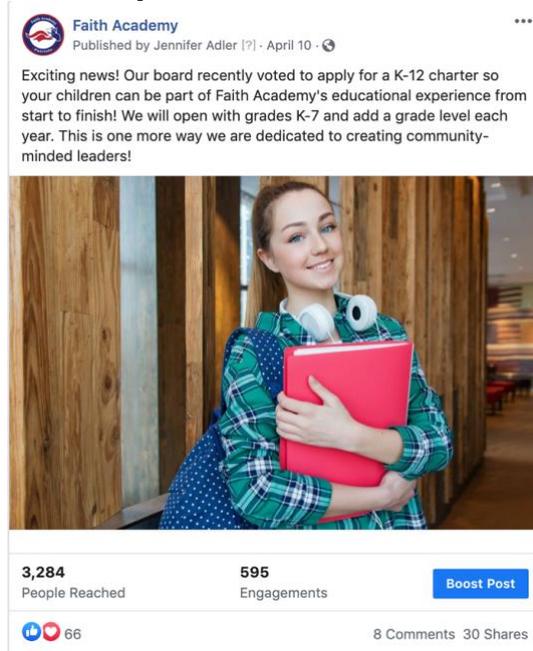
Trends

Facebook Page Reach ⓘ

6,422 ↑ 170.6%

People also took our survey en masse. The first day it posted we had received 75 responses! **As of July 19, 2020, we've had 328 responses to the survey**. People want us to know their thoughts on a charter school coming to the area. We've included one sample survey form and the compiled data from the respondents to highlight the educational need for Faith Academy.

Q1

Do you think residents of Rowan and surrounding counties would benefit from a tuition-free charter school focused on building student leadership and life skills?

Yes

Q2

How likely would you be to send your child to that school?

Very likely

Q3

Are you satisfied with your current school options?

No

Q4

How many pre-k to high school aged children do you have?

2

Q5

What grades are your children currently in? Check all that apply

Preschool

Kindergarten

Responses and Status

TOTAL RESPONSES

328

Q1 Do you think residents of Rowan and surrounding counties would benefit from a tuition-free charter school focused on building student leadership and life skills?

Answered: 328   Skipped: 0
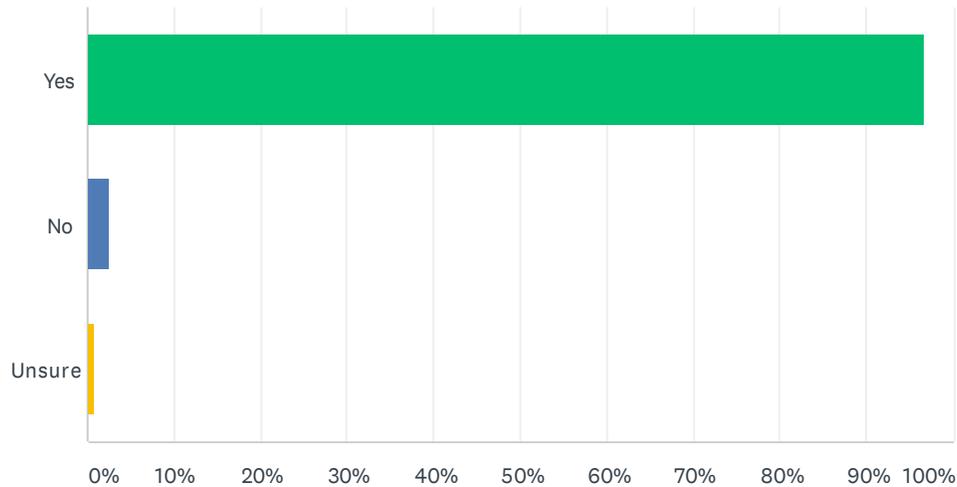
ANSWER CHOICES	RESPONSES	
Yes	96.65%	317
No	2.44%	8
Unsure	0.91%	3
TOTAL		328

Q2 How likely would you be to send your child to that school?

Answered: 324   Skipped: 4

4

Educational Need for Faith Academy
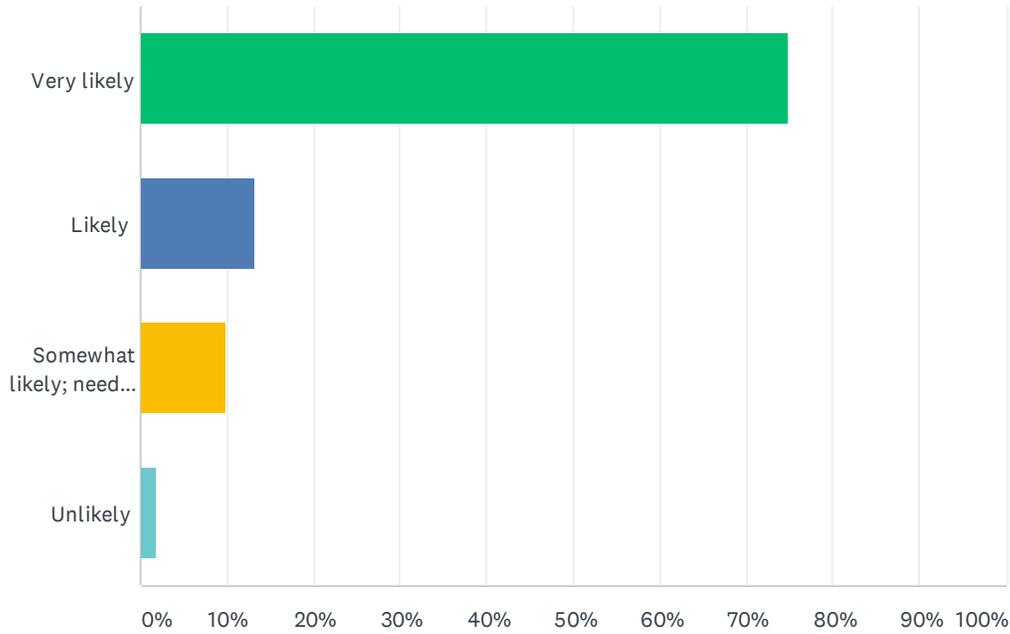
ANSWER CHOICES	RESPONSES	
Very likely	75.00%	243
Likely	13.27%	43
Somewhat likely; need to learn more	9.88%	32
Unlikely	1.85%	6
TOTAL		324

Q3 Are you satisfied with your current school options?

Answered: 324   Skipped: 4
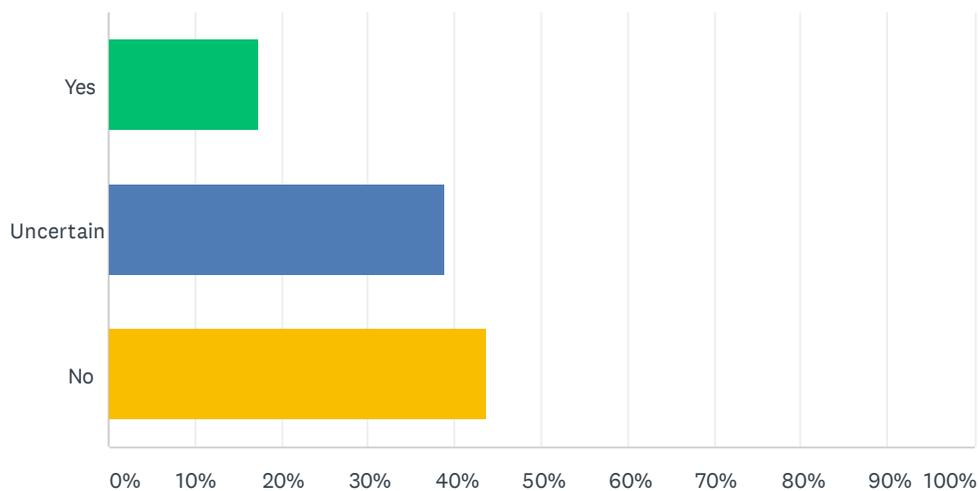
ANSWER CHOICES	RESPONSES	
Yes	17.28%	56
Uncertain	38.89%	126
No	43.83%	142
TOTAL		324

Q4 How many pre-k to high school aged children do you have?

Answered: 324   Skipped: 4
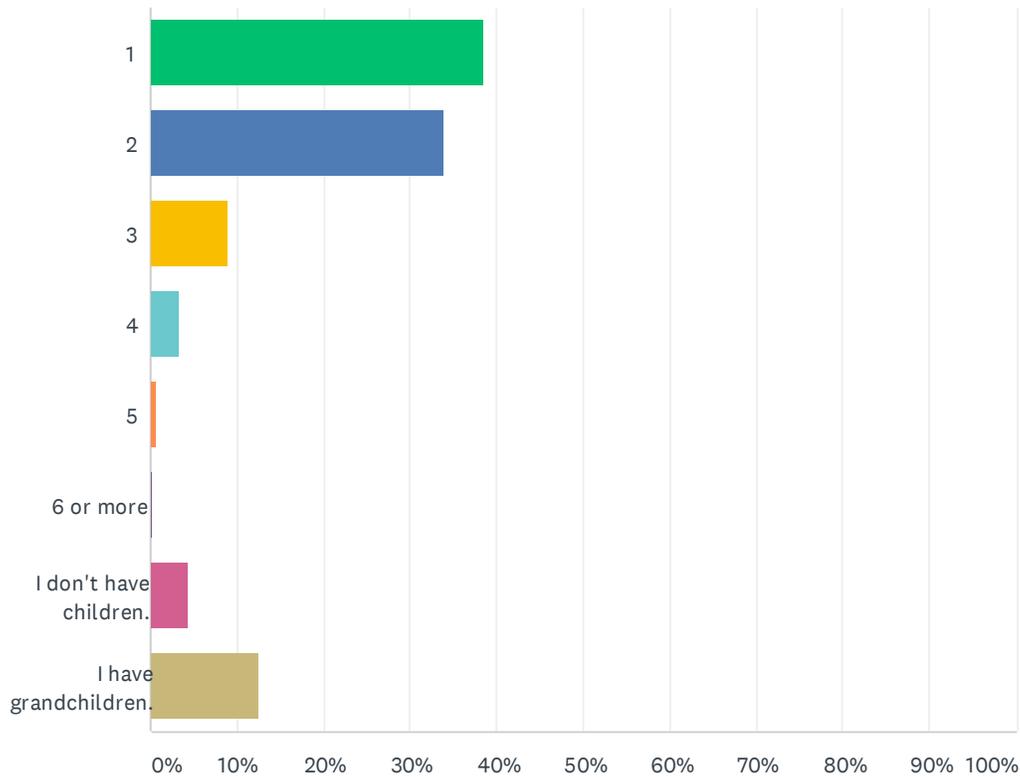
ANSWER CHOICES	RESPONSES	
1	38.58%	125
2	33.95%	110
3	8.95%	29
4	3.40%	11
5	0.62%	2
6 or more	0.31%	1
I don't have children.	4.32%	14
I have grandchildren.	12.65%	41
Total Respondents: 324		

Q5 What grades are your children currently in? Check all that apply

Answered: 325   Skipped: 3
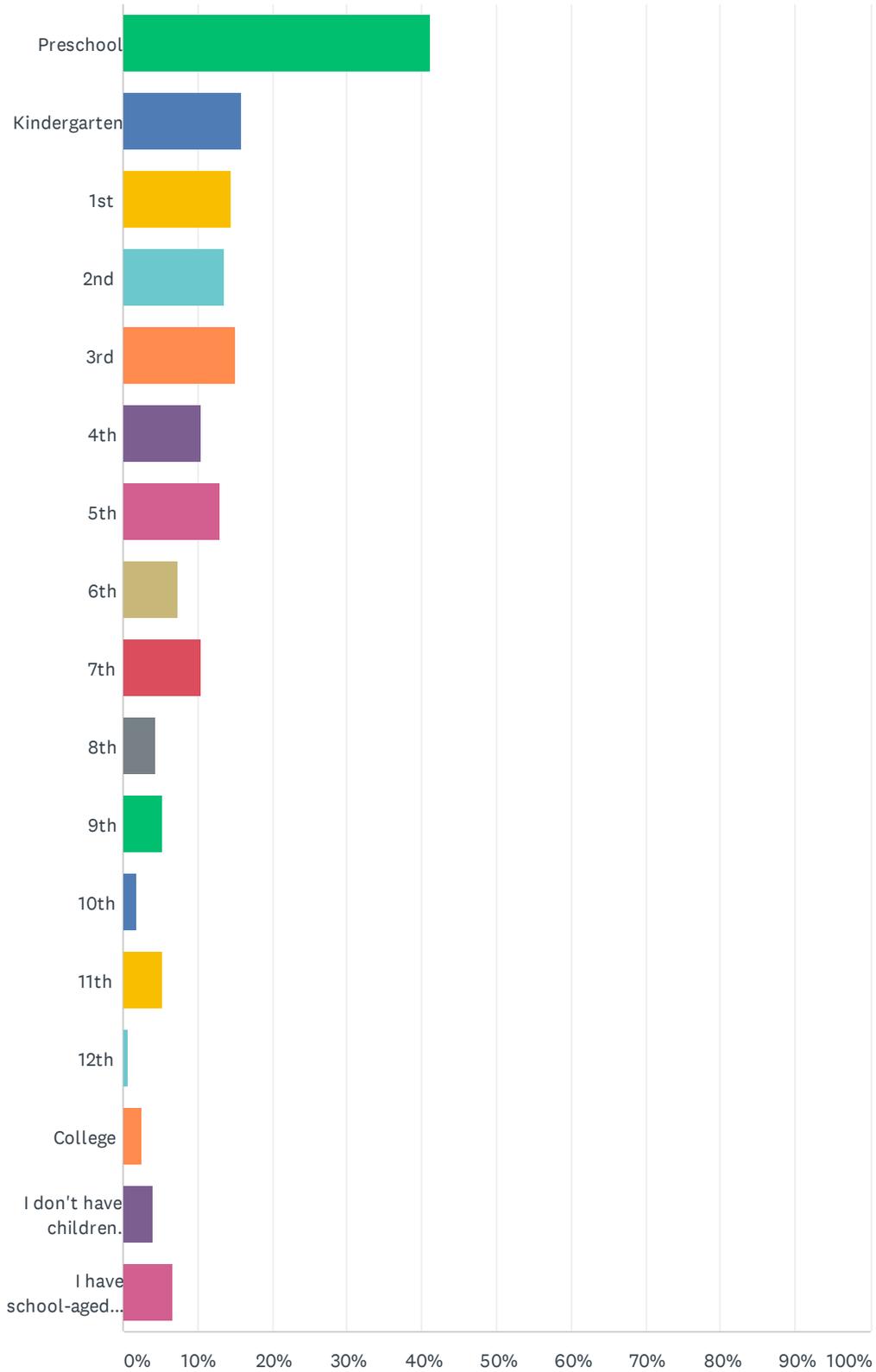
ANSWER CHOICES	RESPONSES	
Preschool	41.23%	134
Kindergarten	16.00%	52
1st	14.46%	47
2nd	13.54%	44
3rd	15.08%	49
4th	10.46%	34
5th	12.92%	42
6th	7.38%	24
7th	10.46%	34
8th	4.31%	14
9th	5.23%	17
10th	1.85%	6
11th	5.23%	17
12th	0.62%	2
College	2.46%	8
I don't have children.	4.00%	13
I have school-aged grandchildren.	6.77%	22
Total Respondents: 325		

ANSWER CHOICES	RESPONSES	

PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Faith Academy Charter School

2. Full name: Christopher Glenn Sease

Home Address: 150 Olde Fields Drive, Salisbury, NC 28146
Business Name and Address: Chris Sease Attorney at Law, PC 115 A E. Council St. Salisbury, NC 2814
Telephone No.: 704-202-1788
E-mail address: Chris@seaselaw.com

3. Brief educational and employment history.
B.A. in Pre-Law from Pfeiffer University, J.D. from UNC School of Law 10 years practicing law in Rowan County, mainly doing criminal, family

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: ☒   Yes: ☐

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? George Wilhelm and Gloria Wilhelm talked to me about joining. I believe our county can benefit from an alternative to regular public school. The people and children of Faith deserve a school in their area.

6. What is your understanding of the appropriate role of a public charter school board member?
To ensure that we stay committed to our mission and ensure that the school does well in all aspects. We need to put good qualified people in the appropriate positions and provide a curriculum to help these students be prepared for what comes next. 47

If you have questions regarding the application process, please contact the Office of Charter Schools via email at darian.jones@dpi.nc.gov.

PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. *I serve on the Board of Managers for the East Rowan YMCA currently and have served on my church's council and have been the President of the District 27 Bar. I bring familiarity with procedure and governance.*

8. Describe the specific knowledge and experience that you would bring to the board. *I bring familiarity with procedure and governance and a strong concern for liability and morality. I helped with the incorporation process as well as the nonprofit process.*

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? *We want to provide a supportive learning environment that helps students get ready for the real world and guides them to be leaders and successful citizens.*

2. What is your understanding of the school's proposed educational program? *A more traditional curriculum coupled with project based learning. A focus would be made on addressing practical knowledge.*

3. What do you believe to be the characteristics of a successful school? *Supportive of students, prepare them for real-world issues, provide highly-qualified instructors, diversity of staff and students.*

4. How will you know that the school is succeeding (or not) in its mission? *How the students carry themselves, their stature in the community. How they work as individuals but also together. Not just test scores.*

Governance

1. Describe the role that the board will play in the school's operation. *We set the guidelines, make sure the school is committed to the mission, running efficiently, hiring lead administrator and support the school.*

2. How will you know if the school is successful at the end of the first year of operation? *Morale, budget, testing, retention of students and employees.*

3. How will you know at the end of five years of the schools is successful? *Have our applications grown, are we financially stable, have we kept employees, is the building complete and sound, are students happy?*

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? *We have to set up the school to succeed by ensuring that we hire good, qualified people, provide a strong curriculum, keep it financially strong and stay committed to the mission.*

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? *I believe in transparency, so it would need to be dealt with head on. An investigation should commence and findings shared so that everyone gets a fair say.*

*Please include the following with your Information Form
- a *one page* resume

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If you have questions regarding the application process, please contact the Office of Charter Schools via email at darian.jones@dpi.nc.gov.

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PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

Certification

I, _____Chris Seoso_____, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for _Faith Academy_____ Charter School is true and correct in every respect.

_____

_____7-13-20_____

Signature
Date

Appendix I – Board Member Background Certification Statement and Completed Background Check*

If you have questions regarding the application process, please contact the Office of Charter Schools via email at darian.jones@dpi.nc.gov.

PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

Charter School Board Member Background Check Form

Certification Statement:

Note: To be completed individually by each proposed founding charter school board member. Form must be signed by hand.

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, _Chris Sease_____, certify that I ***have not*** been convicted of any misdemeanor or felony other than a minor traffic violation.
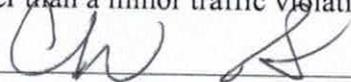
Signature _____   Date _7-13-20_____

I, _Chris Sease_____, certify that I ***have*** been convicted of a misdemeanor or felony other than a minor traffic violation.
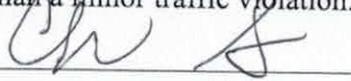
Signature _____   Date _7-13-20_____

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

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

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If you have questions regarding the application process, please contact the Office of Charter Schools via email at darian.jones@dpi.nc.gov.

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Christopher Glenn Sease
293 Brooks Farm Drive
Rockwell, North Carolina 28138
(704) 202-1788 (C)
chris.sease@gmail.com

Education:

University of North Carolina School of Law, Chapel Hill, North Carolina
J.D., May 2010
Activities:
Christian Legal Society- Treasurer
Carolina Law Ambassadors- Vice President/Treasurer
Pro Bono Program
Student Government Association Secretary
Juvenile Justice Clinic

Pfeiffer University, Misenheimer, North Carolina
B.A., Pre-Law, May 2007
G.P.A. 3.97
Honors and Activities:
Dean's List 4 out of 4 semesters
Dr. Fred West Athletic Academic Award
Two years of varsity tennis
Employed ten hours per week during each academic year

Work Experience:
Chris Sease Attorney at Law
Attorney/Owner- April 2015- present
Operated as a sole practitioner in Criminal, Family, and Civil Law. Handled court appointed work and retained work as well. Handled the day-to-day business operations of the firm as well as the courtroom work.

Whitley & Jordan, PA, Salisbury North Carolina
Attorney- June 2011- March 2015
Handled Criminal and Family Law cases. Mostly handled Criminal District Court, which includes Misdemeanors and Felonies. Significant trial practice in both areas including bench and jury trials.

Sherrill & Cameron, PLLC, Salisbury, North Carolina
Attorney- September 2010- June 2011
Handled Criminal and Civil Law cases. Mostly handled court appointed criminal cases in District Criminal Court. Also handled Landlord and Tenant, Wills, Civil pleadings, Competency, Guardianship, Guardian Ad Litem, and Real Estate.

PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

   Faith Academy Charter School

2. Full name:

   Janna Griggs

   Home Address: 725 Jackson Road Salisbury, NC 28146

   Business Name and Address:

   Telephone No.: 704-209-6577

   E-mail address: jannagriggs@yahoo.com

3. Brief educational and employment history.

   Bachelor's Degree in Therapeutic Horsemanship and Business Administration, Certified Therapeutic Riding Instructor and Equine Specialist in Mental Health and Learning. Non-profit experience: 15 year experience as instructor and Program Director, 6 years as Executive Director. Also worked in banking, insurance, and print/marketing.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

   No: ☑   Yes: ☐

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?   I joined the board of the Faith Community Endowment when our county began discussing closing our local school. We later broke off into a committee. Through that committee I was asked to serve on the board of the charter school.

6. What is your understanding of the appropriate role of a public charter school board member?

   Ensuring the quality of programming, proper use of public funds, and guarantee the school upholds its obligations and terms of its charter.

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If you have questions regarding the application process, please contact the Office of Charter Schools via email at darian.jones@dpi.nc.gov.

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7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
As the Executive Director of a non-profit organziation, I understand the roles, responsibilities, and relationship of the board to the day to day operations.

8. Describe the specific knowledge and experience that you would bring to the board.
I am already familiar with Board structure. I have extensive experience working with people with disabilities and their IEP's. And I understand budgeting and planning for an organization.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The mission of this school is to be a learning environment that challenges children to learn in ways that will produce productive members of society that can think critically, create solutions, and adapt to an ever changing world.
2. What is your understanding of the school's proposed educational program?
Our educational program will aim to teach children to solve problems, think outside the box, succeed in college or career enviroments, and beyond. We seek to create adults who contribute to the world around them.

3. What do you believe to be the characteristics of a successful school?
Strong community ties, strong leadership and administration, honesty, integrity, no drama between staff, effective and challenging curriculum that is adaptable to a child's needs, and a clear system of organization and discipline.

4. How will you know that the school is succeeding (or not) in its mission?
We will count our success when our students exceed proficiency scores of LEA and NC students.

Governance

1. Describe the role that the board will play in the school's operation.
The Board will provide oversignt and support to the administration of the school to ensure it is meeting the goals and mission.

2. How will you know if the school is successful at the end of the first year of operation?
In the first year we would like to see students earning 50% proficiency scores in math and 63% in science.

3. How will you know at the end of five years of the schools is successful?
We should see increased scores each year up to that point, and ideally the school at full capacity.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The board will need to meet regularly with the lead administrator to review enrollment, academics, compliance, fundraising efforts, community relations, etc. As well as, keep tabs on current financials and overall operations.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
An issue would need to be brought before the board, and if that person(s) is indeed acting unethically, then the board should remove them from their position and perform the legal/ethical requirments to right any issues that person may have created.

*Please include the following with your Information Form
- a **_one page_** resume

If you have questions regarding the application process, please contact the Office of Charter Schools via email at darian.jones@dpi.nc.gov.

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State Board of Education | Department of Public Instruction

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Certification

I, Janna Griggs _____, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Faith Academy Charter School _____ Charter School is true and correct in every respect.

_____

Signature   7/19/20
Date

Appendix I – Board Member Background Certification Statement and Completed Background Check*

If you have questions regarding the application process, please contact the Office of Charter Schools via email at darian.jones@dpi.nc.gov.

Janna Burns Griggs

Salisbury, NC 28146   *jannagriggs@yahoo.com*   *704-798-5955*

Education: St. Andrews Presbyterian College, Laurinburg, NC
Bachelor of Arts in Therapeutic Horsemanship, May 2005
Minor is Business Administration   GPA: 3.56/4.0
Certified 1st Aid/CPR/AED   PATH Certified Therapeutic Riding Instructor
Certified Equine Specialist in Mental Health and Learning

Skills:
- Office, staff, & volunteer management   -Public Relations & Presentations
- Event planning, management, & execution   -Marketing & Networking
- Excellent verbal and written skills   -Exceptional organizational skills
- Program scheduling, planning, & management   -*20+ years experience with computers (PC & Mac)*
- Volunteer coordination & training   -Creating Budgets & Accounting
- Creating & publishing marketing materials   -High level of professionalism and reliability
- Over 10 years experience working with and instructing people with special needs & disabilities
- Online marketing, social media, & website development
- *Computer Experience: including MS Office Suite, Profiler Tax program, Powerpoint, Excel, ABT Fundware, Intuit Fundware, Macintosh, MS Word, MS Outlook, Quickbooks, Adobe, Photoshop, Wordpress, Facebook, LinkedIn, & more (quick learner on computer software)*

Experience:

Executive Director/Event Coordinator   August 2014-Present
Saving Grace Farm, Salisbury, NC (Non-profit Organization)

Sales & Customer Service   Jan. 2014-August 2014
Quick Copy Print Shop, Salisbury, NC

Executive Director/Donor Development/Event Coordinator   March 2013-Jan. 2014
Saving Grace Farm, Salisbury, NC (Non-profit Organization)

Director of Programming & Development   May 2011-March 2013
Saving Grace Farm, Salisbury, NC (Non-profit Organization)

Member Service Rep/Teller II   Feb. 2010-March 2012
SunTrust Bank, Spencer, NC

District Administrator/Broker Dev. Administrator   Aug. 2009 -Feb. 2010
Aflac, Salisbury/Albemarle, NC

Independent Insurance Associate & Regional Administrator   Oct. 2008-Feb. 2010
M K Swan, Inc./Aflac, Concord, NC

Program Director/Instructor/Office Manager/Volunteer Coordinator   July 2005-May 2008
Saving Grace Farm, Salisbury, NC (Non-profit Organization)

Graphic Design Intern at Quick Copy Print Shop, Salisbury, NC   Jan. 2001-June 2001

Accomplishments: Dean's List, John Blue Scholarship, Who's Who Among American College Students, Single-handedly acquired Center Accreditation for Saving Grace Farm (SGF) in 2007, Volunteer of the Year at SGF 2003, Orchestrated top producing events & campaigns for SGF 2005-2013

References: Nancy Paschall   804-824-4582
Martha Bostian   704-633-3113

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State Board of Education | Department of Public Instruction

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

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As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
   Faith Academy Charter School

2. Full name:
   Elizabeth Jones Morrow

Home Address: 104 E Barrington Court, Salisbury, NC 28146

Business Name and Address: Potter & Company, 434 Copperfield Blvd, Concord NC 28205

Telephone No.: 704-796-3795

E-mail address: lizmorrow@live.com

3. Brief educational and employment history.
   B.S.B.A in Accounting, Master of Science in Accounting, Appalachian State University
   Crisp, Hughes, Evans LLP, Dixon Odom PLLC, Potter & Company PA

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

   No: ☐   Yes: ☒

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?
   I was initially part of the non-profit group, Faith Community Endowment, and later added to the BOD as a CPA and concerned parent of children at Faith Elementary School. In addition, my accounting firm audits several charter schools in the area. I want to do my part to keep a quality, community school in the town of Faith, open to the surrounding area.

6. What is your understanding of the appropriate role of a public charter school board member?
   A BOD member is responsible for ensuring the school's mission and vision are carried out, the school is high-performing, safe, and operates legally and ethically.

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If you have questions regarding the application process, please contact the Office of Charter Schools via email at darian.jones@dpi.nc.gov.

PUBLIC SCHOOLS OF NORTH CAROLINA
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7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

```
I have served on my children's preschool BOD and PTA board.  I have also served in numerous capacities at my
church (finance, children's, and missions committees). I enjoy working with others to attain a goal and am an
honest and effective BOD member.
```

8. Describe the specific knowledge and experience that you would bring to the board.

```
I have a background in accounting and understand budgeting, reading and creating financial statements, cash
flows, forecasting, and reporting requirements for government and banking.
```

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

```
Our school's mission is to provide a challenging and supportive learning environment where students address real-
world problems to become successful citizens and community members.  We want to provide a school where students
feel safe and loved and part of our community.  In addition, we want them to learn life skills, provide students
with community service opportunities, and learn empathy towards others.
```

2. What is your understanding of the school's proposed educational program?

```
Faith Academy will focus on several project based learning assignments throughout the year.  Life skills courses
will also be offered. Restorative Justice and Responsive Classroom will be implemented to assist in socio-emotional
learning. At the high school level, all students will be required to choose a CTE pathway in order to graduate.
```

3. What do you believe to be the characteristics of a successful school?

```
A successful school gets students excited about learning.  A successful school is a place students can go and feel
safe, loved, make friends, learn skills needed to become independent, successful adults that later give back to
their own communities.  A successful school also provides professionals with needed materials, clear mission and
goals, and an enjoyable work environment.
```

4. How will you know that the school is succeeding (or not) in its mission?

```
The BOD will compare student achievement goals to actual test results. Student enrollment will be an indicator if
parents and students are happy with the school. In addition, monthly reporting from the lead administrator and CSP
will provide information needed by the Board.
```

Governance

1. Describe the role that the board will play in the school's operation.

```
The Board will determine "how well" the school is operating, not "how" to operate the school.  The Board will set
policies and procedures that should be carried out by the administration of the school. At monthly meetings, the
Board will address how well students are doing, and if everything is occurring appropriately, i.e. spending, safety,
if teachers are treated fairly.
```

2. How will you know if the school is successful at the end of the first year of operation?

```
There are many indications of success after the first year of operation:  student test scores, teacher retention,
and targeted enrollment or lottery interest.
```

3. How will you know at the end of five years of the schools is successful?

```
We have achieved student achievement goals, students feel safe and enjoy attending our school, full enrollment, a
new facility, operating within the budget with a surplus, school staff and administrators are provided with
beneficial professional development and enjoy their work environment.
```

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

```
I think the Board needs to hire a dynamic lead administrator to lead the school.  The Board needs to determine how
well students are performing on standardized tests and check-ins compared to goals set.  The Board needs to get
the community and surrounding communities excited about the school.  The Board needs to be in the school seeing for
itself how things are going on a weekly basis.
```

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

```
I would discuss the issue with the Board chair. Hopefully the Board chair, another member of the Board
and the member in question would meet to discuss the issue.
```

*Please include the following with your Information Form
   • a *one page* resume

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If you have questions regarding the application process, please contact the Office of Charter Schools via
email at darian.jones@dpi.nc.gov.

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PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

Certification

I, **Elizabeth Jones Morrow**   , certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for **Faith Academy**   Charter School is true and correct in every respect.

_____

          Signature
          Date

Appendix I – Board Member Background Certification Statement and Completed Background Check*

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PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

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Certification

I, __Elizabeth Jones Morrow__, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for __Faith Academy__ Charter School is true and correct in every respect.

Signature ___Elizabeth J. Morrow___
Date ___7/19/20___

Appendix I – Board Member Background Certification Statement and Completed Background Check*

If you have questions regarding the application process, please contact the Office of Charter Schools via email at darian.jones@dpi.nc.gov.

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ELIZABETH J. MORROW, C.P.A.

104 East Barrington Court, Salisbury NC 28146
PHONE 704-796-3795 – EMAIL lizmorrow@live.com

PROFESSIONAL EXPERIENCE

2016 – Present (part-time)   Potter & Company, PA, Concord NC

- Prepared and reviewed tax returns for individuals, corporations, partnerships, and non-profit companies
- IRS and State Departments of Revenue correspondence related to taxpayer notices
- Reviewed bookkeeping department's adjusting journal entries and accruals for accuracy
- Responsible for a few compilations and review engagements, including financial statement preparation

1996-Present   T.H. Jones Construction Co, Inc.

- Family-owned apartment and storage rental business
- Oversee property management company and employees
- Bookkeeping and payroll, reconcile bank statements, financial statements, and tax reporting
- Responsible for oversight of major capital improvements

2000-2008   Dixon Hughes Goodman, LLC

- Prepared tax returns for individuals, corporations, partnerships, and non-profit companies
- Responsible for employee benefit plan audits
- Assisted on audits, reviews, and compilations of for-profit, non-profit and governmental clients, including school boards
- Prepared organizing documents for clients, including application for non-profit status

EDUCATION

1999-2000   Master of Science in Accountancy   Appalachian State University
1995-1999   B.S.B.A. in Accounting   Appalachian State University

ACCOMPLISHMENTS/ACTIVITIES

- Completed several classes in Masters in Elementary Education at Pfeiffer University
- Adopted an infant through Bethany Christian Services
- Supported son through successful kidney transplant and at-home peritoneal dialysis
- Awarded BDO Seidman Accounting Scholarship, Graduate Assistant, Tutor at ASU
- Director of Finance Pi Sigma Epsilon, national business fraternity at ASU

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

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As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

2. Full name:

Home Address:
Business Name and Address:
Telephone No.:
E-mail address:

3. Brief educational and employment history.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: ☐   Yes: ☐

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

6. What is your understanding of the appropriate role of a public charter school board member?

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If you have questions regarding the application process, please contact the Office of Charter Schools via email at darian.jones@dpi.nc.gov.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

8. Describe the specific knowledge and experience that you would bring to the board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

2. What is your understanding of the school's proposed educational program?

3. What do you believe to be the characteristics of a successful school?

4. How will you know that the school is succeeding (or not) in its mission?

Governance

1. Describe the role that the board will play in the school's operation.

2. How will you know if the school is successful at the end of the first year of operation?

3. How will you know at the end of five years of the schools is successful?

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

*Please include the following with your Information Form
  - a *one page* resume

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If you have questions regarding the application process, please contact the Office of Charter Schools via email at darian.jones@dpi.nc.gov.

Charter School Board Member Information

Background

1. Faith Academy Charter School

2. Harry E. (Gene) Miller
    305 Stuart Street
    Salisbury NC 28144
    Retired (No Business Address)
    704-630-9305
    genemiller305@gmail.com

3. Please see attached resume for educational and employment history

4. Yes

5. Several members of the current Board talked to me about serving
    (George Wilhelm and Gloria Wilhelm)
    Having previously worked in Public Education for almost 30 years, I
    think it is exciting to be a part of a new and different school. I think I
    have a lot to offer the new school and I want nothing more than to see
    this school grow and prosper.

6. The role of a board member for the charter school is charged as the
    governing body to oversee all aspects of the school (operations,
    finances, curriculum, personnel, marketing, etc.,) to ensure that the
    goals as laid out by the board are met.

7. It seems that a bigger part of my life has been spent in school board
    meetings. I have worked with small school systems, (LEA's) Clinton
    and Lexington to large and larger ones, Rowan-Salisbury and
    Winston-Salem Forsyth, so I have worked on about any kind of school
    project that you can imagine. The work was and is very exciting and
    rewarding.

8. I am very knowledgeable in the specific areas of school finance, capital
    projects, budgeting, maintenance, safety and safety technology,
    transportation and school food service. I have worked in all areas
    mentioned for approximately 29 of my 30 years in education. I was a
    teacher during my first year out of college. The next 15 years were
    spent in banking until I re-entered the school setting in 1985 as a
    school finance officer.

School Mission and Program

1. Faith Academy will create a challenging and supportive learning environment where students address real-world problems to become successful citizens and leaders in a rapidly changing world. The guiding belief is that we can achieve the goals that we set forth and will become one of the best schools in the area.

2. Faith Academy will be using Project Based Learning and Life Skill course offerings that will teach them the fundamentals to help them succeed as independent, healthy adults that contribute meaningfully to society.

3. A successful school is one where first and foremost the students are engaged in a learning environment. That means having well qualified, caring teachers and staff operating in a healthy and safe school setting. They also need to have adequate financial support and the technology to support a 21st century curriculum. They also must have the support of a caring school family, meaning parent involvement and local and area support from the business community.

4. The FA School Board has already established four overarching goals for students at the end of the 8th grade. Those include (1) academically superior as demonstrated by their proficiency scores, (2) prepared for challenging academic programs and for solving real-world problems as demonstrated through their engagement with and mastery of PBL projects, (3) socially engaged as demonstrated by their community awareness, empathy, and service learning involvement, and (4) prepared to be a successful, independent member of their community as demonstrated by their involvement in and master of life skills classes. Also the school will have more students trying to get in than we can handle. That will make this all well worth our time and effort.

Governance

1. The Board will be the decision making body for curriculum, financial matters, personnel, policy and marketing. We will not be involved in the day to day matters of "running" the school, but will be there for support of the lead administrators, teachers and staff.

2. The first year will be really challenging. We will be successful if we have put together a good staff that is really into teaching and caring about each and every student. We will have reached our enrollment goals and will

have a waiting list to attend our school. We will have enough resources to pay our staff, pay our bills and buy the things that we need to be successful. We will either be in a new building or it will be ready for the beginning of year two. We will have better than average test scores with high expectations. We will have had minimal discipline issues and lots of parent and community support.

3. The end of year five will be a continuation of all the things that I listed in question 2. We will be known by that time as the best school in the area and there will be a long waiting list to enroll. Our test scores will be superior and great teachers and staff will be applying to work for us. We will be financially very sound with a great fund balance and new programs being added each year. Also by that time we will be a K-12 school and we will have a thriving, high achieving high school.

4. At this time we are taking the lead from our consulting firm, Charter Success Partners to get us moving in the right direction. They are the experts in the field of charter schools and have a great track record for success. In addition to help from the CSP firm, we will be engaging all the help we can get from the community and local businesses. We intend to hire a highly qualified, experienced lead administrator, along with highly qualified teachers and staff. When we are successful in doing those things, there is no doubt we will succeed.

5. It depends on the degree of what they are doing. If it were a minor issue, I would discuss it with them privately. After that meeting I would call our board into executive session and inform them of the issue(s) and any resolutions. If it were a major issue, I would call a special meeting of the board and in executive session I would address the issue. I would depend heavily in both cases on help from our attorney.

Charter School Board Member Background Check Form

Certification Statement:

Note: To be completed individually by each proposed founding charter school board member. Form must be signed by hand.

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, HARRY E. Miller, certify that I **have not** been convicted of any misdemeanor or felony other than a minor traffic violation.
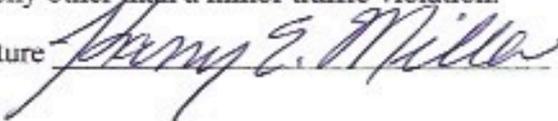
Signature _Harry E. Miller_   Date _7/12/2020_

I, _____, certify that I **have** been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____   Date _____

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

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

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If you have questions regarding the application process, please contact the Office of Charter Schools via email at darian.jones@dpi.nc.gov.

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

Certification

I, _HARRY E. Miller_, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for _FAith AcAdemy_ Charter School is true and correct in every respect.

Signature _Harry E. Miller_
Date _7/15/2020_

Appendix I -- Board Member Background Certification Statement and Completed Background Check*

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If you have questions regarding the application process, please contact the Office of Charter Schools via email at darian.jones@dpi.nc.gov.

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Harry Eugene (Gene) Miller
305 Stuart Street
Salisbury, North Carolina 28144
704-630-9305
genemiller305@gmail.com

EDUCATION	**North Carolina Public School Finance Officer Certification** (July 1989)
	Davidson County Community College Lexington, N.C. Accounting Courses and Business Law (1988-89)
	University of Virginia Charlottesville, Virginia Graduate Degree in Banking @ McIntyre School of Business (1977-79)
	Appalachian State University Boone, N.C. B.S. Degree Major in Political Science and Education/Business (1965-69)

PROFESSIONAL EXPERIENCE

October - 2013	**Retired from Rowan Salisbury Schools with 30 years experience in North Carolina Education and 15 years as a banker.**
2007-2013 &1995-2002	Rowan-Salisbury Schools Assistant Superintendent for Operations Salisbury, NC
2002- 2007	Winston-Salem/Forsyth County Schools Assistant Superintendent for Operations Winston-Salem, NC
1988-1995	Lexington City Schools Lexington, NC Assiatant Superintendent for Business and Finance
1985-1988	Clinton City Schools Clinton, NC Finance Officer and Business Director
1971-85	Banker with Southern National Bank and First Colony Savings and Loan in Lumberton, Southern Pines, Raleigh and Wilmington
1969-70	Rowan-Salisbury Schools Teacher at West Rowan High School (Consumer Math and English)

Affiliations & Honors	Numerous awards (State, National and Local) and offices . Serve on six different Boards and hold numerous titles and duties.
	Married to Martha Simms Miller of Laurinburg, NC (49 years) and we have two grown children and two grand children. Both children are attorneys with one in Charlotte and one in Atlanta.

PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
   Faith Academy Charter School

2. Full name: Timothy Rae Williams
   Home Address: 309 North Main St. P.O. Box 92 Faith, NC 28041
   Business Name and Address: Novant Health Pharmacy 612 Mocksville Ave Salisbury, NC 28144
   Telephone No.: Home 704-279-7585   cell 704-754-3108
   E-mail address: trwrx71956@yahoo.com

3. Brief educational and employment history. Graduate of UNC-Chapel Hill School of Pharmacy
   Immunization Certification. Pharmacist for 42 years. Employed by eckerd drugs 1978 to 1999. Manager Outpatient Pharmacy - Novant Health 1999-2020

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

   No: ☐   Yes: ☒

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?
   As a leader of the community, I was approached by several individuals to serve. I would like to ensure that our community retains a community school

6. What is your understanding of the appropriate role of a public charter school board member?
   A school board member should love children first & foremost! Children should remain number one in all thoughts and decisions made. Board members ensure we have good teachers, administrators, buildings, learning tools, sound curriculum and financing

If you have questions regarding the application process, please contact the Office of Charter Schools via email at darian.jones@dpi.nc.gov.

PUBLIC SCHOOLS OF NORTH CAROLINA
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7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. *I have served on many boards: YMCA, Faith Youth Initiative, Church Council, Town Board, Alderman, Mayor, School Advisory Boards, PTA Boards, Board of Visitors UNC Pharmacy School. From each of these boards, I have gained knowledge that will help me as a board member.*

8. Describe the specific knowledge and experience that you would bring to the board. *EACH Board requires organization & Financial Mgn. I am a people person and enjoy conversations & interacting with students & teachers. I think I could bring my communication skills to the board, being a liaison with churches, civic groups, town Board, Parents & Teachers*

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? *"Faith Academy is a challenging and supportive learning environment where students address real-world problems to become successful citizens and community leaders in a rapidly changing world" - This is a wonderful statement of mission for our school. I look forward to implementing our mission.*

2. What is your understanding of the school's proposed educational program? *Faith Academy will be an institution that infuses leadership and citizenship into every level of the academic curriculum. It will facilitate student empowerment and problem-solving through its educational program, allowing students to develop skills necessary to make their community better.*

3. What do you believe to be the characteristics of a successful school? *Strong Board Support, Strong lead Administrative Support, excellent teachers concerned, helpful parents & school supporters and most of all wonderful children willing to learn and excell in the process.*

4. How will you know that the school is succeeding (or not) in its mission? *Faith Academy will have goals to achieve. We will monitor all processes. Charter Success Partners will guide our lead adm, teachers & boards to make sure our school succeeds in every way, meeting all state and federal requirements plus our own stringent requirements.*

Governance

1. Describe the role that the board will play in the school's operation. *As a board member we will have a huge responsibility to ensure many things happen for our children & our teachers. We will oversee the welfare of our students, teachers, administration, all employees and each other. We will also be responsible for the finances of the school & for the upkeep.*

2. How will you know if the school is successful at the end of the first year of operation? *Faith Academy's Foundation will be a data driven model of instruction. There will be a variety of core curriculum materials to promote increased academic achievement. EACH area of the school will be evaluated yearly. Following the 1st year if we have a great enrollment & all.*

3. How will you know at the end of five years of the schools is successful? *As each year passes, I expect to see more confidence from students. Children have achieved. Teacher & the public due to the school's achievement. Certainly end of grade testing & good leads and over all grades from the state will have a bearing on our success.*

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? *We will need to be a very attentive board in all aspects of the school - from students to parents, to financials and to upkeep. We will need to keep open doors with our head administrator to ensure success.* *one all State & Fed requirements have been met it will have been good 1st year*

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? *Our charter application has specific rules for handling these type of situations. We will uphold the highest standards of ethics & morals. Actions that are deemed to be unethical can be subject to review by a subcommittee determined by the Board Chairman or VC. Board in finding the member can be removed with an appeal process.*

*Please include the following with your Information Form
- a **_one page_** resume

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If you have questions regarding the application process, please contact the Office of Charter Schools via email at darian.jones@dpi.nc.gov.

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*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

Certification

I, _Timothy Rae Williams_, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for _Faith Academy_ Charter School is true and correct in every respect.

Signature _Timothy R. Williams, RPh_
Date _7/15/2020_

Appendix I – Board Member Background Certification Statement and Completed Background Check*

TIMOTHY RAE **WILLIAMS**

309 North Main Street, Faith, NC 28041 | H: 704-754-3108 | trwrx71956@yahoo.com

Summary

It has been my privilege and honor to have served the public as a Pharmacist for over 42 years. Twenty of those 42 years have been for Novant Health. I was given the opportunity to open and manage Rowan Regional Medical Center's Outpatient Pharmacy in 1999. The Outpatient Pharmacy excelled and grew tremendously when Novant Health became our partner in a positive acquisition. In 2016, I began to work part-time as I worked towards retirement. In addition to working in the Outpatient Pharmacy in an "as needed" capacity, in 2017, I began working in the Inpatient Pharmacy, also in an 'as needed' capacity. It has been such a wonderful experience to continue to work in both of these pharmacies as I have trimmed my hours. Now that the Outpatient Pharmacy as been acquired by Walgreen, I would very much like to continue my employment with Novant Health in the Inpatient Pharmacy. I seek continued employee in a "PRN" capacity with Novant Health Rowan Regional Medical Center Inpatient Pharmacy. I am a seasoned Pharmacist Manager capable of monitoring and evaluating the quality and effectiveness of patient care as I continue to provide top notch pharmaceutical care!

Skills

- Prescription refilling
- Pharmacy marketing and promotions
- Immunization administration
- Patient Care and Education
- Insurance billing
- Retail pharmacy operations
- Inventory management
- Overseeing pharmacy operations
- Calculating doses
- Delegating assignments
- Patient education
- Controlled drug logging
- Interpreting orders
- Pharmacology
- Drug interaction understanding
- Sales skills
- Recall monitoring
- Legal compliance
- Compounding abilities
- Monthly narcotic inventories
- Drug therapies
- Verifying inventory
- Inspections
- Supervising technicians
- Dispensing medicines
- FDA regulations
- Administering vaccines
- Past District Representative-NC Pharmacy Alumni Association
- Faith Jaycees' Distinguished Service Award
- East Rowan Ladies Civitan's Citizen of the Year Award
- Faith Civitan's Citizen of the Year Award
- Faith Civitan of the Year
- NC Civitan District West Humanitarian Award
- East Rowan YMCA Board Member
- Chairman Faith Beautification Committee
- Member Town of Faith Planning Board
- Faith 4th of July Decoration Committee
- Faith School Advisory Council Chairman
- Faith School PTA President
- Member Faith Civitans
- Member Keller Memorial Masonic Lodge
- Member Faith Lutheran Church
- Sunday School Teacher
- Chancel Choir Member
- Church Council Chairman-2
- Faith Lutheran Building Committee
- Faith Lutheran Stewardship Team Chairman
- Visitors Board for Souther Seminary
- Mayor Protem Town of Faith 1990
- Committee to bring President George H. Bush Sr. to Faith NC 1992
- Mayor Town of Faith 1993-1997

Experience

Novant Health Rowan Outpatient Pharmacy Manager   **01/1999 to Current**
Novant Health   **Salisbury, NC**

- Opened Rowan Regional Medical Center's Outpatient Pharmacy in Jan of 1999. Charged with all aspects

Charter School Board Member Information Form

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As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

2. Full name: Howard - Donald Torrence II

Home Address: 322 Edgewood Park Ct. Landis NC 28088
Business Name and Address: Central NC Council BSA 32252 hwy 24/27 Albemarle NC
Telephone No.: 704-298-8551
E-mail address: howard.torrence10@gmail.com

3. Brief educational and employment history. 2010-2015 Appalachian State University
2015-2017 CNCC BSA 2017-2018 A.L. Brown High School 2019-2020 CNCC BSA

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: ☑   Yes: ☐

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?
I was approached by George Wilhelm. I wish to help establish ongoing quality education for the students in Rowan + surrounding Counties.

6. What is your understanding of the appropriate role of a public charter school board member?
To help guide the school in the proper direction to be successful in starting a program that builds the leaders of tomorrow.

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If you have questions regarding the application process, please contact the Office of Charter Schools via email at darian.jones@dpi.nc.gov.

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7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

    I don't have prior experience on a school board but I have worked as an educator and know what it takes to guide a school to success.

8. Describe the specific knowledge and experience that you would bring to the board.

    I am the Central NC BSA director of STEM programs and formerly worked as a Job Coach in the OCS department at A.L. Brown High School.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

    That we seek to build a successful and high quality environment of education for not only the children in Faith but all families in the area to help shape a better tomorrow.

2. What is your understanding of the school's proposed educational program?

    There will be a focus on life skills as well as having a technology component. Students will also have the opportunity to join clubs and sports.

3. What do you believe to be the characteristics of a successful school?

    A well trained and qualified staff who have the students' best interest in mind when making all decisions.

4. How will you know that the school is succeeding (or not) in its mission?

    Success can be measured through surveys, test scores, and student retention.

Governance

1. Describe the role that the board will play in the school's operation.

    Bringing in the correct administrators and helping to guide them to success.

2. How will you know if the school is successful at the end of the first year of operation?

    By sitting down with the lead administrators and looking at student growth from previous year to the current year.

3. How will you know at the end of five years of the schools is successful?

    Student retention, test scores, and year to year growth in each student. Also being able to see how many students advance to the next grade level.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? *Keeping an eye on the operations of the school, proper management of finances, and giving the administration the resources they need.*

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

    Bring this concern to light to the other board members and have an open discussion and talk about the proper steps that may need to happen.

*Please include the following with your Information Form
   • a *one page* resume

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If you have questions regarding the application process, please contact the Office of Charter Schools via email at darian.jones@dpi.nc.gov.

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*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

Certification

I, _Howard D. Torrence II_, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for _Faith Academy_ Charter School is true and correct in every respect.

Signature _Howard D. Torrence II_

Date _7-20-2020_

Appendix I – Board Member Background Certification Statement and Completed Background Check*

If you have questions regarding the application process, please contact the Office of Charter Schools via email at darian.jones@dpi.nc.gov.

HOWARD TORRENCE
STEM DIRECTOR

SKILLS & ABILITIES
- Problem Solving
- Leadership
- Creativity
- Handling Pressure
- Critical Thinking

VITALS
322 Edgewood Park Cr. Landis NC, 28088 T 704.298.8551
E howardtorrence10@gmail.com

EXPERIENCE

CENTRAL NC COUNCIL BOY SCOUTS OF AMERICA, ALBEMARLE, NC
SEPTEMBER 2018 -
Worked as the STEM Director for Central NC Council Boy Scouts of America. Developed and implemented a program following the NC standards for science and math. Worked directly with Principals and Teachers to administer the program in grades 5 – 12.

A. L. BROWN HIGH SCHOOL, KANNAPOLIS, NC
NOVEMBER 2017- SEPTEMBER 2018
Worked as an assistant teacher for the Occupational Course of Study class. Provided a safe learning environment for students. Maintained a consistent work schedule for students providing them with a stable day. Transported students to their off-campus work sites daily.

EDUCATION

APPALACHIAN STATE UNIVERSITY, BOONE, NC
BACHELOR OF SCIENCE IN CRIMINAL JUSTICE

COMMUNICATION
Presented on New Unit Development at the 2016 Boy Scouts of America Idea Sharing Conference in Atlanta Georgia. Presented on New Unit Blitz Day at the 2017 Area Conference in Jacksonville Florida

HONORS/AWARDS
Eagle Scout 2010

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Charter School Board Member Information Form

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The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background
1. Name of charter school on whose Board of Directors you intend to serve:

2. Full name: George Alton Wilhelm

Home Address:
Business Name and Address:
Telephone No.:
E-mail address:

3. Brief educational and employment history.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: ☐   Yes: ☐

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

6. What is your understanding of the appropriate role of a public charter school board member?

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If you have questions regarding the application process, please contact the Office of Charter Schools via email at darian.jones@dpi.nc.gov.

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7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

8. Describe the specific knowledge and experience that you would bring to the board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

2. What is your understanding of the school's proposed educational program?

3. What do you believe to be the characteristics of a successful school?

4. How will you know that the school is succeeding (or not) in its mission?

Governance

1. Describe the role that the board will play in the school's operation.

2. How will you know if the school is successful at the end of the first year of operation?

3. How will you know at the end of five years of the schools is successful?

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

*Please include the following with your Information Form
- a *__one page__* resume

If you have questions regarding the application process, please contact the Office of Charter Schools via email at darian.jones@dpi.nc.gov.

<div align="center">Charter School Board Member Information</div>

Background

George A. Wilhelm, Board Chair
Faith Academy Charter School
Board member information form attachment

George Alton Wilhelm
5760 mount Hope Church Road
Salisbury, NC 28146
Wilhelm.outfitters@gmail.com

I have a BA degree in History form Pfeiffer University
I served as a full-time law enforcement officer in Rowan County and
retired in 2009 as Sheriff of Rowan County

No I have never served on a school board.

I was a founding member of the Charter School Committee for this school. I wish to ensure that the Faith Academy Charter School meets the needs and concerns of our community.

My understanding of Public charter school board member is that a board member should be knowledgeable of the policies and curriculum of the school and insure that those policies and also the finances of the school are being accomplished.

As sheriff I have much experience working with boards. I have served as president of state and local organizations and served on those boards of directors.

My knowledge comes as a policy maker and budget manager over a 12 million organization for one thing and in my educational training I first studies as a elementary education major before switching to a history major at Pfeiffer and understand the basic principles of education.

School Mission and Program

Our mission is to challenge the students in an educational environment that will prepare them for their future as adults in our society.

By teaching in a project-based learning environment our students will learn how to problem solve as they enter the world as citizens.

A successful school is one that promotes knowledge, skills, and attitudes in students to enable them to succeed in life before and after graduation.

We will test and observe student learning by being involved in the daily operations of the school. Our community is a volunteer-oriented community that will be there for the children.

Governance

The board will be active in the operations by daily visits and observations of activities and learning. We will also promote volunteerism among our board.

We will work with the lead administrator and Charter Success Partners during the year to keep up with the operation of the school and its ability to maintain a safe learning environment. At the year end we will review and set the standards for the upcoming year.

At the end of five year we will measure our success by testing and observation of teaching techniques and measuring of information gathered from both. Our school should preform up to the standards we set forth each year, if not then we will regroup and get on track.

We need to step one provide a safe school environment. Step two we will monitor classrooms and review testing. Step three we will correct any errors that may arise in our master plan. Step four we will keep the parents and the community involved in the providing guidance to enhance learning.

If I were to find out that a member was acting unethically or outside of the interest of our school I would make the board and lead administrator aware of the situation and recommend criminal or civil investigation by the proper authorities.

Geay A Welh
7/20/20

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*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

Certification

I, _George A. Wilhelm_, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for _Faith Academy_ Charter School is true and correct in every respect.

Signature   _George A. Wilhelm_
Date   7/20/20

Appendix I – Board Member Background Certification Statement and Completed Background Check*

If you have questions regarding the application process, please contact the Office of Charter Schools via email at darian.jones@dpi.nc.gov.

George A. Wilhelm

P.O. Box 504 Faith, North Carolina 28041
704) 798-2687
Wilhelm.outfitters@gmail.com

Education   Pfeiffer University, BA, 1998

Employment History

    2011 -   Partner, Wilhelm Outfitters, LLC
    2013 -   Merit Badge Counselor, Camp John J. Barnhardt
    1998 -2009 - Sheriff of Rowan County, North Carolina
    1995 -1998 – Captain, Spencer, North Carolina Police Department
    1988 -   Rowan Cabarrus Community College
    1980 -1995 – Deputy Sheriff, Rowan County, North Carolina
    1987 -2010 - Partner, Wilhelm Guns and Law Enforcement Supply

    Presently I teach firearms training for Wilhelm Outfitters, Rowan County SS, Rowan Cabarrus Community College, and the Central NC Council, BSA

As Sheriff I supervised 170 full-time employees, 35 part-time and 50 volunteer. Responsible for the preparation, presentation, and implementation of eleven annual operational budgets, the budget grew during my tenure from 8 million to just under 13 million.

Law Enforcement Certifications

General Instructor, NC Criminal Justice Education & Training and Standards
Specialized Firearms Instructor- North Carolina Criminal Justice Education & Training
Concealed Carry Handgun Instructor. Previously Certified as Radar Operator, Glock Armorer,
Sig Arms Armorer, Colt M-16 and AR-15 Armorer, and thousands of Law Enforcement
Continuing Education Credits.

Affiliations

National Sheriffs' Association, International Association of Chiefs of Police,
North Carolina Sheriffs' Association, North Carolina Division of The International
Association of Identification Officers, North Carolina Retired Law Enforcement Officers on,
Faith Community Endowment, Inc, Faith Academy Charter School, Inc.

Present Committee Appointments

Member NSA Traffic Safety Committee
Central N. C. Council Shooting Sports Committee, Chair
District Chairman For Sapona District BSA
Board member Central N C Council BSA
NC Training Counselor for NRA
Board Chairman Faith Community Endowment
Board Chairman Faith Academy Charter School

Marital Status

Married to wife Amy. We have two grown daughters and one granddaughter. We teach kindergarteners in Sunday School.

Charter School Required Signature Certification

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

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

❖ The selected Board Attorney that he/she has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non Profit Corporation.
   o Name of the Selected Board Attorney:
      N/A. The board has not yet selected an attorney.
   o Date of Review:
      N/A
   o Signature of Board Members Present (Add Signature Lines as Needed):
      ▪ *George Wilhelm*
      ▪ *Gene Miller*
      ▪ *Liz Morrow*
      ▪ *Ch S*
      ▪ *James Alongi*
      ▪ *Tim Williams*
      ▪ *Howard Torrence*
      ▪

❖ The selected Board Auditor that he/she has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.
   o Name of the Selected Board Auditor:
      N/A. The Board is deciding between the three auditors listed in the application.
   o Date of Review:
      N/A
   o Signature of Board Members Present (Add Signature Lines as Needed):
      ▪ *George Wilhelm*
      ▪ *Gene Miller*
      ▪ *Liz Morrow*
      ▪ *Ch S*
      ▪ *James Alongi*
      ▪ *Tim Williams*
      ▪ *Howard Torrence*
      ▪

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If you have questions regarding the application process, please contact the Office of Charter Schools via email at darian.jones@dpi.nc.gov.

Signature Certificate

Document Ref.: 4ZPYM-4RQBP-FHVMK-IGQIZ

Document signed by:

Gene Miller

Verified E-mail:
genemiller305@gmail.com

| IP: 24.74.155.196 | Date: 21 Jul 2020 00:49:51 UTC |

Tim Williams

Verified E-mail:
trwrx71956@yahoo.com

| IP: 174.108.23.123 | Date: 21 Jul 2020 02:07:42 UTC |

Chris Sease

Verified E-mail:
chris@seaselaw.com

| IP: 8.25.233.243 | Date: 21 Jul 2020 12:03:00 UTC |

Janna Griggs

Verified E-mail:
janna@savinggracefarm.com

| IP: 98.17.210.143 | Date: 21 Jul 2020 16:06:18 UTC |

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Document signed by:

Howard Torrence

Verified E-mail:
howardtorrence10@gmail.com

| IP: 69.132.61.108 | Date: 21 Jul 2020 21:43:50 UTC |

Howard Torrence

George Wilhelm

E-mail:
wilhelm.outfitters@gmail.com
Signed via link

| IP: 75.181.96.98 | Date: 22 Jul 2020 02:04:43 UTC |

George Wilhelm

Liz Morrow

E-mail:
lizmorrow@live.com
Signed via link

| IP: 47.134.134.216 | Date: 22 Jul 2020 15:01:02 UTC |

Liz Morrow

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PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

❖ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.
- o Name of the Contact for Selected EMO/CMO:
  N/A. We are not contracting with an EMO/CMO
- o Date of Review:
  N/A
- o Signature of Board Members Present (Add Signature Lines as Needed):

❖ If contracting with a financial management service provider that the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.
- o Name of the Contact:
  Cory Draughon
- o Name of the Selected Financial Service Provider:
  Charter Success Partners
- o Date of Review:
  1/12/20
- o Signature of Board Members Present (Add Signature Lines as Needed):
  George Wilhelm
  Howard Torrence
  Tim Williams
  Gene Miller
  Liz Morrow

❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool that the service provider has reviewed all of the financial processes and services provided.
- o Name of the Contact:
  Cory Draughon
- o Name of the Selected PowerSchool Service Provider:
  Charter Success Partners
- o Date of Review:
  1/12/20
- o Signature of Board Members Present (Add Signature Lines as Needed):
  George Wilhelm
  Howard Torrence

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If you have questions regarding the application process, please contact the Office of Charter Schools via email at darian.jones@dpi.nc.gov.

Document Ref: GJ2PS-KTKJH-FP32V-E939J   Page 1 of 2

- *Tim Williams*
- *Gene Miller*
- *[signature]*
- *Liz Morrow*

Certification

I, **George Wilhelm** , as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina State Board of Education as **Faith Academy** Charter School is true and correct in every respect.

George Wilhelm

Signature
Date

07/22/2020

55

If you have questions regarding the application process, please contact the Office of Charter Schools via email at darian.jones@dpi.nc.gov.

Signature Certificate

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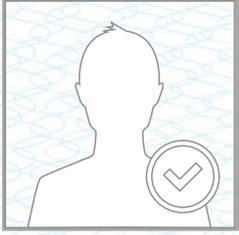
Janna Griggs

Verified E-mail:
janna@savinggracefarm.com

| IP: 98.17.210.143 | Date: 21 Jul 2020 00:07:13 UTC |

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Verified E-mail:
trwrx71956@yahoo.com

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chris@seaselaw.com

| IP: 8.25.233.243 | Date: 21 Jul 2020 12:00:59 UTC |

Liz Morrow

Verified E-mail:
lizmorrow@live.com

| IP: 174.195.22.20 | Date: 21 Jul 2020 19:33:31 UTC |

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howardtorrence10@gmail.com

| IP: 69.132.61.108 | Date: 21 Jul 2020 21:43:11 UTC |

Howard Torrence

George Wilhelm

E-mail:
wilhelm.outfitters@gmail.com
Signed via link

| IP: 75.181.96.98 | Date: 22 Jul 2020 17:21:00 UTC |

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Kindergarten

	Reading	**Writing**	**Responsive Classroom & Project Work: Social Studies & Science**	**Math**
August	**We Are Readers:** *-Readers Read the World* *-Readers Read Books to Learn About the World* *-Readers Read By themselves and with others* *-Readers Read a Book from Cover to Cover* *-Readers Reread* **Phonics:** *-Recognizing Names (ELC 1)* *-Learning your name (ELC 2)*	**We Are All Writers & Launching the Writer's Workshop** *-Writing Supplies and Routines* *-How to Draw a Person/ Coloring Rubric* **Handwriting:** *Fine Motor Stations, pencil grasp* *-Fine motor stations* *-Tracing/* *Drawing lines- Straight, slanted, circle* *-Use one solid line for writing paper*	**Establishing Our Classroom Community** *-Hopes and dreams* *-Rules* *-Building Empathy* *-Empathy Read Alouds* *-Responsive Classroom Read Alouds* **Social Studies: Me & My Community Project** *-My New School & Friends* *-All About Me & My Family* *-We are all alike and different*	**Building a Math Community** **-BOY Math Assessment** *Calendar Routines** *-Rote Count to 20* *-Start at any number between 0-10 and count forward to 10* *-Count to 100 by tens* *-Writing #s 0-5* **Number Talks:** *-Dot Images with Number 3* *-Five frames with Number 3*
September	**BOY mClass Reading Assessments** (3 weeks in Sept.) – data for Guided Reading Groups & Phonics Instruction **We Are Readers:** *-Readers Reread a Book by Putting all the Pages*	**Looking Closely: Observing, Labeling, and Listing Like Scientists (If…Then) &** **Carrying On Independently as Writers** *-When I am done, My work has just begun.* *-Writer's Call to Mind What*	**Me & My Community** **-***People growing and changing over time* **-***Wants and Needs* **-***Field Experiences/ Community Helpers* **-***Community Helpers & People and Places* **-***Begin Self Portraits & Critique*	**Continue w/ Building a Math Community** **Numbers 0-10:** *-Uses 1:1 correspondence to count up to 10 objects* *-Reads numerals 0-10* *-Continue w/Calendar Routines*

| September | *together*
-Readers Reread to rethink
-Rereading helps readers to learn from words in books too
-Readers Sound like teachers when they read "learn about the world book
-Readers can read stories they have heard a zillion times
-Readers work hard to make the words they read match the page they are reading
-Readers know how to get their own old favorite books
-Readers use exact character words

--Intro to Class Library
-Introducing Stations
-Pocket Chart

Phonics:
-Hearing Rhymes
-Hearing more Rhymes
-Exploring Letters
-Recognizing
-Learning Letters
Start word wall | *They Want to Say, Then Put That on Paper*
-What Can We Write About Chart
-Stretching Words to Write Them
-Labeling by initial sounds and any other sounds they may hear
-Writing Even Hard to Write Ideas
-Turning Pieces into Books
-Planning Teaching Books
-Answering and Asking Questions to add more

Handwriting:
-Pencil grip
-Proper sitting (legs in the table, feet flat on the floor)
-Continue fine motor stations

BOY Writing Assessment | | *-Rote Count to 30*
-Start at any number between 0-20 and count forward to 20
-Count to 100 by tens
-Writing #s 0-5

-Introducing Stations

Number Talks:
-Dot images with Number 4
-Five frames with Number 4
-Ten frames with Number 4 |

	-**Small Guided Reading Groups Begin** at the student's instructional reading level		
October **October**	-*Readers reread old favorites, remembering to say more and more of the story* -*Readers use **special connecting words to put story pages together*** -*Readers use **more and more words that are** exactly the same in their old favorites* -*Readers can **point to and read** some words in their old favorites* -*Readers work with **their partners** to use all they know to read their old favorites* -*A Celebration of old favorite story book reading* **Phonics:** -*Hearing Words in Sentences* -*Hearing Rhymes* -*Saying Words Slowly to Hear Sounds* -*Recognizing and Naming Letters*	-*Stretching Out Words to Write Even More* -*Using HF words (word wall)* -*Making Writing the Best It Can Be (Rubric and Author's Tea)* -*Getting Ideas for Stories and practicing storytelling* -*Planning Stories page by page* -*Adding More Details* **Handwriting:** -*Writing on difference surfaces (on the floor, standing up, with a clipboard, with a whiteboard at the carpet) and posture for each* -*Start your letters at the top* -*Begin upper case letter formation* -*Write first name*	**Me & My Community** **-***My role in my community* **-***Being productive citizens in a community* **-***Mapping Out My Community* -*Continue to revise self portraits & critique*	**-2D & 3D Shapes** -*Identifies and describes shapes* *(Circle, Rectangle, Square, Triangle)* -*Analyzes and compares shapes* -*Creates and composes shapes* -*Continue w/ Calendar Routines* -*Names days of week/months of year* -*Rote Count to 40* -*Start at any number between 0-30 and say the next three numbers (Example: 27, 28, 29, 30)* -*Count to 100 by tens* -*Writing #s 0-5* **Number Talks:** -*Dot images with Number 5* -*Five frame with Number 5* -*Ten frames with Number 5*

	Small Guided Reading Groups at the student's instructional reading level		
November	**Super Powers: Reading with Print Strategies & Sight Word Power:** -*Readers have super powers to look, point and read everything they can!* -*Super readers use pointer power to check their reading, **making sure what they say matches what they see*** -*Readers don't let longer words slow them down: Every word gets one tap* -*Readers **use snap words to anchor** their pointer finger.* -*Partner Power gives readers even stronger pointer power* -*Super Readers **Put Powers Together** Review/ Catch Up* -*Super Readers Learn Words and Practice Reading them in a "snap" Super readers **make the first sound** in the word to help them read the word*	-*Stretching and Writing Words (recording sounds in sequence)* -*Bringing our Writing to Life* -*Using everything to Make Pieces the Best They Can* -*Editing* -*Reading into a Circle (Authors Celebration)* -*Thanksgiving List (Stretching Words)* **Writing for Readers**: -*How to Write a True Story* -*Story Elements* -*Drawing Stories for Readers* **Handwriting:** -*Letters resting on line (not flying)* -*Continue uppercase formation practice*	**Me & My Community** -*Finish Mapping Out My Community* **Me and My Community Project Celebration – display beautiful work, self portraits and critique** **Science: All About Animals Project** -*Recognizing Animals (Likes & Differences) {FARM ANIMALS}* -*Recognize, compare and Contrast Animals Likes & Differences{FARM ANIMALS}* -*Animals Wants/Needs*	**Understanding Addition:** -*Represents and solves addition problems within 10 with concrete objects/drawings* -*Explores and represents combinations to make 10* -*Fluently adds within 5* -*Continue w/Calendar Routines* -*Rote Count to 50* -*Start at any number between 0-40 and say the next three numbers* -*Count to 100 by tens* -*Writing #s 0-5* **Number Talks:** -*Dot images with Number 5* -*Five frame with Number 5* -*Ten frames with Number 5 continued*

November	**Phonics:** -***Hearing Beginning Sounds*** *-Making Letters* *-Learning Letter Forms and Names –* *-Making Connections between Names and Other Words* *-Using Letter/ Sound Analysis* **Small Guided Reading Groups** at the student's instructional reading level			
December **December**	*- Super Readers Don't Give up* *-Celebration: Readers show off their powers* *- Readers* **Use their voices to bring books** *to life* *-Readers use the pattern to sing out their books* *-***Readers Use Punctuation*** *to Figure out How to read* **Phonics:** *-Recognizing first and last letters* *-Locating First and Last in Print* *- Learning Letters -*	*-Writing Sentences that tell a story (switch from labels to sentences)* *-Rereading* *-A Checklist Can Help* *-A Vowel Chart Can Help With the Middle of Words* *-Writing Readable Sentences Using the Word Wall* **Handwriting:** *-Continue with proper pencil grip* *-Letters sitting on line (not flying)* *-Starting letters at the top* *-Continue uppercase letter formation*	**All About Animals** **-***Recognize, compare and Contrast Animals Likes & Differences* **-***Recognize, compare and Contrast Animals Likes & Differences{Worms}* **-***Recognize, compare and Contrast Animals Likes & Differences {Worms}*	**Understanding Subtraction:** *-Represents and solves subtraction problems within 10 with concrete objects/drawings* *-Explores and represents combinations to make 10* *-Fluently subtracts within 5* *-Continue w/Calendar Routines* *-Rote Count to 50* *--Start at any number between 0-50 and say the next three numbers* *-Count to 100 by tens* *-Writing #s 6-10*

	Learning Letter Names **Small Guided Reading Groups** at the student's instructional reading level			**Number Talks:** *-Dot images with Number 6* *-Ten frames with Number 6*
January **January**	**MOY mClass Reading Assessments** (3 weeks) – data for Guided Reading Groups & Phonics Instruction *- Readers Change their voices to show they understand the book* *-Super Readers Talk about books too!* *-Readers* **Retell** *Books after they read them* *-Celebration: The Gift of Reading* **Bigger Books, Bigger Reading Muscles:** *-Tackling More Challenging books* *-Readers Use* **Patterns** *to help them read most every page* *-Readers Figure out changing words in patterns* *-Readers use* **all their superpowers** *to read pattern breaks in books*.	*-Writing Stories with True Words* *-Using Reading Partnerships to Make Their Stories Better* *-Using a Partner to Hear More Sounds in Words* *-Putting it Together* *-Writers Search Their Mental and Drawn Pictures to Make Their Stories Better* *-Using Flaps* *-Writing Amazing Beginnings* *-Writer's Work With Partners to Answer Readers Questions* **Handwriting:** *-Introduce lowercase letters* *-Introduce mid-line*	**All About Animals** **-***Recognize, compare and Contrast Animals Likes & Differences (Pets}* **-***Recognize, compare and Contrast Animals Likes & Differences {Pets}* **-***Recognize, compare and Contrast Animals Likes & Differences {Pets}* **-***Recognize, compare and Contrast Animals Likes & Differences {Pets}*	**Time, Data, and Measurement:** *-Describes and compares length, weight, more than, less than* *-Displays and describes data with concrete and/or visual graphs* *-Continue w/Calendar Routines* *-Rote Count to 70* *-Start at any number between 0-60 and say the next three numbers* *-Count to 100 by tens* *-Writing #s 6-10* **Number Talks:** *-Dot images with Number 7* *-Ten frames with Number 7* **MOY Math Assessment**

	Phonics: *-Learning to Look at Letter Features* *- Making Rhymes-Hearing and Producing Rhymes* *-Making Words with -at -- Making New Words by Changing First Letter - Beginning Consonant Letters and Sounds* **Small Guided Reading Groups** at the student's instructional reading level			
February	*- Readers Check their reading* *-Readers use the pattern and the ending to understand their books* *-Readers use their letter-sound knowledge to help them read the words on the page* *-Readers* **use their letter-sound** *knowledge to help them read unknown words* *-Readers can notice* **consonant clusters** *to help solve unknown words* *-Readers look to the ends of words as they read* **Phonics:**	*-Writer's use all they know to select and revise a piece to publish* *-Endings with Feelings* *-Writers make their pieces beautiful to get ready for publication* *-Writers Study the Kind of Writing They Plan to Make* *-Writers Use What They Already Know: Touching and Telling Steps Across the Pages* Handwriting: *-Continue lowercase letter formation* *-Writing name with only one capital letter*	**All About Animals** -Animals Summary **All About Animals Project Celebration** *-Black History Month Empathy Read Alouds* **Science: Weather Exploration Project** **-***What Is Weather?*	**Numbers 11-20:** *-Reads and writes numbers 0-20* *-Demonstrates understanding of place value for numbers between 11-19* **Number Talks:** *-Dot images with Number 8* *-Ten frames with Number 8*

	-Hearing and Saying Beginning Sounds - Learning Number Words - Making words with -an -ay -Recognizing High Frequency Words -Building and Writing High Frequency Words **Small Guided Reading Groups** at the student's instructional reading level			
March	*- Readers Preview a Page and locate known words before reading -Readers check their reading -As Books Become Harder, Readers need new kinds of picture power -Readers can lean on their snap words when books become less patterned -Readers read snap words with inflected endings -Readers use all they know about stories to make predictions -Readers Need Extra strength reread power to bring their books to life -Readers need extra strength book talk power -Celebration- readers use*	*-Writers Become Readers, Asking, "Can I follow this?" -Writers Answer Partner's Questions -Writers Answer a Partner's Questions -Letter to Teachers: Writers Write As Many Books As They Can -Writers Reflect and Set Goals to Create Their Best Writing -Writer's Emulate -Features of Informational Writing Using a Mentor Text -Writing for Readers: Using the words you know* **How to Books:** *-How-To Book Writers Picture Each Step and Then Choose Exactly Right*	**Weather Exploration** *-Types of Weather and Changing Over Time -Observe daily weather patterns - Compare weather patterns that occur from season to season*	**Comparing Numbers:** *-Compares numbers -Classifies objects by own rule, counts objects in each category -Divides into two equal groups -Recognizes, extends, and creates patterns -Uses directional and positional words -Names seasons -Displays and describes data with concrete and/or visual graphs -Completes spatial visualization tasks/puzzles -Continue w/ Calendar Routines -Rote Count to 80 -Start at any number between*

March	*all their powers to read new books* **Phonics:** *- Hearing and Blending Onsets and Rimes - Identifying and Blending Onsets and Rimes* *-Hearing and Substituting Sounds* *-Recognizing Uppercase and Lowercase Letters* *-Making words with -and (* *-Building and Writing High Frequency Words* **Small Guided Reading Groups** at the student's instructional reading level	*Words* *-Elaboration in How-To Books: Writer's Guide Readers with Warnings, Suggestions, and Tips* *- "Balance on One Leg Like A Flamingo":Using Comparisons to Give Readers Clear Directions* **Handwriting:** *-Upper and lowercase letter formation using 3 lines (top/mid/ bottom)*		*0-80 and say the next three numbers* *-Count to 100 by tens* *-Writing #s 11-15* **Number Talks:** *-Dot images with Number 9* *-Ten frames with Number 9*
April	**Becoming Avid Readers:** - Thinking About and reacting to nonfiction texts **-Talking like an expert** -Nonfiction reading playdates -Falling in love with topics - **Avid Nonfiction Readers notice similarities and differences in books** -Avid Nonfiction readers pretend	*-Writers Write How-To Books about things they learn throughout the day and from books* *-Writing a Series or Collection of How-To Books to Teach Others Even More About a Topic* *-Writers Can Write Introductions and Conclusions to Help Their Readers* *-Using Everything You Know to Make Their How To Books Easy to Read*	**Weather Exploration** *-Weather Patterns* *-Observing weather & the environment using our senses* *-How do people adapt to weather conditions* *-Explain how seasons change over time*	**Comparing Numbers (continued):** *-Compares numbers* *-Classifies objects by own rule, counts objects in each category* *-Divides into two equal groups* *-Recognizes, extends, and creates patterns* *-Uses directional and positional words* *-Names seasons* *-Displays and describes data with concrete and/or visual*

April	**Phonics:** *-Hearing Middle Sounds* *-Learning the Days of the Week* *-Locating Days of the Week in Text* *-Learning Words: Simple Plurals* **Small Guided Reading Groups** at the student's instructional reading level	*-How To Books Make Wonderful Gifts* *-Preparing for the Publishing Party* *-Letter to Teachers: Publishing Celebration: Writers as Teachers* **Handwriting:** *-Proper spacing between words* *-Writing left to right when we get to a new line*		*graphs* *-Completes spatial visualization tasks/puzzles* *-Calendar Routines* *-Rote Count to 100* *-Start at any number between 0-90 and say the next three numbers* *-Count to 100 by tens* *-Writing #s 16-20* **Number Talks:** *-Dot images with Number 10* *-Ten frames with Number 10*
May	**EOY mClass Reading Assessments** (3 weeks) **-Reading for Meaning and Rhythm** and Fun -Readers Bring out a poet's meaning and feeling -Becoming a copycat poet -Avid Readers' Poetry Extravaganza **Phonics:** *-Understanding ABC Order* *-Learning ABC Order* *- Learning about Compound Words* *-Using Known Words to Solve New Words*	**Persuasive Writing of All Kinds: Using Words to make a Change:** *-Words Are Like Magic Wands: They Can Make Things Happen* *-Convincing People: Providing Reasons and Consequences* *-Don't Stop There! Generating More Writing for Causes* *-Writer's Reread and Fix Up Their Writing* *-Spelling Strategies Give Writer's Word Power* *-Hear Ye! Hear Ye! Writing to Spread The Word (Mini Celebration)*	**Weather Exploration:** *-Wrapping up the weather project* **Weather Exploration Project Celebration**	**Mixed Review & Re-teaching** **EOY Math Assessment** Re-teaching

May	**Small Guided Reading Groups** at the student's instructional reading level	**Handwriting:** *-Proper spacing between words* *-Writing left to right when we get to a new line* **EOY Writing Assessment**		

First Grade

	Reading	**Writing**	**Responsive Classroom & Project Work: Social Studies & Science**	**Math**
August	**Reading Routines & Building Good Reading Habits:** *-Intro to Class Library* *-How to book shop* *-3 Ways to read a book* *-What is a Stamina?* *-Choosing a Just Right Book & Spot to Read* *-Real Reading vs. Fake* *-RW Binders and how to*	**Writing Routines & Launching Writing Workshop** *-Mrs. _____ Show* *-Interactive writing opportunities (Class rules, book shopping, library rules, etc.)* *-Launch Writing Workshop* *-Chose a topic, sketch, write*	**Social Studies: Establishing Our Classroom Community** *-Hopes and dreams* *-Rules* *-Building Empathy* *-Empathy Read Alouds* *-Responsive Classroom Read Alouds* *-Solving problems* *-All about me*	**Building a Math Community** **-BOY Math Assessment** *-Guided Discovery* *-Count to 150* *-Coins : Penny, Nickel, Dime* *-Addition Strategy : Making 10 (Associative Property)* *-Introducing Stations*

	add poems *-Introducing Stations* *-Pocket Chart* *-Reading Response* *-Word Work* **Phonics:** *-Recognize lowercase letter* *-Recognize an uppercase letter.* *-Recognize my name.* *-Find letters in names.*	*-What do writer's write about?* *-Writer's tell even hard to draw ideas* *-Tell stories in illustrations* *-Building Writing stamina* **BOY Writing Assessment Handwriting:** *Continue w/* *-Proper spacing between words* *-Writing left to right when we get to a new line* *and Review* *-Upper and lowercase letter formation using 3 lines (top/mid/ bottom)*	*-Roles of authority figures at home, school and in the community*	
September	**BOY mClass Reading Assessments** (3 weeks in Sept.) – data for Guided Reading Groups & Phonics Instruction **Building Good Reading Habits:** *-Review stations - reflect/share* *-3 Reasons readers read (Read for a Purpose, IRA p. 75)* *-What to do when lose focus*	**Small Moments** *- Intro WW folders* *-Once you're done, you've just begun* *-Spelling the best you can and move on* *-Rereading your writing to make sure your words make sense* *-Telling what happened, bit by bit* *-Intro paper choice* *-Mentor texts to show landscape/portrait* *-Finished box checklist*	**Social Studies:** **The Business of Books Project** *-Field Experience: Bookstore* *-Goods and services* *-Supply and Demand→ survey with kindergarteners to figure out what books kindergarteners want to read.* *-Process of writing a book.* *-Writing books to meet the demand.*	*-Addition Strategy : Counting On* *-Addition Strategy : Adding 3 Numbers* *-Turn Around Facts (Commutative Property)*

	(MClass testing) *-Basic elements of a story (Character/Setting - IRA The Art Lesson)* *-Pictures to support comprehension (IRA Farmer Duck)* *-Personal Connections (IRA Frog and Toad)* *-Making Connections* *-Just Right Books* *-Five Finger Rule* *-Meaningful Predictions (IRA Blueberries for Sal)* *-Readers make predictions about words (IRA p.39)* *-Authors inspire us* **Phonics:** *-Recognize short vowel sounds.* *-Hear the syllables in words.* *-Hear the sound at the beginning of a word.* *-Hear the sound at the end of a word.* *-Hear that words can start with the same sound and letter.* *-Name the days of the week.* *-Find two or more sounds together to make a word.*	*-Teacher role v student* *-What is a personal narrative?* *-Lives are full of stories to tell* *-Zooming in on small moments* *-Topics to write about* *-Focusing on the most important part* *-Reading our writing like we read our books* *-Bring stories to life intro* **Handwriting:** *Continue w/* *-Proper spacing between words* *-Writing left to right when we get to a new line* *-Upper and lowercase letter formation using 3 lines (top/mid/ bottom)*	*-Writing for an audience*	

	-Hear each sound in a word. *-Hear that some words sound the same at the end.* **Small Guided Reading Groups** at the student's instructional reading level			
October	**Readers Have Big Jobs to Do:** *-Tricky Words* *-Get to know characters by reading about them (IRA p.119)* *-Readers think about their character by asking questions* *-Pay attention to how characters are feeling* *-Pay attention to everything that happened to our characters* *-Describer characters before/after* *-Readers think about what characters do, see, feel think,* *-Character's feelings can change throughout the text* **Phonics:** *-Change the first letter of a word to make a new word.*	*-Bring stories to life - unfreeze people by making them move and talk* *-Speech bubbles* *-Telling stories bit by bit* *-Include what characters are thinking and feeling* *-Writing connected story endings* *-Using words we know to write new words (WSA5)* *-Editing for capital letters and punctuation* *-Using what we know to revise and publish* *-Fall Writing Assessment*	**The Business of Books** *-Field Experience: Bookstore* *-Goods and services* *-Supply and Demand→ survey with kindergarteners to figure out what books kindergarteners want to read.* *-Continuing to write books for an audience* *-Critique* **The Business of Books Project Celebration**	*-Place Value* *-Comparing Numbers with Symbols* *-Subtraction Strategies*

	-Add letters to the beginning of a word to make a new word. *-Add s to some words to show you mean more than one.* *-Hear the s at the end.* *-Identify a vowel.* *-Recognize that every word has a vowel.* **Small Guided Reading Groups** at the student's instructional reading level			
November	***Meeting Characters & Learning Lessons*** *-Characters Unit* *-Get to know characters by reading about them* *-Readers think about their character by asking questions* *-Pay attention to how characters are feeling* *-Pay attention to everything that happened to our characters* *-Describe characters before/after* *-Readers think about what characters do, see, feel think,* *-Character's feelings can*	**Writing Fiction** *-Realistic Fiction Unit* *-What do you notice about RF* *-Planning our books* *-Inventing characters and a problem/solution* *-Give characters real life adventures* *-Writers are in charge of themselves* *-Writers are inspired by books they read* *-Writers imagine the problems/solutions for their characters*	**Science:** **Animal Habitats Project** *-What is a habitat?* *-Needs of plants and animals*	*-Subtraction Strategies* *-Fact Families* *-Missing Addends using Part-Part Whole*

	change throughout the text *-Who is telling the story?* *(narrator - IRA p.129)* **Phonics:** *-Recognize that some letters go together in a cluster.* *-Hear each sound in a consonant cluster.* *-Hear the sound in the middle of a word.* *-Recognize that some words sound the same in the middle.* *-Match words that sound the same in the middle.* **Small Guided Reading Groups** at the student's instructional reading level			
December	*-What is a character trait* *-Inside /outside traits* *-Jan Brett Author Study* *-Holidays Around the World* **Phonics:** *say a word to hear the last sound.* *-Change the last sound in a word to make a new word.* *-Identify a compound word.*	*-Where do RF writers get their ideas? Your life!* *-Use what characters like/dislike to get ideas for problem and solution* *-Tell stories bit by bit* *-Writers stretch out the problem*	**Animal Habitats** *-Continue with needs of plants and animals* *-World Habitats (dioramas) →* *Relate to needs of plants and animals* *-How humans can protect the environment* *-Guest experts: Park Ranger, Animal Shelter, etc.*	*-Adding a 2 digit number with a 1 digit number* *-Adding 2 digit numbers with 10* *-Coins: Dimes*

	-Read compound words by finding the two smaller words. **Small Guided Reading Groups** at the student's instructional reading level			
January	**MOY mClass Reading Assessments** (3 weeks) – data for Guided Reading Groups & Phonics Instruction *-Comparing different characters in the same book (IRA p. 49)* *-Comparing same character in two different books* *-How to choose spelling words* *-Comparing fiction and NF* *- defining characteristics of each* *-Comparing Fiction and NF with 2 different books* *-Nonfiction - What is a fact?* **Phonics:** *-Identify a long vowel.* *-Explain that some words mean the same thing.* *-Recognize ed at the end*	**Nonfiction Chapter Books** *-Writers reread their work to see where they left off* *-Writer give characters a new way to solve problems that they have faced* *-Bit by bit* *-Stretching out the problem* *-Edit, publish, celebrate* *-Nonfiction immersion* *-Model using different kinds of pages/text features for writing informational books*	**Animal Habitats** *- Finish World Habitats (dioramas)* *-Non-Fiction Texts* *-3 regions of NC*	**MOY Math Assessment** *-Mentally adding 10 more, 10 less* *-Adding and Subtracting multiples of 10*

	of a word. *-Identify the 3 sounds of d.* *-Explain what a contraction is.* *-Recognize that a contraction is the short form of two words.* **Small Guided Reading Groups** at the student's instructional reading level			
February	**Learning About the World: Reading Nonfiction/Informational Texts** **-**Distinguishing Fiction from Non-Fiction *-What is a fact* *-Text features (2/day)* *-What is the main idea? Supporting details? (IRA p. 67)* *-Turning headings into questions* *-Turning questions into heading (Main idea and details cont.)* *-What is a question? Question words* *-Readers ask question before/during/after reading* *-Readers ask question and Prove it*	*-Non-fiction book with partner* *-Organizing information* *-Develop individual topics to write about* *-Writers plan*	**Animal Habitats** *-3 regions of NC* *-Non-Fiction Texts → Add in how and why we should protect that habitat.* **Animal Habitats Project Celebration** *-Black History Month Empathy Read Alouds* **Science:** **Earth Day Project** *-Virtual Field Trip (Recycling center)* *-Brainpop (R, R, R)* *-Magazine sort* *-Recycle* *-Reuse* *-Reduce*	*-Understanding the equal sign* *-What makes this true? (Using the equal sign)*

	Phonics: *-Explain what a contraction is.* *-Recognize that a contraction is the short form of two words.* *-Recognize that some words go together because of what they mean.* *-Change the first part of a word to make a new word.* *-Change the last part of a word to make a new word.* *-Add letters to the beginning of a word to make a new word.* *-Add letters to the end of a word to make a new word.* *-Take away letters from the beginning of a word to make a new word.* *-Take away letters from the end of a word to make a new word.* **Small Guided Reading Groups** at the student's instructional reading level			
March	*-Letters* *-Author's Purpose (IRA p.135)* **Phonics:**	**Writing Reviews** *-Intro letter writing mini unit* *-Parts of a letter* *-Friendly letter* *-Intro opinion writing*	**Earth Day** *-Compost* *-Water Pollution experiment* *-Air Pollution experiment* *-Project boards*	*-Time to the hour and half-hour* *-Organize, represent, and interpret data*

	-Recognize that some consonants make two or more different sounds. -Blend word parts together. -Hear and say the first part of a word. -Hear and say the last part of a word. -Recognize that plural means more than one. **Small Guided Reading Groups** at the student's instructional reading level		-Wrapping paper problem -PSAs	
April	-Giving an opinion -Book recommendations -Poetry -Simile (IRA p. 203) -Mental Images **Phonics:** -Hear different vowel sounds. -Read different vowel sounds. **Small Guided Reading Groups** at the student's instructional reading level	-Opinion/ Persuasive Writing -Writing persuasive letters about reduce, reuse, recycle -Poetry	**Earth Day** -Revise & Finalize PSAs **Earth Day** **Project Celebration**	-Attributes of 2D and 3D shapes -Composing and Partitioning shapes into halves and fourths -Coins : Quarters -Ordering and measuring objects
May	**EOY mClass Reading Assessments** (3 weeks) – -Explore biographies	-Poetry -Introduce Biographies -Biography immersion	**Passion Project** (each class will brainstorm possible topics they are interested in studying and then the students will vote)	Math Assessment Review & Re-teaching **EOY Math Assessment**

	Phonics: *-Sounds for Y (Long e, Long i)* **Small Guided Reading Groups** at the student's instructional reading level	*-Write a class biography* *-Link to holiday if possible* *-Research and write biography* **EOY Writing Assessment**		Re-teaching

Second Grade

	Reading	Writing	Responsive Classroom & Project Work: Social Studies & Science	Math

August	Reading Routines & Second Grade Reading, Growth Spurt	Launching WW, Writing Routines & Lessons From the Masters: Improving Narrative Writing	Establishing Our Classroom Community	Building a Math Community BOY Math Assessment
	-Readers choose HOW to read by: ● *Choosing what to read (a just-right book)* ● *Practicing different ways/voices to read (scary, sing-songy, slowly, with excitement, like a news reporter, sad, in a funny voice, in your head)* ● *Thinking deeply about the words on the page before moving on to the next page* *-Second grade readers take a sneak peek to decide HOW a book wants to be read by:* ● *Looking at the book cover and at the blurb on the back of the book* ● *Looking at the table of contents and at a few pages inside the book* *-Readers get stronger by*	*-Students will learn WW procedures.* ● *Materials: writer's notebook, pen/pencil* *Procedures include: coming to the rug, desk, work, and organization of writing notebook, conferencing, and general expectations during Writers Workshop.* *-Writers know where materials are stored in the classroom.* *- Writers know how to get started.* ● *heart map* ● *choose a seed story* ● *plan/rehearse story begin drafting* *-Writers build their writing stamina.* *- Writers know what to do when their teacher is conferencing.* *- Writers know what conferences look like* *- Writers know what to do when they think they are done.* *- Writers carry on*	*-Hopes and dreams* *-Rules* *-Building Empathy* *-Empathy Read Alouds* *-Responsive Classroom Read Alouds* **Science & Social Studies: Sound & Culture Project** *-Understand the meaning and importance of personal responsibility and self-awareness.* *-Understand the relationship between self and others in the broader world.* *-Use communication strategies effectively for a variety of purposes and audiences.* *-Use creative strategies to make decisions and solve problems*	*-Guided Discovery* *-Introducing Stations* *-Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points and represent whole-number sums and differences, within 100 (only up to 20 at this point), on a number line diagram* *-Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two 1-digit numbers* *-Determine whether a group of objects (up to 20) have an odd or even number of members (e.g., by pairing objects or counting them by 2s); write an equation to express an even number as a sum of two equal addends.*

	setting goals and reading A LOT. *. Readers read in longer phrases, scooping up "snap" (words they can read right away) words by finding words they can read easily and right away (in a snap).* *-Readers keep tabs on comprehension by stopping, thinking, then retelling.* *-Second graders can mark their thinking with a post-it by stopping and jotting a word or two while reading.* *-Intro to Class Library* *-How to book shop* *-Choosing a Just Right Book & Spot to Read* *-Real Reading vs. Fake* *-Introducing Stations* *-Pocket Chart* *-Reading Response* *-Word Work* **Phonics:** *-Decode words with short and long vowels? How do I use prefixes and suffixes to decode words?* *-Show what I have learned about letters and sounds by*	*independently during writing* *- Strong writers capture everyday moments and collect ideas by jotting down ideas and drawing from their heart map* *- Writers stretch out small moments.* *-Write a narrative with juicy details.* *-Use temporal (transition) words to explain the order of my story.* *-Edit and revise my writing with the help of teachers and peers.* *-Recall information from my life and my reading to help me answer a question.* *- Strong writers tell the story across your fingers (planning). They plan and let their stories grow by trying things out and thinking as they write* *- Writers zoom in on small moments so their reader can take it in with all their senses by adding lots of details* *- Writers craft powerful ending by working hard rewriting and asking 'what*		

	figuring out words. *- Strategies to understand unfamiliar words* **Small Guided Reading Groups** at the student's instructional reading level	*do I need to do to strengthen?* *- Writers reread their pieces to make sure it makes sense and has accurate punctuation (capitalization, punctuation, sentence structure).* **Word Work:** *-Identify common and proper nouns.* *-Use common and proper nouns when writing.* **Handwriting:** *-Review and re-teach proper uppper & lower case manuscript formation and spacing* **BOY Writing Assessment**		
September	**BOY mClass Reading Assessments** (3 weeks in Sept.) – data for Guided Reading Groups & Phonics Instruction *-Second graders roll up their sleeves to figure out tricky words, drawing on*	*-Writers Revise to Create a Particular Effect on Their Reader by revising on the go* *- Writers use books as writing resources by studying different parts of the book asking "could I write like this?"*	**Sound** *-Vibrating objects produce sound.* *-Pitch can be higher and lower. The length of an air column determines if pitch is high or low.* *-Parts of my body vibrate in*	*-Represent and solve addition and subtraction word problems, within 100, with unknowns in all positions, by using representations and equations with a symbol for the unknown number to represent the problem, when solving:*

everything they know by: ● *Checking the picture and thinking, "What word would make sense here?"* ● *Using what's happening in the story to figure out the word* ● *Looking through the WHOLE word, part by part* ● *Looking for a word inside a word* ● *Taking a guess* ● *Covering up the word and asking, "What word would make sense here?"* ● *Looking at the first and last letters of the word* *-Readers use more than one strategy at a time by:* ● *Rereading a sentence to see what word probably goes there* ● *Checking the word by rereading the first chunk* ● *Asking, "Does it look right?" then rereading* ● *Asking, "Does it*	*- Writers revise in a meaningful way. Writers make their pieces more powerful by trying out craft moves learned from a mentor author (onomatopoeias, zooming in on the action, dialogue, etc.).* *- Writers edit as they use mentor authors to learn about precise, beautiful language* *- Writers write in meaningful way by understanding that authors choose certain craft moves with intent* *- Writers revise their work by using precise word choices and focus on the most important part* *- Writers ensure their writing is ready for an audience by using an editing checklist* *- Writers deal with writer's block by examining a mentor text to find something they admire and can try out for themselves.* *- Writer's take risks when they write by trying new things even when they're not perfect.*	*order to produce and receive sound.* *-Identify parts of the ear.* *-Understand and respect cultures from around the world.* *-Understand how stories, art, music, food have shaped culture of communities.* *-Understand different cultural expressions.* *-Identify cultural traditions and key historical figures and events.*

One-Step problems:
  ○ *Add to/Take from - Start Unknown*
  ○ *Compare - Bigger Unknown*
  ○ *Compare - Smaller Unknown*
  Two-Step problems involving single digits (not until cluster 6)
  ○ *Add to/Take from- Change Unknown*

  ○ *Add to/Take From- Result Unknown*

-Count within 1,000; skip-count by 5s, 10s, and 100s. (only to 100 at this point of the year)

-Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 equals 7 hundreds, 0 tens, and 6 ones).
Understand the following as special cases:
 100 can be thought of as a bundle of 10 tens—called a "hundred."
 The numbers 100, 200, 300,

	make sense?" then rereading -*Readers notice that some beginnings and endings of words can be read in a snap by:* ● *Checking if the word sounds right* ● *Noticing lots of words with the same beginnings (prefixes ex: pre/un)* ● *Noticing lots of words with the same endings (suffixes ex: ing/ly/ed/er/s/es)* *Using the strategy "Look, Read, Spell, Write, Look, Read"* - *Don't forget the middle! Readers are flexible when they encounter vowel teams (combinations) in tricky words by:* ● *Identifying vowel teams (combinations) that can say more than one sound (ex: /ea/, /oo/, /ou/, /ee/, /oa/, /oi/)* ● *Trying more than one sound to figure out the middle of a tricky*	**Word Work:** -*Identify collective nouns.* -*Give examples of collective nouns when writing.* -*Capitalize proper nouns (holidays, product names and geographic names).* **Handwriting:** -*Review proper uppper & lower case manuscript formation and spacing*		*400, 500, 600, 700, 800, 900 refer to 1, 2, 3, 4, 5, 6, 7, 8, or 9 hundreds (and 0 tens and 0 ones).* -*Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form.* -*Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.*

	word ● *Sorting words to name the vowel sounds that vowel teams (combinations) can make* ● *Trying different sounds when you see a vowel team (combinations)* *-Rereading words asking, "Does it sound right?" If not, try a different sound* **Phonics:** *-Decode words with short and long vowels? How do I use prefixes and suffixes to decode words?* *-Show what I have learned about letters and sounds by figuring out words.* *- Strategies to understand unfamiliar words* **Small Guided Reading Groups Begin** at the student's instructional reading level			
October	*- Readers have strategies for figuring out brand-new words, too by:* ● *Asking, "What does this tricky word*	*- Writers improve their writing by getting feedback from a peer* *- Writers revise their stories for correct spelling by using*	**Social Studies-Mapping Countries & Cultures** *-Read a map using its symbols to find streets, roads and*	*-Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form.*

	mean?" ● *Substituting a synonym that makes sense for the tricky word* ● *Drawing a picture to show what the word means* ● *Picturing the story in your mind and thinking of a word that makes sense* ● *Covering up the tricky word and thinking of another word to replace it* - *Readers check themselves and their reading by:* ● *Not waiting for someone else to catch their mistakes* ● *Stopping as soon as something doesn't seem or sound right and fixing it* ● *Rereading the word or sentence* ● *Fixing the mistake so it makes sense* ● *Monitoring reading pace (not going too fast or too slow)*	*all the spelling strategies you have learned from word work* *- Celebrating: Writers send their writing out into the world by sharing it with an audience and celebrating their accomplishments* **Word Work:** *-Identify irregular plural nouns.* *-Form irregular plural nouns when writing.* *-Form and use frequently occurring irregular plural nouns.* **Handwriting:** *-Review proper uppper & lower case manuscript formation and spacing*	*buildings.* *-Use a scale to calculate miles on a map.* *-Identify the cardinal directions.* *-Create a map using symbols, legends, and cardinal directions.* *-Know the difference between rural, urban, and suburban communities.* *-Identify between states, towns, counties, and continents.* *-Identify mountains, hills, valleys, plateaus, plains, oceans, rivers, bays, and streams on a map.* *-Know the difference between rural, urban, and suburban communities.* *-Identify between states, towns, counties, and continents.* *-Identify mountains, hills, valleys, plateaus, plains, oceans, rivers, bays, and streams on a map.* *- Students learn about various cultures. Student make items from their culture and sell it at the parade. (Stuents choose 5 different countries to study)* **Sound & Culture Parade**	*-Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.* *-Compare two 3-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.* *-Explain why addition and subtraction strategies work, using place value and the properties of operations.*

	- Readers notice that authors have intentions by noticing ways authors make them react when they read.
	- Readers don't just notice craft moves-they try them! by choosing a page they love in a book, identifying the craft move, and trying it in their writing.
	- Readers think about how the whole book clicks together, noticing masterful writing by asking HOW does the author make the story "click" together after reading the ending of the book.
	- Readers think, "What does the author want to teach me?" by:
	   ● *Taking a peek at the cover or at a few pages of the book to predict a lesson one can learn from the story*
	   ● *Identifying a lesson one can learn from the story*
	   ● *Talking with a partner about a lesson one can learn from the story*
			Project Celebration
			
			Mini Government Passion Project:
			-Identify services that the government provides.
			-I know that services are valuable to the community.
			-I know that the government works to serve the needs of the people in a community.
			-Know that the government creates laws.
			-Describe the characteristics of good citizen.
			Hold a class presidential race, looking at current government officials (local, state, and federal).	

	- Readers celebrate how much they have grown by helping readers grow by giving them tips and advice about a book using post-its. **Phonics:** *-Decode words with short and long vowels? How do I use prefixes and suffixes to decode words?* *-Show what I have learned about letters and sounds by figuring out words.* *- Strategies to understand unfamiliar words* **Small Guided Reading Groups** at the student's instructional reading level			

November	**Becoming Experts: Reading Nonfiction**
	- Nonfiction readers grow knowledge by paying attention to details and putting the parts of the text together in their mind.
	- Nonfiction readers grow knowledge by keeping questions in mind as they read.
	   -I'm noticing…
	   -I'm learning…
	   -I'm wondering…
		Informational: Lab Reports and Science Books
		Writing as Scientists Do
		-Scientists write in a lab report format by forming a hypothesis, and conducting & recording the experiment.
		- Scientists ask questions by going through a scientific process; they come up with their own experiments and questions
		- Scientists share scientific
			Social Studies: Goods and Services Business Project- The General Store
			-Understand that wants and needs drive the economy.
			-Identify examples of businesses in my community (school).
			-Identify ways I can be a consumer and producer and can explain the concept of supply and demand
				-Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.
				
				-Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

	- Readers grow knowledge from books by putting what they see and think together and asking "What is this book teaching me?" *- Readers preview all the different parts of the book when they take a sneak peak by looking at each part and thinking at each part and thinking "How does this book go?"* *- Readers celebrate the gift of learning something new by anticipating that a book will surprise them and teach them something.* **Phonics:** *- Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words.* *-Decode words with short and long vowels* **Small Guided Reading Groups** at the student's instructional reading level	*ideas/conclusions by collecting results and forming new hypotheses* *- Writers can use a checklist to make sure they include all components of a piece.* *- Scientists study their results to learn, think write, and experiment more.* *- Scientists write about experiments by using expert words.* Writing to Teach Others About Our Discoveries *-Nonfiction writers consider new questions by comparing results and readng more expert materials* *- Nonfiction writers design and write new experiments by revisiting their experiments and asking, "what am I wondering? What else do I want to find out? What is my plan?" Then they experiment again* *- Nonfiction writers make their writing more precise by using specific language when editing.* **Word Work:** *-Identify verbs.*		

		-Identify past tense forms or irregular verbs (sat, hid, told) -Give examples and use past tense of irregular verbs in writing. -Give examples and use past tense of irregular verbs when speaking. **Handwriting:** -Review proper uppper & lower case manuscript formation and spacing		
December	-Readers understand they will learn new vocabulary in nonfiction by anticipating it and jotting it down. -Readers notice and understand keywords by recognizing text features such as boldface words, text boxes, labels, glossaries—the works! -Readers unlock key words by using the whole page and everything they know about the topic to figure out what it probably means. - Readers solve tricky words by playing around with the word, trying it one way and then another.	Information Books: Nonfiction Writers are Experts Because They Draw on What They Know Well and Rehearse it to Plan Their Information Books -Nonfiction writers plan and write chapters by rehearsing (talking, sketching, and then teaching people about their topic). - Nonfiction writers integrate scientific information into their writing by studying mentor texts - Nonfiction writers use comparisons by comparing something new to	**Goods and Services** -Identify my wants and needs. -Know what it means to trade or barter for something. -Make good decisions when using my money for spending and saving.	-Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. -Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately (e.g., If you have 2 dimes and 3 pennies, how many cents do you have?).

Phonics:
-Use prefixes and suffixes to decode words
-Know and apply grade-level phonics and word analysis skills in decoding wordsc). Decode regularly spelled two-syllable words with long vowels.

Small Guided Reading Groups at the student's instructional reading level

something their readers already know well
- Nonfiction writers give their piece meaning by slowing down the writing and focusing on pictures, drawings, and images.
- Nonfiction writers grab their reader's attention by using engaging introductions and conclusions
- Nonfiction writers edit by rereading to make their writing easier to read (insert capitals, punctuation, and apostrophes where needed).
Word Work:
-Identify adjectives.
-Identify adverbs.
-Give examples and use adjectives when writing.
-Give examples and use adverbs when writing.
-Give examples and use adjectives when speaking.
-Give examples and use adverbs when speaking.

Handwriting:
-Review proper uppper & lower case manuscript formation and spacing

| January | **MOY mClass Reading Assessments** (3 weeks) – data for Guided Reading Groups & Phonics Instruction
-Readers know how to reread keywords they've just learned by moving more smoothly through the parts to grow even more knowledge about the topic.
- Readers become experts on their topic by "talking the talk, walking the walk," and being able to teach others about it.
- Readers know a topic best by reading a bunch of books on that topic.
- Readers add to their knowledge of the topic by reading a couple of books on that topic.
- Readers think and rethink about how information that seems disconnected across books actually is connected by looking again and trying a different way of naming what's going on.
- Readers find, think, and talk about subtopics in a book by exploring what is the same and what is | **Opinion-Writing About Reading**
Writers Write Letters to Share Ideas About Reading
-Writers use conversations as rehearsals for writing.
- Writers use conversations as rehearsals for writing.
- Writers write with a specific audience in mind.
- Writers use checklists to set goals.
-Writers Often Write About More Than One Part of a Books
-Writers read closely to generate new writing
- Writers gather evidence to support opinions (back up your opinion with facts).
- Writers pushing their opinions.

Word Work:
-*Identify context clues within a sentence to construct meanings of unknown/multiple meaning words.*
-Know root words and prefixes help me to determine meaning
-*Identify second grade root words and their meanings.* | **Goods and Services**
-Ask for a loan to start our class business.
-Design a multimedia presentation?
-Create audio recordings.
-Purchase materials & goods

Small Business – The General Store Project Celebration | *-Add up to four 2-digit numbers using strategies based on place value and properties of operations.*

-Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

-Add and subtract within 1,000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

-Explain why addition and subtraction strategies work, using place value and the |

	different about each book. *- Readers retell the topic (not the book) by using the words they own and all the information they have added together.* *- Readers teach in ways that get others to learn a lot by marking the parts, thinking about what they want to say, and using their voice to help people listen and learn a lot.* **Phonics:** *-Use prefixes and suffixes to decode words* *-Know and apply grade-level phonics and word analysis skills in decoding wordsc). Decode regularly spelled two-syllable words with long vowels.* **Small Guided Reading Groups** at the student's instructional reading level	*-Apply knowledge of common root words to solve words with the same root.* **Handwriting:** *-Review proper uppper & lower case manuscript formation and spacing*		*properties of operations.*
February	**Bigger Books Mean Amping Up Reading Power** *-Readers change their read-aloud voice by rereading aloud or in their head.*	*- Writers prove it!!!! Add Quotes!* *- Writers compare characters, series, or kinds of books to explain why they think one is better/best.*	**Science: Weather & Life Cycles Project** **Weather** *-I know that light travels from the sun to the earth.*	*-Add and subtract within 1,000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship*

- Nonfiction readers grow knowledge by keeping questions in mind as they read.
    -I'm noticing…
    -I'm learning…
- Readers grow knowledge from books by putting what they see and think together and asking "What is this book teaching me?"
- Readers preview all the different parts of the book when they take a sneak peak by looking at each part and thinking at each part and thinking "How does this book go?"
- Readers celebrate the gift of learning something new by anticipating that a book will surprise them and teach them something.
- Readers notice when an author has done something special by thinking extra hard to make sure they understand what the author is trying to say
- Readers compare two different things by thinking about how they are alike
 	
Phonics:
	- Writers can give readers signposts and rest stops
	- Good writers write introductions & conclusions to captivate
	- Good writers use a checklist to set goals.
	- When writers meet one goal, they set another. Writers work continuously to get better.
	- Writers share books in hopes of convincing others to read the books they love.
	
	Word Work:
	-Identify reflexive pronouns.
	-Give examples and use reflexive pronouns when writing.
	-Give examples and use reflexive pronouns when speaking
	-Use commas in greetings and closings of letters
	
	Handwriting:
	-Review proper uppper & lower case manuscript formation and spacing
		-Classify numbers that are used to describe air temperature, wind speed, and the amount of precipitation.
		-Identify the weather patterns by the time of day and time of year.
		-Predict weather trends using weather instruments.
		
		-Black History Month Empathy Read Alouds
			between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
			
			-Explain why addition and subtraction strategies work, using place value and the properties of operations.

	-Know and apply grade-level phonics and word analysis skills in decoding words. a) Distinguish long and short vowels when reading regularly spelled one-syllable words. b). Know spelling-sound correspondences for additional common vowel teams. c)Decode regularly spelled two syllable words with long vowels. **Small Guided Reading Groups** at the student's instructional reading level			
March	*-Readers Notice how the author is playing with language by using two meanings for a phrase (one literal and one idomatic) by stopping and thinking what would make sense?* *- Readers notice special language in a book by thinking about the writer's craft and the special meaning the author wants them to get from the language* *- Readers better understand longer books by talking, clarifying, and*	**Poetry: Big Thoughts in Small Packages** Seeing with Poets' Eyes *-Poets listen for line breaks.* *- Poets put powerful thoughts in tiny packages.* *- Poets find poems in the strong feelings and concrete details of life.* *- Poets edit their poetry.* **Word Work:** **-***Use an apostrophe to form a contraction* *-Identify simple sentences.* *-Identify compound sentences.*	**Weather** *-Identify the types of matter (solid, liquid, gas).* *-Illustrate how matter changes from a solid to a liquid to a gas and vice versa.* *-Measure and weigh water (frozen and liquid) in different containers. I can compare and contrast the results.*	*-Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.* *-Estimate lengths using units of inches, feet, centimeters, and meters.* *-Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.*

	asking questions with same book partners *- Readers understand longer and more complex books by remembering to pause at the end of a chapter to think "what's the main event that happened in this chapter?" and /or using a post-it note reminder* *- Readers recognize when they get off track by stopping, re-reading, and answering questions.* *- Readers can invent ways to solve reading problems (mixing up characters, forgetting what happened, and wondering how things fit together) by using writing to help them tackle confusing parts.* *- Readers support each other's reading by giving helpful feedback* *- Celebration: Readers understand they can be researchers by noticing what they do and how they do it.* **Phonics:** *d).Decode words with*	*-Rearrange simple sentences into a compound sentence.* **Handwriting:** *-Review proper uppper & lower case manuscript formation and spacing*		*-Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.* *- Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units (e.g., by using Published by TE21, Inc. May 2016 3 www.te21.com Unit Standards Major Topics/Concepts drawings, such as drawings of rulers, and equations with a symbol for the unknown number to represent the problem).*

	common prefixes and suffixes e). Identify words with inconsistent but common spelling-sound f)Recognize and read grade appropriate irregularly spelled words. **Small Guided Reading Groups** at the student's instructional reading level			
April	**Series Book Clubs** *-Readers aim to be experts on a particular series of books by collecting lots of information about the main characters (e.g., previewing the first book in a series and paying close attention to what they learn about them.* *- Readers learn a lot about a character by thinking about how the character responds to problems.* *- Readers look closely for things that are similar in their series books by thinking about what the character always does or how the character usually feels.* *- Readers become an expert on characters by thinking about the things*	Poets Think Carefully About the Words They Choose (precise words) *-Poets can insert pattern through repetition in their poems* *- Poems are moody.* *- One way poets' make meaning is to compare one thing to another.* *- Poets really stretch out a comparison.* **Word Work:** *-Produce simple and complex sentences.* *-Expand on simple and complex sentences.* **-U***se the meaning of individual words to predict the meaning of a compound word.* **Handwriting:**	**Life Cycles** *-Summarize the life cycles of animals: birth, growing up, having a baby, and death.* *-Compare and contrast life cycles of 2 animals.* *-Compare and contrast me and my parents.* *-Know that plants and animals look like their parents.* *-Compare and contrast different kinds of organisms.*	*- Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units (e.g., by using Published by TE21, Inc. May 2016 3 www.te21.com Unit Standards Major Topics/Concepts drawings, such as drawings of rulers, and equations with a symbol for the unknown number to represent the problem).* *-Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.* *-Partition circles and*

they have learned in an effort to understand them better *- Readers predict what a star character will do next by drawing on their knowledge of the star character's behavior.* *- Readers know and understand their characters even better by studying each character's relationship with others; e.g., How does each character <u>act</u> around other characters?* *- Class Inquiry: What do authors do to paint a vivid picture with words?* *- Readers know exactly what is happening in a story, and how, by paying close attention to the precise words that authors use.* **Phonics:** *-Know and apply grade-level phonics and word analysis skills in decoding words)* *a)Distinguish long and short vowels when reading regularly spelled one-*	*-Review proper uppper & lower case manuscript formation and spacing*		*rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape*

	syllable words. *b) Know spelling-sound correspondences for additional common vowel teams.* *c)Decode regularly spelled two-syllable words with long vowels.* **Small Guided Reading Groups** at the student's instructional reading level			
May	**EOY mClass Reading Assessments** (3 weeks) – data for Guided Reading Groups & Phonics Instruction *-Readers figure out what the author REALLY MEANS by noticing the ways in which s/he uses words to make even a simple thing be extraordinary* *- Readers predict how a story will go by using what they know about the other stories in the series* *- Readers know how a story should sound (i.e., like a storyteller) by listening to and LOOKING at the author's words and the way*	*- Poets study a mentor text with poets' eyes.* *Poets match structures to feelings.* *-Poets sometimes write from a point of view other than their own.* *- Revising Poems: Reading aloud to Find Trouble Spots* **Word Work:** *-Produce simple and complex sentences.* *-Expand on simple and complex sentences.* **-U***se the meaning of individual words to predict the meaning of a compound word.*	**Weather & Life Cycles** *-Contribute and collaborate on a group research and writing project* *-I can work with others on a group project.* *-Speak using complete sentences using key ideas and details?* *-Usecomplete sentences to explain my ideas.* *-Recount the key ideas from a text read aloud.* **Weather & Life Cycles Project Celebration**	*-Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.* *-Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape*

those words are placed on the page; e.g., bold, italics, large type, commas, and periods. *- Class Inquiry: Why did the author choose to end the story this way? Is there an important lesson for us to learn?* *-. Readers share their love of a book or book series by inventing ways to get others to love that book, too; e.g., write nominations, talk about the book, leave notes to the reader, act out parts.* *- Readers share a book or series of books by preparing a wonderful, thoughtful presentation* *- Readers share a book or book series by telling important things about the book* *- Readers debate their opinions they have about their books by reading and rereading to collect evidence to support those opinions* *- Celebration: Readers strengthen their opinions about their book by using examples from it; say "In*	**EOY Writing Assessment**		Math Assessment Review & Re-teaching **EOY Math Assessment** Re-teaching

	the book…" or "For example,..."		
	Phonics: *-Know and apply grade-level phonics and word analysis skills in decoding words)* *a)Distinguish long and short vowels when reading regularly spelled one-syllable words.* *b) Know spelling-sound correspondences for additional common vowel teams.* *c)Decode regularly spelled two-syllable words with long vowels.*		
	Small Guided Reading Groups at the student's instructional reading level		

Third Grade

	Reading	**Writing**	**Responsive Classroom & Project Work: Social Studies & Science**	**Math**

August	**Reading BOG**
	
	Reading Routines & Building a Reading Life
	Making a Reading Life
	**Use the book Stone Fox
	-Readers make plans to become stronger by*
	   ● *reflecting on what's easy about reading and what's hard*
	   ● *setting reading goals*
	   ● *pausing to stop and think about what's working and what is not*
	   ● *having several books available at a time so they always have one to read*
	-Readers value reading time by being engaged in their reading
	-Readers choose just right books by
	   ● *using the five finger rule*
		BOY Writing Assessment
		
		Writing Routines, Launching Writing Workshop, & Narrative: Crafting True Stories
		Writing Personal Narratives With Independence
		-Writers generate seed ideas by thinking about turning points in their lives that can include people, places and things.
		   ● *Begin to gather seed ideas and generate entries.*
		   ● *Brainstorm seed ideas by making lists of people who matter, first times, last times, or times you realized something.*
		-Students begin writing on their topics
		- Writers write a small moment about someone by
			Establishing Our Classroom Community
			-Hopes and dreams
			-Rules
			-Building Empathy
			-Empathy Read Alouds
			-Responsive Classroom Read Alouds
			
			Science: Plants, Seeds, and Soil Project
			-Explain the jobs of plant attributes.
			Roots – absorb nutrients
			Stems – provide support
			Leaves – synthesize food
			Flowers – attract pollinators and produce seeds for reproduction
				Building a Math Community & Setting Math Routines
				
				-BOY Math Assessment
				
				-Guided Discovery
				-Introducing Math Stations
				Add and subtract up to and including 1,000.
				
				   ● *Use estimation strategies to assess reasonableness of answers.*
				   ● *Model and explain how the relationship between addition and subtraction can be applied to solve addition and subtraction problems.*
				   ● *Use expanded form to add and subtract whole numbers less than or equal to 1,000.*
				-Use models to find the product of a one-digit whole number by a range 10–90

	● *being able to hold onto the story (retell, summarize, discuss characters/story elements)* ● *being able to read the text without frustration* *selecting books that are interesting to them* *-. Readers set goals by* ● *using what they know about themselves as readers to decide what to practice* *using a reading log* *- Readers use systems to find and share books by* ● *categorizing books into bins* ● *creating baskets of favorites* *creating book buzzes* *- Reading partners work together by* ● *learning about each other as readers* *listening to each other and responding* ***Understanding the Story*** *-Readers make sense of*	*thinking of a person who matters to them* *- Writers write a small moment about a place by thinking of a place that matters to them* *- Writers let the things around them remind them of their memories by looking around and letting what they see remind them of a story* *- Writers improve their writing by looking back and thinking, "Have I grown?" as well as looking forward and asking, "What can I do to improve?".* *- Writers edit as they are writing by thinking about the words they know how to spell.* **Word Study:** *Spelling Inventory *-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2nd-3rd grade grammar continuum.* **Handwriting:**		*(e.g., 9 × 80, 5 × 60) using strategies based on multiple of 10 in the range 10–90.* *-Solve two-step word problems using addition, & subtraction,*

	what they're reading by ● noticing who's telling the story ● asking what's going on slowing down and looking carefully at the details -Readers understand their stories better by ● stopping and thinking about the text ● reading closely, paying attention to the language used in the story ● asking themselves questions about the story ● asking themselves who is in this part? ● asking themselves what just happened? ● asking themselves does what just happened fit with something that already happened or is it new? ● Stopping to jot information about a character ● asking themselves	-Review proper uppper & lower case manuscript formation and spacing		

	why the author chose to _____ ● *making connections to themselves, other texts, and to the world* ● *making a mind picture* ● *using post-its to mark spots that stand out* ● *using post-its to track their thinking* *predicting what will happen next* ** Just Right Books* **Introduce Literacy Stations* **Phonics:** *-Review closed and Closed and VCe syllables* *-Review identifying syllables* **Small Guided Reading Groups** at the student's instructional reading level			
September	**BOY mClass Reading Assessments** (3 weeks) – data for Guided Reading Groups & Phonics Instruction	***Becoming a Storyteller on the Page*** **-** *Writers rehearse by story-telling their story in many different ways* **-** *Writers try on different leads for size by studying*	**Plants, Seeds, and Soil** *-Explain how environmental conditions determine how well plants survive and grow.* *-Summarize the distinct stages of the life cycle of seed plants*	*-Reason with shapes and their attributes.* *• Recognize examples and non-examples of types of quadrilaterals. Draw examples of quadrilaterals that do not*

- Readers envision by
  ● *making a mental movie*
  ● *making note of character expressions and gestures*
using key details to add to their mental movies
- Readers monitor comprehension by
  ● *paying attention to details*
  ● *note-taking: collecting information about a text*
  ● *using post-its to mark spots that stand out*
using post-its to track their thinking
- Readers understand their stories better by
  ● *making predictions about what might happen later in the story*
looking for evidence to support their predictions
- Readers make higher level predictions by
including details about how
	the works of authors and then trying out different ways to improve their stories
	- Writers notice what other authors do to make their writing so powerful and meaningful by studying texts, and identifying what makes that story come alive in their minds
	- Writers improve their stories by revising. Writers tell the inside story by including thoughts, feelings, and responses to what is happening
	- Writers begin new paragraphs to help organize their stories by noticing when there is a new subtopic, when time has moved forward, or when a new person is speaking.
	
	Writing with New Independence on a Second Piece
	-Writers take charge of their own writing by thinking back over everything they know how to do and making a work plan for their writing
	- Writers realize that
		-Explain how the basic properties (texture and capacity to hold water) and components (sand, clay and humus) of soil determine the ability of soil to support the growth and survival of many plants.
		
		-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
		a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
		b) Follow agreed-upon rules for discussions.
		c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
		d) Explain their own ideas and understanding in light of the discussion.
			belong to any of these subcategories.
			• Describe the attributes of rhombuses, rectangles, squares, parallelograms, and trapezoids based on their side lengths, number of parallel sides, and the presence or absence of right angle

things might happen later in the story
- Readers understand a story better by
retelling the big moments in a story across a timeline
- Reading partners enhance comprehension by
- *recounting important events*
- *conveying the big idea supported by text evidence*
- *recounting character traits, feelings, and motivations*

using a timeline to retell only the key points of a text
-Readers go from good readers to great readers by working with grit
-Readers develop grit by
- *reading almost every day at school and at home*
- *reading more than is required of them*
- *filling out their reading logs truthfully*
- *reading books in different genres*
- *reading texts that*

revision takes place throughout the writing process by remembering the qualities of good writing that they learned and using those qualities in each of their writing pieces
- Writers elaborate by adding dialogue, action, thoughts and setting details. Writers check to make sure that their details are balanced and that dialogue doesn't overwhelm.
- Writers punctuate dialogue by being mindful that when people are talking in the story, they need to capture their exact words and use quotation marks to signal, 'These are the exact words the person said'.

Word Study:
-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the
2nd-3rd grade grammar continuum.

Handwriting:

	are a little hard setting goals as a reader
	-. Readers figure out tricky words by
	   ● *looking at how a word looks and the sounds the letters make*
	   ● *looking at suffixes and prefixes to break the word apart*
	   ● *using synonyms and antonyms*
	   ● *using context clues to think about what word would make sense*
	   ● *reading on and seeing what comes next and then rereading the text*
	   ● *checking in a glossary or a dictionary asking someone*
	
	Phonics:
	Review 2 Closed and Closed/VCe
	Point out that this first syllable is a prefix.
	con-
	ex-
		-Review proper uppper & lower case manuscript formation and spacing		

	in- *sub-* *Im-* *re-* *-Teach New Closed Prefixes* *mis-* *un-* ***dis-*** ***en-*** **Small Guided Reading Groups** at the student's instructional reading level			
October	*- Readers access figurative language by* *thinking about what's going on in the story and figuring out what would make sense* *- Readers become faster and stronger readers by* • *rereading sentences and paragraphs to make sure they understand* • *reading with expression and feeling* *reading smoothly and with rhythm* *- Readers understand the story better by*	***Fixing Up and Fancying Up Our Best Work*** **-** *When writers finish a piece of writing, they revise in big, important ways by reading their work like a stranger* **-** *Writers make their endings powerful by studying endings in mentor texts and focusing on important actions, strong images, and important dialogue.* *- Writers rely on checklists by reading each item on the list through a different lens and refining their writing as they go* *- Writers celebrate by*	**Plants, Seeds, and Soil** *-Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.* *-Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.* **Plants, Seeds, and Soil Project Celebration**	**NC Math Check-In** *-Identify and explain patterns of multiplication on a hundreds board and/or multiplication table. *Understanding the concept, strategies, properties, word problems, patterns, & estimating* *-Use strategies to solve multiplication problems using factors up to and including 10. Illustrate and explain strategies including arrays, decomposing a factor, and the commutative property.* *-Use strategies such as arrays*

	asking questions like "How could…?" and "Why?" and coming up with possible answers
	
	noting questions on post-its and keeping an eye out for answers
	- Readers raise their level of comprehension by
	  ● *asking deeper questions*
	  ● *asking why did the author do _____*
	- Celebrate with the end of Stone Fox and all the children have learned as readers.
	
	Reading to Learn: Grasping Main Ideas and Text Structures
	Determining Importance in Expository Texts
	. Readers prepare to read nonfiction by
	  ● *previewing it*
	  ● *identifying the parts*
	thinking about how the book seems like it will go
	-Readers preview the text by
	  ● *looking at text*
		reading their pieces to an audience/writing partner and answering questions about their piece
		
		Word Study:
		-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2nd-3rd grade grammar continuum.
		
		Handwriting:
		-Review proper uppper & lower case manuscript formation and spacing
				and repeated subtraction, to solve division problems with a one digit divisor and a one digit quotient, to find numbers of groups or the number in each group.

	features and asking themselves "what will this text mostly be about?" ● *asking themselves "what do I already know about the topic?"* *noticing important subtopics* *- Readers summarize nonfiction text by* ● *pausing along the way to record important information* ● *writing down the details they wish to take in and remember* ● *using the boxes-and-bullets format* ● *focusing on main ideas and supporting details* ● *asking themselves "what did I just read?" after each section of text* *using their palms as a note-taking device (palm is main idea & fingers are supporting details)*			

	Phonics: *-Review r-Controlled Syllables* *- Review Vowel Digraph Syllables* **Small Guided Reading Groups** at the student's instructional reading level			

November	-. *Readers grasp the main ideas in nonfiction texts by*
	  ● *reflecting on what they have just read*
	  ● *using their prior knowledge to anticipate the subcategories*
	  ● *asking themselves "Which sentence(s) pop out and seem especially big?"*
	using "pop-out sentences" to help construct rough outlines of the text
	-Readers teach others well by
	
	  ● *organizing information into points*
	  ● *using enactments, pictures/diagrams, comparisons to other subjects in*
		Informational: The Art of Informational Writing
		Organizing Information
		- Informational writers rehearse their writing by actually teaching real students. One way they do this is by using their fingers as graphic organizers to structure subtopics
		- Informational writers make plans for organizing their work by considering different ways that their book can be structured, perhaps by listing different kinds and then different ways
		- Informational writers try on different organizational structures for their books by using boxes and bullets, cause and effect, problem-solution, or compare and
			Science: Landforms Project
			-Compare the structures of the Earth's surface using models or three-dimensional diagrams.
			-Compare Earth's saltwater and freshwater features (including oceans, seas, rivers, lakes, ponds, streams, and glaciers).
				-Solve multiplication word problems with factors up to and including 10. Represent the problem using arrays, pictures, and/or equations with a symbol for the unknown number to represent the problem.
				-Use strategies to solve multiplication problems using factors up to and including 10. Illustrate and explain strategies including arrays, decomposing a factor, and the commutative property.
				
				-Demonstrate fluency with multiplication and division.

	order to help make ideas come to life ● *paying close attention to the main ideas and supporting details* ● *learning all they can about their nonfiction texts in order to become experts* ● *using an explaining voice* *using a teaching finger to point out charts, illustrations, and diagrams to help explain* *-Readers find the main idea by* ● *writing down what they think is the main idea in pencil, and revising it as they continue to read* *making their initial main idea (written in pencil) either more specific or more general, based on the new information* *- Readers grow by* ● *analyzing their own reading skills,*	*contrast, and then noting how the different structures affect the way they think about a topic* *- Informational writers convey their message by taking pieces of information and laying them like bricks, one alongside the next, to form a chapter* *- Informational writers organize their writing by using a table of contents. They use that same planning strategy to organize each chapter* ***Reaching to Write Well*** *- Informational writers interest their readers and elaborate on their pieces by making sure their writing contains both facts and ideas, ensuring their texts are accurate by researching, and using resources to find perfect facts or perfect examples that add to their writing* *- Writers make connections within and across chapters by using transitional words to glue parts of the text together*		

	thinking about what they do well and what they could improve upon coming up with clear goals and plans for achieving those goals **Lifting the Level of Thinking about Expository Texts** -Readers learn from nonfiction by ● monitoring for significance as they read ● working to find something of interest in the text ● reading with engagement ● reading to grow ideas ● asking themselves thoughtful questions that begin with "How come?" "I wonder?" and "Why?" ● thinking and reflecting on what they are reading letting the text spark conversations -Readers of nonfiction	-Writers balance facts and ideas from the start by making sure that when they state a fact, they follow it by saying a bit more about that fact, describing things in detail, and comparing things that might be unfamiliar to readers with something that's likely to be familiar **-**Writers reuse and recycle in the revision process by having the courage to try a portion of their piece again, and using the informational writing checklist to guide their revisions -Writers write powerful introductions by studying mentor texts that: ● Start with a quote or a bit of excitement ● Go over big topics that will come up in the book ● Talk about the whole thing and not just the parts ● Ask questions to get readers curious - Writers stop and take stock by rereading what they've done so far and think about any guidelines, checklists, or mentor texts		

remain engaged with the text by
- *paying attention to cool information*
- *asking questions about the text*

stopping and jotting when new information is learned, when there is a strong image, when something makes them curious, when they meet new words, when they come to the end of a section

Phonics:
-Teach Vowel Digraph Syllables (call these vowel teams)
-eigh
-igh
-ie
-ei
- Review Vowel Diphthong Syllable (call these vowel teams)

Small Guided Reading Groups at the student's instructional reading level

and ask, "What's working? What do I need to do to make this piece as strong as possible?"
- *Writers put themselves in the reader's shoes to clear up confusion by editing their work to make sure their ideas are clear*
- Writers of informational pieces add text features to make it easier for readers to learn by studying mentor texts and thinking, "What text features will help my reader understand my text best?"
- *Writers confirm the facts that they have written by quickly looking to other sources to confirm that the facts are true. If they are not, the writer will revise those facts.*
- *Informational writers edit with a laser focus on paragraphs by separating groups of sentences into topics. Writers use paragraphs as super strong punctuation to break apart chunks of writing.*

Word Study:

		-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2nd-3rd grade grammar continuum.	

December	*-Readers prepare to talk about a nonfiction text by*
	   ● *reading differently knowing they're going to be in conversations later*
	   ● *holding conversations in their minds*
	   ● *locating a big idea and then "talking back" to the idea using thought prompts to extend their own thinking about a bit of information*
	- Readers distinguish their own opinion on a nonfiction text from that of the author by
	   ● *identifying the author's opinion,*
		Transferring Learning from Long Projects to Short Ones
		- Nonfiction writers assess their own writing by rereading to see if their drafts match what they had originally planned
		- Writers revise by asking themselves questions to determine if their drafts are done
		-Information writers create all sorts of information texts by using their skills at structuring and elaborating as well as introducing and closing.
		*Share example of a speech- Mary Pope Osborne's speech is on page 144.
			Landforms
			-Compare Earth's land features (including volcanoes, mountains, valleys, canyons, caverns, and islands) by using models, pictures, diagrams, and maps
				• Demonstrate fluency with the division of a whole number where the divisor and quotient are both less than or equal to 10.
				• Illustrate and explain using the relationship between multiplication and division.

	and then figuring out to what extent they agree with it ● *determining the author's perspective on the topic* *reading critically, ready to talk back to the author's ideas about a topic and say, "I see this differently"* *-Readers determine an author's perspective by* ● *finding clues in the author's word choice (especially when those words make things either especially positive or especially negative)* ● *discovering words, phrases, and punctuation that are colored by the author's opinion* *paying attention to descriptive language* *-Nonfiction readers lift the level of their conversations by* ● *reflecting on previous talks and thinking about what made one talk good*	*- Writers make sure that their work is the best that it can be by drawing on everything they have learned about writing informational pieces.* *- Writers celebrate by reading their final pieces to younger students and teaching them all that they have learned about informational writing.* **Word Study:** *-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2nd-3rd grade grammar continuum.* **Handwriting:** *-Begin to introduce cursive handwriting*		

	versus not as good ● *learning to think well about texts* ● *getting the speaker to say more and more* ● *extending parts of the conversation that are focused on interesting or important things* ● *talking about important ideas and specific details* ● *switching off speaking and listening* ● *sparking new ideas as they talk* *citing the text and staying close to the text* ***Synthesizing and Growing Ideas in Narrative Nonfiction*** **-***Readers hold on to meaning in narrative nonfiction by* ● *using different ways of reading for different text structures (narrative versus expository)* ● *identifying the type*			

of structure a nonfiction text follows and using that information to help them organize their understanding of a text

looking for a main character and story elements— realizing that the pages work together as a story

- Readers use all they know about reading stories to help them read narrative nonfiction by

- *finding the subject, what he/she wants, and what gets in the way*
- *studying the daily actions of the subject, asking "What does this tell me about him/her as a person?"*

pausing at places where the author teaches us background information, asking "What is this part mostly about?"

Phonics:
-Teach other Vowel

	Diphthongs **Small Guided Reading Groups** at the student's instructional reading level			
January	**MOY mClass Reading Assessments** (3 weeks) – data for Guided Reading Groups & Phonics Instruction *-Narrative nonfiction readers infer character traits by* ● *reading closely— realizing it is their job to figure this character out* ● *asking "What do the person's actions, thoughts, and talk show about the person?"* ● *thinking about the people and events that influenced the character* *keeping in mind what the person is known for and how each part of the story will connect with that* *-Readers summarize narrative nonfiction by*	**Opinion: Changing the World** ***Launching Work on Persuasive Speeches*** *- Persuasive/opinion writers write pieces that persuade their readers by putting forth an opinion-a thesis statement- and then giving reasons, details, and examples that support that opinion* *- Persuasive/opinion writers come up with ideas by seeing problems and imagining solutions* *- Persuasive/opinion writers write bold, brave opinions by paying attention to people, places, things, or ideas that are noteworthy, and help others see them too.* *- Persuasive/opinion writers consider their audience by addressing them directly. Writers pay special attention to what their*	**Landforms** *-Conduct short research projects that build knowledge about a landform (topic).* *-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.* *a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.* *b) Follow agreed-upon rules for discussions.* *c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.* *d) Explain their own idea sand understanding in light of the*	**NC Math Check-In** *-Determine the unknown whole number in a multiplication or division equation relating three whole numbers.* *-Represent and solve problems relating three whole numbers involving multiplication and division.*

	● *recognizing important details that contribute to the overarching storyline* ● *learning how to synthesize secondary details and storylines into the larger story* ● *thinking about the notable achievements that play a role in the person becoming famous for that accomplishment* *reviewing the pages they have read to locate passages that connect to the thread that runs through their text* *-Readers tackle hard words that complicate meaning by* ● *self-monitoring and realizing when it is okay to breeze past a word and when it is important to stop and tackle the word head-on* ● *finding a balance between reading fluently and stopping*	*audience is thinking, feeling, and wondering* *- Writer edit as they go by going back and fixing up their writing* ***Raising the Level of Persuasive Writing*** *- Writers crystallize their opinions into clear claims by collecting all the evidence they can to prove their opinions* *- Writers of persuasive speeches organize their evidence by figuring out different ways to group their evidence and deciding which way makes the most sense* *- Writers prove their opinions by collecting examples. They "show" why the reader should agree with the opinion by using specific details. Persuasive writers listen to their evidence and make sure it matches the opinion and the reason* *- Persuasive writers consider their audience by making sure that they put in their most convincing*	*discussion.* *-Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.* *-Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.* **Landforms Project Celebration**	

	to regain meaning when unfamiliar vocabulary causes them to become confused ● *not getting sidetracked by each and every hard word and therefore losing track of the big ideas in the text* ● *chunking the word and listening for a word they know and a word that makes sense* ● *thinking about the story and what is going on* ● *asking "Does it look/sound like a word I know?"* ● *trying out different sounds a vowel/consonant make* ● *using textual clues that help figure out the meaning of hard words* *using context clues to figure out which noun a pronoun represents*	*evidence* *- Writers use paragraphs to organize their work by remembering to write in chunks to make their opinions as clear as possible* *- Writers use transition words and phrases to link different parts of their opinion writing by choosing words that sound right and evoke emotion* *- Writers looking back and look forward to prepare for mini-publication by proofreading using editing checklists and sharing their piece with a partner to gain input on how to improve* ***From Persuasive Speeches to Petitions, Editorials, and Persuasive Letters*** *-Writers begin new pieces by coming up with a topic they care about and fast drafting their opinion writing* *- Writers keep themselves on track by working to meet a deadline by creating a plan for their writing* *- Opinion writers gather evidence by using personal*		

	-*Readers of narrative nonfiction read through different lenses by* ● *switching between reading with a lens of story and reading with a lens of information* ● *understanding that reading through different lenses allows you to see the text differently* ● *realizing that using the lens of story will teach them about the person's life, while using the lens of information will teach them about the world—events in history, about what life was like during a time period, or to learn about a topic* ● *asking themselves "What are the subject's traits, motivations/needs, what struggles does the subject face?" when using a story lens*	*stories, short specific examples, and observations* *- Opinion writers hook their readers with powerful introductions by relying on several strategies that draw readers into the text, including asking questions, telling a surprising fact, or giving background information* *- Writers use what they have learned and apply it to all their writing. Go back and revise to make all of your opinion pieces stronger.* **Handwriting:** *Proper upper and lower case cursive letter formation*		

	asking themselves "What topics can I learn about and what main ideas/supporting points can I glean?" when using an information lens *- Readers of narrative nonfiction seek out unifying ideas behind the texts they read by* ● *expecting a story to add up and carry an important idea or message* ● *understanding that this type of text is not just made up of true accounts, but rather stories, held together by ideas that are told to affect/change readers* ● *asking themselves "What did the main subject learn?"* ● *searching for parts that are stretched out and contain the big lessons in the story* ● *spending time on points in the story when the main*		

	character made a big choice and looking for the lesson attached to that choice *asking themselves "When the character meets challenges, what helps? Is there a life lesson for everyone in this?"* *-Readers use strategies they have developed for reading biographies on any text that is narrative nonfiction by* ● *using what they know about understanding fictional characters when they are reading narrative nonfiction* ● *understanding that a real-life plant, animal, object, or even group of any of these can be the main character or subject and once the subject is identified, they can start uncovering motivations,*		

	struggles, etc. *realizing that as long as a text contains a chronology—first this and then that, and then, and next—the text has a narrative at its core* *-Readers identify when a text is hybrid nonfiction and adjust their reading strategies accordingly by* *asking themselves "What mind-work does this part of the text want me to do?"* *reading text like stories when the parts sound like a narrative* *reading parts that are expository with a goal to collect main ideas and supporting details* *recognizing when a text structure shifts and responding to those cues by shifting their way of reading the text* *- Readers become their own reading coaches by* *self-assessing what they are doing well*			

*and how they can
get stronger
pushing themselves to keep
doing the work necessary to
become stronger*

Character Studies:
***Getting to Know a
Character as a Friend***
-*Readers get to know a
character by:*

- *noticing the main
  character's actions
  and words*
- *studying the
  character and
  asking what the
  character is like*
- *jotting down
  observations on
  what a character
  says and does*
- *drawing on their first
  observations and
  asking, "What does
  this tell me about
  this character?"*

*grounding ideas about the
character with evidence
from the text*
-*Readers develop theories
about a character by:*

- *noticing patterns in*

	the things the character does again and again ● adding to their initial ideas about a character to come up with a big idea or theory about the character noticing when a character breaks patterns of behavior **Phonics:** -Review Open Syllables - Review Open Schwa Sound **Small Guided Reading Groups** at the student's instructional reading level			
February	- Readers can look deeper into a character by: ● pushing past initial theories about their characters and asking, "Why is this character this way?" ● recording new thinking about a character writing long about their character theories with prompts such as, "Could it	***Cause Groups - Organize the groups based on interest and passion for the cause*** **-** Writers tackle a cause by asking, "Who can help me solve this problem?" and "Who might be causing this problem?" - Writers convince their readers by becoming informed about a cause (research) - Writers revise in many	**Social Studies: My Community (Mebane) Project** -*Understand how events, individuals and ideas have influenced the history of local and regional communities.* -*Explain key historical events that occurred in the local community and regions over time.* -*Black History Month Empathy Read Alouds*	-*Understand fractions with denominators of 2, 3, 4, 6, and 8 as quantities formed when a whole is partitioned into equal parts; understand that the unit fraction is one of those parts.* -*Explain that a fraction with a numerator greater than one can be composed by repeatedly adding the unit fraction. Represent fractions with denominators or 2, 3, 4, 6, and 8 with area models and on*

	be that…?" "Maybe…?" and "Why?" -Readers can predict what a character will do next by: ● taking into account what they already know about a characters and the things he/she tends to do, say, or want again and again revisiting predictions as they read on -Readers set clear goals for themselves by: ● studying their work with a character, asking themselves, "How can I develop even stronger ideas about my character?" ● looking at checklists ● noticing strengths and weaknesses making new reading goals ***Following a Character's Journey***	ways by bringing out emotion, using a convincing tone, hooking the reader by asking a questions, explaining why the topic matters, teling surprising facts, giving background information, trying out different conclusions to leave the reader with a final thought or call to action, and by using the opin writing checklist and goal sheets for editing. - Writers revise and edit carefully by proofreading their piece to make sure that it is ready to be published - Writers celebrate by sharing their pieces with an audience **Word Study:** -Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2nd-3rd grade grammar continuum. **Handwriting:**		a number line. -Represent equivalent fractions with area and length models by composing and decomposing fractions into equivalent fractions using related fractions: halves, fourths and eighths; thirds and sixths. Compare two fractions with the same numerator or the same denominator by reasoning about their size and using area and length models. Recognize that comparisons are valid only when the two fractions refer to the same whole with denominators: halves, fourths and eighths; thirds and sixths.

- Readers analyze a character by:	*-Proper upper and lower case cursive letter formation and connecting the letters*	
● *understanding that the main character in all stories travels along a story mountain (a character faces a problem that gets bigger and bigger, reaches a turning point, and then the problem is resolved)*		
● *working in reading clubs and discussing the character with their book club members*		
drawing story mountains		
-Readers follow a character's journey by:		
● *expecting characters to encounter problems*		
● *noticing what problems characters face and also how they react to these problems*		
anticipating that a character's troubles will grow		

	Phonics: *Review Final Stable Syllables / Suffixes* *-es* *-ed* *-er* *-est* *-ing* *-le* *-s* **Small Guided Reading Groups** at the student's instructional reading level			
March	*-. Readers create a book club identity by:* *coming up with a name and a list of norms for how their club will operate* *-Readers understand the main character's journey by:* ● *noticing the roles secondary characters play and asking, "Why is this guy in the story? How does he support the main*	**Once Upon a Time: Adapting and Writing Fairy Tales** ***Writing in the Footsteps of the Classics*** *-Writers learn how to create adaptations by studying pieces written by others and asking, "What does the author seem to be trying to do when he or she changes some things and not others?"* **-** *Writers plan how an adaptation will go by*	**My Community (Mebane)** *-Analyze the impact of contributions made by diverse historical figures in local communities and regions over time.* *-Exemplify the ideas that were significant in the development of local communities and regions.* *-Use historical thinking skills to understand the context of events, people and places.*	*Tell and write time to the nearest minute. Solve word problems involving addition and subtraction of time intervals within the same hour.* *-Solve problems involving customary measurement. • Estimate and measure lengths in customary units to the quarter-inch and half-inch, and feet and yards to the whole unit. • Estimate and measure capacity and weight in customary units to a whole*

	character in his journey?" ● *paying close attention to how the secondary characters help the main character along on his/her journey* ● *considering what roles secondary characters play: advisor, sidekick (friend), challenger* ● *recognizing that secondary characters can play more than one role* *noticing whether a secondary character's relationship to the main character is positive or negative* *-Readers can track a character's journey up and down a story mountain by:* ● *noticing the roles illustrations play in the story* ● *answering the inquiry questions, "Why might authors include*	*deciding on a change that they think will improve the story, and then they make sure that the change leads to other changes so the whole story fits together* *- Writers rehearse their stories to make them stronger by story-telling and acting out the story, so it comes to life* *- Writers rehearse in the middle of a story as well as at the beginning by focusing on the small moments or scenes, and story telling or acting out each one before writing it down.* *- Writers of fairy tales use narration, or telling, in important ways by introducing the story, stitching one scene to the next, and ending the story* *- Writers asses their work by reflecting and knowing that their writing gets better not only by what they do on the page, but what they do off the page. Good writers reread their own writing and judge it by goals that they can use as they continue growing as writers*		*number: cups, pints, quarts, gallons, ounces, and pounds. • Add, subtract, multiply, or divide to solve one-step word problems involving whole number measurements of length, weight, and capacity in the same customary units.* *-Use scaled picture and bar graphs to: • Collect data by asking a question that yields data in up to four categories. •Make a representation of data and interpret data in a frequency table, scaled picture graph, and/or scaled bar graph with axes provided. • Solve one- and two-step "how many more" and "how many less" problems using information from these graphs.*

illustrations?" and "What do pictures contribute or add to stories?"
making connections between illustrations and specific words on a page
- Readers can understand a story climax by:

- *expecting the tension to build to a boiling point*
- *noticing the escalation before the boiling point*
- *noticing how a character is tested*

noticing how a character reacts and asking, "Why might this be important to the character's journey?"
-Readers understand character complexity and story arc by:

- *noticing how the character resolves his/her biggest problems and asking, "What strengths does the character draw on?" and "How does the character change?"*

Follow the Path: Adapting Fairy Tales with Independence
- Writers plan not only their writing but also their process for making a piece of writing by using a template
- Writers add tension to their stories by using repeated refrains
- Writers lift the level of what they write by revising and doing a second draft early in the process
- Writers add clarity to dialogue between characters by adding action
- Writers revise their fairy tales by using figurative language to paint a picture in the reader's mind
-. Writers improve their stories by using a variety of sentence types

Word Study:
-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the
2nd-3rd grade grammar

	noticing that characters change in noticeable ways to help bring the story to a close
	- Readers analyze author's craft by:
	   ● *thinking about how all the parts of a story fit together to make a whole book*
	noticing the choices an author makes and asking, "What does this part do?" and "How does it connect to other parts of the story?"
	Comparing and Contrasting Characters Across Books
	-*Readers can think comparatively across books by:*
	   ● *thinking about characters' similarities and differences*
	   ● *asking, "In what ways are these characters similar?" "Do they say and do similar things?" "Do they care about similar stuff?" "In what ways are these*
		continuum.
		Handwriting:
		-Proper upper and lower case cursive letter formation, connecting the letters, and spacing		

	characters different?" ● *studying the traits, actions, likes, and dislikes* ● *comparing secondary characters* *grounding their thinking in the text and finding evidence to support their comparisons* *-Readers can compare characters by:* ● *noticing the way characters react to their problems* ● *thinking, "How do these characters react to their problems? Are there similarities? Differences?"* *comparing characters internal and external problems* *-Readers can develop debatable ideas about characters across books by:* ● *exploring a big question with no one right answer* ● *engaging in mini-*		

	arguments to share their ideas supporting their arguments with evidence from the text *- Readers can compare books by:* ● *exploring the lessons learned by each character* *exploring the themes/messages explored by each author* **Phonics:** *-Review Final Stable Syllables / Suffixes* *-es* *-ed* *-er* *-est* *-ing* *-le* *-s* **Small Guided Reading Groups** at the student's instructional reading level			
April	**Research Clubs:** ***Researching a Topic*** *-Nonfiction readers orient themselves to a text set by:* ● *looking over their*	***Blazing trails: Writing Original Fairy Tales*** *- Fairy tale writers use a magic formula by creating a character with traits and*	**My Community (Mebane)** *-Explain change over time through historical narratives. (events, people and places)* *-Explain how multiple*	**NC Math Check-In** *-Find the area of a rectangle with whole-number side lengths by tiling the shape and*

resources and organizing them by difficulty ● reading an easy overview book of their topic skimming the table of contents and illustrations to glean subtopics and then reading across books in one subtopic after another - Nonfiction readers engage in cross-text synthesis by: ● identifying subtopics organizing the information so that related bits go side by side - Readers become an expert on a topic by: ● learning and using the subject's technical vocabulary ● using their expert lingo ● talking with others and taking notes on what their learning, thinking, wondering -Readers develop ideas by: ● studying the subject of research by paying close attention to their subject's traits, motivations, struggles taking a bit of information and thinking about it, talking	wants, trouble and more trouble, and then a resolution - Writers improve their pieces by drawing on what they already know, and trying something new when need be - Writers tether objects to characters by focusing a character's actions around an object that's important to the character, which makes those actions more meaningful - Writers create mental movies for the reader by using descriptive language for characters, setting, and objects by varying their telling sentences and showing sentences -Fairy tale writers revise by rereading. They make sure the magic pops up when the story's trouble pops up - Writers vary the pace of their writing to guide the reader by slowing down and using more words and sentences and then speeding up moments by taking words and sentences out	perspectives are portrayed through historical narratives. -Engage effectively in a range of **collaborative discussions** (one-on-one, in groups, and teacher-led) with **diverse partners** on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	counting unit squares. -Relate area to the operations of multiplication and addition. • Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. • Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving problems, and represent whole-number products as rectangular areas in mathematical reasoning. • Use tiles and/or arrays to illustrate and explain that the area of a rectangle can be found by partitioning it into two smaller rectangles, and that the area of the large rectangle is the sum of the two smaller rectangles. -Solve problems involving perimeters of polygons, including finding the perimeter given the side lengths, and finding an unknown side length.

about it, and writing about it	**Word Study:**
- Readers find answers to questions by:	*-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2nd-3rd grade grammar continuum.*
● *making guesses, using what they do know*	
● *speculating and looking back to earlier pages*	
using information in the books to help generate possible answers	
-Readers invest themselves in reading projects by:	**Handwriting:**
● *making the choice to read with zeal as if "digging for treasure"*	*-Proper upper and lower case cursive letter formation, connecting the letters, and spacing*
● *deciding to keep the energy high for themselves and for others*	
● *making a plan for keeping energy and investment high*	
planning to read with enthusiasm	
A Second Cycle of Research	
- Readers set out to study a new topic by:	
● *making a plan for how that study will go*	
thinking about all they know how to do and making a	

	plan for the new study on which they are embarking *-Nonfiction readers read with fluency by:* ● *reading with a teacher's voice (an explaining voice)* ● *using their voices to "pop" out key words* ● *showing when they move to a new topic* ● *creating drama and tension* ● *storytelling* *helping listeners to create a mental model* *-Readers learn about a subject by:* ● *noticing text structures* ● *using text structures to organize their learning and note-taking* ● *using "Boxes and Bullets" or "Sequential" note-taking depending on the structure of their text* *using their notes to teach each other* *- Readers notice how texts*		

	are organized by: ● *thinking, "How is this structured?"* ● *noticing if they have a "boxes and bullets" structure or are organized sequentially* ● *recognizing that sometimes authors use a compare-and-contrast structure in their nonfiction texts* *identifying key words that can clue readers into a compare/contrast structure (similar, different, another difference, in contrast, etc.)* *- Readers identify a "cause and effect" structure by:* ● *asking, "What kind of words and phrases signal a cause and effect structure? and "How can we take notes to fit with this structure?"* *recognizing key words (used to, reasons, because of, also, when, then)* *- Readers investigate vocabulary by:*		

	● *looking between texts to see how they handle vocabulary differently* *using context clues to find a definition* *-. Readers understand nonfiction by:* ● *being aware of why an author made particular choices* ● *tackling harder books to learn more about a topic* **Phonics Review** **Small Guided Reading Groups** at the student's instructional reading level			
May	**EOY mClass Reading Assessments** (3 weeks) ***Synthesizing, Comparing, and Contrasting*** *-Nonfiction experts widen their field of focus by :* ● *seeing patterns* ● *switching from learning about a specific topic to*	*-Writers notice patterns in writing and make sure their pattern isn't broken by carefully editing* *- Writers celebrate by sharing their fairy tale pieces in storytelling circles (small circles that include both authors and audience members)*	*-Conduct short research projects that build knowledge about a community history (topic).* *-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own*	Math Review & Re-teaching **EOG Math Test** Re-teaching

	learning about a bigger field of knowledge *looking across two books to look for patterns and relationships* *- Readers develop their comparison skills by:* *using checklists* *-Readers research the similarities and differences between things by:* ● *asking questions and forming theories about their subject (Why? Are others the same? What explains this?)* ● *trying to answer those questions by thinking, "Could it be that…?"* *making plans to read further to test those theories* *- Readers think about their research process by:* ● *taking stock of where they are* ● *considering what to do next* *moving forward with a plan* *-. Readers develop*	-Take Fairy Tale Books and Read to K students – Reading Buddies **Word Study:** *-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2nd-3rd grade grammar continuum.* **Handwriting:** *-Proper upper and lower case cursive letter formation, connecting the letters, and spacing*	*clearly.* *a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.* *b) Follow agreed-upon rules for discussions.* *c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.* *d) Explain their own idea sand understanding in light of the discussion.* *-Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.* *-Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.* *-With guidance and support*	

	evidence-based theories by:
	  ● *finding a research question to pursue*
	  ● *studying all of the evidence they find*
	  ● *seeking information from many sources, including other researchers*
	revising their initial theories as they gather evidence
	- Readers add to their theories by:
	reading around their topic by reading more general information and big theories about their topic
	-Readers research solutions to real-world problems by:
	  ● *choosing problems in which they are interested*
	  ● *thinking about all aspects of a problem*
	  ● *listing some of the questions they might ask*
	  ● *asking, "How might I go about solving different parts of this problem? What information do I*
			from adults, use digital tools and resources to produce and publish writing (using word processing skills) as well as to interact and collaborate with others.
			
			My Community (Mebane) Project Celebration	

	need, and where can I get it?" ● *reading and looking for information that relates to the problem* *sketching a plan of what to do first, next, and last* **NC Reading EOG** **Small Guided Reading Groups** at the student's instructional reading level		

6th Grade Quarter 1 ELA CC Anchor Standards	6th Grade Quarter 2 ELA CC Anchor Standards
Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 6. Assess how point of view or purpose shapes the content and style of a text. **Writing**: 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 5. Develop and strengthen writing as needed by planning , revising, editing, rewriting, or trying a new approach. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. **Speaking and Listening:** 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. **Language:** 1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**Reading:** 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. 7. Integrate and Evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. **Writing:** 1. Write arguments to support claims in analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information while avoiding plagiarism. **Speaking and Listening:** 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. **Language:** 1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 5. Demonstrate understanding of word relationships and nuances in word meanings.

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 5. Demonstrate understanding of word relationships and nuances in word meanings. 6. Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	6. Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
6th Grade Quarter 3 ELA CC Anchor Standards	**6th Grade Quarter 4 ELA CC Anchor Standards**
Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. **Writing:** 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 10. Write routinely over extended time frames (time research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.	**Reading:** 2. Determine how central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 10. Read and comprehend complex literary and informational texts independently and proficiently. **Writing:** 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. **Speaking and Listening:** Language: 1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5. Make Strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language:
1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of word relationships and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of word relationships and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

6th Grade ELA Texts will include a mixture of fiction and nonfiction works, current events, and poetry. Teachers will select works based on their PBL units. Some novels that might be taught include:
- *Crash* by Jerry Spinelli
- *Bud, Not Buddy* by Christopher Paul Curtis
- *Love that Dog* by Sharon Creech
- *Wrinkle in Time* by Madeline L'engel

7th Grade Quarter 1 ELA CC Anchor Standards	7th Grade Quarter 2 ELA CC Anchor Standards
Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 6. Assess how point of view or purpose shapes the content and style of a text. **Writing:** 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 5. Develop and strengthen writing as needed by planning , revising, editing, rewriting, or trying a new approach. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. **Speaking and Listening:** 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. **Language:** 1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**Reading:** 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. 7. Integrate and Evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. **Writing:** 1. Write arguments to support claims in analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information while avoiding plagiarism. **Speaking and Listening:** 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. **Language:** 1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of word relationships and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of word relationships and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

7th Grade Quarter 3 ELA CC Anchor Standards	7th Grade Quarter 4 ELA CC Anchor Standards
Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. **Writing:** 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**Reading**: 2. Determine how central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 10. Read and comprehend complex literary and informational texts independently and proficiently. **Writing:** 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

10. Write routinely over extended time frames (time research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.

Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5. Make Strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language:
 1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of word relationships and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening:
Language:
 1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of word relationships and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

7th Grade ELA Texts will include a mixture of fiction and nonfiction works, current events, and poetry. Teachers will select works based on their PBL units. Some novels that might be taught include:
- *The Outsiders*
- *Sorry, Wrong Number*
- *Roll of Thunder, Hear My Cry*
- *Castle*
- *The True Confessions of Charlotte Doyle*

8th Grade Quarter 1 ELA CC Anchor Standards	8th Grade Quarter 2 ELA CC Anchor Standards
Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 6. Assess how point of view or purpose shapes the content and style of a text. **Writing:** 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 5. Develop and strengthen writing as needed by planning , revising, editing, rewriting, or trying a new approach. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. **Speaking and Listening:** 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. **Language:**	**Reading:** 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. 7. Integrate and Evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. **Writing:** 1. Write arguments to support claims in analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information while avoiding plagiarism. **Speaking and Listening:** 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. **Language:** 1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of word relationships and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of word relationships and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

8th Grade Quarter 3 ELA CC Anchor Standards	8th Grade Quarter 4 ELA CC Anchor Standards
Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. **Writing:** 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**Reading:** 2. Determine how central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 10. Read and comprehend complex literary and informational texts independently and proficiently. **Writing:** 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. **Speaking and Listening:**

10. Write routinely over extended time frames (time research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.

Speaking and Listening:
 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5. Make Strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language:
 1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of word relationships and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

Language:
1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of word relationships and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

8th Grade ELA Texts will include a mixture of fiction and nonfiction works, current events, and poetry. Teachers will select works based on their PBL units. Some novels that might be taught include:
- *House on Mango Street*
- *Diary of Anne Frank*
- *Taming of the Shrew*
- *Red Scarf Girl*

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9th Grade English I

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Close Reading and Writing to Analyze	Working with Evidence and Making claims	Communicating Knowledge through Research	Analyzing text to write Arguments
Standards: **RL.9-10.1, 2, 3, 4, 5, 7, 11** **RI.9-10.2, 3, 4** **W.9-10.2 (a, c, f)** **SL.9-10.1 (b, c)** **L.9-10.5 (a)**	**Standards:** RL.9-10.2, 3, 4, 5, 11 RI.9-10.2, 5 W.9-10.2 (a-d, f), 5 SL.9-10.1 (a-d) L.9-10.1, 2	**Standards:** RI.9-10.1 (a), 2, 3, 5, 7 W.9-10.2 (a-f), 4, 5, 6, 7, 8, 9 L.9-10.1, 2, 3 (a), 6	**Standards:** RI.9-10.2, 3, 4, 5, 6, 7, 8 W.9-10.1 (a-e), 5 L.9-10.1 (a-b), 2 (a-c), 5
Skills: -Read closely for textual details -Annotate text to support comprehension -Determine meaning s of unknown vocabulary	**Skills:** -Read closely for textual details -Annotate text to support comprehension -Engage in Productive evidence based discussion about text	**Skills:** -Read closely for textual details -Annotate text to support comprehension -Engage in Productive evidence based discussion about text	**Skills:** -Read closely for textual details -Annotate text to support comprehension -Engage in Productive evidence based discussion about text

-Engage in Productive evidence based discussion about text -Paraphrase and quote relevant text from a text -Analyze an author's craft	-Independently preview texts in preparation for supported analysis -Write informative texts to convey complex ideas -Organize evidence to plan around writing -Create connections between key details to make a claim	-Make claims about text using specific evidence -Critique one's own writing and peers' writing -Revise Writing -Craft claims about the development and refinement of central ideas in a text -Identify potential topics for research within a text -Assess sources for credibility, relevance, and accessibility -Develop, refine, and select inquiry questions for research -Collect and organize evidence from research to support analysis in writing -Write coherently and cohesively	-Evaluate argument writing -Build skills for successful argument writing -Analyze authors' use of rhetoric -Utilize rubrics for self-assessment and peer review of writing -Develop argument based writing

Literature:
Night Elie Wiesel
Romeo and Juliet William Shakespeare
To Kill a Mockingbird Harper Lee
Into the Wild John Krakauer
The Odyssey Homer

I Know why the Caged Bird Sings Maya Angelou
Animal Farm George Orwell
Dove Robin Lee Graham
The Absolute True Diary of a Part-Time Indian Sherman Alexie

10th Grade English II

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Close Reading and Writing to Analyze	Use Rhetoric and Word choice to Develop Ideas and Claims	Researching Multiple perspectives to Develop a Position	Using craft and structure to develop characters and ideas
Standards: CCRA.R.6, 9 RL.9-10.2, 3, 4, 5, 9, 11 RI.9-10.2, 3, 6 W.9-10.2 (a, b, d, f), 4, 9 (a, b) SL.9-10.1 (a) L.9-10.1, 2 (c)	**Standards:** RL.9-10.2, 4 RI.9-10.2, 3, 4, 5, 6, 7, 8 W.9-10.2 (a-f), 9 (b) L.9-10.1, 2, 5	**Standards:** RI.9-10.1 (a), 2, 3, 4, 5, 6, 8 W.9-10.1 (a-e), 2 (b, d, e), 4, 5, 7, 9 (b) SL.9-10.4, 5, 6 L.9-10.1, 2, 3 (a), 6	**Standards:** RL.9-10.2, 3, 4, 5, 7 (a), 9, 11 RI.9-10.2, 4, 5, 6 W.9-10.1 (a-e), 2 (a-f), 5, 9 (a, b) SL.9-10.1 (a-e), 4 L.9-10.1 (a, b), 2 (a-c)

Skills:	**Skills:**	**Skills:**	**Skills:**
-Read Closely for textual details	-Read Closely for textual details	-Read Closely for textual details	Read Closely for textual details
-Annotate text to support comprehension and analysis	-Annotate text to support comprehension and analysis	-Annotate text to support comprehension and analysis	-Annotate text to support comprehension and analysis
-Engage in productive, evidence based discussions about text	-Engage in productive, evidence based discussions about text	-Engage in productive, evidence based discussions about text	-Engage in productive, evidence based discussions about text
-Collect and Organize evidence from texts to support analysis in writing	-Independently preview text in preparation for supported analysis	-Identify potential topics for research within a text	-Determine meaning of unknown vocabulary
-Use vocabulary strategies to define unknown words	-Provide an objective summary of the text	-Use questioning to guide research	-Independently preview text in preparation of supported analysis
-Paraphrase and quote relevant evidence from text	-Delineate and evaluate an argument	-Conduct pre-searches to validate sufficiency of information for exploring potential topics	-Provide an objective summary of the text
-Trace the development of ideas over the course of the text	-Write original, evidence-based claims	-Collect and organize evidence from texts to support analysis in writing	-Analyze various treatments of a text across different media
-Incorporate newly learned vocabulary in written and verbal responses	-Generate and respond to questions in scholarly discourse	-Collect and organize evidence from texts to support analysis in writing	-Analyze various treatments of a text across different media
	-Write original evidence-based claims	-Delineate arguments and explain relevant and sufficient evidence	-Write original evidence-based claims
	-Preview text independently in preparation for supported analysis		

		-Analyze perspectives in potential research texts	-Generate and respond to questions in scholarly discourse
		-Assess sources for credibility, relevance, and accessibility	-Analyze how an author uses rhetoric to advance his point of view
		-Conduct independent searches using research processes including planning for searches assessing sources, annotating sources, recording notes and evaluating arguments	
		-Develop, refine, and select inquiry questions for research	
		-Develop counterclaims in opposition to claims	
		-Adhere to conventions of argument writing	
		-Write coherently and cohesively	

Literature:
Lord of the Flies William Golding
Native Son Richard Wright
Siddhartha Herman Hesse
The Red Badge of Courage Stephen Crane
Like Water for Chocolate Laura Esquivel

Twelfth Night William Shakespeare
Things Fall Apart Chinua Achebe
A Tree Grows in Brooklyn Betty Smith
Pride and Prejudice Jane Austen
The Crucible Arthur Miller

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11th Grade English III

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Relating elements of a text	Figurative Language and Rhetoric	Researching Multiple Perspectives to develop a position	Narrative Techniques & Fiction Writing
Standards: CCRA.R.9 RL.11-12.2, 3, 4, 5, 6, 11 RI.11-12.2, 3, 6 W.11-12.2 (a-f), 9 (a, b) SL.11-12.1 (a-e) L.11-12.1, 2, 5	**Standards:** CCRA.R.8, 9 RL.11-12.2, 4 RI.11-12.2, 3, 4, 6 W.11-12.2 (a-f), 5 SL.11-12.1 (a, c) L.11-12.1, 2, 5 (a)	**Standards:** CCRA.R.8 RI.11-12.1 (a), 2, 6 W.11-12.1 (a-e), 2 (a, b, d, e, f), 4, 5, 7, 8, 9 (b) SL.11-12.1 (d), 3, 4, 5, 6 L.11-12.1, 2, 3	**Standards:** RL.11-12.2, 3, 4, 5, 6, 11 W.11-12.2 (a-f), 3 (a-e), 4, 5, 9 (a) SL.11-12.1 (a, c, d) L.11-12.1, 2
Skills: -Read Closely for textual details -Annotate text to support comprehension and analysis -Engage in productive, evidence based discussions about text -Collect evidence from texts to support analysis -Organize evidence to plan around writing -Determine meaning of unknown vocabulary	**Skills:** -Read Closely for textual details -Annotate text to support comprehension and analysis -Engage in productive, evidence based discussions about text -Track rhetoric and analyze its impact on the text -Compare authors' arguments -Independently preview text in preparation for supported analysis	**Skills:** -Read Closely for textual details -Annotate text to support comprehension and analysis -Engage in productive, evidence based discussions about text -Identify potential topics for research within a text -Use questioning to guide research	**Skills:** -Read Closely for textual details -Annotate text to support comprehension and analysis -Engage in productive, evidence based discussions about text -Generate and respond to questions in scholarly discourse -Examine and analyze fiction texts for effective narrative writing technique

-Question texts during reading to deepen understanding -Analyze the impact of an author's choices -Summarize a text objectively -Revise writing according to purpose -Question texts during reading to deepen understanding	-Paraphrase and quote relevant evidence from a text -Practice key skills from targeted writing standards -Delineate evidence and reasoning in an argument -Practice key informative/explanatory writing skills -Track ideas and their refinement or development over the course of the text	-Conduct pre-searches to validate sufficiency of information for exploring potential topics -Delineate arguments and explain relevant and sufficient evidence -Analyze perspectives in potential research texts -Assess sources for credibility, relevance, and accessibility -Conduct independent searches using research processes including planning searches, assessing sources, annotating sources, recording notes, and evaluating argument -Develop, refine, and select inquiry questions for research -Develop and continually assess research frame to guide independent searches	-Practice narrative writing techniques and skills -Engage in the writing process of brainstorming, prewriting, drafting, peer review, revision, and publication of narrative writing -Engage in the process of brainstorming, prewriting, drafting, peer review, revision, and publication of narrative writing

		-Craft claims about inquiry questions, inquiry paths, and a problem-based question using specific textual evidence from the research -Develop counterclaims in opposition to claims -Create oral presentations, keeping in mind audience's concerns, values, and potential biases -Write effective introduction, body, and conclusion paragraphs for a research-based argument paper -Use proper MLA citation methods in writing -Use formal style and objective tone in writing	

Literature:
The Things they Carried Tim O'Brien   *Uncle Tom's Cabin* Harriet Beecher Stowe
The Souls of Black Folk W.E.B. Dubois   *The Awakening* Kate Chopin
The Scarlett Letter Nathaniel Hawthorne   *Death of a Salesman* Arthur Miller
Grapes of Wrath John Steinbeck   *Their Eyes were Watching God* Zora Neale Hurston
The Jungle Upton Sinclair Jr.

12th Grade English IV

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Personal Narratives	Exploring Complex ideas	Researching Multiple Perspectives	Interaction of Central ideas and character development
Standards: RI.11-12.2, 3, 4, 5, 6 W.11-12.2 (a-f), 3 (a-f), 4, 5, 9 (b) SL.11-12.4, 6 L.11-12.1, 2 (a-b), 4 (a-c)	**Standards:** CCRA.R.8, 9 RL.11-12.2, 3, 4, 5, 6, 11 RI.11-12.2, 3, 6 W.11-12.2 (a-f), 9 (a-b) SL.11-12.1 (a-c), 4, 6 L.11-12.1, 2 (a-b), 5 (a)	**Standards:** CCRA.R.8 RI.11-12.1 (a), 3, 6 W.11-12.1 (a-e), 2 (a-f), 4, 5, 7, 8, 9 SL.11-12.1 (d), 4, 5, 6 L.11-12.1, 2, 3	**Standards:** CCRA.R.9 RL.11-12.2, 3, 4, 5, 7, 11 W.11-12.1 (d, e), 2 (a-f), 3 (a-e), 4, 9 (a) SL.11-12.1 (a, c, d) L.11-12.1, 2
Skills: **-**Read closely for textual details -Annotate texts to support comprehension and analysis -Engage in productive evidence-based discussions about text -Analyze the impact of style and content on the text -Collect and organize evidence from texts to support analysis in writing -Independently read and annotate text in preparation for evidence-based discussion	**Skills:** **-**Read closely for textual details -Annotate texts to support comprehension and analysis -Engage in productive evidence-based discussions about text -Delineate and evaluate the reasoning in a text **-**Independently preview texts in preparation for supported analysis -Independently develop questions for further textual analysis	**Skills:** **-**Read closely for textual details -Annotate texts to support comprehension and analysis -Engage in productive evidence-based discussions about text -Identify potential issues for research within a text -Conduct pre-searches to validate sufficiency of information exploring potential issues	**Skills:** **-**Read closely for textual details -Annotate texts to support comprehension and analysis -Engage in productive evidence-based discussions about text -Analyze multiple interpretations of a source text -Generate and respond to questions in scholarly discourse

-Make claims about texts using specific textual evidence -Write informative texts to convey complex ideas -Write narratives to develop real experiences or events -Independently practice the writing process outside of class -Practice speaking and listening skills in preparation for a college interview -Incorporate a range of narrative techniques, such as dialogue, pacing, description, and reflection -Use precise words and phrases, telling details, and sensory language -Engage in constructive peer-review of narrative essays -Produce writing that is appropriate to task, purpose, and audience	-Write informative texts to convey complex ideas -Use rubrics and checklists for self-assessment of participation in discussion -Trace the development of ideas over the course of the text. -Examine the use and refinement of a key term over the course of the text. -Practice speaking and listening skills in preparation for a dramatic reading performance -	-Analyze perspectives in potential research texts -Assess sources for credibility, relevance, and accessibility -Conduct independent searches using research processes including planning for searches, assessing sources, annotating sources, recording notes, and evaluating argument -Develop, refine, and select inquiry questions to guide research -Develop and continually assess a research frame to guide independent searches. -Develop counterclaims in opposition to claims -Create oral presentations, keeping in mind audience's concerns, values, and potential biases	-Practice narrative, argument, and informative writing techniques and skills -Use vocabulary strategies to define unknown words -Independently read a text in preparation for supported analysis -Paraphrase and quote relevant evidence from a text -Independently read and annotate text in preparation for evidence-based discussion -Generate and respond to questions in scholarly discourse

| | | -Write effective introduction, body, and conclusion paragraphs for a research-based argument paper

-Use proper MLA citation methods in writing
-Edit for a variety of language conventions, including hyphens and correct capitalization, punctuation, and spelling

-Use formal style and objective tone in writing

-Demonstrate clarity and cohesion in writing

-Vary syntax for effect ,consulting references when needed | |

Literature:

Macbeth William Shakespeare	*Frankenstein* Mary Shelley
The Great Gatsby F. Scott Fitzgerald	*1984* George Orwell
Black Boy Richard Wright	*The Awakening* Kate Chopin
Othello William Shakespeare	*Autobiography of Malcolm X* Malcolm X w/Alex Haley

Board Member Name	**Board Title**
George Wilhelm	Board Chair
Gene Miller	Vice Chair
Tim Williams	Secretary
Elizabeth Morrow	Treasurer
Chris Sease	Member
Janna Griggs	Member
Howard Torrence	Member

County of Residence	Current Occupation
Rowan	Retired Sheriff
Rowan	Retired Finance Officer
Rowan	Pharmacist
Rowan	Accountant
Rowan	Attorney
Rowan	Executive Director of the nonprofit Saving Grace Farm
Rowan	STEM & Exploring Director for BSA Central NC Council

Past or Present Professional Licenses Held

Certified Law Enforcement Officer and Firearms Instructor

Advanced Financial Officer Certification

NC Board of Pharmacy-Pharmacist; Immunization Certification

Certified Public Accountant

North Carolina Bar Association

Certified Therapeutic Riding Instructor; Equine Specialist in Mental Health and Learning

Any disciplinary action taken against any of these professional licenses?

No
No
No
No
No
No

Position	Year 0	Year 1
Lead Administrator/School Leader	0.5	1
Dean of Students	0	1
Assistant Principals	0	0
Additional School Leadership	0	0
Core Classroom Teachers	0	25
Specialized Classroom Teachers (e.g. special education, ELL, foreign language, etc.)	0	10
Student Support Positions (e.g. social workers, psychologists, etc.)	0	0
Specialized School Staff	0	0
Teaching Aides or Assistants	0	4
School Operations Support Staff	0	1

Year 2	Year 3	Year 4	Year 5	
	1	1	1	1
	1	1	1	2
	0	0	0	0
	0	0	0	0
	30	37	42	47
	11	13	17	19
	1	2	2	2
	0	0	0	0
	5	6	7	7
	2	2	3	4

Signature Page

The foregoing application is submitted on behalf of Faith Academy Charter School.

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

Print/Type Name: **George A. Wilhelm**

Board Position: **Chairman**

Signature: **Gy A Wilh**

Date: **7/7/2020**

Sworn to and subscribed before me this **7** day of **July**, 20 **20**.
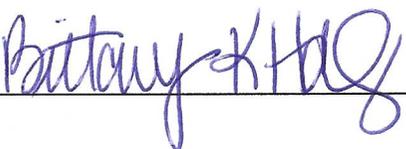
Notary Public: **Brittany K Hall**

My commission expires: **Sept 24**, 20 **22**.

Official Seal:

Brittany K. Haberny
Notary Public
Rowan County, NC
My Commission expires 09/24/22

If you have questions regarding the application process, please contact the Office of Charter Schools via email at darian.jones@dpi.nc.gov.
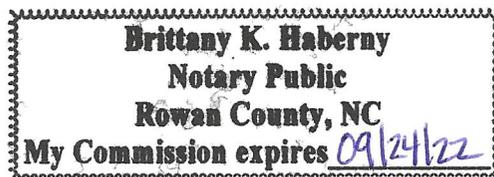
FAITH ACADEMY CHARTER SCHOOL

Bylaws

ARTICLE I: NAME

The name of the Corporation is Faith Academy Charter School, Inc. (hereinafter the "Corporation" or the "School").

ARTICLE II: PURPOSE

The Corporation is a nonprofit corporation whose purpose is to provide a charter school for the Faith, North Carolina area in accordance with the laws, rules and regulations governing charter schools in North Carolina (the "Education Laws").

ARTICLE III: MEMBERSHIP

The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of the Corporation (hereinafter the "Trustees" or the "Directors") of the School. Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the "Board").

ARTICLE IV: BOARD OF TRUSTEES

A.   Powers. The Board will be responsible for setting policy, overseeing operation matters including budgeting, operating procedures and community relations. The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to the Education Laws, nonprofit corporation law, the Corporation's Charter and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1.   To elect and remove Trustees;
2.   To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
3.   To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
4.   To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
5.   To carry on the business of operating the Charter School and apply any surplus that results from the business activity to any activity in which the Corporation may engage;
6.   To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
7.   To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
8.   To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;
9.   To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and
10.   To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the North Carolina Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B.   Number of Trustees. The number of Trustees of the Corporation shall be not fewer than five (5) and shall not exceed nine (9). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws.

C.   **Election of Trustees.**

1.   Election. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee.

2.   Eligibility. The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively. The Corporation will seek to have Trustees who represent a cross-section of backgrounds, professions and experiences.

3.   Interested Persons. Not more than 49% of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

4.   Term of Office.

a.   The Founding Trustees elected shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.

b.   The terms of office of the Founding Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Founding Trustee shall continue for three (3) additional years.

c.   The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

d.   A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, the Bylaws, or other Board action.

e.   A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the school's charter or the Bylaws or other Board action.

f.   A Trustee who has served a three-year term shall not be eligible for election or appointment to a new term until one year after the expiration of the three-year term.

5.   Time of Elections. The Board shall elect Trustees whose terms begin on July 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D.   Removal of Trustees. The Board may remove a Trustee at any time by a vote of at least 75% of the other Trustees.

E.   Resignation by Trustee. A Trustee may resign by giving written notice to the Board Chairman or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by

the Board President or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.

       F.   Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees. Trustees may be elected to fill vacancies by a majority vote of the Trustees then in office.

       G.   Compensation of Trustees. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

ARTICLE V: MEETINGS OF THE BOARD

       A.   Place of Meetings. Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate.

       B.   Annual Meetings. An Annual Meeting shall be held in the month of March of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

       C.   Regular Meetings. The Board will meet monthly during the school year at an agreed upon time and place.

       D.   Special Meetings. A Special Meeting shall be held at any time called by the Chairman or by any Trustee upon written demand of not less than one-half of the entire Board.

       E.   Adjournment. A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

       F.   Notices. Notices to Trustees of Board Meetings shall be given as follows:
       1.   Annual Meetings and Regular Meetings may be held without notice if the Bylaws or the Board fix the time and place of such meetings.
       2.   Special Meetings shall be held upon four days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

G.   Waiver of Notice. Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

H.   Open Meetings. The Board will observe the Open Meetings Law (Article 33C if Chapter 143 of the North Carolina General Statutes), including without limitation by giving or providing notice of all "official meetings" (as defined in the Open Meetings Law) in the manner required by law and by providing access to records of Board meetings to the public in the manner required by law.

ARTICLE VI: ACTION BY THE BOARD

A.   Quorum. Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business.

B.   **Action by the Board.**

1.   Actions Taken at Board Meetings. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.
2.   Board Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the School. To the extent that, pursuant to Section 143-318.13(a) of the Open Meetings Law, the board provides a location and means whereby members of the public may listen to the meeting , Trustees may participate in the meeting by use of conference telephone or other electronic means, provided that all Trustees participating in such meeting can hear one another.

C.   **Committees.**

1.   Appointment of Committees. The Board may create committees for any purpose, and the Chairman of the Board shall appoint members to and designate the chairs of such committees. A Board Committee will consist of not fewer than three Trustees, who shall serve at the pleasure of the President of the Board, except that any executive committee of the Board shall comprise not fewer than five trustees

2.   Standing Committee. The Board shall have a standing Finance Committee, chaired by the Treasurer. Additional members of the Finance Committee will be appointed by the President of the Board.

3.   Authority of Board Committees. The Chairman of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:

a.   The election of Trustees;

b.   Filling vacancies on the Board or any committee which has the authority of the Board;

c.   The amendment or repeal of Bylaws or the adoption of new Bylaws; and

d.   The appointment of other committees of the Board, or the members of the committees.

4.   Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws and the Open Meetings Law with respect to the calling of meetings.

D.   Standard of Care.

1.   Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2.   Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

a.   One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;

b.   Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or

c.   A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1. and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3.   Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D.1. and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment

powers to others, provided that those powers are exercised within the ultimate direction of the Board.

       E.   Rights of Inspection. Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

       F.   Participation in Discussions and Voting. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion (other than to present factual information or to respond to questions prior to the discussion) and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

       G.   Duty to Maintain Board Confidences. Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any closed session of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII: OFFICERS

       A.   Officers. The Officers of the Corporation consist of a Chairman (hereinafter "Chairman"), Vice Chairman (hereinafter "Vice Chairman"), a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The Corporation also may have such other officers as the Board deems advisable.

       1.   Chairman . Subject to Board control, the Chairman has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chairman shall preside at Board meetings. The Chairman will be an authorized joint signer of all checks.

       2.   Vice Chairman . If the Chairman is absent or disabled, the Vice Chairman shall perform all the Chairman's duties and, when so acting, shall have all the Chairman's powers and be subject to the same restrictions. The Vice Chairman shall have other such powers and perform such other duties as the Board may prescribe.

       3.   Secretary. The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b)

keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

4.   Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the Chairman and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe. The Treasurer will be authorized to sign checks.

B.   Election, Eligibility and Term of Office.

1.   Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2.   Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chairman.

3.   Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C.   Removal and Resignation. The Board may remove any Officer, either with or without cause, at any time. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII: NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

ARTICLE IX: INDEMNIFICATION OF CORPORATE AGENTS

The Corporation shall, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by the North Carolina Nonprofit Corporation Act and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Director, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE X: CONFLICT OF INTEREST POLICY

Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be averse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring:

1.   Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and

2.   Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Director, Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

ARTICLE XI: OTHER PROVISIONS

A. **Fiscal Year.** The fiscal year of the Corporation begins on July 1 of each year and ends June 30.

B. **Execution of Instruments.** Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

C. **Checks and Notes.** Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Chairman of the Board, the Principal/Managing Director, Treasurer, or other Trustee. Such items for amounts of $2,000.00 or greater must be signed by two of these individuals.

D. **Construction and Definitions.** Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the North Carolina Nonprofit Corporation Act and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

E. **Interpretation of Charter.** Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XII: AMENDMENT

A majority of the Trustees may adopt, amend or repeal these Bylaws. Proposed amendments must be submitted to the Secretary to be sent out with regular Board announcements.

Area of Proposed Coverage

Comprehensive General Liability

Officers and Directors/Errors and Omissions

Property Insurance

Automobile Liability

Crime Coverage - Minimum/Maximum Amount

Worker's Compensation

Other Coverage

Total Cost

Proposed Amount of Coverage
$1,000,000.00/occurrence
$1,000,000.00/occurrence

$1,000,000.00/occurrence
$250,000.00 | $250,000.00
$500,000.00
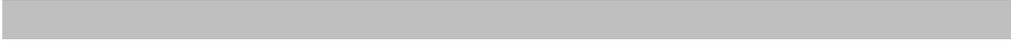
Cost (Quote)

1,892
4277
3950
2300
332
13486
2469
28706

Faith Academy Charter School
Board of Directors

Charter Success Partners

Lead Administrator

School Attorney

Dean of Students
(K-5)

Dean of Students
(6-8)

Dean of Students
(9-12)

Assistant
Administrator

Assistant
Administrator

Assistant
Administrator

School Improvement
Team (K-12)

Student
Organizations

ES/MS/HS
Leadership Teams

Parent/
Teacher/Community
Organization

Students

Faculty/Staff

Parents/Volunteers

Task	Timeline	Responsibility
Governing Board Tasks		
Continue to hold regular board meetings	Monthly	Board Chair
Mandated planning trainings completed (min 5 governance strengthening exercises)	Per OCS schedule	Whole Board
Adopt School Calendar	January	Whole Board
Bylaws formally approved by local board and filed w OCS	January	Whole Board/Board Chair
Evaluation tools for lead administrator and governing entities created	March	Whole Board/CSP
Current Board member list and contact information is up to date	Monthly	Whole Board
Facility Tasks		
Track construction of facilty	Monthly	Lead Administrator
Receive Certificate of Occupancy for Education Purposes	May/June	Board Chair
Receive Certificate of Occupancy for Education Purposes for contingency site	May	Board Chair
Complete all local inspections (fire, health, etc)	July	Lead Administrator
Contingency Plan is ready	June	
Establish Custodial Services	July	Lead Administrator
Establish Visitor Managment system	July	Lead Administrator
Establish Waste/Recylcing Service Provider	July	Lead Administrator
Language in lease has been verified to contain required language from G.S. 115C-218.105(b).	April	Board Chair
Funding Tasks		
Establish accounting services	January	Board Treasurer
Establish bank account	October	Board Treasurer
Prepare reports using Charter School ADM Projection System	April	Lead Administrator
Apply for a DUNS Number and register on SAM	October	Board Treasurer
Develop and approve a regular budget for the 2021-22 school year based on projected enrollment	February	Lead Administrator created/Board approved
Develop and approve a break-even budget for the 2021-22 school year	February	Lead Administrator created/Board approved
Complete school data in EDDIE	July	Lead Administrator
Process Initiated for obtaining Federal Tax Exempt Status	October	Board Chair
Formally vote to join in or opt out of State Health Plan	April	Whole Board

Formally vote to join in or opt out of State Retirement System	April	Whole Board
Identify LGC-approved CPA firm to perform annual audit	October	Whole Board
Student Accountability Plan		
Testing/accountability coordinator job description developed	December	Lead Adminsitrator
Develop draft of testing calendar	July	Lead Adminsitrator
Put policies in place regarding student enrollment in End-of-Course (EOC) classes (10/20-Day Rule), if applicable	June	Lead Adminsitrator
Fax machine and other communication portals operational to receive important communications from LEAs and DPI Divisions	February	Lead Adminsitrator
Create document template (chart, spreadsheet, etc.) to record the school's requests for student records from each sending LEA	March	Lead Adminsitrator
Key Staff		
Official employee agreement formally approved by the board	November	Whole Board
School leader and at least 75% of staff members identified for hire	April	Whole Board/ Lead Administrator
Strategic plan in place to hire any remaining staff before start of school year	April	Lead Administrator
PD calendar outlined for full school year: includes topics to address needs of EC	June	Lead Administrator
Beginning Teacher Support Program Plan approved by Regional Education Facilitator	April	Lead Administrator
Licensure Renewal Plan drafted and submitted to Licensure Division	April	Lead Administrator
Exceptional Children		
Chart listing EC students divided by placement and date each student's record is received	March	Lead Admistrator
Identify and develop plan for implementing EC and 504 testing accomodations	July	Lead Admistrator
Source identified for related service providers	June	Lead Admistrator
Board approved policies and contigency plans in place regarding day one instruction that meets the needs of all children present	Monthly	Lead Admistrator
Attend training for EC special funding streams	March	Lead Admistrator
Documentation w a description of funding sources has been obtained	March	Lead Admistrator
Contact EC Regional Consultants for additional supports and trainings	April	Lead Admistrator

PD Calendar to address those working with students w/ disabilities	June	Lead Admistrator
Transportation arrangements for EC students who may have this as a component of IEP	May	Lead Admistrator
Appropriate instructional supports identified and on-site prior to opening	July	Lead Admistrator
NC Policies Governing Services for Students with Disabilities on-hand at the school and readily available to staff	July	Lead Admistrator
Procedural Safeguards: Handbook on Parents' Rights on-hand at the school and readily available to staff and parents	July	Lead Admistrator
MTSS Plan created following RTO specifications	May	Lead Admistrator
Transportation		
Plan in place and aligned with the SBE-approved plan	July	Lead Administrator
Plan communicated to all stakeholders	July	Lead Administrator
Buses secured	July	Lead Administrator
Local authorities consulted regarding traffic support	July	Lead Administrator
Hire bus drivers	June	Lead Administrator
Lunch		
Vendor contract for lunch delivery in place	May	Lead Administrator
Plan communicated to all stakeholders	July	Lead Administrator
Ensure contracted vendors meet local codes	May	Lead Administrator
Plan in place to offer free and reduced lunches	June	Lead Administrator
School Health and Safety		
Put together Crisis Management Notebook	June	Lead Administrator
Secure Epi-pens	June	Office Staff
Set calendar for Emergency Drills	March	Office Staff
Contact local police department about SRO Rotation	June	Lead Administrator
Submit SRO grant	June	Lead Administrator
Policies are adopted and meet the requirements under 115C-218.75(a)	April	Whole Board
Policies		
Board continues to develop, adopt, and evaluate policies starting with those required by RTO plan check-in	October/Monthly	Whole Board
Policy manual accessible to parents	July	Whole Board
Handbooks		

Student/Parent Handbook accessible to parents	June	Office Staff
Employee handbook adopted by board and accessible to employees	May	Lead Administrator
Lottery and Enrollment		
Create application and post on website	November	Charter Success Partners
Hold Lottery	March	Charter Success Partners
Make offer notifications and manage registration	March -August	Charter Success Partners
Contact Parents with incomplete Registration	June	Charter Success Partners
Create Student Spreadsheet for needed documents	February	Charter Success Partners
Send record requests for students	July	Charter Success Partners
Community Outreach		
Schedule and plan community events	Monthly	Whole Board
Plan Initial PTA meeting and Sign Up	July	Office Staff

21-22 MS Daily Bell Schedule

Middle School Bell Schedule (Monday - Friday)

	8:00 – 9:00	9:00 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00 – 1:00	1:00 – 2:00	2:00 – 3:00
6th Grade (T-F)	Core Block #1 (61) 8:15 – 9:20 (65 min.)	Core Block #2 (62) 9:23 – 10:28 (65 min.)	Rec. 10:28 – 10:38 · Core Block #3 (63) 10:41 – 11:46 (65 min.)	Lunch 11:46 - 12:09 · Elective Block #1 (64) 12:12 – 1:17 (65 min.)	Rec. 1:20 – 1:30 · Advisory 1:32 – 1:52	Core Block #4 (65) 1:55 – 3:00 (65 min.)	
7th & 8th Grade (T-F)	Core Block #1 (71) 8:15 – 9:20 (65 min.)	Advisory 9:23 – 9:43 · Elective Block #1 (72) 9:46 – 10:51 (65 min.)	Core Block #2 (73) 10:54 – 11:59 (65 min.)	Lunch 11:59 - 12:23 · Rec. 12:23 – 12:44 · Core Block #3 (74) 12:47 – 1:52 (65 min.)	Core Block #4 (75) 1:55 – 3:00 (65 min.)		
Early Release (Mon.)	Core Block #1 (81) 8:15 – 9:15 (60 min.)	Core Block #2 (82) 9:20 – 10:20 (60 min.)	Core Block #3 (84) 10:25 – 11:25 (60 min.)	Lunch 11:25 - 11:55 · Core Block #4 (85) 12:00 – 1:00 (60 min.)			

2020-21 High School Bell Schedule

	8:00 – 9:00	9:00 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00 – 1:00	1:00 – 2:00	2:00 – 3:00
"A" Day	Period 1A 8:10 – 9:30 (80 min.)	Att./Ann 9:35 – 9:45 (10 min.) · Period 2A 9:45 – 11:05 (80 min.)		SMART Lunch 11:10 - 12:00	Period 3A 12:05 – 1:25 (80 min.)		Period 4A 1:30 – 2:50 (80 min.)
"B" Day	Period 1B 8:10 – 9:30 (80 min.)	Att./Ann 9:35 – 9:45 (10 min.) · Period 2B 9:45 – 11:05 (80 min.)		SMART Lunch 11:10 - 12:00	Period 3B 12:05 – 1:25 (80 min.)		Period 4B 1:30 – 2:50 (80 min.)
Early Release	Per. 1 (A&B) 8:10 – 9:05	Per. 2 (A&B) 9:10 – 10:05 Alternating Weeks	Per. 3 (A&B) 10:10 – 11:05 Alternating Weeks	SMART Lunch 11:10 – 11:50	Per. 4 (A&B) 11:55 – 12:50 Alternating Weeks		

*Attendance and Announcements will take place during period 2A

This time represents Arrival and Dismissal procedures.

2021-22 FA Daily Schedule (Mondays)

	8:15	8:30	8:45	9:00	9:15	9:30	9:45	10:00	10:15	10:30	10:45	11:00	11:15	11:30	11:45	12:00	12:15	12:30	12:45	1:00	1:15
K	AM MTG	Math Workshop 8:30-9:30			Recess 9:30-10		Literacy 10:00-11:00					Project Work 11:00 - 11:30		Read Aloud &/or Empathy & Service 11:30 - 11:45	Lunch 11:45 - 12:15		Specials 12:20 - 1:05			Closing Circle 1:05 - 1:15
1st & 2nd Grade	AM MTG	Math Workshop 8:30-9:30			Literacy 9:30-10:30				Recess 10:30 - 11:00		Specials 11:00-11:45			Lunch 11:45 - 12:15		Project Work 12:15 12:45		Empathy & Service &/or Read Aloud 12:45-1	Closing Circle 1-1:15
3rd & 4th Grade	AM MTG	Math Workshop 8:30-9:00	Specials 9:00-9:45		Math Workshop 9:45 - 10:15	Literacy 10:15 - 11:15					Recess 11:15-11:45		Lunch 11:45 - 12:15		Project Work 12:15-12:45		Empathy & Service &/or Read Aloud 12:45-1	Closing Circle 1-1:15
5th Grade	AM MTG	Math Workshop 8:30-9:30			Literacy 9:30-10:00	Specials 10:00 - 10:45			Literacy 10:45 - 11:15		Project Work 11:15 - 11:45		Lunch 11:45-12:15		Recess 12:15-12:45		Empathy & Service &/or Read Aloud 12:45-1	Closing Circle 1-1:15

AM MTG= Morning Meeting/Responsive Classroom

PW = Project Work

Literacy = Reading & Writing Workshop

WS = Workshop

Specials = Art, Music, PE,

LEGO/Engineering, or Science										

2021-22 FA Daily Schedule (Tues-Fri)

	8:15	8:30	8:45	9:00	9:15	9:30	9:45	10:00	10:15	10:30	10:45	11:00	11:15	11:30	11:45	12:00	12:15	12:30	12:45	1:00	1:15	1:30	1:45	2:00	2:15	2:30	2:45	3:00	3:15
K	AM Meeting 8:15-8:45		Literacy 8:45-10:30 91(A-E)							Specials 10:30 - 11:15 92(A-E)			Literacy 11;15 - 11:45 93(A-E)		Math Workshop 11:45 - 12:15 94(A-E)		Lunch 12:15-12:45		Math WS 12:45-1:15		Recess 1;15 - 1:45		Project Work 1:45 - 2:45 Science 95(A-E) SS 96(A-E)				Empathy & Service &/or Read Aloud 2:45 - 3:00	Closing Circle 3:00-3:15	
1st & 2nd	AM Meeting 8:15-8:45		Literacy 8:45 - 10:50 11(A-E)									Math Workshop 10:50 - 11:30 12(A-E)			Specials 11:30 - 12:15 13(A-E)		Lunch 12:15 - 12:45		Math WS 12:45 - 1:15 14(A-E)		Project Work 1:15-1:55		Recess 1:55-2:25	Project Work 2:25 - 2:45 Science 15(A-E) SS 16(A-E)		Empathy & Service &/or Read Aloud 2:45 - 3:00		Closing Circle 3:00-3:15	
3rd & 4th	AM Mtg 8:15-8:40		Literacy 8:40 - 10:45 21(A-E)								Math Workshop 10:45-12:00 22(A-E)				Empathy & Service &/or Read Aloud 12:00 - 12:15		Lunch 12:15 - 12:45		Project Work 12:45 - 1:15 23(A-E) Science		Specials 1:15 - 2:00 24(A-E)			Project Work 2:00 - 2:30 25(A-E) SS	Recess 2:30 - 3:00			Closing Circle 3:00-3:15	
5th	AM Mtg 8:15-8:40		Literacy 8:40 - 10:45 31(A-E)								Math Workshop 10:45 - 12:00 32(A-E)				Empathy & Service &/or Read Aloud 12:00 - 12:15		Lunch 12:15 - 12:45		Recess 12:45-1:15		Project Work 1:15-2:15 33(A-E) Science, 34(A-E) SS				Specials 2:15 - 3:00 35(A-E)			Closing Circle 3-3:15	

Faith Matters

FAITH LUTHERAN CHURCH

FAITH EVANGELICAL LUTHERAN CHURCH (NALC)
205 S. Main Street, P.O. Box 669
Faith, NC 28041
(704) 279-2500

July 20, 2020

To Whom it May Concern:

The Church Council of Faith Lutheran Church has agreed to allow Faith Academy Charter School to use our facilities if the need arises as they begin the 2021-2022 school year. In addition, we look forward to supporting the school in a variety of ways including, but not limited to, providing volunteers. We look forward to welcoming them to our community.

Sincerely,

Barbara S. Moose

Barbara Moose, President
Faith Lutheran Church Council

Kelly Reinholz

106 Devonshire Lane
Salisbury, NC 28146
(704) 213-1454 cell
(980) 332-0227 home
reinhokc@rss.k12.nc.us

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PROFILE

- Dedicated and goal-driven educational leader committed to the social and academic growth of every student
- Strong commitment to the development of students and staff and to providing a safe and engaging learning environment
- Trustworthy professional with strong communication skills to develop meaningful and lasting relationships with all members of the school community
- Solid team player that positively collaborates with the whole school community

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EDUCATION & CREDENTIALS

Post Master's Certificate in School Administration (2018-Current)
The University of North Carolina at Charlotte

National Board Certification (2009)

Academically & Intellectually Gifted Certification (2009-2011)
Winston-Salem State University

**The Master of Education in Child and Family Studies: Early Education
(Birth-Kindergarten Licensure)** (2004-2006)
The University of North Carolina at Charlotte

Elementary Education, B.A.: Concentration in English and Communications
(1995-1999)
The University of North Carolina at Charlotte

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PROFESSIONAL TEACHING EXPERIENCE

- Faith Elementary 2005-Present

- Rockwell Elementary 2000-2004

- China Grove Elementary 1999-2000

Faith Academy
PO Box 182, Faith, NC 28041

July 19, 2020

RE: Letter of Intent to enter into Purchase Agreement

In the event Buyer and Seller come to agreement on general terms and conditions of a purchase of real property located in Faith, NC for the purpose of Faith Academy developing a K-12 charter school campus, Buyer and Seller agree to work diligently to draft and execute a formal Purchase Agreement (the "PURCHASE AGREEMENT") within **Sixty (60) calendar days** from the mutual execution of this letter, or this proposed transaction shall be considered null and void and no party shall have any obligation whatsoever to the other as it pertains to this proposed transaction.

1. **Buyer**. Faith Academy, and/or assignee

2. **Seller**. Darrin Brown, and/or assignee

3. **Property**. The property, identified as 0 N Main Street 20.91AC Parcel Id No. 412 300 and 0 Faith Road 5.00AC Parcel Id No. 412 013 which will be suitable land for a K-12 school campus, with access to sufficient electric, water/sewer and internet utilities, located in the town known as Faith in Rowan County, NC (the "Property"), with respected legal descriptions to be provided in the Purchase Agreement. The Property will include the land, improvements thereon (if any), and all of Seller's rights under the existing leases, contracts, agreements and other rights and obligations relating to the Property. The Seller provided a preliminary survey which outlines a 2.5-acre adjustment to the property. Buyer accepts the survey adjustment. However, a final recorded legal survey must be in place prior to entering into a contract to purchase.

4. **Purchase Price**. The total Purchase Price for 0 N Main Street shall be **$350,000.00** ("Purchase Price"), Seller will donate the 0 Faith Road Property to Buyer, which will be a not for profit 501c3 organization at the time of closing; the donated portion's expected value **$50,000.00**.

5. **Closing**. The Closing of the Sale and the purchase of the Property shall occur no later than **Ninety (90) calendar days** after the approval of Faith Academy's Charter by the NC State Board of Education. In addition, the Purchase Agreement will include the following Closing contingencies:

   a. Faith Academy Charter approval by the NC State Board of Education
   b. Traffic Impact Analysis completion and approval for Faith Academy traffic plan
   c. Property zoning approved for charter school use
   d. Phase I and if necessary, Phase II Environmental Site Assessment to confirm that no factors on site prevent use for a K12 charter school
      i. If factors exist that require significant remedy, renegotiation of the Purchase Price will be required to close
   e. Approval of site plan and permits issued by local permitting authority
   f. Approval of 501c3 status for Faith Academy by the Internal Revenue Service

6. **Due Diligence Materials**. To assist Buyer during the Contingency Period, Seller is to provide to Buyer the following items:

   a. Preliminary Title Report and underlying documents;

   b. **Environmental, Engineering and Seismic Reports in Seller's possession;**

   c. All notices received for the Property;

   d. Any third-party reports in Seller's possession;

   e. Other items reasonably requested by Buyer in Seller's possession. However, Seller's delivery of these items shall NOT extend the Contingency Period.

f. Any additional information available that will expedite the Buyers ability to determine the construction viability of the identified Property.

7. **Costs.** Any due diligence costs will be paid by Buyer. All other closing costs shall **be paid in accordance with custom in the county where the Property is located.**

N/A DB GW

8. **Sales Commissions.** A sales commission of 3% on the Purchase Price shall be paid to the Buyer's agent, and Buyer and Seller agree that **there are no other fees or commissions due related to this transaction.**

9. **Representations And Warranties.** **Seller shall provide Buyer with standard representations** and warranties, to be mutually agreed in the PURCHASE AGREEMENT.

10. **Donation Cooperation.** **So long as neither party incurs additional cost or expense as a result** of doing so, Buyer and Seller agree to cooperate with each other in the event Seller elects to participate in the related tax reporting requirements for the donation of property to a not for profit 501c3 organization.

THIS PROPOSAL IS INTENDED SOLELY AS A PRELIMINARY EXPRESSION OF GENERAL INTENTIONS AND IS TO BE USED FOR DISCUSSION PURPOSES ONLY. THE PARTIES AGREE THAT THIS PROPOSAL IS NOT INTENDED TO CREATE ANY AGREEMENT OR OBLIGATION BY EITHER PARTY TO NEGOTIATE A DEFINITIVE PURCHASE AND SALE AGREEMENT AND IMPOSES NO DUTY ON EITHER PARTY TO CONTINUE NEGOTIATIONS. THE PARTIES INTEND THAT NEITHER SHALL HAVE ANY CONTRACTUAL OBLIGATIONS TO THE OTHER WITH RESPECT TO THE MATTERS REFERRED HEREIN UNLESS AND UNTIL A DEFINITIVE AGREEMENT HAS BEEN FULLY EXECUTED AND DELIVERED BY THE PARTIES. PRIOR TO DELIVERY OF A DEFINITIVE EXECUTED AGREEMENT, AND WITHOUT ANY LIABILITY TO THE OTHER PARTY, EITHER PARTY MAY (1) PROPOSE DIFFERENT TERMS FROM THOSE SUMMARIZED HEREIN, (2) ENTER INTO NEGOTIATIONS WITH OTHER PARTIES, AND/OR (3) UNILATERALLY TERMINATE ALL NEGOTIATIONS WITH THE OTHER PARTY HERETO. NOTWITHSTANDING ANY PAST, PRESENT OR FUTURE WRITTEN OR ORAL INDICATIONS OF ASSENT OR INDICATIONS OF RESULTS OF NEGOTIATION OR AGREEMENT TO SOME OR ALL MATTERS THEN UNDER NEGOTIATION, IT IS AGREED THAT NEITHER PARTY WILL BE UNDER ANY LEGAL OBLIGATION BASED ON THIS LETTER OR ANY SUCH WRITTEN OR ORAL INDICATIONS, NEGOTIATIONS AND/OR AGREEMENTS UNLESS AND UNTIL A DEFINITIVE AGREEMENT HAS BEEN FULLY EXECUTED AND DELIVERED BY ALL PARTIES INTENDED TO BE OBLIGATED. IT IS ALSO UNDERSTOOD THAT EITHER PARTY MAY WITHDRAW FROM NEGOTIATIONS AT ANY TIME FOR ANY REASON PRIOR TO THE TIME WHICH A FULLY EXECUTED PURCHASE AND SALE AGREEMENT HAS BEEN DELIVERED TO ESCROW

If Seller is interested in proceeding with a PURCHASE AGREEMENT drafted in accordance with the terms set forth above, please sign below and return this proposal via email.

Sincerely,
George Wilhelm
Faith Academy
Board Chair
wilhelm.outfitters@gmail.com

Accepted by Buyer (Faith Academy):	Accepted by Seller (Darrin Brown):
Signed: _George A Wilhe___	Signed: _Djni S. B___
Name: _George Wilhelm_	Name: _Darrin S. Brown_
Title: _Board Chair_	Title: _Owner_
Date: _7/21/2020_	Date: _7/21/20_

Sarah Hensley, Ed.D

205 West Glenview Drive, Salisbury, North Carolina 28147

PROFESSIONAL SUMMARY

Enthusiastic educational leader eager to contribute to the success of Faith Academy through hard work, attention to detail, and excellent organizational skills. Clear understanding of the mission, vision, and responsibilities of the Lead Administrator in creating a successful charter school.

EDUCATION

Doctorate in Educational Leadership - The University of North Carolina at Charlotte
Certificate of Advanced Study Curriculum And Teaching - UNC- Charlottte
Master of Education - The University of North Carolina at Charlotte
Bachelor of Arts: Art Education Greensboro College

PROFESSIONAL EDUCATOR'S LICENSE

Superintendent
Principal (Grades K - 12)
Elementary Education (Grades K- 6)
Curriculum Instructional Specialist
Middle Grades Language Arts (Grades 6 - 9) Art (Grades K-12)

WORK HISTORY

Interim Director, 03/2020 to 08/2020
Child Development Center of First United Methodist Church of Salisbury - Five Star

Director of Elementary Education 07/1999 to 07/2012 Rowan-Salisbury School System Supported 20 elementary schools with the implementation of the *NC Standard Course of Study*, provided training and resources for administrators, teachers, and support staff in accountability standards and assessments including hiring, training, disciplinary action and termination in compliance with legal guidelines and requirements.

Principal Corriher Lipe Middle School, 07/1994 to 07/1999 Rowan-SalisburySchool System *"School of Distinction"* based on End of Grade test results the school exceeded its expected growth goal. Named a *"Top 25 School "* by North Carolina Department of Instruction. Received two grants from the Cannon Foundation for fifty-thousand dollars for technology upgrade and fifty-thousand for Public Safety for a School Resource Officer. Named *"Principal of the Year"*

Principal Henderson Elementary School, 07/1988 to 07/1994 Rowan Salisbury School System Reorganized current school structure from grades 4 and 5 to grades K - 5 during transitional district merger. *Named "Principal of the Year"*

Assistant Principal and Teacher Knox Middle School 07/1986 - 07/1988 Named *"Teacher of the Year"*

Teacher - Charlotte - Mecklenburg School System 07/1985 - 07/1986